

This document outlines the academic goals, the activities and materials used in the Fourth Grade class in order to achieve high academic success. There is a great deal of overlap in the standards within the activities and within the core areas, thus, standards addressed repeatedly throughout the year.

Time period	Standard	Resources (unit in textbook, learning center, recurring activity, other)	Internet/Media/ other resource
Weeks estimation based on a pace of one story a week	(1) Reading/ Fluency.	Harcourt's <u>Touch a Dream</u> Themes 1-6	<i>The Poet and the Professor: Poems for Building Reading Skills</i> by Timothy Rasinski, Partner Reading, Repeated Readings, Small Group Read Aloud, Shared Reading
1 to 36 (1 story/ week)	(A) read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	Harcourt's <u>Touch a Dream</u> Themes 1-6	Sound recorder (record books/poems/short stories/news articles on computer/CD) <i>The Poet and the Professor: Poems for Building Reading Skills</i> by Timothy Rasinski, Partner Reading, Repeated Readings, Small Group Read Aloud, Shared Reading
Weeks 1 to 36	(2) Reading/ Vocabulary Development		Vocabulary from Harcourt Curriculum, Vocabulary A-Z.com, <i>The Poet and the Professor: Poems for Building Reading Skills</i> by Timothy Rasinski
Weeks 1 - 36	(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;	One root introduced/defined each Mon.  One related word introduced/deciphered each Tues.-Fri.	Spelling from Harcourt Curriculum  List of Common Roots <a href="https://www.msu.edu/~defores1/gre/roots/gre_rts_afx2.htm?iframe=true&amp;width=90%&amp;height=90%">https://www.msu.edu/~defores1/gre/roots/gre_rts_afx2.htm?iframe=true&amp;width=90%&amp;height=90%</a>  Prefix/suffix/root song <a href="http://www.educationalrap.com/song/prefixes-suffixes-roots.html">http://www.educationalrap.com/song/prefixes-suffixes-roots.html</a>  Etymology Resource <a href="http://www.etymonline.com/">http://www.etymonline.com/</a>
1-36	(B) use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words;	Themes 1-6 Throughout reading selections - introducing new vocab. with included transparencies	Vocabulary from Harcourt Curriculum, Vocabulary A-Z.com, <i>The Poet and the Professor: Poems for Building Reading Skills</i> by Timothy Rasinski
1-36	(C) complete analogies using knowledge of antonyms and synonyms (e.g., boy:girl as male: ___ or girl:woman as boy: ___);	Theme 2 Student written analogies	Vocabulary A-Z.com Quiz <a href="http://www.internet4classrooms.com/grade_level_help/complete_analogy_language_arts_fourth_4th_grade.htm">http://www.internet4classrooms.com/grade_level_help/complete_analogy_language_arts_fourth_4th_grade.htm</a>
8	(D) identify the meaning of common idioms; and	Given idiom in pairs/individually, students write a story to illustrate  Do online quizzes as class	<i>The Poet and the Professor: Poems for Building Reading Skills</i> by Timothy Rasinski Quiz <a href="http://a4esl.org/q/h/9807/km-animalidioms.html">http://a4esl.org/q/h/9807/km-animalidioms.html</a>
Intro. week 2 Continue Mon weeks 3-36	(E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.	Have students look up vocab. words from <u>Touch a Dream</u> stories on Mondays- make vocab. posters with definitions, syllabication, pronunciation guide	<a href="http://www.tlbooks.com/dictionaryskillsreview.html">http://www.tlbooks.com/dictionaryskillsreview.html</a>

		In conjunction with teaching spelling rule- one vowel or Y in each syllable <ul style="list-style-type: none"> <li>- students break words into syllables (with dictionary)</li> <li>- find the vowel in each syllable</li> </ul>	
Quarter 1 Intro – Week 1 through 9	(3) Reading/Comprehension of Literary Text/Theme and Genre		Reading A-Z.com, Literature Circles or Guided Reading Group focus
	(A) summarize and explain the lesson or message of a work of fiction as its theme; and	Wall chart <ul style="list-style-type: none"> <li>- after reading a story, discuss theme</li> <li>- add story and possible themes to chart</li> </ul>	Reading A-Z.com, Literature Circles and Guided Reading Groups
Week 22	(B) compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature.	-Read stories individually/pairs -Answer questions to illuminate characteristics of folktales/characters -2 individuals/pairs combine and compare stories with Venn Diagram  Week 22- Teacher resource (Selection of International Folktales with questions)	Graphic Organizer <a href="http://www.docstoc.com/docs/25400180/Folktale-Graphic-Organizer">http://www.docstoc.com/docs/25400180/Folktale-Graphic-Organizer</a> Lesson Ideas <a href="http://teacher.scholastic.com/writewit/mff/tguide/planning.htm#3">http://teacher.scholastic.com/writewit/mff/tguide/planning.htm#3</a>  Folktale Sources <a href="http://www.folkart.com/folktale/">http://www.folkart.com/folktale/</a> <a href="http://www.untoldstories.org.uk/storytelling/index.html">http://www.untoldstories.org.uk/storytelling/index.html</a>
Weeks 1 to 36	(4) Reading/Comprehension of Literary Text/Poetry		
Week 30	a) understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding	1) Look at Robbie Burns “Red Red Rose” for repetition, alliteration, rhyming, similes, hyperbole 2) Look at 1 <sup>st</sup> two verses of Alfred Noyce’s “The Highway Man” for rhythm, repetition, and colorful words and descriptive language 3) Examine poems to find similar examples Teacher Resource (Collection of International Poetry and “Test 2” which includes assessment of poetic devices)	Disney’s “Casey At the Bat” <a href="http://www.youtube.com/watch?v=02F0qC1-sa0">http://www.youtube.com/watch?v=02F0qC1-sa0</a>  Teacher Resource (Audio versions of poetry)  Guitar chords available for “The Highway Man”  <i>The Poet and the Professor: Poems for Building Reading Skills</i> by Timothy Rasinski
4 <sup>th</sup> Quarter	b) explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse).	Compare Haikus, Diamontes, and above poems to free verse	Free Verse <a href="http://examples.yourdictionary.com/examples-of-free-verse-poems.html">http://examples.yourdictionary.com/examples-of-free-verse-poems.html</a>  <i>The Poet and the Professor: Poems for Building Reading Skills</i> by Timothy Rasinski  Classical Poetry from scholastic books available - Rudyard Kipling, Emily Dickinson, Robert Frost, Carl Sandburg, etc.
Weeks 1 to 36	(5) Reading/Comprehension of Literary Text/Drama		
Weeks 10 and 22	a) understand, make inferences and draw conclusions about the	Theme 2: “Charlotte’s Web” Theme 4: “Little Red Writing Hood”	Reader’s Theater Scripts <a href="http://teachingheart.net/re">http://teachingheart.net/re</a>

	structure and elements of drama and provide evidence from text to support their understanding	Readers theater, discuss ways to improve, perform again Also in Drama class	<a href="#">aderstheater.htm</a> Drama class with Ms. McNaughton
Weeks 10 and 22	b) describe the structural elements particular to dramatic literature.	Identify stage directions, dialogue, narration, roles, in each readers theater piece	
<b>Weeks 1 to 36</b>	<b>(6) Reading/Comprehension of Literary Text/Fiction</b>		
	(A) sequence and summarize the plot's main events and explain their influence on future events;	After each story read, discuss and fill out graphic organizer  Write weekly reading letters/logs -Teacher Resource (letter rubric)	Graphic Organizers <a href="http://www.eduplace.com/graphicorganizer/">http://www.eduplace.com/graphicorganizer/</a> <a href="http://www.educationoasis.com/curriculum/GO/cause_effect.htm">http://www.educationoasis.com/curriculum/GO/cause_effect.htm</a>  Guided Reading Groups or Literature Circles
	(B) describe the interaction of characters including their relationships and the changes they undergo; and	After reading each story, discuss and fill out graphic organizer Use Venn Diagram to show individual traits and interactions	Graphic Organizers <a href="http://www.educationoasis.com/curriculum/GO/character_story.htm">http://www.educationoasis.com/curriculum/GO/character_story.htm</a>  Guided Reading Groups and Literature Circles
	(C) identify whether the narrator or speaker of a story is first or third person.	When starting a new story, pose the question of first/third person and reasoning	
<b>Weeks 3 to 36</b>	<b>(9) Reading/Compreh of Literary Text/Literary Nonfiction.</b>		
Quarter 1 Week 3	a) understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction	In pairs, examine given work of nonfiction terms of how chapters, pages, paragraphs are structured Make KWL chart before reading piece e.g. Historical manuscripts, Math/Science textbooks, encyclopedias	Moroccan Constitution in English (1996) <a href="http://www.al-bab.com/maroc/gov/con96.htm">http://www.al-bab.com/maroc/gov/con96.htm</a> Wikipedia (table of contents)  PERC practice sheets
	b) respond by providing evidence from text to support their understanding	Answer questions raised in KWL chart based on text	PERC practice sheets
	c) identify similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography.	After learning about Jamestown from historical accounts, watch Disney's "Pocahontas"  Use a Venn Diagram to compare fiction and nonfiction work	Disney's "Pocahontas"  Primary Sources <a href="http://www.virtualjamestown.org/fhaccounts_date.html">http://www.virtualjamestown.org/fhaccounts_date.html</a>  Historical Fiction focus
<b>Weeks 3 to 36</b>	<b>(8) Reading/Comprehe of Literary Text/Sensory Language.</b>		
	(A) understand, make inferences and draw conclusions about how an author's sensory language	Draw setting, character, event from read aloud book Given descriptive paragraph* - draw a picture of it	extension activities with literature circles and guided reading assignments

	creates imagery in literary text	- give picture to someone to write a descriptive paragraph *Teacher resource (descriptive paragraphs)	
	(B) provide evidence from text to support their understanding.	Justify pictures to class	Extensions from small group reading
	(C) identify the author's use of similes and metaphors to produce imagery.	Take a descriptive paragraph with similes/metaphors & replace with opposite/similar similes/metaphors Teacher resource ("Highway Man" example)	Poetry – The Poet and the Professor
Weeks 1 to 36	(9) Reading/Comprehension of Text/Independent Reading.		
	(A) read independently for sustained periods of time and produce evidence of their reading and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).	Reading Corner (Friday afternoons) - signed log of reading through week - share through blog, book report activities, recommending books to others Reading letters (Due every Friday) - Teacher resource (rubric) Literature Circle - Teacher resource (literature circle roles)	Book Report Ideas <a href="http://www.proteacher.org/org/a/31298_Many_great_ideas!.html">http://www.proteacher.org/org/a/31298_Many_great_ideas!.html</a>  Book Blog <a href="http://amicitiabooks.blogspot.com">amicitiabooks.blogspot.com</a>
Weeks 9 to 27	(10) Reading/ Comprehension of Informational Text/Culture and History		
Quarter 2	(A) analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.	Harcourt's Touch a Dream: Themes 1-6  Analyze historical documents, Aesop's Fables, Folktales, Fairytales	Primary Sources <a href="http://www.virtualjamestown.org/fhaccounts_date.html">http://www.virtualjamestown.org/fhaccounts_date.html</a>  Folktale Sources <a href="http://www.folkart.com/folktales/">http://www.folkart.com/folktales/</a> <a href="http://www.untoldstories.org.uk/storytelling/index.html">http://www.untoldstories.org.uk/storytelling/index.html</a>
Quarter 3	(B) explain the difference between a stated and an implied purpose for an expository text.	Use political cartoons, practice modeling with satire.	Writing workshop.
Weeks 1 to 36	(11) Reading/Comprehension of Informational Text/Expository Text		
	(A) summarize the main idea and supporting details in text in ways that maintain meaning;	Fill out graphic organizer after reading text	Graphic Organizer <a href="http://www.educationoasis.com/curriculum/GO/GO_pdf/hierarchy_chart.pdf">http://www.educationoasis.com/curriculum/GO/GO_pdf/hierarchy_chart.pdf</a>  Current Event focus
	(B) distinguish fact from opinion in a text and explain how to verify what is a fact;	In read alouds, <u>Wrinkle in Time</u> , <u>Trumpet of the Swan</u> , develop list of facts about science/space and swans	
	(C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison; and	Addressed in questions in teacher edition of Harcourt <u>Touch a Dream</u> . Fill out graphic organizers after stories.	Graphic Organizers <a href="http://www.educationoasis.com/curriculum/graphic_organizers.htm">http://www.educationoasis.com/curriculum/graphic_organizers.htm</a>

	(D) use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information.	Teach guide words through dictionary practice Preview page of contents/blurp/page of text of textbook, story, novel before reading -What we can know before reading?	Dictionary Skills <a href="http://www.tlsbooks.com/dictionaryskillsreview.html">http://www.tlsbooks.com/dictionaryskillsreview.html</a>
Weeks ___ to ___	(12) Reading/Comprehension of Informational Text/Persuasive Text.		
	a) analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.	"I Have a Dream" speech Brochures Websites for products/services Poem "Mike Teavee" by Roald Dahl	Powerpoints, Outlines, Examples of Persuasive Texts <a href="http://www.primaryresources.co.uk/english/englishD10.htm">http://www.primaryresources.co.uk/english/englishD10.htm</a>
	b) explain how an author uses language to present information to influence what the reader thinks or does.	-Introduce techniques from pdf file -Cut out paragraphs/pictures/ advertisements from magazines or newspapers and label/write analysis	Teacher Resource <a href="http://www.insightpublications.com.au/pdf_preview/Persuasive-Language-in-Media-Texts-10-pages.pdf">http://www.insightpublications.com.au/pdf_preview/Persuasive-Language-in-Media-Texts-10-pages.pdf</a> (adapt to 4 <sup>th</sup> grade)
Weeks ___ to ___	(13) Reading/Comprehension of Informational Text/ Procedural Texts.		
14	(A) determine the sequence of activities needed to carry out a procedure (e.g. following a recipe);	Choose everyday task (toothbrushing, eating breakfast cereal etc.) -write detailed step-by-step instructions -try following steps Follow a recipe (with fractions in Math)	
	(B) explain factual information presented graphically (e.g. charts, diagrams, graphs, illustrations).	Also, explaining maps and graphs in Social Studies/graphs and charts in Math/and diagrams in Science	
Weeks ___ to ___	(14) Reading/Media Literacy		
15-16	(A) explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior;	Students record and analyze the message given by TV commercials/magazine or newspaper advertisements/billboards -What is being communicated? -How are you being persuaded? -What are the pros and cons of being persuaded?	Dove Evolution Ad. <a href="http://www.youtube.com/watch?v=hibyAJOSW8U">http://www.youtube.com/watch?v=hibyAJOSW8U</a>  Advertising Techniques <a href="http://pbskids.org/dontbuyit/">http://pbskids.org/dontbuyit/</a>
15-16	(B) explain how various design techniques used in media influence the message (e.g., pacing, close-ups, sound effects); and	Watch and analyze advertisements for similar products: Which is more effective?	Advertising Tricks <a href="http://pbskids.org/dontbuyit/buyingsmart/">http://pbskids.org/dontbuyit/buyingsmart/</a>  Commercials on youtube  Lesson Plan (needs updating) <a href="http://www.evertoncollective.org.uk/download?id=27455">http://www.evertoncollective.org.uk/download?id=27455</a>
1-36 Once weekly	(C) compare various written conventions used for digital media (e.g. language in an informal e-mail vs. language in a web-based news article).	Compare writing for: E-pals News articles Information for research paper	Computer lab

Weeks 1 to 36 (15) Writing/Writing Process			
1-36 Mondays	(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals);	Themes 1-6 Teaching Transparencies Graphic Organizers	Teacher-made graphic organizers Graphic organizers from the internet
1-36 Tuesdays and Wednesdays	(B) develop drafts by categorizing ideas and organizing them into paragraphs;	Themes 1-6 writing activities following each story Research project: books from Library, Encyclopedias	Wikipedia
11-36 Thursdays	(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience;	Have self and peer editing time on Thursdays  C.O.P.S. method Editing wheel	COPS rubric <a href="http://www.thinkwritebook.com/document2.pdf">http://www.thinkwritebook.com/document2.pdf</a>  Editing Wheel <a href="http://www.superteacherworksheets.com/writing/editing-wheel.pdf">www.superteacherworksheets.com/writing/editing-wheel.pdf</a> Teacher Edited Version
1-36 Thursdays	(D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric;	Have self and peer editing time on Thursdays  C.O.P.S. method Editing wheel	COPS rubric <a href="http://www.thinkwritebook.com/document2.pdf">http://www.thinkwritebook.com/document2.pdf</a>  Editing Wheel <a href="http://www.superteacherworksheets.com/writing/editing-wheel.pdf">www.superteacherworksheets.com/writing/editing-wheel.pdf</a> Teacher Edited Version
1-36 Fridays	(E) publish written work for a specific audience.	Share published work on Fridays  Letters, Research Papers, Scripts, Stories, Poems, Essays	Powerpoint, Blogs, Word, Video Camera
Weeks 1 to 36 (16) Writing/Literary Texts.			
Quarter 1 Week 3, 5	(A) write imaginative stories that build the plot to a climax and contain details about the characters and setting	Theme 1	Graphic Organizer <a href="http://www.educationoasis.com/curriculum/GO/GO_pdf/story_organzier.pdf">http://www.educationoasis.com/curriculum/GO/GO_pdf/story_organzier.pdf</a>  Focus on creative writing –weekly exerciase
31 and 35	(B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).	Write diamonte, haiku, free verse, shape poetry Theme 6	
Weeks 1 to 36 (17) Writing			
1, 2, 4	(A) write about important personal experiences.	Theme 1	Writing prompts - daily
Weeks 1 to 36 (18) Writing/Expository and Procedural Texts.			
6- 10, 16-20	(A) create brief compositions that: (i) establish a central idea in	Theme 2, Theme 4	

	a topic sentence;(ii) include supporting sentences with simple facts, details, and explanations; and(iii) contain a concluding statement;		
13, 28	(B) write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing); and	Theme 3, Theme 6 Also in Social Studies (letters to the ministers in the Moroccan government)	
1-36 Thurs or Fri after reading selection for the week	(C) write <b>responses</b> to literary or expository texts and provide evidence from the text to demonstrate understanding.	Answer questions that follow expository texts (e.g. "Look to the North," "Saguaro Cactus," "How to Babysit an Orangutan") in Harcourt <u>Touch a Dream</u> text	
Weeks 11 to 27	(19) Writing/Persuasive Texts.		
Quarter 2 and 3 11, 12, 13, 15, 27	a) write <b>persuasive essays</b> for appropriate audiences that establish a position and use supporting details.	Theme 3 – apply news articles and research	
Weeks 1 to 36	(20) Oral and Written Conventions/Conventions.		
1-36 During discussion of reading selections Mon-Thurs & Thurs Editing process	(A) understand and use the following parts of speech in the context of reading, writing, and speaking: (i) verbs (past, present, and future); (ii) nouns (singular/plural, common/proper); (iii) adjectives (e.g., descriptive: green, tall); (iv) adverbs (e.g., time: before, next); (v) prepositions and prepositional phrases; (vi) pronouns (e.g., I, me); and (vii) time-order transition words;	Throughout writing, speaking, and reading through: -Discussing reading selections -Editing students' work -Discussing how prefixes & suffixes change the part of speech	
1-36 Morning routine & Thurs Editing process	(B) use the complete subject and the complete predicate in a sentence; and	In all written assignments, self/peer/teacher edited and revised.	
1-36 Morning routine & Thurs Editing process	(C) use complete simple and compound sentences with correct subject-verb agreement.	In all written assignments, self/peer/teacher edited and revised. Two daily sentence to edit from Harcourt <u>Touch a Dream</u> Text	
Weeks 1to 36	(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.		
1-36 Fridays	(A) write legibly in cursive script with spacing between words in a sentence;	Publishing of all handwritten writing assignments	Writing Paper <a href="http://www.printablepaper.net/">http://www.printablepaper.net/</a>

1-36 Morning routine & Thurs Editing process	(B) use capitalization for: (i) historical events and documents; (ii) titles of books, stories, and essays; and (iii) languages, races, and nationalities; and	Two daily sentence to edit from Harcourt Text  In students' editing and revising of own writing	Elmo to edit/revise sentences as a class
1-36 Morning routine & Thurs Editing process	(C) recognize and use punctuation marks including: (i) commas in compound sentences; and (ii) quotation marks.	Two daily sentence to edit from Harcourt Text  In students' editing and revising of own writing	Elmo to edit/revise sentences as a class
<b>Weeks 1 to 36</b>	<b>(22) Oral and Written Conventions/Spelling</b>		
1-36 Spelling list/lesson Mon. Spelling test Fri.	(A(A) spell words with more advanced orthographic patterns and rules: (i) plural rules (e.g., words ending in f as in leaf, leaves; adding -es);(ii) irregular plurals (e.g., man/men, foot/feet, child/children);(iii) double consonants in middle of words; (iv) other ways to spell sh (e.g., -sion, -tion, -cian); and(v) silent letters (e.g., knee, wring);	Themes 1-6 -included in spelling lists	
18-36 Intro. each morning	(B) spell base words and roots with affixes (e.g., -ion, -ment, -ly, dis-, pre-);	Recognize and discuss in the context of reading selections	<a href="https://www.msu.edu/~defores1/gre/roots/gre_rts_afx2.htm?iframe=true&amp;width=90%&amp;height=90%">https://www.msu.edu/~defores1/gre/roots/gre_rts_afx2.htm?iframe=true&amp;width=90%&amp;height=90%</a>
1-36 Spelling list/lesson Mon. Spelling test Fri.	(C) spell commonly used homophones (e.g., there, they're, their; two, too, to); and	Include 1 set of homophones in each spelling list	Video about Homophones <a href="http://www.youtube.com/watch?v=05DMI_6OZTE&amp;feature=related">http://www.youtube.com/watch?v=05DMI_6OZTE&amp;feature=related</a>
1-36 Thursdays	(D) use spelling patterns and rules and print and electronic resources to determine and check correct spellings.	In editing and revising portion of writing process	Editing Wheel <a href="http://www.superteacherworksheets.com/writing/editing-wheel.pdf">www.superteacherworksheets.com/writing/editing-wheel.pdf</a> Teacher Edited Version
<b>Weeks 10 to 27</b>	<b>(23) Research/Research Plan.</b>		
Quarter 2 and 3 13-15 and 21-23	(A) generate research topics from personal interests or by brainstorming with others narrow to one topic, and formulate open-ended questions about the major research topic;	Research paper about given animal Theme 5 Country research paper (Social Studies) Body System/Scientist research paper (Science) *Letting students generate their own topics creates difficulties b/c of limited print resources	E-Pen Pal Program <a href="http://www.epals.com">http://www.epals.com</a>
13-15 and 21-23	(B) generate a research plan for gathering relevant information (e.g. surveys, interviews, encyclopedias) about the major research question.	Research paper about given animal Theme 5 (based on books available in library) Also covered in Social Studies research paper about country (with interview)	
<b>Weeks 13 to 23</b>	<b>(24) Research/Gathering Sources.</b>		



Quarter 1, 2, and 3 13-15 and 21-23	(A) follow the research plan to collect information from multiple sources of information, both oral and written, including: (i) student-initiated surveys, on-site inspections, and interviews; (ii) data from experts, reference texts, and online searches; and (iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate;	Research paper about given animal Theme 5 Country research paper (Social Studies) Body System/Scientist research paper (Science)  Science Fair Project	Research Resources <a href="http://www.nationmaster.com">http://www.nationmaster.com</a> <a href="http://www.wikipedia.com">http://www.wikipedia.com</a>  Visual Primary Sources <a href="http://nyu.libguides.com/content.php?pid=38530&amp;sid=611970">http://nyu.libguides.com/content.php?pid=38530&amp;sid=611970</a>  E-Pals Program <a href="http://www.epals.com">www.epals.com</a>
13-15 and 21-23	(B) use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, captions, key words, italics);	Theme 5 Introduce searching techniques Do scavenger hunt for concepts in textbook Answer questions about text before reading it	Use Elmo to demonstrate skimming encyclopedia article
13-15 and 21-23	(C) take simple notes and sort evidence into provided categories or an organizer;	Theme 5  Demonstrate: 1) Read and reread paragraph/page 2) Close book 3) Write or say and then write what you remember in own words	Graphic Organizer <a href="http://www.educationworld.com/tools_templates/note_taking.doc">http://www.educationworld.com/tools_templates/note_taking.doc</a>
13-15 and 21-23	(D) identify the author, title, publisher, and publication year of sources; and	Theme 5  Teacher demonstrates with book, Practice with books given by teacher Use Citation Record to record research resources	Citation Record <a href="http://www.openc.k12.or.us/citeintro/elementary/docs/citewrksht.pdf">http://www.openc.k12.or.us/citeintro/elementary/docs/citewrksht.pdf</a> Use Elmo to show how to locate each piece of information for book/encyclopedia/website
13-15 and 21-23	(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.	Theme 5  After showing notetaking procedure (see (C) ), use Venn diagram to compare plagiarized and original text	Educational Rap <a href="http://www.educationalrap.com/song/its-non-fiction.html">http://www.educationalrap.com/song/its-non-fiction.html</a>
<b>Weeks 10 to 36</b>	<b>(25) Research/Synthesizing Information.</b>		
13-15 and 21-23	a) clarify research questions and evaluate and synthesize collected information	Theme 5	Graphic Organizer <a href="http://www.educationworld.com/tools_templates/note_taking.doc">http://www.educationworld.com/tools_templates/note_taking.doc</a>
13-15 and 21-23	b) improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic).	Theme 5  Social Studies research paper on country - interview national from the country Research paper about a career - interview parent/adult in the field	Interview Worksheet <a href="http://www.learnquebec.ca/export/sites/learn/en/content/curriculum_elem/personal_development/erc/documents/erc_e2_interv.pdf">http://www.learnquebec.ca/export/sites/learn/en/content/curriculum_elem/personal_development/erc/documents/erc_e2_interv.pdf</a>
<b>Weeks 10 to 18</b>	<b>(26) Research/Organizing and Presenting Ideas</b>		
13-15 and 21-23	a) organize and present their ideas and information according to the purpose of the research and their audience.	Theme 5  Teacher Resource (rubric)	

13-15 and 21-23	b) to draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used.	Theme 5	Citation Record <a href="http://www.openc.k12.or.us/citeintro/elementary/docs/citewrksht.pdf">http://www.openc.k12.or.us/citeintro/elementary/docs/citewrksht.pdf</a>  MLA Format <a href="http://owl.english.purdue.edu/owl/resource/747/1/">http://owl.english.purdue.edu/owl/resource/747/1/</a>
Week 1 to 36	<b>(27) Listening and Speaking/Listening</b>		
Weeks 1-36 Throughout day and subjects	(A) listen attentively to speakers and ask relevant questions and make pertinent comments	Practice "Good Audience" skills - turn to face speaker - quiet, respectful listening - applaud for presentation Pull two consecutive popsicle sticks, one to answer question, one to react to answer	
Weeks 1-36 Throughout day and subjects	(B) follow, restate, and give oral instructions that involve a series of related sequence of actions.	Explaining steps in math problem to class Repeating and following teacher given directions for project, assignment, activity in class	
Weeks 1 to 36	<b>(28) Listening and Speaking/Speaking.</b>		
Weeks 1-36 Throughout day and subjects	a) speak clearly and to the point, using the conventions of language	Through class discussion, math explanations, summaries of read aloud, speeches, giving instructions, answering questions	
Weeks 1-36 and Week 16, Week 30	b) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.	Throughout class discussion, reading aloud, presenting  -Persuasive, Entertaining, and Informative speeches -Debate in science regarding sources of energy/social studies regarding in which manner a leader should have acted -Teacher Resources (self planning sheet and peer and teacher rubrics)	Video camera, Sound Recorder on computer
Weeks 1 to 36	<b>(29) Listening and Speaking/Teamwork.</b>		
1-36	a) work productively with others in teams	Various activities listed above including Literature Circles and Reader's Theaters Assign each other participation grades *If necessary, assign specific roles group activities	Peer Rubric <a href="http://www.intel.com/cd/corporate/education/apac/eng/387305.htm">www.intel.com/cd/corporate/education/apac/eng/387305.htm</a>
1-36	b) to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.	Various discussion based activities listed above  Insure participation by: -giving time for <sup>1)</sup> individual thinking, <sup>2)</sup> pairs sharing, <sup>3)</sup> class discussing -using popsicle sticks to select students	

For multiple standards: <http://www.educationalrap.com/> \*

<http://www.educationoasis.com/>

\*The audio costs, but the lyrics are free

<http://www.choiceliteracy.com/public/department83.cfm>

requires a subscription but looks great