Course Title: Fourth Grade Language Arts

Subject: Language Arts Literacy

Grade Level: Fourth

Duration: September 2015 - June 2016

Prerequisite: None

Elective or Required: None

Language Arts Literacy Mission Statement:

The Glen Ridge Language Arts Program establishes a foundation for lifelong learning and effective communication. Through a sequential and challenging curriculum, our students will become proficient readers, effective writers, active listeners and articulate speakers. Students learn to respect various points of view while displaying creative, collaborative, and critical thinking skills. The Language Arts Program enables our students to participate effectively in a technological, complex and ever-changing world.

Course Description:
The purpose of this course in Language Arts is to develop and strengthen the reading, writing, listening, and speaking skills of the current fourth grade students. With the use of a quality literature anthology, an intensive grammar program, a collection of sophisticated writing units, enrichment materials, age-appropriate-novels and stories, and interactive technology, students in the fourth grade will build skills that will strengthen their ability to communicate and demonstrate their thinking in all aspects of literacy.

Authors: Alice Roberts and Alyssa DeSimone

Date Submitted: Summer 2015
Fourth Grade Language Arts

**Topic/Unit:** Unit 1 - *Think It Through*

**Approximate # Of Weeks:** For Each Unit  (6 Weeks Total)

**Essential Questions:**
Where do good ideas come from?
How do your actions affect others?
How do people respond to natural disasters?
How can science help you understand how things work?
How can starting a business help others?

*Upon completion of this unit students will be able to:*

**Reading:**
- Make predictions of events in a fairy tale (RL 4.3)
- Sequence events (RL 4.3)
- Analyze problems and solutions within realistic fiction pieces (RL 4.3)
- Compare and contrast topics in an expository text (RL 4.5)
- Reread to comprehend in a narrative nonfiction piece (RL 4.5)
- Identify cause and effect in narrative nonfiction (RL 4.5)
- Select main idea and key details in a persuasive article (RL 4.2)

**Writing:**
- Analyze portions of and generate ideas for a friendly letter (W.4.10)
- Organize ideas for a personal narrative (W. 4. 10)
- Analyze and create successful sentence fluency for personal narrative (W. 4. 10)

**Language Skills:**
- Analyze and generate synonyms (L.4.6)
- Analyze and use multiple meaning words (L 4.6)
- Identify suffixes and their meanings (L.4.6)
- Identify short vowels patterns (RF 4.3a)
- Identify long a patterns, (RF 4.3a)
- Identify inflectional endings (RF 4.3a)
- Identify long e, plurals (RF 4.3 a)
- Identify long i (RF 4.3a)
- Identify long o (RF 4.3 a)
- Identify compound words (RF 4.3 a)
- Create and identify subjects and predicates (L.4.1.f)
- Form and identify compound sentences (L.4.2.c)
- Identify and form clauses and complex sentences (L.4.1a)
- Identify and correct run-on sentences (L.4.1f)
Expanded Activities:
- Read *The Princess and the Pizza*
- Summarize and sequence the main events in the story
- Compare the ways the characters in the fairy tale and fable come up with ideas
- Read *Experts, Incorporated*
- Determine 3 examples of cause and effect within the story
- List 2 ways the main character solved problems within the story
- Establish how actions can make a difference in the two stories
- Read *Earthquakes*
- List 3 facts and generate 3 opinions about natural disasters
- Compare and contrast how tornadoes are similar and different from other natural disasters
- Read *A Crash Course in Forces and Motion With Max Axiom, Super Scientist*
- Create a cause and effect chart while reading this non-fiction piece
- Determine how science can help us answer questions and solve problems based on reading
- Read *Kids in Business, A Time For Kids article*
- Analyze how real-life kids have started their own businesses and obstacles they faced along the way

Activities – include 21st Century Technologies:
- Listen to audio clips
- Smart Board Lessons and games on www.connected.mcgraw-hill.com
- Interactive websites
- Journal response
- Literature journal response
- Clicker system
- Class discussion
- Graphic organizers

Writing Assignments/Routine Writing:
- Student Journals
- Short essay
- Weekend or daily reflections

Enrichment Activities:
- Give an oral presentation on a product or food that came about from work on something else.
- Create a multimedia presentation on a famous person whose positive actions have affected others
- In research teams, create a newscast about how a community responded to a recent natural disaster. Include a broadcaster, a reporter, and citizens being interviewed.
- In research teams, use an activity or experiment to demonstrate a science topic to the class. Potential topics include motion, force, friction or gravity.
• Compare and contrast well-known fairy tales’ characters and problems as well as how they are solved in a Venn diagram format
• Write your own twisted / jumbled fairy tale

Methods of Assessments/Evaluation:
• Oral / written exit / half way slips
• Reflective literature journal
• tests / quizzes
• reader’s response
• Study Island
• Writer’s Workshop assignments
• DRAs
• Center Activities
• Grammar activities / pages
• Word count and comprehension checks

Resources:  Text, Literature (RL), Informational (RI):
• www.connected.mcgraw-hill.com

Online Resources:
• Teacher webpage
  • www.connected.mcgraw-hill.com
  • www.RAZ-kids.com
  • www.spellingcity.com
  • www.studyisland.com
Fourth Grade Language Arts

**Topic/Unit:** Unit 2, Amazing Animals

**Approximate # Of Weeks:** For Each Unit (6 Weeks Total)

**Essential Questions:**
- What are some messages in animal stories?
- How do animal characters change familiar stories?
- How are all living things connected?
- What helps an animal survive?
- How are writers inspired by animals?

**Upon completion of this unit students will be able to:**

**Reading:**
- Ask and answer questions about a story (RL.4.2);  
- Identify the theme of a story (RL.4.2);  
- Interpret folktales (RL.4.2);  
- Explore works of drama (RL.4.2);  
- Summarize the events of a story (RL.4.2);  
- Identify main ideas and supporting details (RL.4.2);  
- Read works of narrative nonfiction (RL.4.2);  
- Read expository texts (RL.4.2);  
- Study literary elements meter and rhyme (RL.4.5);  
- Identify characters' points of view (RL.4.2);  
- Read and dissect lyric poetry and haiku (RL.4.2)

**Writing:**
- Learn the characteristics of an informative piece (W.4.10);  
- Write an explanatory essay (W.4.10);  
- Write a “How-To” text (W.4.10);  
- Practice organizing ideas (W.4.10);  
- Develop a writer’s voice (W.4.10);  
- Explain and support specific ideas (W.4.10);

**Language Skills:**
- Identify prefixes (RF.4.3a)  
- Identify inflectional endings (RF.4.3a);  
- Identify digraphs (RF.4.3a);  
- Identify possessives RF.4.3a);  
- Identify three-letter blends (RF.4.3a);  
- Identify words ending in -er and -est (RF.4.3a);  
- Identify r-Controlled vowels (RF.4.3a);  
- Identify suffixes (RF.4.3a);  
- Identify contractions (RF.4.3a);
- Spell words containing prefixes (L.4.2d);
- Spell words containing digraphs (L.4.2d);
- Spell words containing 3-letter blends (L.4.2d);
- Spell words containing r-Controlled vowels (L.4.2d);
- Spell words containing suffixes (L.4.2d);
- Identify common and proper nouns (L.3.1a);
- Identify singular and plural nouns (L.3.1b);
- Identify irregular and plural nouns (L.3.1b);
- Identify possessive nouns (L.3.2d);
- Combine sentences (L.3.1l);
- Identify root words (L.4.6);
- Use context clues to study antonyms (L.4.6);
- Study prefixes in words (L.4.6);
- Explore figurative language (L.4.6).

Activities – include 21st Century Technologies:
- Listen to audio clips (21st Century Tech)
- Smart Board Lessons and games on www.connected.mcgraw-hill.com
- Interactive websites
- Journal response
- Literature journal response
- Clicker system
- Class discussion
- Graphic organizers

Expanded Activities
- Read “The Fisherman and the Kaha Bird”;
- Ask and answer questions to identify the theme of a fable and a folktale;
- Write opinions about the stories’ characters’ abilities to communicate messages;
- Read play “The Ant and the Grasshopper”
- Analyze how animal characters change familiar stories;
- Determine the theme of the play using details from the text on a flowchart;
- Put on Reader’s Theater play “Ranita the Frog Princess”;
- Exercise writer’s voice by rewriting a dialogue from either play;
- Read narrative nonfiction piece “The Buffalo Are Back”;
- Write a creative poem about an animal and include its characteristics;
- Read expository text “Spiders”;
- Create an explanatory poster to describe spiders’ methods for survival;
- Write haiku poetry to describe animals.

Writing Assignments/Routine Writing:
- Exercise organization (W.4.10);
- Practice using a writer’s voice (W.4.10);
- Develop strategies for collecting ideas for writing (W.4.10);
- Focus on word choice (W.4.10);
- Write an Explanatory Essay (W.4.10);
● How-To Text (W.4.10);
● Student Journals (W.4.10);
● Short essay (W.4.10).

**Enrichment Activities:**
● Write a blog entry about history and significance of one of the weekly fables or folktales;
● Rewrite a story by replacing the main character with a different animal;
● Give a formal presentation on why food webs are important for animal survival;
● Create a news segment describing an adaptation of a particular animal;
● Write and illustrate Haiku about a certain animal;
● Participate in Reader’s Theater *The Nightingale*;
● Read digital *Time for Kids* article “Sharks Under Attack.”

**Methods of Assessments/Evaluation:**
● Oral or written exit- of halfway slips
● Reflective literature journal
● tests and quizzes
● Reader’s Response
● Study Island
● Writer’s Workshop assignments
● DRA
● Center Activities
● Grammar activities and pages
● Word count and comprehension checks

**Resources: Text, Literature (RL), Informational (RI):**
● McGraw Hill *Wonders* Program
● Available classroom and school literature

**Online Resources:**
● Teacher webpage
  ● [www.mcgraw-hill.com](http://www.mcgraw-hill.com)
  ● [www.RAZ-kids.com](http://www.RAZ-kids.com)
  ● [www.spellingcity.com](http://www.spellingcity.com)
  ● [www.studyisland.com](http://www.studyisland.com)
Approximate # Of Weeks: For Each Unit  (6 Weeks Total)

Essential Questions:
How can you make new friends feel welcome?
In what ways can you help your community?
How can one person make a difference?
How can words lead to change?
In what ways can advances in science be helpful or harmful?

Upon completion of this unit students will be able to:
Reading:
- Visualize and focus on point of view in a fantasy story (RL 4.6)
- Visualize and focus on point of view in a realistic fiction story (RL 4.6)
- Analyze author’s point of view in a biography (RL 4.6)
- Use rereading strategy to find point of view (RL 4.8)
- Reread persuasive article to analyze author’s point of view (RL 4.8)

Writing:
- Write a book review focusing on:
  - sentence fluency, word choice, and voice (W. 4.10) and using editing and revising checklist
- Write an opinion essay about topic of choice or assigned topic (W 4.10) focusing on main topic and supporting details

Language Skills:
- Identify and correctly use action verbs (L.3.1d)
- Identify verb tenses (L.4.1b)
- Identify linking verbs (L.3.1f)
- Identify irregular verbs (L.3.1f)
- Correctly spell r-controlled vowels er,ir, ur (L.4.2d)
- Correctly spell words with silent letters (L.4.2d)
- Correctly spell words with soft c and soft g (L.4.2d)
- Correctly spell words with plurals (L.4.2d)
- Correctly spell compound words (L 4. 2 d)
- Analyze r-controlled vowels er, ir, and ur (RF 4.3a)
- Analyze closed syllables (RF 4.3a)
- Analyze words with silent letters, open syllables (RF 4.3a)
- Analyze soft c and g, final e syllables (RF 4.3a)
- Analyze plurals and suffixes -ment, -ness, -age, -ance, -ence (RF 4.3 a)
- Analyze compound words, roots, and related words (RF 4.3a)
Activities – include 21st Century Technologies:
- Listen to audio clips
- Smart Board Lessons and games on www.connected.mcgraw-hill.com
- Interactive websites
- Journal response
- Literature journal response
- Clicker system
- Class discussion
- Graphic organizers

Expanded Activities:
- Read an excerpt from The Cricket in Times Square
- Identify elements within the story that make it fictional
- Compare the different ways friendships form in the two stories
- Read Aquinaldo
- Identify elements that make it a realistic fiction tale; summarize using point of view chart
- Read Delivering Justice.
- Create a timeline about the Civil Rights movement as described in the text
- Assess Nora Davis Day’s life from her point of view and how it was impacted by the Civil Rights movement
- Read Abe’s Honest Words, a biography about Abraham Lincoln
- Analyze author’s point of view about slavery providing support from the text
- Read The Gettysburg Address and analyze words within it and their meaning as well as its historical significance
- Read A New Kind of Corn, a Time for Kids article
- View documentary about GMOs
- Assess how advances in science can be helpful or harmful

Writing Assignments/Routine Writing:
- Student Journals
- Short essays
- writing activities - Show Don’t Tell
- Weekend / weekly reflections

Enrichment Activities:
- In research teams, create a community map of important places with a specific focus, using ideas and research they previously conducted. Maps can be drawn or produced digitally
- In research teams, interview a community worker about ways to help the community. Share interviews with the class.
- In research teams, write a first-person account about the life of a person who has made a difference in his or her community.
- In research teams, write persuasive letters to convince a community leader to take action. Present final draft to class and mail it.
In research teams, make persuasive presentations about the positive or negative effects of a science innovation. Teams can enhance their presentations with visuals.

**Methods of Assessments/Evaluation:**
- Oral / written exit / half way slips
- Reflective literature journal
- tests / quizzes
- reader’s response
- Study Island
- Writer's Workshop assignments
- DRA
- Center Activities
- Grammar activities / pages
- Word count and comprehension checks

**Resources: Text, Literature (RL), Informational (RI):**
- McGraw Hill *Wonders* Program
- Available classroom and school literature

**Online Resources:**
- Teacher webpage
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  - [www.RAZ-kids.com](http://www.RAZ-kids.com)
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Fourth Grade Language Arts

**Topic/Unit: Unit 4 - Fact or Fiction?**

**Approximate # Of Weeks:** For Each Unit  (6 Weeks Total)

**Essential Questions:**
- Why do we need government?
- Why do people run for public office?
- How do inventions and technology affect your life?
- How can you explain what you see in the sky?
- How do writers look at success in different ways?

**Upon completion of this unit students will be able to:**

**Reading:**
- Ask and answer questions in relation to cause and effect skills within narrative nonfiction (RL 4.5)
- Make predictions within fantasy reading (RL 4.6)
- Determine point of view within different genres such as fantasy and historical fiction (RL4.6)
- Ask and answer questions about expository text (RL 4.5)
- Analyze cause and effect within expository text (RL 4.5)
- Analyze literary elements such as stanzas and repetition within narrative poetry (RL 4.2)

**Writing:**
- Create a fictional narrative focusing on organization, idea generation, and word choice (W 4. 10)
- Write various poems and focus on figurative language and sensory details (W 4.4)

**Language Skills:**
- Assess inflectional endings and vowel team syllables (RF4.3a)
- Practice changing y to i (RF 4.3a)
- Correctly create r - controlled vowel syllables (RF 4.3a)
- Construct words with u, consonant + le syllables (RF 4.3a)
- Analyze diphthongs /oi/ and /ou/ and Greek and Latin roots (RF 4.3a)
- Analyze variant vowel /o/, frequently confused words (RF 4.3a)
- Analyze and correctly utilize pronouns and antecedents (L.3.1.a)
- Analyze and correctly utilize pronoun-verb agreement (L.3.1f)
- Correctly form and correct possessive pronouns (L.4.1g)
- Correctly identify and use pronouns and homophones (L 4. 1 g)
Activities – include 21st Century Technologies:
● Listen to audio clips
● Smart Board Lessons and games on www.connected.mcgraw-hill.com
● Interactive websites
● Journal response
● Literature journal response
● Clicker system
● Class discussion
● Graphic organizers

Expanded Activities:
● Read See How They Run to analyze how our democratic government works
● Analyze how kids can become involved in making change without being 18
● Assess the Declaration of Independence and the need for three branches of government
● Read La Rue for Mayor
● Analyze main idea and supporting details within created chart
● Differentiate differences between state and local government and their purposes and functions
● Read historical fiction piece The Moon Over Star
● Analyze use of technology during moon landing event and how it is changed since then
● Read Why Does the Moon Change Shape?
● Create foldable outlining various terms in reading such as The Sun, Moon Phases, Planets
● Read myths that seek to explain the night sky phenomenon
● Read Swimming to the Rock, various poems
● Create poems of various types and rhyme schemes

Writing Assignments/Routine Writing:
● Student Journals
● Short essays
● Weekly and weekend reflections

Enrichment Activities:
● In research teams, choose a department or committee at work in their state’s government and create an educational poster or Google presentation about it.
● Choose a president and present to the class an illustrated biography showing his or her early life, career path, and motivations for running for office.
● Create a time line showing how a group of inventions, such as those involved with communications, came about. Time lines will show how the inventions developed over time.
● Write and present a poem about a successful person. Accompany poems with music or pieces of art.

Methods of Assessments/Evaluation:
● Oral / written exit / half way slips
● Reflective literature journal
● tests / quizzes
● reader's response
● Study Island
● Writer's Workshop assignments
● DRA
● Center Activities

Resources: Text, Literature (RL), Informational (RI)
● McGraw Hill Wonders Program
● Available classroom and school literature

Online Resources:
● Teacher webpage
● www.mcgraw-hill.com
● www.RAZ-kids.com
● www.spellingcity.com
● www.studyisland.com
Fourth Grade Language Arts

**Topic/Unit:** Unit 5 - *Figure It Out*

**Approximate # Of Weeks:** For Each Unit (6 Weeks Total)

**Essential Questions:**
- In what ways do people show they care about each other?
- What are some reasons people moved west?
- How can inventions solve problems?
- What can you discover when you look closely at something?
- How can learning about the past help you understand the present?

**Upon completion of this unit students will be able to:**

**Reading:**
- Apply strategies to help them visualize as they read (RL.4.3);
- Identify the problem and solution in a text or story (RL.4.3);
- Discuss the characteristics of realistic fiction (RL.4.3);
- Identify the cause and effect of specific events in texts (RL.4.3);
- Discuss the characteristics of a Tall Tale (RL.4.3);
- Summarize the events of a story (RL.4.5);
- Describe the characteristics of a biography (RL.4.5);
- Sequence the events of a story (RL.4.5);
- Navigate and describe expository texts (RL.4.5);
- Read an informational article (RL.4.5).

**Writing:**
- Exercise the writing traits organization, sentence fluency, and voice (W.4.10);
- Write an expository letter (W.4.10);
- Write an informative research report (W.4.10).

**Language Skills:**
- Explore closed syllables (RF.4.4b);
- Review Latin prefixes (RF.4.4b);
- Explore open syllables (RF.4.3a);
- Review irregular plurals (RF.4.3a);
- Review vowel teams (RF.4.3a);
- Review Greek and Latin roots (RF.4.3a);
- Review r-controlled Vowel Syllables (RF.4.3a);
- Review frequently misspelled words (RF.4.3a);
- Review consonant + *le* syllables (RF.4.3a);
- Review Latin suffixes (RF.4.3a);
- Review adjectives (L.4.1d);
- Review articles (L.3.1a);
● Review adjectives that compare (L.3.1g);
● Compare more and most (L.4.2c);
● Compare using good and bad (L.4.2c);
● Utilize similes and metaphors (L.4.6);
● Utilize homographs (L.4.6);
● Utilize vocabulary with Greek roots (L.4.6);
● Utilize antonyms (L.4.6);
● Utilize proverbs and adages (L.4.6).

Activities – include 21st Century Technologies:
● Listen to audio clips
● Smart Board Lessons and games on www.connected.mcgraw-hill.com
● Interactive websites
● Journal Responses
● Literature Journal Response
● Clicker System
● Class Discussion
● Graphic Organizers

Expanded Activities:
● Read myth “Persephone”;
● Write about how reading a myth can help a person ponder the world around them;
● Participate in an interactive read aloud, “A Special Birthday Hug,” and use think aloud prompts to analyze characters;
● Read tall tale “My Big Brother, Johnny Kaw”;
● Locate text evidence that will help with visualizing events from the text;
● Read biography “Stephanie Kwolek: Inventor”; 
● Conduct research to review how specific inventions have changed the work for the better;
● Read “How Ben Franklin Stole the Lightning”;
● Use a cause and effect graphic organizer to explain how Ben Franklin’s inventions solved everyday problems;
● Read expository text “A Drop of Water” and sequence events on a flowchart;
● Write a research-based mini-report about how a snowflake is formed using details from the text to support work;
● Read fantasy “The Incredible Shrinking Potion”;
● Compare two fantasy texts using a Venn Diagram; 
● Take part in Guided Reading discussion groups to read leveled literature about how events from the past have changed the future;
● Read Time for Kids articles to exercise how to navigate informational text features.

Writing Assignments/Routine Writing:
● Student Journals
● Short essay
Writing About Reading
Exercising the writing traits of organization, sentence fluency, and voice (W.4.10)

Enrichment Activities:
- Research teams will use primary and secondary sources to produce a television commercial about an international aid organization;
- Research teams will write an autobiographical journal or blog entry about the hardships that settlers on the Oregon Trail encountered during their travels;
- Research teams will write and publish an encyclopedia entry about an invention and inventor that includes pictures, headings, diagrams, and captions;
- Research teams will present a slide show that described three photos taken by the Hubble Space Telescope, and include a description of the Hubble Space Telescope program;
- Research teams will conduct a mock interview with a student posing as an archaeologist, and discuss education, skills, projects, tasks, and tools required in this field of study.

Methods of Assessments/Evaluation:
- Oral / written exit / half way slips
- Reflective literature journal
- tests / quizzes
- reader’s response
- Study Island
- Writer’s Workshop assignments
- DRA
- Center Activities

Resources: Text, Literature (RL), Informational (RI):
- McGraw Hill Wonders Program
- Available classroom and school literature

Online Resources:
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Fourth Grade Language Arts

**Topic/Unit:** Unit 6 - *Past, Present, and Future*

**Approximate # Of Weeks:** For Each Unit (6 Weeks Total)

**Essential Questions:**
- How do traditions connect people?
- Why is it important to keep a record of the past?
- How have our energy resources changed over the years?
- What has been the role of money over time?
- What shapes a person’s identity?

Upon completion of this unit students will be able to:

**Reading:**
- Reread to check for comprehension (RL.4.2);
- Identify the theme of a text or story (RL.4.2);
- Explore the genre of historical fiction (RL.4.2);
- Ask and answer questions about a text (RL.4.2);
- Identify the main idea and key details of a text or story (RL.4.2);
- Explore the genre of narrative nonfiction (RI.4.2);
- Explore the genre of expository text (RI.4.2);
- Identify the literary elements imagery and personification (RL.4.2);
- Explore the genre of free verse poetry (RL.4.2).

**Writing:**
- Write a book review to express an opinion (W.4.10);
- Write an opinion essay (W.4.10).
- Practice word choice, organization, and organizing ideas (W.4.10).

**Language Skills:**
- Explore words with number prefixes (RF.4.3a);
- Explore homophones (RF.4.3a);
- Explore Latin prefixes and suffixes (RF.4.3a);
- Explore prefixes and suffixes (RL.4.4);
- Explore words from mythology (RL.4.4);
- Explore Greek and Latin roots (RF.4.3a);
- Explore words from around the world (RF.4.3a);
- Review adverbs (L.4.1a);
- Review how to compare using adverbs (L.4.2a);
- Review and use negatives (L.3.1e);
- Review and use prepositions (L.4.1e);
- Construct sentences using prepositions (L.4.1e);
- Review connotation and denotation (L.4.6);
- Review proverbs and adages (L.4.6);
- Review figurative language (L.4.6).
Activities – include 21st Century Technologies:

- Listen to audio clips
- Smart Board Lessons and games on www.connected.mcgraw-hill.com
- Interactive websites
- Journal response
- Literature journal response
- Clicker system
- Class discussion
- Graphic organizers

Expanded Activities:

- Read The Game of Silence
- Analyze the family tradition within the story; Re-state the theme and supporting details of the story in own words using chart
- Analyze map and information about Native Americans of today and yesterday as well as how they honor their past
- Read Valley of the Moon, an historical fiction tale
- Assess how record keeping is important to people and history by summarizing main character’s entries and arriving at theme of story
- Read Energy Island
- Identify the facts that are presented in this nonfiction narrative piece by making a list of facts about energy use;
- Identify the main ideas and supporting details from main selection to assist with comprehension
- Read expository text The History of Money;
- Take notes using a graphic organizer in order to outline the summary and main points of expository texts;
- Analyze poems written by kids about people in their life
- Write own poems about important people in your life using text as a guide reflecting on how traditions and experiences shape one’s identity

Writing Assignments/Routine Writing:

- Student Journals
- Short essay
- Writing a book review to express an opinion
- Writing an opinion essay

Enrichment Activities:

- Research teams will present an aspect of a festival from another culture by performing a dance, playing an instrument, or demonstrating how to make a traditional food;
- Research teams will record an interview with an older relative, teacher, or another adult that tells about the person’s family history, and share the interview with the class;
Research teams will compare the pros and cons of a traditional energy source, such as wood, with a newer resource, such as wind, through a multimedia presentation;
Research teams will create a chart or poster that shows what one unit each of three foreign currencies could buy in the U.S. using a variety of visuals to enhance their display;
Research teams will present an audiovisual biography focusing on important events in the early years of a famous person from their state.

**Methods of Assessments/Evaluation:**
- Oral / written exit / half way slips
- Reflective literature journal
- Tests / quizzes
- Reader's response
- Study Island
- Writer's Workshop assignments
- DRAs
- Center Activities

**Resources: Text, Literature (RL), Informational (RI):**
- McGraw Hill *Wonders* Program
- Available classroom and school literature

**Online Resources:**
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