

**Portales Municipal Schools**  
**CURRICULUM MAP**

<b>Subject:</b> Language Arts	<b>2009</b>	<b>Grade Level:</b> 4
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Essential Questions: <b>What are the essential story elements?</b> <b>How do you identify a word's meaning?</b> <b>In what ways can prior knowledge enhance interpretation of what is read?</b>					
Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills <small>Review/Extend previously introduced skill unless noted</small>	Suggested Student Activities/Assessments	Resources/Materials
<b>1st</b>	<p><b>Content Standard I</b> <b>READING AND LISTENING FOR COMPREHENSION: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.</b></p> <p>K-4 Benchmark I-A: <i>Listen to, read, react to, and retell information</i></p>	<p>1. Use <i>meta-cognitive strategies to comprehend text and to clarify meaning of vocabulary</i> (e.g., <i>re-read the text, consult other sources, ask for help, paraphrase, question</i>).</p> <ul style="list-style-type: none"> <li>• <b>Vocabulary 1-3</b></li> <li>• <b>Story Elements 1-5</b></li> <li>• <b>Critical Thinking Skills 1-4</b></li> </ul> <p>2. <i>Visualize and recall story details, including characterization and sequence.</i></p> <ul style="list-style-type: none"> <li>• <b>Story Elements 1,3,4</b></li> </ul> <p>3. <i>Read a variety of texts, including:</i></p> <ul style="list-style-type: none"> <li>• <i>fiction</i> (e.g., <i>legends, novels, folklore, science fiction</i>)</li> <li>• <i>non-fiction</i> (e.g., <i>autobiographies, informational books, diaries, and journals</i>)</li> <li>• <i>poetry</i></li> <li>• <i>drama</i></li> </ul> <ul style="list-style-type: none"> <li>• <b>Genre Study &amp; Reading 1-4</b></li> </ul> <p>4. <i>Increase vocabulary through reading, listening, and interacting.</i></p> <ul style="list-style-type: none"> <li>• <b>Vocabulary 1-3</b></li> </ul>	<p><b><u>Story Elements</u></b></p> <ol style="list-style-type: none"> <li>1. Analyze Character &amp; Setting</li> <li>2. Main Idea</li> <li>3. Beginning, Middle, End (Introduce)</li> <li>4. Sequence of Events</li> <li>5. Plot-Problem &amp; Solution</li> </ol> <p><b><u>Vocabulary</u></b></p> <ol style="list-style-type: none"> <li>1. Synonyms/Antonyms</li> <li>2. Multiple Meaning Words (Mastery)</li> <li>3. Context Clues</li> </ol> <p><b><u>Critical Thinking Skills</u></b></p> <ol style="list-style-type: none"> <li>1. Making Inferences</li> <li>2. Predictions</li> <li>3. Generalizations</li> <li>4. Cause &amp; Effect</li> </ol> <p><b><u>Genre Study &amp; Reading</u></b></p> <ol style="list-style-type: none"> <li>1. Historical Fiction</li> <li>2. Realistic Fiction</li> <li>3. Science Nonfiction</li> <li>4. Fantasy</li> </ol> <p><b>**All skills review/enhance from 3<sup>rd</sup> grade unless otherwise noted.</b></p>	<p><b>Story Elements-Analyzing Character &amp; Setting</b> <b>Activity:</b> TSW create a collage to represent both the setting and a character from the reading. <b>Assessment:</b> Orally present collages and reasoning for particular placement of pictures/words. Allow for questioning from peers</p> <p><b>Vocabulary-Synonyms &amp; Antonyms</b> <b>Activity:</b> 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. <b>Assessment:</b> Grade students' word choice for accuracy. Ask students for reasoning behind word selection</p> <p><b>Critical Thinking Skills-Making Inferences</b> <b>Activity:</b> 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. <b>Assessment:</b> Students will turn in graphic organizer to be graded by the teacher.</p>	<p>Magazines, newspapers, etc., scissors, glue, poster board or construction paper</p> <p>8 ½ by 11 white paper, scissors, thesaurus, dictionary</p> <p><a href="http://www.greece.k12.ny.us/instruction/ela/6-12/Tools/inferencenotes.pdf">http://www.greece.k12.ny.us/instruction/ela/6-12/Tools/inferencenotes.pdf</a></p>



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Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
<b>1st</b>	<b>K-4 Benchmark I-C: Demonstrate critical thinking skills to comprehend written, spoken, and visual information</b>	<p><b>1. Respond to fiction, poetry, and drama using interpretive, critical, and evaluative processes by:</b> (Same as III-B.5)</p> <ul style="list-style-type: none"> <li>• examining reasons for characters' actions</li> <li>• identifying and examining characters' motives</li> <li>• considering a situation or problems from different characters' perspectives               <ul style="list-style-type: none"> <li>• Story Elements 1, 5</li> <li>• Crit Thinking 1-4</li> </ul> </li> </ul> <p><b>2. Respond to non-fiction using interpretive, critical, and evaluative processes.</b></p> <ul style="list-style-type: none"> <li>• Crit Thinking 1-4</li> <li>• Genre Study 3</li> </ul> <p><b>3. Analyze characters, events, and plots from different texts and cite supporting evidence.</b></p> <ul style="list-style-type: none"> <li>• Story Elements 1, 4, 5</li> </ul> <p><b>4. Analyze how language and visuals bring characters to life, enhance plot development, and produce a response.</b></p> <ul style="list-style-type: none"> <li>• Story Elements 1, 5</li> <li>• Crit Think 1, 2, 4</li> </ul>	<p><u>Story Elements</u></p> <ol style="list-style-type: none"> <li>1. Analyze Character &amp; Setting</li> <li>2. Main Idea</li> <li>3. Beginning, Middle, End (Introduce)</li> <li>4. Sequence of Events</li> <li>5. Plot-Problem &amp; Solution</li> </ol> <p><u>Critical Thinking Skills</u></p> <ol style="list-style-type: none"> <li>1. Making Inferences</li> <li>2. Predictions</li> <li>3. Generalizations</li> <li>4. Cause &amp; Effect</li> </ol> <p><u>Genre Study &amp; Reading</u></p> <ol style="list-style-type: none"> <li>1. Historical Fiction</li> <li>2. Realistic Fiction</li> <li>3. Science Nonfiction</li> <li>4. Fantasy</li> </ol> <p><b>**All skills review/enhance from 3<sup>rd</sup> grade unless otherwise noted</b></p>	<p><b>Story Elements-Plot/Problem &amp; Solution Activity:</b> Students will determine the problem &amp; solution found in The Three Little Pigs. 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><b>Assessment:</b> Checklist to determine if group accurately demonstrated the plot.</p> <p><b>Critical Thinking-Cause and Effect Activity:</b> 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.</p> <p><b>Assessment:</b> Completed index cards</p>	<p>Copy of <u>The Three Little Pigs</u></p> <p>3 by 5 index cards</p>

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1st	<b>K-4 Benchmark I-D: Acquire reading strategies</b>	<p><b>1. Use word identification strategies appropriately and automatically when encountering words (e.g., graphophonic, syntactic, semantic).</b></p> <ul style="list-style-type: none"> <li>• <b>Vocabulary 1-3</b></li> </ul> <p><b>2. Identify key words and discover their relationships.</b></p> <ul style="list-style-type: none"> <li>• <b>Vocabulary 1-3</b></li> </ul> <p>3. <i>Adjust speed of reading to suit purpose and difficulty of material.</i></p> <ul style="list-style-type: none"> <li>• <b>Addressed throughout year</b></li> </ul> <p>4. <i>Read aloud with fluency and comprehension grade-level text.</i></p> <ul style="list-style-type: none"> <li>• <b>Addressed throughout year</b></li> </ul> <p><b>5. Increase vocabulary through reading, listening, and interacting.</b></p> <ul style="list-style-type: none"> <li>• <b>Vocabulary 1-3</b></li> </ul>	<p><b><u>Vocabulary</u></b></p> <ol style="list-style-type: none"> <li>1. Synonyms/Antonyms</li> <li>2. Multiple Meaning Words</li> <li>3. Context Clues</li> </ol> <p><b><u>Genre Study &amp; Reading</u></b></p> <ol style="list-style-type: none"> <li>1. Historical Fiction</li> <li>2. Realistic Fiction</li> <li>3. Science Nonfiction</li> <li>4. Fantasy</li> </ol> <p><b>**All skills review/enhance from 3<sup>rd</sup> grade unless otherwise noted.</b></p>	<p><b>Vocabulary-Multiple Meaning Words</b> <b>Activity:</b> TSW organize the meanings of a word by building a web that illustrates the various meanings of a given word. <b>Assessment:</b> Discuss and grade completed web</p> <p><b>Vocabulary-Context Clues</b> <b>Activity:</b> Context Clue Game <b>Assessment:</b> Completion of game</p>	<p>Paper</p> <p>Context Clues (Learning Well company) game from the school bookroom</p>

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<b>1st</b>	<p><b>Content Standard III - LITERATURE AND MEDIA:</b> <b>Students will use literature and media to develop an understanding of people, societies, and the self.</b></p> <p><b>K-4 Benchmark III-A: Use language, literature, and media to gain and demonstrate awareness of cultures around the world</b></p>	<p><b>1. Examine the reasons for characters' actions.</b></p> <ul style="list-style-type: none"> <li>• <b>Story Elements 1, 5</b></li> <li>• <b>Critical Thinking 1, 2, 4</b></li> </ul> <p><b>2. Identify and examine characters' motives.</b></p> <ul style="list-style-type: none"> <li>• <b>Story Elements 1, 5</b></li> <li>• <b>Critical Thinking 1, 2, 4</b></li> </ul> <p><b>3. Consider a situation or problem from different characters' point of view.</b></p> <ul style="list-style-type: none"> <li>• <b>Story Elements 5</b></li> </ul> <p><i>4. Trace the exploits of character types across literature and media depicting various cultures.</i></p> <ul style="list-style-type: none"> <li>• <b>Story Elements 1</b></li> <li>• <b>Genre Study &amp; Reading throughout year</b></li> </ul>	<p><u>Story Elements</u></p> <ol style="list-style-type: none"> <li>1. Analyze Character &amp; Setting</li> <li>2. Main Idea</li> <li>3. Beginning, Middle, End (Introduce)</li> <li>4. Sequence of Events</li> <li>5. Plot-Problem &amp; Solution</li> </ol> <p><u>Critical Thinking Skills</u></p> <ol style="list-style-type: none"> <li>1. Making Inferences</li> <li>2. Predictions</li> <li>3. Generalizations</li> <li>4. Cause &amp; Effect</li> </ol> <p><u>Genre Study &amp; Reading</u></p> <ol style="list-style-type: none"> <li>1. Historical Fiction</li> <li>2. Realistic Fiction</li> <li>3. Science Nonfiction</li> <li>4. Fantasy</li> </ol> <p><b>**All skills review/enhance from 3<sup>rd</sup> grade unless otherwise noted.</b></p>	<p><b>Story Elements-Main Idea, Critical Thinking-Predictions &amp; Generalizations</b></p> <p><b>Activity:</b> Groups will play board games that focus on the above skills</p> <p><b>Assessment:</b> Completion of game</p>	<p>Main Idea, Predicting Outcomes, and Reading Between the Lines (Learning Well company) from school bookroom</p>

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1st	<p><b>K-4 Benchmark III-B. Identify and use the types of literature according to their purpose and function</b></p> <p><b>K-4 Benchmark III-B. Identify and use the types of literature according to their purpose and function</b></p>	<p>1. Identify beginning, middle, and end of a story.</p> <ul style="list-style-type: none"> <li>• <b>Story Elements 3</b></li> </ul> <p>2. Describe the contextual differences of various forms of literature.</p> <ul style="list-style-type: none"> <li>• <b>Genre Study &amp; Reading throughout year</b></li> </ul> <p>3. Describe the reasons why an author would choose a particular genre.</p> <ul style="list-style-type: none"> <li>• <b>Genre Study &amp; Reading throughout year</b></li> </ul> <p>5. Respond to fiction, non fiction, poetry, and drama using interpretive, critical, and evaluative processes by:</p> <ul style="list-style-type: none"> <li>• analyzing author's word choice and context</li> <li>• examining reasons for characters' actions</li> <li>• identifying and examining characters' motives</li> <li>• considering a situation or problems from different characters' perspectives</li> </ul> <ul style="list-style-type: none"> <li>• <b>Story Elements 1-5</b></li> <li>• <b>Critical Thinking Skills 1-4</b></li> <li>• <b>Genre Study &amp; Reading</b></li> </ul>	<p><u>Story Elements</u></p> <ol style="list-style-type: none"> <li>1. Analyze Character &amp; Setting</li> <li>2. Main Idea</li> <li>3. Beginning, Middle, End (Introduce)</li> <li>4. Sequence of Events</li> <li>5. Plot-Problem &amp; Solution</li> </ol> <p><u>Critical Thinking Skills</u></p> <ol style="list-style-type: none"> <li>1. Making Inferences</li> <li>2. Predictions</li> <li>3. Generalizations</li> <li>4. Cause &amp; Effect</li> </ol> <p><u>Genre Study &amp; Reading</u></p> <ol style="list-style-type: none"> <li>1. Historical Fiction</li> <li>2. Realistic Fiction</li> <li>3. Science Nonfiction</li> <li>4. Fantasy</li> </ol> <p><b>**All skills review/enhance from 3<sup>rd</sup> grade unless otherwise noted.</b></p>	<p><b>Story Elements-Beginning, Middle, &amp; End and Sequence of Events</b></p> <p><b>Activities:</b> Students will choose a comic strip that has been cut apart and organize it in order from beginning to end.</p> <p><b>Assessment:</b> Student presentation of final product</p> <p><b>Critical Thinking Skills-Predictions &amp; Generalizations</b></p> <p><b>Activities:</b> Students will respond to literature by writing a prediction and generalization about a character prior to finishing piece.</p> <p><b>Assessment:</b> Journal entry on whether prediction &amp; generalization were accurate and why.</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: <b>How does the author use story elements to enhance reading?</b> <b>What effects a word's meaning?</b> <b>In what ways can prior knowledge enhance interpretation of what is read?</b>					
Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
<b>2nd</b>	<p>Content Standard I <b>READING AND LISTENING FOR COMPREHENSION: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.</b></p> <p>K-4 Benchmark I-A: <i>Listen to, read, react to, and retell information</i></p>	<p>1. Use <i>meta-cognitive strategies to comprehend text and to clarify meaning of vocabulary</i> (e.g., re-read the text, <i>consult other sources, ask for help, paraphrase, question</i>).</p> <ul style="list-style-type: none"> <li>• <b>Vocabulary 1-3</b></li> <li>• <b>Story Elements 1-3</b></li> <li>• <b>Critical Thinking Skills 1-4</b></li> </ul> <p>2. <i>Visualize and recall story details, including characterization and sequence.</i></p> <ul style="list-style-type: none"> <li>• <b>Story Elements 1</b></li> <li>• <b>Critical Thinking Skills 5</b></li> </ul> <p>3. <i>Read a variety of texts, including:</i></p> <ul style="list-style-type: none"> <li>• <i>fiction (e.g., legends, novels, folklore, science fiction)</i></li> <li>• <i>non-fiction (e.g., autobiographies, informational books, diaries, and journals)</i></li> <li>• <i>poetry</i></li> <li>• <i>drama</i></li> </ul> <ul style="list-style-type: none"> <li>• <b>Genre Study 1-4</b></li> </ul> <p>4. <i>Increase vocabulary through reading, listening, and interacting.</i></p> <ul style="list-style-type: none"> <li>• <b>Vocabulary 1-3</b></li> </ul>	<p><u><b>Story Elements</b></u></p> <ol style="list-style-type: none"> <li>1. Sequence of Events</li> <li>2. Authors Purpose</li> <li>3. Point of View</li> </ol> <p>Ongoing: Analyze characters &amp; setting, main idea, beginning, middle, and end</p> <p><u><b>Vocabulary</b></u></p> <ol style="list-style-type: none"> <li>1. Compound Words (Mastery)</li> <li>2. Context Clues</li> <li>3. Suffixes (Mastery)</li> </ol> <p><u><b>Critical Thinking Skills</b></u></p> <ol style="list-style-type: none"> <li>1. Predictions</li> <li>2. Generalizations (Mastery)</li> <li>3. Cause &amp; Effect</li> <li>4. Judgments &amp; Decisions</li> <li>5. Summarize</li> <li>6. Fact &amp; Opinion</li> </ol> <p><u><b>Genre Study &amp; Reading</b></u></p> <ol style="list-style-type: none"> <li>1. Historical Fiction</li> <li>2. Social Studies Nonfiction</li> <li>3. Interview</li> <li>4. Biography</li> </ol> <p><b>**All skills review/enhance from 3<sup>rd</sup> grade unless otherwise noted.</b></p>	<p><b>Story Elements-Sequence of Events</b> <b>Activity:</b> Students will create a story board broken into 6 sections illustrating the sequence of the main events in a story. <b>Assessment:</b> Teacher evaluation of storyboard using a rubric</p> <p><b>Vocabulary-Compound Words</b> <b>Activity:</b> Students will discover various compound words by matching as many base words together as possible. Complete independently, as partners, or in small groups. <b>Assessment:</b> List of compound words</p> <p><b>Critical Thinking Skills-Generalizations</b> <b>Activity:</b> As a class, develop and discuss as many generalizations as possible about your school. <i>EX: We all enjoyed eating in the cafeteria today.</i> <b>Assessment:</b> Monitor class discussion to ensure understanding.</p>	<p>Paper and literature</p> <p>Base words</p> <p>No materials needed.</p>

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-----------------	---------------	-------------	---------------------	---

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2nd	<p><b>K-4 Benchmark I-B: Locate and use a variety of resources to acquire information</b> <i>across the curriculum</i></p>	<p><b>1. Use key words, indices, cross-references, and letters on volumes to find information.</b></p> <ul style="list-style-type: none"> <li>• <b>Study Skills 1</b></li> </ul> <p><b>2. Use multiple representations of information (e.g., maps, charts, photos) to find information.</b></p> <ul style="list-style-type: none"> <li>• <b>Study Skills 2</b></li> </ul>	<p><u>Study Skills</u></p> <ol style="list-style-type: none"> <li>1. Reference Sources (Mastery)</li> <li>2. Graphic Aids- Signs, Flow Chart, Maps, Line Graph (Mastery)</li> </ol> <p>**All skills review/enhance from 3<sup>rd</sup> grade unless otherwise noted.</p>	<p><b>Study Skills-Reference Sources</b>  <b>Activity:</b> Compile a two chunk Schaffer report on a research topic using all reference sources available.  <b>Assessment:</b> The proper use of dictionaries, thesauruses, encyclopedia, and interview skills</p> <p><b>Study Skills-Graphic Aids</b>  <b>Activity:</b> 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  <b>Assessment:</b> Flowchart</p> <p><b>Study Skills-Graphic Aids</b>  <b>Activity:</b> TSW list at least five signs and translate the sign's meaning into words.  <b>Assessment:</b> 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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-----------------	---------------	-------------	---------------------	---

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<b>2nd</b>	<b>K-4 Benchmark I-C: Demonstrate critical thinking skills to comprehend written, spoken, and visual information</b>	<p>1. Respond to fiction, poetry, and drama using interpretive, critical, and evaluative processes by:</p> <ul style="list-style-type: none"> <li>• analyzing author's word choice and context</li> <li>• examining reasons for characters' actions</li> <li>• identifying and examining characters' motives</li> <li>• considering a situation or problems from different characters' perspectives</li> <li style="padding-left: 20px;">• Story El 2-3</li> <li style="padding-left: 20px;">• Critical Th 1-4</li> </ul> <p>2. Respond to non-fiction using interpretive, critical, and evaluative processes.</p> <ul style="list-style-type: none"> <li style="padding-left: 20px;">• Critical Th1-6</li> </ul> <p>3. Analyze characters, events, and plots from different texts and cite supporting evidence.</p> <ul style="list-style-type: none"> <li style="padding-left: 20px;">• Story El 1-3</li> <li style="padding-left: 20px;">• Critical Th 3-4</li> </ul> <p>4. Analyze how language and visuals bring characters to life, enhance plot development, and produce a response.</p> <ul style="list-style-type: none"> <li style="padding-left: 20px;">• Story El 1-3</li> <li style="padding-left: 20px;">• Critical Th 1</li> </ul> <p>5. Demonstrate deductive and inductive reasoning by drawing logical conclusions.</p> <ul style="list-style-type: none"> <li style="padding-left: 20px;">• Critical Th 1-6</li> </ul>	<p><u>Story Elements</u></p> <ol style="list-style-type: none"> <li>1. Sequence of Events</li> <li>2. Authors Purpose</li> <li>3. Point of View</li> </ol> <p>Ongoing: Analyze characters &amp; setting, main idea, beginning, middle, and end</p> <p><u>Critical Thinking Skills</u></p> <ol style="list-style-type: none"> <li>1. Predictions</li> <li>2. Generalizations (Mastery)</li> <li>3. Cause &amp; Effect</li> <li>4. Judgments &amp; Decisions</li> <li>5. Summarize</li> <li>6. Fact &amp; Opinion</li> </ol> <p>**All skills review/enhance from 3<sup>rd</sup> grade unless otherwise noted.</p>	<p><b>Story Elements-Author's Purpose</b></p> <p><b>Activity:</b> 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.</p> <p><b>Assessment:</b> Rubric covering accuracy of purpose as well as student reasoning</p> <p><b>Critical Thinking-Fact &amp; Opinion</b></p> <p><b>Activity:</b> 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><b>Assessment:</b> Grade student papers for accuracy.</p>	<p>Newspapers, tape, scissors, posters labeled: Inform, Persuade, and Entertain</p> <p>Literature and paper</p>

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<b>2nd</b>	<b>K-4 Benchmark I-D: Acquire reading strategies</b>	<p><b>1. Use word identification strategies appropriately and automatically when encountering words (e.g., graphophonic, syntactic, semantic).</b></p> <ul style="list-style-type: none"> <li>• <b>Vocabulary 1-3</b></li> <li>• <b>Genre Study &amp; Reading 1-4</b></li> </ul> <p><b>2. Identify key words and discover their relationships.</b></p> <ul style="list-style-type: none"> <li>• <b>Vocabulary 1-3</b></li> </ul> <p><i>3. Adjust speed of reading to suit purpose and difficulty of material.</i></p> <ul style="list-style-type: none"> <li>• <b>Genre Study &amp; Reading 1-4</b></li> </ul> <p><i>4. Read aloud with fluency and comprehension grade-level text.</i></p> <ul style="list-style-type: none"> <li>• <b>Genre Study &amp; Reading 1-4</b></li> </ul> <p><b>5. Increase vocabulary through reading, listening, and interacting.</b></p> <ul style="list-style-type: none"> <li>• <b>Genre Study &amp; Reading 1-4</b></li> <li>• <b>Vocabulary 1-3</b></li> </ul>	<p><u><b>Vocabulary</b></u></p> <ol style="list-style-type: none"> <li>1. <b>Compound Words (Mastery)</b></li> <li>2. <b>Context Clues</b></li> <li>3. <b>Suffixes (Mastery)</b></li> </ol> <p><u><b>Genre Study &amp; Reading</b></u></p> <ol style="list-style-type: none"> <li>1. <b>Historical Fiction</b></li> <li>2. <b>Social Studies Nonfiction</b></li> <li>3. <b>Interview</b></li> <li>4. <b>Biography</b></li> </ol> <p><b>**All skills review/enhance from 3<sup>rd</sup> grade unless otherwise noted.</b></p>	<p><b>Vocabulary-Suffixes</b> <b>Activity:</b> 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. <b>Assessment:</b> Keep score, observe, discuss as necessary</p> <p><b>Vocabulary-Context Clues</b> <b>Activity:</b> TSW create context clues to identify their weekly vocabulary words forming at least one sentence per word. <b>Assessment:</b> Peer review as well as teacher review</p>	<p>Clear overhead spinner labeled with multiple suffixes</p> <p>Paper and weekly vocabulary words</p>

**Portales Municipal Schools**  
**CURRICULUM MAP**

<b>Subject:</b>	Language Arts	<b>2009</b>	<b>Grade Level:</b>	4
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Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
<b>2nd</b>	<p><b>Content Standard III - LITERATURE AND MEDIA:</b> <b>Students will use literature and media to develop an understanding of people, societies, and the self.</b> <b>K-4 Benchmark III-A: Use language, literature, and media to gain and demonstrate awareness of cultures around the world</b></p>	<p>1. Examine the reasons for characters' actions.</p> <ul style="list-style-type: none"> <li>• <b>Critical Thinking Skills 3-4</b></li> </ul> <p>2. Identify and examine characters' motives.</p> <ul style="list-style-type: none"> <li>• <b>Critical Thinking Skills 1, 3-4</b></li> </ul> <p>3. Consider a situation or problem from different characters' point of view.</p> <ul style="list-style-type: none"> <li>• <b>Story Elements 2-3</b></li> <li>• <b>Critical Thinking 1-4</b></li> </ul> <p>4. Trace the exploits of character types across literature and media depicting various cultures.</p> <ul style="list-style-type: none"> <li>• <b>Genre Study &amp; Reading 1-4</b></li> </ul>	<p><u>Story Elements</u></p> <ol style="list-style-type: none"> <li>1. Sequence of Events</li> <li>2. Authors Purpose</li> <li>3. Point of View</li> </ol> <p>Ongoing: Analyze characters &amp; setting, main idea, beginning, middle, and end</p> <p><u>Critical Thinking Skills</u></p> <ol style="list-style-type: none"> <li>1. Predictions</li> <li>2. Generalizations (Mastery)</li> <li>3. Cause &amp; Effect</li> <li>4. Judgments &amp; Decisions</li> <li>5. Summarize</li> <li>6. Fact &amp; Opinion</li> </ol> <p><u>Genre Study &amp; Reading</u></p> <ol style="list-style-type: none"> <li>1. Historical Fiction</li> <li>2. Social Studies Nonfiction</li> <li>3. Interview</li> <li>4. Biography</li> </ol> <p><b>**All skills review/enhance from 3<sup>rd</sup> grade unless otherwise noted.</b></p>	<p><b>Story Elements-Point of View</b> <b>Activity:</b> 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. <b>Assessment:</b> Venn Diagram</p> <p><b>Critical Thinking-Predictions</b> <b>Activity:</b> Before comparing the two stories above, predict how you think the point of views are going to be different. Journal your prediction and later reflect. <b>Assessment:</b> Written response/reflection read by teacher</p> <p><b>Critical Thinking-Cause &amp; Effect</b> <b>Activity:</b> 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. <b>Assessment:</b> 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> <p><u>The Three Little Pigs</u>, <u>The True Story of the Three Little Pigs</u> (found in school bookroom), and paper</p> <p>paper</p>

**Portales Municipal Schools**  
**CURRICULUM MAP**

<b>Subject:</b>	Language Arts	<b>2009</b>	<b>Grade Level:</b>	4
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Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
<b>2nd</b>	<b>K-4 Benchmark III-B. Identify and use the types of literature according to their purpose and function</b>	<p>1. Identify beginning, middle, and end of a story.</p> <ul style="list-style-type: none"> <li>• <b>Story Elements 1</b></li> </ul> <p>2. Describe the contextual differences of various forms of literature.</p> <ul style="list-style-type: none"> <li>• <b>Genre Study &amp; Reading 1-4</b></li> </ul> <p>3. Describe the reasons why an author would choose a particular genre.</p> <ul style="list-style-type: none"> <li>• <b>Story Elements 2-3</b></li> <li>• <b>Genre Study &amp; Reading 1-4</b></li> </ul> <p>5. Respond to fiction, non fiction, poetry, and drama using interpretive, critical, and evaluative processes by:</p> <ul style="list-style-type: none"> <li>• analyzing author’s word choice and context</li> <li>• examining reasons for characters’ actions</li> <li>• identifying and examining characters’ motives</li> <li>• considering a situation or problems from different characters’ perspectives</li> </ul> <ul style="list-style-type: none"> <li>• <b>Story Elements 2-3</b></li> <li>• <b>Critical Thinking Skills 1-4</b></li> </ul>	<p><u>Story Elements</u></p> <ol style="list-style-type: none"> <li>1. Sequence of Events</li> <li>2. Authors Purpose</li> <li>3. Point of View</li> </ol> <p>Ongoing: Analyze characters &amp; setting, main idea, beginning, middle, and end</p> <p><u>Critical Thinking Skills</u></p> <ol style="list-style-type: none"> <li>1. Predictions</li> <li>2. Generalizations (Mastery)</li> <li>3. Cause &amp; Effect</li> <li>4. Judgments &amp; Decisions</li> <li>5. Summarize</li> <li>6. Fact &amp; Opinion</li> </ol> <p><u>Genre Study &amp; Reading</u></p> <ol style="list-style-type: none"> <li>1. Historical Fiction</li> <li>2. Social Studies Nonfiction</li> <li>3. Interview</li> <li>4. Biography</li> </ol> <p>**All skills review/enhance from 3<sup>rd</sup> grade unless otherwise noted.</p>	<p><b>Story Elements-Beginning, Middle &amp; End</b></p> <p><b>Activity:</b> 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.</p> <p><b>Assessment:</b> Student’s final piece should have a defined beginning, middle, and end</p> <p><b>Critical Thinking-Judgments &amp; Decisions</b></p> <p><b>Activity:</b> TSW write a journal entry on whether or not they agree with the judgments and decisions the main character made from their reading.</p> <p><b>Assessment:</b> Review journal entry for understanding of judgments and decisions</p> <p><b>Critical Thinking-Summarize</b></p> <p><b>Activity:</b> 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><b>Assessment:</b> Teacher will grade summary hands for accuracy</p>	<p>Copies of short pieces of literature broken into beginning, middle, and end segments to be dispersed</p> <p>Literature and journal</p> <p>Literature and paper</p>

**Portales Municipal Schools**  
**CURRICULUM MAP**

<b>Subject:</b>	Language Arts	<b>2009</b>	<b>Grade Level:</b>	4
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<b>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?</b>					
Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
<b>3rd</b>	<p>Content Standard I <b>READING AND LISTENING FOR COMPREHENSION: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.</b></p> <p>K-4 Benchmark I-A: <i>Listen to, read, react to, and retell information</i></p>	<p>1. Use <i>meta-cognitive strategies to comprehend text and to clarify meaning of vocabulary</i> (e.g., re-read the text, <i>consult other sources, ask for help, paraphrase, question</i>).</p> <ul style="list-style-type: none"> <li>• <b>Vocabulary 1-4</b></li> <li>• <b>Story Elements 1-2</b></li> <li>• <b>Critical Thinking Skills 1-6</b></li> </ul> <p>2. <i>Visualize and recall story details, including characterization and sequence.</i></p> <ul style="list-style-type: none"> <li>• <b>Story Elements 1-2</b></li> </ul> <p>3. <i>Read a variety of texts, including:</i></p> <ul style="list-style-type: none"> <li>• <i>fiction (e.g., legends, novels, folklore, science fiction)</i></li> <li>• <i>non-fiction (e.g., autobiographies, informational books, diaries, and journals)</i></li> <li>• <i>poetry</i></li> <li>• <i>drama</i></li> </ul> <ul style="list-style-type: none"> <li>• <b>Genre Study &amp; Reading 1-3</b></li> </ul> <p>4. <i>Increase vocabulary through reading, listening, and interacting.</i></p> <p><b>Vocabulary 1-4</b></p>	<p><u><b>Story Elements</b></u></p> <ol style="list-style-type: none"> <li>1. Steps in a Process</li> <li>2. Sequence of Events <b>(Mastery)</b></li> </ol> <p>Ongoing: Analyze characters &amp; setting, main idea, beginning, middle, and end</p> <p><u><b>Vocabulary</b></u></p> <ol style="list-style-type: none"> <li>1. Prefixes <b>(Mastery)</b></li> <li>2. Root Words <b>(Mastery)</b></li> <li>3. Context Clues</li> <li>4. Figurative Language</li> </ol> <p><u><b>Critical Thinking Skills</b></u></p> <ol style="list-style-type: none"> <li>1. Compare &amp; Contrast</li> <li>2. Drawing Conclusions</li> <li>3. Fact &amp; Opinion <b>(Mastery)</b></li> <li>4. Making Inferences <b>(Mastery)</b></li> <li>5. Important/Unimportant Information <b>(Mastery)</b></li> <li>6. Predictions <b>(Mastery)</b></li> </ol> <p><u><b>Genre Study &amp; Reading</b></u></p> <ol style="list-style-type: none"> <li>1. Science Nonfiction</li> <li>2. Myth</li> <li>3. Autobiography</li> </ol> <p><b>**All skills review/enhance from 3<sup>rd</sup> grade unless otherwise noted.</b></p>	<p><b>Story Elements-Steps in a Process</b></p> <p><b>Activity:</b> TSW prepare a detailed written description of how to prepare their favorite recipe, cut up their steps, and have a peer try to put them in the order they belong.</p> <p><b>Assessment:</b> Completed recipes and peer review</p> <p><b>Vocabulary-Prefixes</b></p> <p><b>Activity:</b> TSW utilize the dictionary and identify the commonalities of words that begin with the same prefix and construct their own definition for each prefix.</p> <p><b>Assessment:</b> Student definitions are clear and appropriate.</p> <p><b>Critical Thinking-Fact &amp; Opinion</b></p> <p><b>Activity:</b> 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.</p> <p><b>Assessment:</b> Grade papers to determine if students were able to identify the differences between facts and opinions.</p>	<p>Paper, possible food items</p> <p>Dictionaries</p> <p>Paper</p>

**Portales Municipal Schools**  
**CURRICULUM MAP**

<b>Subject:</b>	Language Arts	<b>2009</b>	<b>Grade Level:</b>	4
-----------------	---------------	-------------	---------------------	---

Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
3rd	<p><b>K-4 Benchmark I-B: Locate and use a variety of resources to acquire information across the curriculum</b></p>	<p><b>2. Use multiple representations of information (e.g., maps, charts, photos) to find information.</b></p> <ul style="list-style-type: none"> <li>• <b>Study Skills 1-2</b></li> </ul>	<p><u>Study Skills</u></p> <ol style="list-style-type: none"> <li>1. Graphic Aids- Charts, Graphs, Time Lines, Follow Directions</li> <li>2. Various Texts- Advertisements, Recipe, etc.</li> </ol> <p><b>**All skills review/enhance from 3<sup>rd</sup> grade unless otherwise noted.</b></p>	<p><b>Study Skills-Graphic Aids</b>  <b>Activities:</b> 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.  <b>Assessments:</b> Completed graphs, charts, timelines, and tables</p> <p><b>Study Skills-Variou s Texts</b>  <b>Activities:</b> 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.  <b>Assessments:</b> Rubric grading the presentation of the groups' final piece.</p>	<p>Chart paper, graph paper</p> <p>Variety of reading sources for student use (newspapers, magazines, recipes, etc)</p>

**Portales Municipal Schools**  
**CURRICULUM MAP**

<b>Subject:</b>	Language Arts	<b>2009</b>	<b>Grade Level:</b>	4
-----------------	---------------	-------------	---------------------	---

Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
<b>3rd</b>	<b>K-4 Benchmark I-C: Demonstrate critical thinking skills to comprehend written, spoken, and visual information</b>	<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"> <li>• analyzing author's word choice and context</li> <li>• examining reasons for characters' actions</li> <li>• identifying and examining characters' motives</li> <li>• considering a situation or problems from different characters' perspectives                             <ul style="list-style-type: none"> <li>• <b>Vocabulary 4</b></li> <li>• <b>Crit Th 1, 2, 4, 6</b></li> </ul> </li> </ul> <p>2. Respond to non-fiction using interpretive, critical, and evaluative processes.</p> <ul style="list-style-type: none"> <li>• <b>Crit Th 1-2, 4-6</b></li> </ul> <p>3. Analyze characters, events, and plots from different texts and cite supporting evidence.</p> <ul style="list-style-type: none"> <li>• <b>Critical Th 1,2,4</b></li> <li>• <b>Genre &amp; Rding 1-3</b></li> </ul> <p>4. Analyze how language and visuals bring characters to life, enhance plot development, and produce a response.</p> <ul style="list-style-type: none"> <li>• <b>Critical Th 2, 6</b></li> <li>• <b>Study Skills 1-2</b></li> </ul> <p>5. Demonstrate deductive and inductive reasoning by drawing logical conclusions.</p> <ul style="list-style-type: none"> <li>• <b>Critical Th 1-6</b></li> </ul>	<p><b>Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. Prefixes (Mastery)</li> <li>2. Root Words (Mastery)</li> <li>3. Context Clues</li> <li>4. Figurative Language</li> </ol> <p><b>Critical Thinking Skills</b></p> <ol style="list-style-type: none"> <li>1. Compare &amp; Contrast</li> <li>2. Drawing Conclusions</li> <li>3. Fact &amp; Opinion (Mastery)</li> <li>4. Making Inferences (Mastery)</li> <li>5. Important/Unimportant Information (Mastery)</li> <li>6. Predictions (Mastery)</li> </ol> <p><b>Study Skills</b></p> <ol style="list-style-type: none"> <li>1. Graphic Aids- Charts, Graphs, Time Lines, Follow Directions</li> <li>2. Various Texts- Advertisements, Recipe, etc.</li> </ol> <p><b>Genre Study &amp; Reading</b></p> <ol style="list-style-type: none"> <li>1. Science Nonfiction</li> <li>2. Myth</li> <li>3. Autobiography</li> </ol> <p><b>**All skills review/enhance from 3<sup>rd</sup> grade unless otherwise noted.</b></p>	<p><b>Vocabulary-Root Words</b></p> <p><b>Activity:</b> 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><b>Assessment:</b> Completed list and student definition for the common root</p> <p><b>Critical Thinking-Making Inferences</b></p> <p><b>Activity:</b> 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><b>Assessment:</b> Recorded inferences</p> <p><b>Study Skills-Graphic Aids</b></p> <p><b>Activity:</b> 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><b>Assessment:</b> 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>

**Portales Municipal Schools**  
**CURRICULUM MAP**

<b>Subject:</b>	Language Arts	<b>2009</b>	<b>Grade Level:</b>	4
-----------------	---------------	-------------	---------------------	---

Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
3rd	<b>K-4 Benchmark I-D: Acquire reading strategies</b>	<p>1. Use word identification strategies appropriately and automatically when encountering words (e.g., graphophonic, syntactic, semantic).</p> <ul style="list-style-type: none"> <li>• Vocabulary 1-4</li> <li>• Genre Study &amp; Reading 1-3</li> </ul> <p>2. Identify key words and discover their relationships.</p> <ul style="list-style-type: none"> <li>• Vocabulary 1-4</li> </ul> <p>3. Adjust speed of reading to suit purpose and difficulty of material.</p> <ul style="list-style-type: none"> <li>• Genre Study &amp; Reading throughout year</li> </ul> <p>4. Read aloud with fluency and comprehension grade-level text.</p> <ul style="list-style-type: none"> <li>• Genre Study &amp; Reading throughout year</li> </ul> <p>5. Increase vocabulary through reading, listening, and interacting.</p> <ul style="list-style-type: none"> <li>• Genre Study &amp; Reading throughout year</li> <li>• Vocabulary 1-4</li> </ul>	<p><u>Vocabulary</u></p> <ol style="list-style-type: none"> <li>1. Prefixes (Mastery)</li> <li>2. Root Words (Mastery)</li> <li>3. Context Clues</li> <li>4. Figurative Language</li> </ol> <p><u>Critical Thinking Skills</u></p> <ol style="list-style-type: none"> <li>1. Compare &amp; Contrast</li> <li>2. Drawing Conclusions</li> <li>3. Fact &amp; Opinion (Mastery)</li> <li>4. Making Inferences (Mastery)</li> <li>5. Important/Unimportant Information (Mastery)</li> <li>6. Predictions (Mastery)</li> </ol> <p><u>Genre Study &amp; Reading</u></p> <ol style="list-style-type: none"> <li>1. Science Nonfiction</li> <li>2. Myth</li> <li>3. Autobiography</li> </ol> <p><b>**All skills review/enhance from 3<sup>rd</sup> grade unless otherwise noted.</b></p>	<p><b>Vocabulary-Context Clues</b></p> <p><b>Activity:</b> 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><b>Assessment:</b> Student will turn in their notes/web to be graded</p> <p><b>Critical Thinking-Predictions</b></p> <p><b>Activity:</b> When given a series of pictures from a children's book, TSW predict the Who, What, Where, When, and How the story might take place using either the hand model mentioned on page 12 of the Curriculum Map or by composing a paragraph.</p> <p><b>Assessment:</b> Teacher will grade student paragraph. Student work should be close to topic, but most importantly the students' effort and ability to risk being wrong.</p>	<p>Literature, dictionaries, and paper</p> <p>Pictures from a short children's book</p>

**Portales Municipal Schools**  
**CURRICULUM MAP**

<b>Subject:</b>	Language Arts	<b>2009</b>	<b>Grade Level:</b>	4
-----------------	---------------	-------------	---------------------	---

Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
3rd	<p><b>Content Standard III - LITERATURE AND MEDIA:</b> <b>Students will use literature and media to develop an understanding of people, societies, and the self.</b></p> <p><b>K-4 Benchmark III-A: Use language, literature, and media to gain and demonstrate awareness of cultures around the world.</b></p>	<p>1. Examine the reasons for characters' actions.</p> <ul style="list-style-type: none"> <li>• <b>Critical Thinking Skills 1, 2, 4</b></li> </ul> <p>2. Identify and examine characters' motives.</p> <ul style="list-style-type: none"> <li>• <b>Critical Thinking Skills 1, 2, 4</b></li> </ul> <p>4. Trace the exploits of character types across literature and media depicting various cultures.</p> <ul style="list-style-type: none"> <li>• <b>Genre Study &amp; Reading 1-3</b></li> <li>• <b>Critical Thinking Skills 1-6</b></li> <li>• <b>Study Skills 2</b></li> </ul>	<p><u><b>Critical Thinking Skills</b></u></p> <ol style="list-style-type: none"> <li>1. Compare &amp; Contrast</li> <li>2. Drawing Conclusions</li> <li>3. Fact &amp; Opinion- (Mastery)</li> <li>4. Making Inferences (Mastery)</li> <li>5. Important/Unimportant Information (Mastery)</li> <li>6. Predictions (Mastery)</li> </ol> <p><u><b>Study Skills</b></u></p> <ol style="list-style-type: none"> <li>1. Graphic Aids- Charts, Graphs, Time Lines, Follow Directions</li> <li>2. Various Texts- Advertisements, Recipe, etc.</li> </ol> <p><u><b>Genre Study &amp; Reading</b></u></p> <ol style="list-style-type: none"> <li>1. Science Nonfiction</li> <li>2. Myth</li> <li>3. Autobiography</li> </ol> <p><b>**All skills review/enhance from 3<sup>rd</sup> grade unless otherwise noted.</b></p>	<p><b>Critical Thinking-Important/ Unimportant information</b> <b>Activity:</b> TSW read a passage on how to do something containing both important and unimportant information. TSW revise the passage including only the important information. <b>Assessment:</b> Students written product should contain important information only</p> <p><b>Critical Thinking-Compare and Contrast</b> <b>Activity:</b> TSW read <u>Cinderella</u> and then write own version of the story from a present day setting. The two stories will then be compared using a T chart and students will find at least 3 similarities and 3 differences <b>Assessment:</b> Teacher will review the story as well as the T chart of similarities and differences</p>	<p>A "How-to" passage with a combination of important and unimportant information</p> <p><u>Cinderella</u></p>

**Portales Municipal Schools**  
**CURRICULUM MAP**

<b>Subject:</b>	Language Arts	<b>2009</b>	<b>Grade Level:</b>	4
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Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
<b>3rd</b>	<b>K-4 Benchmark III-B. Identify and use the types of literature according to their purpose and function</b>	<p>1. Identify beginning, middle, and end of a story.</p> <ul style="list-style-type: none"> <li>• <b>Story Elements 2</b></li> </ul> <p>2. Describe the contextual differences of various forms of literature.</p> <ul style="list-style-type: none"> <li>• <b>Genre Study &amp; Reading 1-3</b></li> </ul> <p>3. Describe the reasons why an author would choose a particular genre.</p> <ul style="list-style-type: none"> <li>• <b>Genre Study &amp; Reading 1-3</b></li> </ul> <p>5. Respond to fiction, non fiction, poetry, and drama using interpretive, critical, and evaluative processes by:</p> <ul style="list-style-type: none"> <li>• analyzing author's word choice and context</li> <li>• examining reasons for characters' actions</li> <li>• identifying and examining characters' motives</li> <li>• considering a situation or problems from different characters' perspectives</li> </ul> <ul style="list-style-type: none"> <li>• <b>Vocabulary 4</b></li> <li>• <b>Critical Thinking Skills 1, 2, 4, 6</b></li> </ul>	<p><u><b>Story Elements</b></u></p> <ol style="list-style-type: none"> <li>1. Steps in a Process</li> <li>2. Sequence of Events</li> </ol> <p>Ongoing: Analyze characters &amp; setting, main idea, beginning, middle, and end</p> <p><u><b>Vocabulary</b></u></p> <ol style="list-style-type: none"> <li>1. Prefixes (Mastery)</li> <li>2. Root Words (Mastery)</li> <li>3. Context Clues</li> <li>4. Figurative Language</li> </ol> <p><u><b>Critical Thinking Skills</b></u></p> <ol style="list-style-type: none"> <li>1. Compare &amp; Contrast</li> <li>2. Drawing Conclusions</li> <li>3. Fact &amp; Opinion (Mastery)</li> <li>4. Making Inferences (Mastery)</li> <li>5. Important/Unimportant Information (Mastery)</li> <li>6. Predictions (Mastery)</li> </ol> <p><u><b>Genre Study &amp; Reading</b></u></p> <ol style="list-style-type: none"> <li>1. Science Nonfiction</li> <li>2. Myth</li> <li>3. Autobiography</li> </ol> <p><b>**All skills review/enhance from 3<sup>rd</sup> grade unless otherwise noted.</b></p>	<p><b>Story Elements-Sequence of Events</b> <b>Activity:</b> TSW play a sequence game <b>Assessment:</b> Completed Game</p> <p><b>Vocabulary-Figurative Language</b> <b>Activity:</b> TSW read a poem, pull figurative language from the poem, and illustrate a visual representation of what they read. Students will present their pictures to the class and explain why they chose that picture and how it illustrates the author's words. <b>Assessment:</b> Rubric on presentation</p> <p><b>Critical Thinking Skills-Drawing Conclusions</b> <b>Activity:</b> TSW play a drawing conclusions game <b>Assessment:</b> Completed game</p>	<p>Learning Well Sequence game from school bookroom</p> <p>Poetry that incorporates various figurative language and a background knowledge of different types of figurative language</p> <p>Drawing Conclusions game from school bookroom</p>

**Portales Municipal Schools**  
**CURRICULUM MAP**

<b>Subject:</b> Language Arts	<b>2009</b>	<b>Grade Level:</b> 4
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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
<b>4th</b>	<p>Content Standard I <b>READING AND LISTENING FOR COMPREHENSION: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.</b></p> <p>K-4 Benchmark I-A: <b>Listen to, read, react to, and retell information</b></p>	<p>1. Use <i>meta-cognitive strategies to comprehend text and to clarify meaning of vocabulary</i> (e.g., re-read the text, consult other sources, ask for help, paraphrase, question).</p> <ul style="list-style-type: none"> <li>• <b>Vocabulary 1-2</b></li> <li>• <b>Story Elements 1</b></li> <li>• <b>Critical Thinking Skills 1-3</b></li> </ul> <p>2. <i>Visualize and recall story details, including characterization and sequence.</i></p> <p>3. <i>Read a variety of texts, including:</i></p> <ul style="list-style-type: none"> <li>• <i>fiction (e.g., legends, novels, folklore, science fiction)</i></li> <li>• <i>non-fiction (e.g., autobiographies, informational books, diaries, and journals)</i></li> <li>• <i>poetry</i></li> <li>• <i>drama</i></li> </ul> <ul style="list-style-type: none"> <li>• <b>Genre Study &amp; Reading 1-6</b></li> </ul> <p>4. <i>Increase vocabulary through reading, listening, and interacting.</i></p> <ul style="list-style-type: none"> <li>• <b>Vocabulary 1-2</b></li> <li>• <b>Genre Study &amp; Reading 1-6</b></li> </ul>	<p><u>Story Elements</u></p> <ol style="list-style-type: none"> <li>1. Plot-Problem &amp; Solution(Mastery)</li> </ol> <p>Ongoing: Analyze characters &amp; setting, main idea, beginning, middle, and end (Mastery)</p> <p><u>Vocabulary</u></p> <ol style="list-style-type: none"> <li>1. Context Clues(Mastery)</li> <li>2. Synonyms &amp; Antonyms (Mastery)</li> </ol> <p><u>Critical Thinking Skills</u></p> <ol style="list-style-type: none"> <li>1. Compare &amp; Contrast(Mastery)</li> <li>2. Cause &amp; Effect(Mastery)</li> <li>3. Judgments &amp; Decisions(Mastery)</li> </ol> <p><u>Genre Study &amp; Reading</u></p> <ol style="list-style-type: none"> <li>1. Folktale</li> <li>2. Biography</li> <li>3. Fairytale</li> <li>4. Science Nonfiction</li> <li>5. Historical Fiction</li> <li>6. Play</li> </ol>	<p><b>Story Elements-Plot</b></p> <p><b>Activity:</b> While reading, TSW fill in a two column graphic organizer that identifies the various problems and solutions addressed in the literature.</p> <p><b>Assessment:</b> The accurate completion of the graphic organizer</p> <p><b>Vocabulary-Context Clues</b></p> <p><b>Activity:</b> 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.</p> <p><b>Assessment:</b> Correct placement of words within paragraph</p> <p><b>Critical Thinking-Compare &amp; Contrast</b></p> <p><b>Activity:</b> TSW compare and contrast food that they eat in the cafeteria verses food that they eat at home 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.</p> <p><b>Assessment:</b> 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>

**Portales Municipal Schools**  
**CURRICULUM MAP**

<b>Subject:</b>	Language Arts	<b>2009</b>	<b>Grade Level:</b>	4
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Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
<b>4th</b>	<p><b>K-4 Benchmark I-B: Locate and use a variety of resources to acquire information</b> <i>across the curriculum</i></p>	<p><b>1. Use key words, indices, cross-references, and letters on volumes to find information.</b></p> <ul style="list-style-type: none"> <li>• <b>Study Skills 1</b></li> </ul> <p><b>2. Use multiple representations of information (e.g., maps, charts, photos) to find information.</b></p> <ul style="list-style-type: none"> <li>• <b>Study Skills 1</b></li> </ul>	<p><u>Study Skills</u></p> <ol style="list-style-type: none"> <li>1. <b>Library/Media (Mastery)</b></li> </ol>	<p><b>Study Skills-Library/Media</b></p> <p><b>Activity:</b> 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><b>Assessment:</b> Teacher will review reference materials' list and compare to written response</p>	<p>Librarian</p>

**Portales Municipal Schools**  
**CURRICULUM MAP**

<b>Subject:</b>	Language Arts	<b>2009</b>	<b>Grade Level:</b>	4
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Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
<b>4th</b>	<b>K-4 Benchmark I-C: Demonstrate critical thinking skills to comprehend written, spoken, and visual information</b>	<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"> <li>• analyzing author's word choice and context</li> <li>• examining reasons for characters' actions</li> <li>• identifying and examining characters' motives</li> <li>• considering a situation or problems from different characters' perspectives               <ul style="list-style-type: none"> <li>• Story Elements 1</li> <li>• Critical Th 1-3</li> <li>• Genre Study &amp; Reading</li> </ul> </li> </ul> <p>2. Respond to non-fiction using interpretive, critical, and evaluative processes.</p> <ul style="list-style-type: none"> <li>• Critical Th 1</li> </ul> <p>3. Analyze characters, events, and plots from different texts and cite supporting evidence.</p> <ul style="list-style-type: none"> <li>• Story Elements 1</li> <li>• Critical Th 1-3</li> <li>• Genre St &amp; Reading</li> </ul> <p>4. Analyze how language and visuals bring characters to life, enhance plot development, and produce a response.</p> <ul style="list-style-type: none"> <li>• Story Elements 1</li> </ul> <p>5. Demonstrate deductive and inductive reasoning by drawing logical conclusions.</p> <ul style="list-style-type: none"> <li>• Critical Thinking Skills 1-3</li> <li>• Genre Study &amp; Rd</li> </ul>	<p><u>Story Elements</u></p> <ol style="list-style-type: none"> <li>1. Plot-Problem &amp; Solution(Mastery)</li> </ol> <p>Ongoing: Analyze characters &amp; setting, main idea, beginning, middle, and end (Mastery)</p> <p><u>Critical Thinking Skills</u></p> <ol style="list-style-type: none"> <li>1. Compare &amp; Contrast(Mastery)</li> <li>2. Cause &amp; Effect(Mastery)</li> <li>3. Judgments &amp; Decisions(Mastery)</li> </ol> <p><u>Genre Study &amp; Reading</u></p> <ol style="list-style-type: none"> <li>1. Folktale</li> <li>2. Biography</li> <li>3. Fairytale</li> <li>4. Science Nonfiction</li> <li>5. Historical Fiction</li> <li>6. Play</li> </ol>	<p><b>Story Elements-Plot/Analyzing Characters</b></p> <p><b>Activity:</b> 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><b>Assessment:</b> Teacher will analyze responses for each topic</p> <p><b>Critical Thinking Skills-Cause &amp; Effect</b></p> <p><b>Activity:</b> 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><b>Assessment:</b> Charades appropriateness</p>	<p>Paper</p> <p>3 by 5 cards</p>

**Portales Municipal Schools**  
**CURRICULUM MAP**

<b>Subject:</b>	Language Arts	<b>2009</b>	<b>Grade Level:</b>	4
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Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
<b>4th</b>	<b>K-4 Benchmark I-D: Acquire reading strategies</b>	<p><b>1. Use word identification strategies appropriately and automatically when encountering words (e.g., graphophonic, syntactic, semantic).</b></p> <ul style="list-style-type: none"> <li>• <b>Vocabulary 1-2</b></li> <li>• <b>Genre Study &amp; Reading</b></li> </ul> <p><b>2. Identify key words and discover their relationships.</b></p> <ul style="list-style-type: none"> <li>• <b>Vocabulary 1-2</b></li> </ul> <p><i>3. Adjust speed of reading to suit purpose and difficulty of material.</i></p> <ul style="list-style-type: none"> <li>• <b>Genre Study &amp; Reading</b></li> </ul> <p><i>4. Read aloud with fluency and comprehension grade-level text.</i></p> <ul style="list-style-type: none"> <li>• <b>Genre Study &amp; Reading</b></li> </ul> <p><b>5. Increase vocabulary through reading, listening, and interacting.</b></p> <ul style="list-style-type: none"> <li>• <b>Vocabulary 1-2</b></li> </ul> <p><b>Genre Study &amp; Reading</b></p>	<p><u><b>Vocabulary</b></u></p> <ol style="list-style-type: none"> <li>1. Context Clues (Mastery)</li> <li>2. Synonyms &amp; Antonyms (Mastery)</li> </ol> <p><u><b>Genre Study &amp; Reading</b></u></p> <ol style="list-style-type: none"> <li>1. Folktale</li> <li>2. Biography</li> <li>3. Fairytale</li> <li>4. Science Nonfiction</li> <li>5. Historical Fiction</li> <li>6. Play</li> </ol>	<p><b>Vocabulary-Synonyms &amp; Antonyms</b></p> <p><b>Activity:</b> 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.</p> <p><b>Assessment:</b> Student participation</p>	Teacher made synonyms and antonyms that correspond with current or past vocabulary words and dictionaries

**Portales Municipal Schools**  
**CURRICULUM MAP**

<b>Subject:</b>	Language Arts	<b>2009</b>	<b>Grade Level:</b>	4
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Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
<b>4th</b>	<p><b>Content Standard III - LITERATURE AND MEDIA:</b> <b>Students will use literature and media to develop an understanding of people, societies, and the self.</b></p> <p><b>K-4 Benchmark III-A: Use language, literature, and media to gain and demonstrate awareness of cultures around the world</b></p>	<p>1. Examine the reasons for characters' actions.</p> <ul style="list-style-type: none"> <li>• <b>Critical Thinking 1-3</b></li> </ul> <p>2. Identify and examine characters' motives.</p> <ul style="list-style-type: none"> <li>• <b>Critical Thinking 1-3</b></li> </ul> <p>3. Consider a situation or problem from different characters' point of view.</p> <ul style="list-style-type: none"> <li>• <b>Critical Thinking 1-3</b></li> </ul> <p>4. Trace the exploits of character types across literature and media depicting various cultures.</p> <ul style="list-style-type: none"> <li>• <b>Critical Thinking 1-3</b></li> <li>• <b>Genre Study &amp; Reading 1-6</b></li> </ul>	<p><u><b>Critical Thinking Skills</b></u></p> <ol style="list-style-type: none"> <li>1. Compare &amp; Contrast (Mastery)</li> <li>2. Cause &amp; Effect (Mastery)</li> <li>3. Judgments &amp; Decisions (Mastery)</li> </ol> <p><u><b>Genre Study &amp; Reading</b></u></p> <ol style="list-style-type: none"> <li>1. Folktale</li> <li>2. Biography</li> <li>3. Fairytale</li> <li>4. Science Nonfiction</li> <li>5. Historical Fiction</li> <li>6. Play</li> </ol>	<p><b>Critical Thinking Skills-Judgments &amp; Decisions</b></p> <p><b>Activities:</b> After reading a nonfiction or historical fiction selection, students will discuss how the decisions made by others or the government affected the characters from the reading.</p> <p><b>Assessment:</b> Teacher observation and supporting discussion with checklist</p>	<p>Nonfiction and/or historical fiction reading material</p>

**Portales Municipal Schools**  
**CURRICULUM MAP**

<b>Subject:</b>	Language Arts	<b>2009</b>	<b>Grade Level:</b>	4
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Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
<b>4th</b>	<b>K-4 Benchmark III-B. Identify and use the types of literature according to their purpose and function</b>	<p>1. Identify beginning, middle, and end of a story.</p> <p>2. Describe the contextual differences of various forms of literature.</p> <ul style="list-style-type: none"> <li>• <b>Genre Study &amp; Reading throughout year</b></li> </ul> <p>3. Describe the reasons why an author would choose a particular genre.</p> <ul style="list-style-type: none"> <li>• <b>Genre Study &amp; Reading</b></li> </ul> <p>5. Respond to fiction, non fiction, poetry, and drama using interpretive, critical, and evaluative processes by:</p> <ul style="list-style-type: none"> <li>• analyzing author’s word choice and context</li> <li>• examining reasons for characters’ actions</li> <li>• identifying and examining characters’ motives</li> <li>• considering a situation or problems from different characters’ perspectives</li> </ul> <ul style="list-style-type: none"> <li>• <b>Story Elements 1</b></li> <li>• <b>Critical Thinking Skills 1-3</b></li> <li>• <b>Genre Study &amp; Reading</b></li> </ul>	<p><u><b>Story Elements</b></u></p> <ol style="list-style-type: none"> <li>1. Plot-Problem &amp; Solution <b>(Mastery)</b></li> </ol> <p>Ongoing: Analyze characters &amp; setting, main idea, beginning, middle, and end <b>(Mastery)</b></p> <p><u><b>Critical Thinking Skills</b></u></p> <ol style="list-style-type: none"> <li>1. Compare &amp; Contrast <b>(Mastery)</b></li> <li>2. Cause &amp; Effect <b>(Mastery)</b></li> <li>3. Judgments &amp; Decisions <b>(Mastery)</b></li> </ol> <p><u><b>Genre Study &amp; Reading</b></u></p> <ol style="list-style-type: none"> <li>1. Folktale</li> <li>2. Biography</li> <li>3. Fairytale</li> <li>4. Science Nonfiction</li> <li>5. Historical Fiction</li> <li>6. Play</li> </ol>	<p><b>Story Elements-All</b> <b>Activity:</b> Students will develop a play that incorporates the story elements they have learned throughout the year and present it to the class. <b>Assessment:</b> Rubric assessing presentation of plays</p> <p><b>Critical Thinking-All</b> <b>Activity:</b> Students will write a response to the plays that others have presented evaluating the characters actions and decisions, determining what caused them to make the decisions they made as well as comparing and contrasting the different plays from the different groups. <b>Assessment:</b> Teacher review of written response</p>	<p>Adequate time for students to develop thoughts and plays</p> <p>Journals/paper for responses to plays</p>