



Amphitheater 4th Grade Scope and Sequence



4th Grade Priority and Supporting Standards

Amphitheater ELA Instructional Framework

HMH Instructional Resources

Bold Standards: Priority Standards
Unbolded Standards: Supporting Standards

Module: 1	Suggested Time Frame:
What Makes Us Who We Are? Social Studies Connection: Personal Experiences	4 Weeks

Essential Question(s): How do your experiences help shape your identity?

Reading:

Week 1

myBook Texts:

The Story of You - Informational Text **RL.1**, RI. 2,
Lexile Measure 660L; Slightly Complex T20

Flora and Ulysses: The Illuminated Adventures - Fantasy
Lexile 580L; Moderately Complex T21 **4.RL.1**, RL.7

Skills and Strategies that focus and scaffold learning:

Notice and Note - Aha Moment (Anchor Chart: 38)
Central Idea (Anchor Chart 17) **4.RL.3**
Ask and Answer Questions (AC:1)
How to Have a Discussion (AC:32) **4.SL.1**
Author's Purpose (AC:28) **4RL.6**
Text and Graphic Features (AC:16) **4.RL.5**
Figurative Language (AC: 25) **4.L.5, 4RL.4**

Week 2

myBook Texts:

Yes! We Are Latinos - Narrative Poetry **4RL.6**
Lexile Measure 770L; Slightly Complex T60
The Year of the Rat - Realistic Fiction **4RL.2**, **4RL.3**
Lexile Measure 680L; Moderately Complex

Skills and Strategies that focus and scaffold learning:

Monitor and Clarify (AC:2) **4 RL.10**
How to Have a Discussion (AC:32) **4.SL.1**
Elements of Poetry (AC 13)
Point of View (AC:15) **4RL.6**
Characters (AC:11) **4RL.3**

Week 3

myBook Texts:

Kitoto the Mighty - Folktale **4RL.2**, **4RL.5**
Lexile Measure 610L; Slightly Complex

Skills and Strategies that focus and scaffold learning:

Retell (AC:25) **4.RL.5**
Literary Elements (AC:12) **4RL.3**
Theme (AC:9) **4.RL.2**
Author's Craft (AC:27) **4RL.4**
Module Wrap-Up - Compare and Contrast Selections (AC:30) **4.RL.6**

Vocabulary Strategies:

Context Clues **4.RL.4**, **4.RI.4**

Reference Materials

See HMH Module at a Glance for: Big Idea Words, Critical Vocabulary (T30-31, 38, 48-49, 62, 70, 80, 98, 106) Generative Vocabulary - Prefixes un, in, im and re (T44-45); Prefixes mis, pre, dis (T84); Suffixes -y, -ly (T110) Instructional Vocabulary (T51), Context Clues (T107)

Foundational Skills:

Decoding: Closed Syllables and Syllable with Long Vowels - VCE, D-Syllables and Open Syllables (Taught in Foundations k-3 and in AZ k-3 Foundational Standards) **4.RL.3**

Week 1:

Decoding: Short a and Long a Sounds (T26-28); Encoding/Spelling: Words with Short a and Long a
Fluency: Accuracy and Self-Correction (T29) **4.RF.4**

Week 2:

Decoding: Short and Long e (T66-67) Encoding/Spelling: Words with Short and Long i (T68)
Fluency: Reading Rate (T69)

Week 3:

Decoding: Short and Long i (T102) Encoding/Spelling: Words with Short i and Long i (T104)
Fluency: Expression (T105) **4.RL.7**

Writing:	
Week 4: Inquiry Research Project 4.W.7, 4.SL.4 Response Writing at end of MyBook narratives and informational text Performance Task: Expository Essay (Teaching Pal and myBook 92-95) 4.W.2, 4.L.2	Writing Workshop: Personal Narrative/Writing Process 4.W.3, 4.W.5, 4.L2 Focal Text: La Mariposa The Read and Vocabulary The Writing Process
Curriculum Based Assessments:	
Rubrics: <i>Collaborative Discussion</i> , Vol 1, p. R9 <i>Response Writing</i> , Vol 1, p. R9 <i>Performance Task: Expository Essay</i> , Vol 1, p. R10 <i>Inquiry and Research Project</i> , Vol 1, p. R12	Assessments: Selection Quizzes Weekly Assessments Week 4: Module Assessment
Module: 2	Suggested Time Frame:
Come to Your Senses Science Connection: The Five Senses	3 Weeks

Essential Question(s): How do people and animals use their senses to navigate the world?

Reading:

<p><u>myBook Texts:</u> <i>What Are the Five Senses?</i> 4RI.2 4RI.3 <i>The Science Behind Sight</i> 4RI.2, 4RI.3, 4RI.5, 4RI.7</p>	<p><u>Skills and Strategies that focus and scaffold learning:</u> Central Idea 4RI.2 Summarize 4RI.2 Text and Graphic Features 4RI.7 Text Structure 4RI.5 Content-Area Words</p>
<p><u>myBook Texts:</u> <i>Animal Senses</i> 4 RI.7 <i>Blind Ambition</i> 4RL.4, 4 RI.5, 4 RI. 4</p>	<p><u>Skills and Strategies that focus and scaffold learning:</u> Ask and Answer Questions Media Techniques 4 RI.7 Figurative Language 4.RL.4 Text Structure 4. RI. 5</p>
<p><u>myBook Texts:</u> <i>The Game of Silence</i> 4.RL.1, 4.RL.3, 4.RL.7</p>	<p><u>Skills and Strategies that focus and scaffold learning:</u> Visualize Plot 4.RL.3 Figurative Language 4.RL.4 Author's Craft 4.RL.5</p>

Vocabulary Strategies:

Context Clues
 Reference Materials
 See HMH Module at a Glance for: Big Idea Words, Critical Vocabulary, Generative Vocabulary

Foundational Skills:

Decoding: Short and Long o -- Syllable Division Patterns: VCCV, VCV, VV -- Vowel Sounds /ŭ/, /yoo/, and /oo/
 Spelling: Words with Short and Long o -- Homophones -- Vowel Sounds /ŭ/, /yoo/, and /oo/
 Fluency: Accuracy and Self-Correction -- Reading Rate -- Expression

Writing:

<p>Inquiry Research Project Response Writing at end of MyBook narratives and informational text Performance Task:</p>	<p>Writing Workshop: Focal Text: The Read and Vocabulary The Writing Process</p>
---	--

Curriculum Based Assessments:	
Rubrics: <i>Collaborative Discussion</i> , Vol 1, p. R9 <i>Response Writing</i> , Vol 1, p. R9 <i>Performance Task: Expository Writing</i> , Vol 1, p. R10 <i>Inquiry and Research Project</i> , Vol 1, p. R12	Assessments: Selection Quizzes: The Science Behind Sight; Animal Senses; Blind Ambition; The Game of Silence Weekly Assessments Module Assessment

Module: 3	Suggested Time Frame:
Rise to the Occasion Social Studies Connection: Challenges	3 Weeks
Essential Question(s): What does it take to meet a challenge?	
Module Priority Standards Resources:	

Reading:	
<u>myBook Texts:</u> <i>Never Give Up</i> 4RI.8 <i>Rent Party Jazz</i> 4RL.1	<u>Skills and Strategies that focus and scaffold learning:</u> Identify Claim 4.RL.1 Synthesize Author's Craft Plot 4 RL.3 Theme 4.RL.2
<u>myBook Texts:</u> <i>Hurricanes: A Force of Nature</i> 4 RI.1 , 4RI.2, 4RI.3, 4 RI.6 <i>Catch Me if You Can</i> 4 RL.2, 4 RL.4 , 4L.5	<u>Skills and Strategies that focus and scaffold learning:</u> Visualize Point of View 4 RI.6 Elements of Drama RL.5 Idioms, Adages, and Proverbs 4L.5
<u>myBook Texts:</u> <i>My Diary from Here to There</i> 4RL.6, 4 RL.3	<u>Skills and Strategies that focus and scaffold learning:</u> Make and Confirm Predictions Literary Elements 4.RL.3 Point of View 4RL.6 Author's Craft
Vocabulary Strategies:	
Context Clues Reference Materials See HMH Module at a Glance for: Big Idea Words, Critical Vocabulary, Generative Vocabulary	
Foundational Skills:	
Decoding: Vowel Sounds oo and oo ; Multisyllabic Words with Vowel Sounds oo and oo -- Vowel Sounds /ou/, / ô/; Two Syllable Words with Vowel Sounds -- Vowel + /r/ Sounds /är/, / âr/, /îr/ Spelling: Vowel Sounds oo and oo -- Vowel Sounds /ou/, / ô/ -- Vowel + /r/ Sounds Fluency: Phrasing -- Intonation -- Reading Rate	
Writing:	
Inquiry Research Project Response Writing at end of MyBook narratives and informational text Performance Task:	Writing Workshop: Focal Text: The Read and Vocabulary The Writing Process

Curriculum Based Assessments:	
Rubrics: <i>Collaborative Discussion</i> , Vol 1, p. R9 <i>Response Writing</i> , Vol 1, p. R9 <i>Performance Task: Opinion Writing</i> , Vol 1, p. R11 <i>Inquiry and Research Project</i> , Vol 1, p. R12	Assessments: Selection Quizzes: Rent Party Jazz; Hurricanes: A Force of Nature; Catch Me If You Can; My Diary from Here to There Weekly Assessments Module Assessment

Module: 4	Suggested Time Frame:
Heroic Feats Social Studies Connection: Goals	3 Weeks
Essential Question(s): What makes someone a hero?	
Module Priority Standards Resources:	
Heidi will Add	
Reading:	
<u>myBook Texts:</u> <i>Who's Hero?</i> <i>Prince Charming Misplaces His Bride</i>	<u>Skills and Strategies that focus and scaffold learning:</u> Text and Graphics Features Visualize Point of View Theme
<u>myBook Texts:</u> <i>Smokeyjumpers to the Rescue!</i> <i>Perseus and the Fall of Medusa</i>	<u>Skills and Strategies that focus and scaffold learning:</u> Synthesize Text Structure Ask and Answer Questions Elements of Drama Figurative Language
<u>myBook Texts:</u> <i>St. Augustine: A Story of America</i>	<u>Skills and Strategies that focus and scaffold learning:</u> Make Inferences Text and Graphic Features Text Structure Author's Purpose

Vocabulary Strategies:

Context Clues

Reference Materials

See HMH Module at a Glance for: Big Idea Words, Critical Vocabulary, Generative Vocabulary

Foundational Skills:

Decoding: More Vowel + /r/ Sounds /ûr/, /ôr/ -- Regular and Irregular Plurals -- Recognize Base Words

Spelling: More Vowel + /r/ Sounds /ûr /, /ôr/ -- Homophones -- Adding -ed or -ing

Fluency: Phrasing -- Intonation - Reading Rate

Writing:

Inquiry Research Project

LIGHTS, CAMERA, ACTION! Students act out a fairy tale from another culture.

WEEK 1 Brainstorm and Research

Writing Workshop:

Focal Text:

The Read and Vocabulary

The Writing Process

LIGHTS, CAMERA, ACTION! Students act out a fairy tale from another culture.

WEEK 2 Write and Create

Writing Workshop:

Focal Text:

The Read and Vocabulary

The Writing Process

LIGHTS, CAMERA, ACTION! Students act out a fairy tale from another culture.

WEEK 3 Practice and Present

Writing Workshop:

Focal Text:

The Read and Vocabulary

The Writing Process

Curriculum Based Assessments:

Rubrics:

Collaborative Discussion, Vol 1, p. R9

Response Writing, Vol 1, p. R9

Performance Task: Expository Writing, Vol 1, p. R10

Inquiry and Research Project, Vol 1, p. R12

Assessments:

Selection Quizzes: Prince Charming Misplaces His Bride;

Smokejumpers to the Rescue!; Perseus and the Fall of

Medusa; St. Augustine: A Story of America

Weekly Assessments

Module Assessment

Module: 5		Suggested Time Frame:
Art Everywhere Social Studies Connection: The Arts		3 Weeks
Essential Question(s): How far can your talents take you?		
Module Priority Standards Resources:		
Heidi will Add		
Reading:		
<u>myBook Texts:</u> <i>Why Art Centers Matter</i> <i>The Beatles Were Fab (and They Were Funny)</i>		<u>Skills and Strategies that focus and scaffold learning:</u> Ideas and Support Ask and Answer Questions Text Structure Figurative Language
<u>myBook Texts:</u> <i>How Can Photos Take Us Back in Time?</i> <i>Let's Dance Around the World</i>		<u>Skills and Strategies that focus and scaffold learning:</u> Monitor and Clarify Central Idea Text Structure Text and Graphic Features
<u>myBook Texts:</u> <i>The Art of Poetry</i>		<u>Skills and Strategies that focus and scaffold learning:</u> Visualize Elements of Poetry Figurative Language Theme
Vocabulary Strategies:		
Context Clues Reference Materials See HMH Module at a Glance for: Big Idea Words, Critical Vocabulary, Generative Vocabulary		
Foundational Skills:		
Decoding: Recognize Base Words; Recognize Base; Words in Multisyllabic Words - Final Long e; Final Long e in Multisyllabic Words -- Recognizing Base Words Spelling: Adding -ed or -ing -- Final Long e -- Changing Final y to i Fluency: Reading Rate -- Phrasing -- Expression		

Writing:		
Inquiry and Research Project A WORK OF ART Students develop an art project and present an argument about why the school should implement it. WEEK 1 Brainstorm and Research		Writing Workshop: Expository Essay Introducing the Focal Text Vocabulary Prewriting I: Preparing to Write Prewriting II: Crafting a Central Idea Prewriting III: Organizing Ideas
Inquiry and Research Project A WORK OF ART Students develop an art project and present an argument about why the school should implement it. WEEK 2 Write and Create		Writing Workshop: Expository Essay Drafting I: Beginning the Draft Drafting II: Integrating Expository Features Drafting III: Completing the Draft Revising I: Connecting Ideas Revising II: Conferencing
Inquiry and Research Project A WORK OF ART Students develop an art project and present an argument about why the school should implement it. WEEK 3 Practice and Present		Writing Workshop: Expository Essay Revising III: Combining Sentences Editing I: Mechanics and Spelling Editing II: Peer Proofreading Publishing Sharing
Curriculum Based Assessments:		
Rubrics: <i>Collaborative Discussion</i> , Vol 1, p. R9 <i>Response Writing</i> , Vol 1, p. R9 <i>Performance Task: Opinion Writing</i> , Vol 1, p. R11 <i>Inquiry and Research Project</i> , Vol 1, p. R12		Assessments: Selection Quizzes: <i>The Beatles Were Fab (and They Were Funny)</i> ; <i>How Can Photos Take Us Back in Time?</i> ; <i>Let's Dance Around the World</i> ; <i>The Art of Poetry</i> Weekly Assessments Module Assessment

Module: 6	Suggested Time Frame:
Marvels of Nature Science Connection: Earth's Natural Wonders	3 Weeks

Essential Question(s): What makes Earth's natural wonders exciting and unique?	
Module Priority Standards Resources:	
Heidi will Add	
Reading:	
<u>myBook Texts:</u> <i>Seven Natural Wonders</i> <i>Mariana Trench and Exploring Challenger Deep</i>	<u>Skills and Strategies that focus and scaffold learning:</u> Text and Graphic Features Summarize Central Idea Text Structure
<u>myBook Texts:</u> <i>Weird and Wondrous Rocks</i> <i>Nature's Wonders</i>	<u>Skills and Strategies that focus and scaffold learning:</u> Ask and Answer Questions Text Structure Author's Craft Elements of Poetry
<u>myBook Texts:</u> <i>Grand Canyon: A Trail Through Time</i>	<u>Skills and Strategies that focus and scaffold learning:</u> Make Inferences Ideas and Support Simile and Metaphor Author's Craft
Vocabulary Strategies:	
Context Clues Reference Materials See HMH Module at a Glance for: Big Idea Words, Critical Vocabulary, Generative Vocabulary	
Foundational Skills:	
Decoding: Words with /k/, /ng/, and /kw/ -- Words with Final /j/ and /s/ -- Prefixes re-, un-, dis- Spelling: Words with /k/, /ng/, and /kw/ -- Words with Final /j/ and /s/ -- Words with Prefixes re-, un-, dis- Fluency: Accuracy and Self-Correction -- Reading Rate -- Intonation	
Writing:	
Inquiry Research Project Response Writing at end of MyBook narratives and informational text Performance Task:	Writing Workshop: Narrative Story Focal Text: The Mesmer Menace

	The Read and Vocabulary The Writing Process
Curriculum Based Assessments:	
Rubrics: <ul style="list-style-type: none"> ● <i>Collaborative Discussion</i>, Vol. 1, p. R9 ● <i>Response Writing</i>, Vol. 1, p. R9 ● <i>Performance Task: Expository Essay</i>, Vol. 1, p. R10 ● <i>Inquiry and Research Project</i>, Vol. 1, p. R12 	Assessments: Selection Quizzes: Mariana Trench and Exploring Challenger Deep; Weird and Wondrous Rocks; Nature's Wonders; Grand Canyon: A Trail Through Time Weekly Assessments Module Assessment

Module: 7	Suggested Time Frame:
Tricksters and Tall Tales Social Studies Connection: Traditional Stories	3 Weeks
Essential Question(s): What lessons can you learn from characters in traditional tales?	
Module Priority Standards Resources:	
Heidi will Add	

Reading:	
<u>myBook Texts:</u> <i>A Tale of Traditional Tales</i> <i>Thunder Rose</i>	<u>Skills and Strategies that focus and scaffold learning:</u> Central Idea Retell Figurative Language Characters Adages and Proverbs
<u>myBook Texts:</u> <i>In the Days of King Adobe</i> <i>A Pair of Tricksters</i>	<u>Skills and Strategies that focus and scaffold learning:</u> Make and Confirm Predictions Theme Figurative Language Characters
<u>myBook Texts:</u> <i>Ten Suns: A Chinese Legend</i> <i>The Ten Suns</i>	<u>Skills and Strategies that focus and scaffold learning:</u> Synthesize Text and Graphic Features Media Techniques Literary Elements
Vocabulary Strategies:	
Context Clues Reference Materials See HMH Module at a Glance for: Big Idea Words, Critical Vocabulary, Generative Vocabulary	
Foundational Skills:	
Decoding: Suffixes -ful, -less, -ness, -ment -- Multisyllabic Words with VCCV Syllable Division Pattern -- Words with VCV Syllable Division Pattern Spelling: Suffixes -ful, -less, -ness, -ment -- Words with VCCV Pattern and Closed Syllables -- Words with VCV Pattern, Open or Closed Syllables Fluency: Accuracy and Self-Correction -- Expression -- Reading Rate	
Writing:	
Inquiry Research Project Response Writing at end of MyBook narratives and informational text Performance Task:	Writing Workshop: Narrative Story Focal Text: The Mesmer Menace The Read and Vocabulary The Writing Process

Curriculum Based Assessments:

Rubrics:

Collaborative Discussion, Vol 1, p. R9

Response Writing, Vol 1, p. R9

Performance Task: Expository Writing, Vol 1, p. R10

Inquiry and Research Project, Vol 1, p. R12

Assessments:

Selection Quizzes: *Thunder Rose*; *In the Days of King*

Adobe; *A Pair of Tricksters*; *Ten Suns: A Chinese*

Legend; *The Ten Suns*

Weekly Assessments

Module Assessment

Module: 8		Suggested Time Frame:
Food for Thought Science Connection: Nutrition		3 Weeks
Essential Question(s): What can we do to make more healthful choices:		
Module Priority Standards Resources:		
Heidi will Add		
Reading:		
<u>myBook Texts:</u> <i>To Your Health!</i> <i>Eco-Friendly Food</i>		<u>Skills and Strategies that focus and scaffold learning:</u> Text and Graphic Features Monitor and Clarify Author's Purpose Ideas and Support
<u>myBook Texts:</u> <i>Kids Rock Nutrition in the Kitchen</i> <i>Bug Bites</i>		<u>Skills and Strategies that focus and scaffold learning:</u> Ask and Answer Questions Media Techniques Central Idea Ideas and Support
<u>myBook Texts:</u> <i>Now You're Cooking!</i>		<u>Skills and Strategies that focus and scaffold learning:</u> Make and Confirm Predictions Text and Graphic Features Idioms Point of View
Vocabulary Strategies:		
Context Clues Reference Materials See HMH Module at a Glance for: Big Idea Words, Critical Vocabulary, Generative Vocabulary		
Foundational Skills:		
Decoding: VCCV and VCV Syllable Division Patterns - Words with the VCCV Syllable Division Pattern -- Words with VCCCV Syllable Division Pattern Spelling: VCCV and VCV Patterns, Open and Closed Syllables -- Words with the VCCV Pattern -- Words with VCCCV Syllable Division Pattern Fluency: Phrasing -- Intonation -- Accuracy and Self-Correction		

Writing:	
Inquiry Research Project Response Writing at end of MyBook narratives and informational text Performance Task:	Writing Workshop: Narrative Story Focal Text: The Mesmer Menace The Read and Vocabulary The Writing Process
Curriculum Based Assessments:	
Rubrics: Collaborative Discussion, Vol 1, p. R9 Response Writing, Vol 1, p. R9 Performance Task: Opinion Writing, Vol 1, p. R11 Inquiry and Research Project, Vol 1, p. R12	Assessments: Selection Quizzes: <i>Eco-Friendly Food; Kids Rock Nutrition in the Kitchen; Bug Bites; Now You're Cooking!</i> Weekly Assessments Module Assessment

Module: 9	Suggested Time Frame:
Global Guardians Science Connection: Conservation	3 Weeks
Essential Question(s): What can people do to care for our planet?	
Module Priority Standards Resources:	
Heidi will Add	

Reading:	
<u>myBook Texts:</u> <i>The Eco Guardians!</i> <i>Luz Sees the Light</i>	<u>Skills and Strategies that focus and scaffold learning:</u> Ideas and Support Make Inferences Text and Graphic Features Theme Idioms
<u>myBook Texts:</u> <i>On Sea Turtle Patrol and Saving the Kemp's Ridley Sea Turtle</i> <i>How Can We Reduce Household Waste?</i>	<u>Skills and Strategies that focus and scaffold learning:</u> Retell Figurative Language Summarize Text and Graphic Features Ideas and Support
<u>myBook Texts:</u> <i>Seeds of Change</i>	<u>Skills and Strategies that focus and scaffold learning:</u> Ask and Answer Questions Author's Craft Literary Elements Text Structure
Vocabulary Strategies:	
Context Clues Reference Materials See HMH Module at a Glance for: Big Idea Words, Critical Vocabulary, Generative Vocabulary	
Foundational Skills:	
Decoding: Words with VV Syllable Division Pattern -- Final Syllable (r-controlled vowel); -- Final Stable Syllables Spelling: Words with VV Syllable Division Pattern -- Final Schwa + /r/ Sound -- Final Schwa + /l/ Sounds Fluency: Expression -- Reading Rate -- Phrasing	
Writing:	
Inquiry Research Project Response Writing at end of MyBook narratives and informational text Performance Task:	Writing Workshop: Narrative Story Focal Text: The Mesmer Menace The Read and Vocabulary The Writing Process

Curriculum Based Assessments:	
Rubrics: <i>Collaborative Discussion</i> , Vol 1, p. R9 <i>Response Writing</i> , Vol 1, p. R9 <i>Performance Task: Opinion Writing</i> , Vol 1, p. R11 <i>Inquiry and Research Project</i> , Vol 1, p. R12	Assessments: Selection Quizzes: <i>Luz Sees the Light</i> ; <i>One Sea Turtle Patrol and Saving the Kemp's Ridley Sea Turtle</i> ; <i>How Can We Reduce Household Waste?</i> ; <i>Seeds of Change</i> Weekly Assessments Module Assessment

Module: 10	Suggested Time Frame:
Communication Nation Social Studies Connection: Communication	3 Weeks
Essential Question(s): What forms can communication take:	
Module Priority Standards Resources:	
Heidi will Add	
Reading:	
<u>myBook Texts:</u> <i>How Technology Has Changed Communication</i> <i>The History of Communication</i>	<u>Skills and Strategies that focus and scaffold learning:</u> Text and Graphic Features Monitor and Clarify Text Structure Central Idea
<u>myBook Texts:</u> <i>A New Language—Invented by Kids!</i> <i>Dolphin Dinner</i>	<u>Skills and Strategies that focus and scaffold learning:</u> Ask and Answer Questions Text Structure Central Idea Media Techniques
<u>myBook Texts:</u> <i>Cooper's Lesson</i>	<u>Skills and Strategies that focus and scaffold learning:</u> Make Inferences Plot Point of View Author's Craft

Vocabulary Strategies:	
Context Clues Reference Materials See HMH Module at a Glance for: Big Idea Words, Critical Vocabulary, Generative Vocabulary	
Foundational Skills:	
Decoding: Multisyllabic Words -- Words with Silent Consonants -- Decoding Unusual Spelling Patterns; Decoding Unusual Spelling Patterns: Multisyllabic Words Spelling: Three-Syllable Words -- Words with Silent Consonants -- Prefixes Fluency: Intonation -- Accuracy and Self-Correction -- Reading Rate	
Writing:	
Inquiry Research Project Response Writing at end of MyBook narratives and informational text Performance Task:	Writing Workshop: Narrative Story Focal Text: The Mesmer Menace The Read and Vocabulary The Writing Process
Curriculum Based Assessments:	
Rubrics: <i>Collaborative Discussion</i> , Vol 1, p. R9 <i>Response Writing</i> , Vol 1, p. R9 <i>Performance Task: Expository Writing</i> , Vol 1, p. R10 <i>Inquiry and Research Project</i> , Vol 1, p. R12	Assessments: Selection Quizzes: <i>The History of Communication; A New Language—Invented by Kids!; Dolphin Dinner; Cooper’s Lesson</i> Weekly Assessments Module Assessment
Module: 11	Suggested Time Frame:
Genre Study: Nonfiction	3 Weeks

Essential Question(s):

Week 1: What are the characteristics of informational text?

Week 2: What are the characteristics of biography?

Week 3: What are the characteristics of argumentative text?

Module Priority Standards Resources:

Heidi will Add

Reading:

myBook Texts:

The Science Behind Sight

Skills and Strategies that focus and scaffold learning:

Informational Text

Central Idea

Text and Graphic Features

Text Structure

Review Genre Characteristics

myBook Texts:

The Beatles Were Fab (and They Were Funny)

Skills and Strategies that focus and scaffold learning:

Biography

Ideas and Support

Text Structure

Author's Craft

Review Genre Characteristics

myBook Texts:

Eco-Friendly Food

Skills and Strategies that focus and scaffold learning:

Argumentative Text

Ideas and Support

Text and Graphic Features

Author's Purpose

Review Genre Characteristics

Vocabulary Strategies:

Context Clues

Reference Materials

See HMH Module at a Glance for: Big Idea Words, Critical Vocabulary, Generative Vocabulary

Foundational Skills:	
Decoding: Homophones: Using Context to Determine Meaning -- Recognize Base Words -- Multisyllabic Words with Affixes Spelling: Unusual Spellings -- Review: Adding Inflectional Endings -- Review: Adding Prefixes and Suffixes Fluency: Accuracy and Self-Correction -- Phrasing -- Reading Rate	
Writing:	
Inquiry Research Project Response Writing at end of MyBook narratives and informational text Performance Task:	Writing Workshop: Narrative Story Focal Text: The Mesmer Menace The Read and Vocabulary The Writing Process
Curriculum Based Assessments:	
Rubrics:	Assessments: Weekly Assessments Module Assessment

Module: 12	Suggested Time Frame:
Genre Study: Fiction	3 Weeks
Essential Question(s):	
Week 1: What are the characteristics of realistic fiction? Week 2: What are the characteristics of traditional tales? Week 3: What are the characteristics of historical fiction?	
Module Priority Standards Resources:	
Heidi will Add	

Reading:	
<u>myBook Texts:</u> <i>The Year of the Rat</i>	<u>Skills and Strategies that focus and scaffold learning:</u> Realistic Fiction Characters Point of View Plot Review Genre Characteristics
<u>myBook Texts:</u> In the Days of King Adobe	<u>Skills and Strategies that focus and scaffold learning:</u> Traditional Tales Literary Elements Theme Figurative Language Review Genre Characteristics
<u>myBook Texts:</u> Rent Party Jazz	<u>Skills and Strategies that focus and scaffold learning:</u> Historical Fiction Literary Elements Theme Author's Craft Review Genre Characteristics
Vocabulary Strategies:	
Context Clues Reference Materials See HMH Module at a Glance for: Big Idea Words, Critical Vocabulary, Generative Vocabulary	
Foundational Skills:	
Decoding: Review Syllable Division Patterns -- Compound Words; Multisyllabic Compound Words -- Multisyllabic Words Spelling: Review Syllable Division Patterns -- Compound Words -- Review Affixes and Roots, Syllable Division Patterns, and Syllable Types Fluency: Expression -- Intonation -- Phrasing	
Writing:	
Inquiry Research Project Response Writing at end of MyBook narratives and informational text Performance Task:	Writing Workshop: Narrative Story Focal Text: The Mesmer Menace The Read and Vocabulary The Writing Process

Curriculum Based Assessments:

Rubrics:

Assessments:

Weekly Assessments
Module Assessment

DRAFT