

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

**Essential Questions:** *Why is it important to read, hear, and view with comprehension? How does reading, writing, and listening help our ability to make judgments about the selection? How does reading, hearing, and viewing with comprehension help us to expand our knowledge in other subject areas?*

Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
3 <sup>rd</sup>	<p><b>I. Reading and Listening for Comprehension</b></p> <p><b>1. Students will apply strategies and skills to comprehend information that is read, heard, and viewed.</b></p> <p><b>1-A: Listen to, read, react to and retell information.</b></p>	<p>3.1. Interact with text before, during and after reading, listening , or viewing by:</p> <ul style="list-style-type: none"> <li>• Setting a purpose</li> <li>• Previewing the text</li> <li>• Making predictions</li> <li>• Asking questions</li> <li>• Locating information for a specific purpose</li> <li>• Making connection</li> <li>• Using the story structure and text organization to comprehend</li> </ul> <p>3.2. Summarize main idea(s) from a written text succinctly.</p> <p>3.3. Employ active listening skills.</p> <p>3.4. Increase vocabulary through reading, listening, and interacting.</p>	<p><b><u>Focus: Comprehension</u></b></p> <ul style="list-style-type: none"> <li>• <b>Fact and opinion</b></li> <li>• <b>Compare and Contrast</b></li> <li>• <b>Judgments and decisions</b></li> </ul> <p><b><u>Focus : Listening</u></b></p> <p>Teacher read aloud Literature on tape</p>	<p>Using appropriate 3<sup>rd</sup> grade text students will work with a partner to create fact opinion statement about the text. Make a T-chart with the headings fact and opinion add statement in the appropriate columns. <b>Assessment:</b> Graphic Organizer or T-Chart.</p> <p>The students will compare and contrast characters, setting, or events from a story. Students share with a partner/ table group telling how they are alike or different using words such as alike/unlike or same/different. Use a graphic organizer to document thinking (i.e., Venn diagram). <b>Assessment:</b> Graphic organizer</p> <p>The students will be given a list of rules, playground, classroom, or lunchroom, and then they will create a pro con chart to look at both sides of the situation. Student can then reach a group decision about whether the rule is fair or unfair and why. Each group will present their ideas to the classroom for further discussion. <b>Assessment:</b> Teacher observation</p> <p>The students will use Sharon Gatti-Carson’s idea of summarizing the main idea in 10 words or less. <b>Assessment:</b> Student product</p>	<p><b>Graphic organizer</b> <a href="http://www.eduplace.com/graphicorganizer/">http://www.eduplace.com/graphicorganizer/</a></p> <p>Basal reading Series Leveled books Graphic Organizers</p> <p>Classroom, playground, lunchroom rules</p> <p>Sharon Gatti-Carson</p> <p>Teacher—Fast mapping Reading First Strategies</p>

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3rd	<p><b>1-B: Locate and use a variety of resources to acquire information across the curriculum.</b></p>	<p>3.1. Use reference materials to confirm decoding skills, verify spelling, and extend meaning of words. 3.2. Use encyclopedia, dictionaries, and electronic resources to gather information.</p>	<p><b><u>Focus: Vocabulary</u></b></p> <p>Dictionary skills</p> <ul style="list-style-type: none"> <li>• Identify parts of speech to find correct definition for a word</li> <li>• Identify inflected forms for a words</li> </ul>	<p>Students observe a transparency of a dictionary page and review the features of a dictionary entry paying particular attention to where to locate the parts of speech and inflected endings. <b>Assessment:</b> Give a similar page for student to show mastery of taught skill.</p> <p>Students use a list of words that have multiple meanings.</p> <ul style="list-style-type: none"> <li>• Students will look up words in the dictionary, locate the part of speech, and match the correct meaning to a sentence.</li> <li>• Students will write 5 sentences using their choice of words from the list using correct inflectional endings.</li> </ul> <p><b>Assessment:</b> Correct use of word in sentences.</p>	<p>Student dictionary Basal Reading Series Teacher made materials (multiple meaning activity sheet)</p>
	<p><b>1-C: Demonstrate critical thinking skills to comprehend written, spoken, and visual information.</b></p>	<p>3.1 Draw conclusions, make generalizations, gather support by referencing the text. 3.2. Explain choice of reading materials congruent with purpose (e.g., solving problems, making decisions)</p>	<p><b><u>Focus: Comprehension</u></b></p> <ul style="list-style-type: none"> <li>• Draw Conclusions</li> <li>• Make generalizations</li> <li>• Supporting details</li> <li>• Problem solving</li> <li>• Making decisions</li> </ul>	<p>The student will draw conclusions based on prior knowledge and information in the text.</p>	<p>Draw Conclusions Basal Reader Leveled Readers</p> <p>Literature <u>The Terrible EEK</u> By Patricia A. Compton</p> <p>Literature <u>Lon Po Po</u> By Ed Young</p>

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

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3rd	<b>1-D: Acquire reading strategies</b>	<p>3.1. Apply phonics and structural analysis to decode words (e.g., less common vowel patterns, syllable breaks).</p> <p>3.2. Apply context clues to decode unknown words.</p> <p>3.3. Use reference materials (e.g., glossary, dictionary, thesaurus) to confirm decoding skills, verify spelling, and discover and extent meaning of words.</p> <p>3.4. Use a variety of strategies to comprehend text (e.g., re-read, read ahead, ask for help, adjust reading speed, question, paraphrase, retell).</p> <p>3.5. Read aloud with comprehension grade-level text.</p> <p>3.6. Increase vocabulary through reading, listening and interacting.</p>	<p><b><u>Focus: Phonics</u></b></p> <ul style="list-style-type: none"> <li>• Syllabication</li> <li>• Prefixes</li> <li>• Suffixes</li> <li>• Diagraphs ('ch', 'sh', 'th', 'tch', 'wh')</li> </ul> <p><b><u>Focus: Fluency, Oral language Development, Comprehension</u></b></p> <p>Read text accurately and fluently</p> <ul style="list-style-type: none"> <li>* Recognize words with automaticity.</li> <li>* Draw meaning from print</li> <li>* Read with little effort</li> <li>* Read with expression</li> </ul>	<p>Students will reinforce and expand syllabication skills and digraphs skills from the 1<sup>st</sup> nine weeks. <b>Assessment:</b> activity sheets</p> <p>Students will reinforce and expand prefix and suffix skills from the 2<sup>nd</sup> nine weeks. <b>Assessment :</b> activity sheets</p> <p>Students will apply reading strategies for: Comprehension</p> <ul style="list-style-type: none"> <li>• Predict/Infer</li> <li>• Summarize</li> <li>• Monitor/clarify</li> <li>• Question</li> <li>• Evaluate</li> </ul> <p>Story Elements</p> <ul style="list-style-type: none"> <li>• Beginning</li> <li>• Middle</li> <li>• Problem/Plot</li> <li>• Solution</li> <li>• End</li> </ul> <p>Author's Viewpoint</p> <ul style="list-style-type: none"> <li>• Thoughts and feelings</li> </ul> <p><b>Assessments:</b> Teacher observations, activity sheets, DIBELS.</p>	<p>Syllabication Rules <a href="http://www.spelling.org/free/syllabication_rules.htm">http://www.spelling.org/free/syllabication_rules.htm</a></p> <p>Diagraph worksheets <a href="http://schoolexpress.com/fw/s/cat.php?id=2326">http://schoolexpress.com/fw/s/cat.php?id=2326</a></p> <p>Prefix/suffix activities <a href="http://firstschoolyear.com/literacy/word/other/prefixes/prifix.htm">http://firstschoolyear.com/literacy/word/other/prefixes/prifix.htm</a></p> <p>Basal Reading Series Read aloud books (variety of genre)</p>

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**CURRICULUM MAP**

<b>Essential Questions:</b> <i>Why is it important to speak and write with a clear main point in all subject areas? How does using correct grammar and spelling help us to communicate main ideas effectively in all subject areas? How do I use the writing process to express what I mean in all subject areas?</i>					
<b>Nine Weeks</b>	<b>Strand/Standard/Benchmark</b>	<b>Performance Standard</b>	<b>Concepts/ Skills</b>	<b>Suggested Student Activities/Assessments</b>	<b>Resources/Materials</b>
<b>3rd</b>	<p><b>II. Writing and Speaking for Expression:</b></p> <p><b>2. Students will communicate effectively through speaking and writing.</b></p> <p><b>II-A Demonstrate competence in speaking to convey information.</b></p>	<p>3.1 Present information in a logical manner with a clear main point.</p> <p>3.2 Sustain conversation on a topic.</p> <p>3.3 Answer open-ended questions.</p> <p>3.4 Explain your own learning.</p> <p>3.5 Read aloud with fluency and comprehension text using grade-level text.</p>	<p><b>Focus: <u>Responding to Literature/Reader's Theater</u></b> (11B-3.9)  <i>After each group performs students will respond to the "literature" performance.</i></p> <ul style="list-style-type: none"> <li>• Orally (teacher guided)</li> <li>• Written (independently)</li> </ul> <p><b>Focus: <u>Oral Language</u></b></p> <ul style="list-style-type: none"> <li>• Speaking</li> <li>• Communication</li> </ul>	<p>After each performance students will:</p> <ul style="list-style-type: none"> <li>• Discuss main idea</li> <li>• Answer open ended questions</li> <li>• Explain why</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Oral summaries of text</li> <li>• Teacher /Student Conference</li> <li>• Oral response</li> <li>• Written response</li> </ul> <p>Students participate in weekly discussions of Literature</p> <p><b>Assessment:</b> Teacher observation</p>	<p>Readers Theatre Sites</p> <p><a href="http://www.aaronshep.com/rt/">www.aaronshep.com/rt/</a></p> <p><a href="http://www.teachingheart.net/readerstheater.htm">www.teachingheart.net/readerstheater.htm</a></p> <p>Basal and Various Classroom Literature</p>



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

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3rd		<p>3.6. Proofread own writing for spelling and edit (with assistance) for language conventions and format.</p> <p>3.7. Create readable documents with legible handwriting.</p> <p>3.8. Write compositions that have few significant errors in:</p> <ul style="list-style-type: none"> <li>• use of pronouns</li> <li>• adjectives</li> <li>• adverbial forms</li> <li>• coordinating conjunctions</li> </ul> <p>3.9. Create and deliver recitations and presentations about familiar experiences or interests that are organized around a coherent statement.</p> <p>3.10. Demonstrate a command of standard English when speaking.</p>	<p style="text-align: center;"><b><u>Focus: Fluency, Oral language Development</u></b></p> <p><b>Read text accurately and fluently</b></p> <p>* Recognize words with automaticity.</p> <p>* Read with little effort</p> <p>* Read with expression</p>	<p>Students will proof their daily writing using dictionaries, text, and peers.</p> <p>Students will practice legible handwriting in all daily work.</p> <p>Readers' Theater- Students will work in groups to select a play. Each group is responsible for assigning parts, practicing reading the text fluently, and presenting to other students</p> <p>Choral Reading Echo Reading Partner Reading Student-Adult Reading</p> <p><b>Assessment:</b> Teacher observation or performance rubric</p>	<p><a href="http://www.handwritingworksheets.com/">http://www.handwritingworksheets.com/</a></p> <p>Plays Reading Basal Series Books on Tape Children's Poetry <a href="http://www.teachingheart.net/readerstheater.htm">www.teachingheart.net/readerstheater.htm</a></p> <p><a href="http://www.apples4theteacher.com/poetry.html">http://www.apples4theteacher.com/poetry.html</a></p> <p>Rubrics <a href="http://rubistar.4teachers.org/index.php">http://rubistar.4teachers.org/index.php</a></p>

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<p><b>3rd</b></p>	<p><b>II-C: Demonstrate competence in the skills and strategies of the writing process</b></p>	<p>3.1. Compose a draft that conveys major ideas and maintains focus on the topic by using preliminary plans.</p> <p>3.2. Compose a variety of fiction, non-fiction, poetry, and drama selections using self-selected topics and multimedia forms (e.g., poems, simple narratives, short reports, learning logs, letters, notes, directions, instructions).</p> <p>3.3. Suggest and implement reflection and revision (with assistance) on target elements by:</p> <ul style="list-style-type: none"> <li>• clarifying ideas</li> <li>• adding descriptive words and phrases</li> <li>• sequencing events and ideas</li> <li>• combining short, related sentences</li> <li>• strengthening word choice</li> </ul> <p>3.4. Begin to incorporate literary words and language patterns in writing (e.g., elaborate</p>	<p><b><u>Focus: Independent Writing</u></b></p> <p><b>Student Writing-Schaffer Writing Scope and Sequence 3<sup>rd</sup> nine weeks</b></p> <ul style="list-style-type: none"> <li>• <b>Narrative</b></li> <li>• <b>Descriptive</b></li> </ul>	<p>*Teacher Modeled----I do *Teacher/Student Shared Writing---We do *Independent-----You do</p> <p>You do Students will compose a narrative paragraph (2:1) You do Students will compose a descriptive paragraph</p> <p>I do, We do Shared Writing---Model an expository paragraph <b>Assessment:</b> Student Product</p> <p>Students will copy daily language from overhead making all spelling and grammatical errors.</p> <p><b>Assessment:</b> Weekly DLR assessments</p> <p>*Teacher Modeled----I do *Teacher/Student Shared Writing---We do *Independent-----You do</p>	<p>Schaffer writing training <a href="http://everything2.com/index.pl?node_id=1530903">http://everything2.com/index.pl?node_id=1530903</a></p> <p>Daily Language Review</p>



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3rd	<p><b>III-B Identify and use the types of literature according to their purpose and function.</b></p>	<p>3.3. Identify and discuss similarities and differences in events and characters across examples of literature and media.</p> <p>3.4. Make informed judgments about the purpose of media productions.</p> <p>3.1. Read and create a variety of text, including: (Genre used to select text types)</p> <ul style="list-style-type: none"> <li>• fiction (short stories, novels, fantasies, fairy tales, and fables)</li> <li>• non-fiction (biographies, letters, articles, essays)</li> <li>• poetry</li> <li>• drama (skits and plays)</li> </ul>	<p><b>Focus: Comprehension</b> <b>Purpose of literature</b> <b>Non-fiction</b></p>	<p>Students answer how are Rosa’s family traditions similar or different to your families? Do you have special events that your family celebrates?</p> <p>Students answer why are there stories that tell about different cultures and traditions?</p> <p><b>Assessment: Student product</b></p> <p>Students identify the Life Cycle of a Plant</p> <p><b>Assessment:</b> Students will use a graphic organizer detailing the Life cycle of the cactus.</p>	<p>Weekly Literature (Basal)</p> <p>Life Cycle graphic organizer <a href="http://www.teach-nology.com/worksheets/graphic/neworg/cycle.html">http://www.teach-nology.com/worksheets/graphic/neworg/cycle.html</a></p>

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<b>3rd</b>		3.2. Respond to fiction, non-fiction, poetry, and drama using interpretive, critical, and evaluative processes by: <ul style="list-style-type: none"> <li>• considering the differences among genres</li> <li>• relating plots, settings, and characters to own experiences and ideas</li> <li>• considering main character’s point of view</li> <li>• participating in creative interpretations</li> <li>• making inferences and drawing conclusions about characters and events</li> </ul>	<u><b>Focus: Comprehension</b></u> <ul style="list-style-type: none"> <li>• <b>genres</b></li> <li>• <b>plot, character</b></li> <li>• <b>inference</b></li> </ul>	<p>Students participate in weekly literature activities</p> <p>Students will be exposed to different types of genres and will be able to identify the genre of the weekly literature.</p> <p>Students will identify the plot of the weekly literature and relate the characters to their own experiences.</p> <p>Students will practice inference using overhead.</p> <p><b>Assessments:</b> Teacher observation</p>	<p><b>Weekly literature (Basal)</b></p> <p><b>Classroom literature sources</b></p> <p><b>AR Literature</b></p> <p><b>Genres information</b> <a href="http://students.resa.net/brownm/genres.htm">http://students.resa.net/brownm/genres.htm</a></p> <p><b>Relating plots, characters</b> <a href="http://www.learner.org/interactives/literature/read/plot1.html">http://www.learner.org/interactives/literature/read/plot1.html</a></p> <p><b>Inference overhead</b> <a href="http://www.rhlschool.com/read6n3.htm">http://www.rhlschool.com/read6n3.htm</a></p>

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**CURRICULUM MAP**

<b>Essential Questions:</b> <i>Why is it important to recall and retell what we read, hear, and view with comprehension? How does reading, writing, and listening help our ability to make judgments and decisions about the selection? How does reading, hearing, and viewing with comprehension help us to locate information for a specific purpose?</i>					
<b>Nine Weeks</b>	<b>Strand/Standard/Benchmark</b>	<b>Performance Standard</b>	<b>Concepts/ Skills</b>	<b>Suggested Student Activities/Assessments</b>	<b>Resources/Materials</b>
<b>4th</b>	<p><b>I. Reading and Listening for Comprehension</b></p> <p><b>1. Students will apply strategies and skills to comprehend information that is read, heard, and viewed.</b></p> <p><b>1-A: Listen to, read, react to and retell information.</b></p>	<p>3.1. Interact with text before, during and after reading, listening , or viewing by:</p> <ul style="list-style-type: none"> <li>• Setting a purpose</li> <li>• Previewing the text</li> <li>• Making predictions</li> <li>• Asking questions</li> <li>• Locating information for a specific purpose</li> <li>• Making connection</li> <li>• Using the story structure and text organization to comprehend</li> </ul> <p>3.2. Summarize main idea(s) from a written text succinctly.</p> <p>3.3. Employ active listening skills.</p> <p>3.4. Increase vocabulary through reading, listening, and interacting.</p>	<p><b><u>Focus: Comprehension</u></b></p> <ul style="list-style-type: none"> <li>• Making Inferences</li> <li>• Predicting Outcomes</li> <li>• Text organization</li> <li>• Problem Solving</li> <li>• Making Generalizations</li> </ul>	<p>Students participate in think-alouds to make inferences by</p> <ul style="list-style-type: none"> <li>-Looking at illustrations for clues;</li> <li>-Reading text to find word clues;</li> <li>-Connect to personal experiences</li> </ul> <p><b>Assessment:</b> Teacher observation</p> <p>Students predict story outcomes by using clues they hear in the story and by thinking about personal experiences or their background knowledge. Students write their predictions in a Journal.</p> <p><b>Assessment:</b> Journals</p> <p>Students use various texts such as chapter books, newspapers, magazine articles, content area text and discuss with students how the text is organized to help readers understand the information. Model locating information in the various texts.</p> <p><b>Assessment:</b> Teacher observation</p>	<p><a href="http://www.internet4classrooms.com/skills_3rd_lang.htm">http://www.internet4classrooms.com/skills_3rd_lang.htm</a></p> <p>Teacher real-alouds</p> <p>Basal reading series</p> <p>Chapter books, newspapers, magazine articles, Content area books; Science, Social Studies</p>



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

<b>Essential Questions:</b> <i>Why is it important to speak and write with a clear main point when presenting a public speech? How does using correct grammar and spelling help us to communicate main ideas effectively in our public presentation? How do I use the writing process to prepare for a public speech?</i>					
<b>Nine Weeks</b>	<b>Strand/Standard/Benchmark</b>	<b>Performance Standard</b>	<b>Concepts/ Skills</b>	<b>Suggested Student Activities/Assessments</b>	<b>Resources/Materials</b>
<b>4th</b>	<p><b>II. Writing and Speaking for Expression:</b></p> <p><b>2. Students will communicate effectively through speaking and writing.</b></p> <p><b>II-A Demonstrate competence in speaking to convey information.</b></p>	<p>3.1 Present information in a logical manner with a clear main point.</p> <p>3.2 Sustain conversation on a topic.</p> <p>3.3 Answer open-ended questions.</p> <p>3.4 Explain your own learning.</p> <p>3.5 Read aloud with fluency and comprehension text using grade-level text.</p>	<p><b><u>Focus: Writing and Speaking</u></b></p> <ul style="list-style-type: none"> <li>• <b>Writing to present</b></li> <li>• <b>Public Speaking</b></li> </ul>	<p>Students will pick a topic of interest, which they want to do a class presentation on. They will research topic and write out their presentation. With teacher guidance report will be finalized and students will practice public speaking skills: reading report with expression, fluently, and with confidence. Practice at home presenting to family, and or in front of a mirror.</p> <p>Students will present to class on a designated date. Students will be able to answer questions on topic and carry on a conversation about the topic with classmates and teacher.</p> <p><b>Assessment:</b> Presentation</p>	<p><b>Public Speaking Sites</b> <a href="http://ezinearticles.com/?Public-Speaking-for-Kids&amp;id=698593">http://ezinearticles.com/?Public-Speaking-for-Kids&amp;id=698593</a></p> <p><a href="http://www.ehow.com/how_2000684_teach-kids-public-speaking-skills.html">http://www.ehow.com/how_2000684_teach-kids-public-speaking-skills.html</a></p> <p>Jerry Everhart and Mary Arth—Science Buddies ENMU- PDS</p>

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

Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
4th	<b>II-B: Apply grammatical and language conventions to communicate.</b>	<p>3.1. Use correct subject/verb agreement.</p> <p>3.2. Use correct capitalization and punctuation.</p> <p>3.3. Use a variety of complete sentences (declarative, imperative, interrogative, and exclamatory) in writing and speaking.</p> <p>3.4. Compose two or more paragraphs with:</p> <ul style="list-style-type: none"> <li>• topic sentences</li> <li>• supporting details</li> <li>• appropriate, logical sequence</li> <li>• sufficient elaboration</li> </ul> <p>3.5. Use strategies for spelling (e.g., sound patterns, visual patterns, silent letters).</p>	<p><b><u>Focus: Writing</u></b></p> <ul style="list-style-type: none"> <li>• subject/noun agreement</li> <li>• capitalization</li> <li>• punctuation</li> <li>• Variety of sentences</li> <li>• Spelling strategies and patterns</li> <li>• Editing conventions</li> <li>• Appropriate grammar usage</li> <li>• Legible handwriting</li> </ul> <p><b><u>Focus: Independent Writing</u></b></p> <ul style="list-style-type: none"> <li>• Daily work</li> <li>• Descriptive</li> <li>• Narrative</li> <li>• Expository</li> </ul>	<p>Students will be held accountable for focused items in daily writing across the curriculum</p> <p>Students will continue to write Descriptive and Narrative paragraphs along with weekly literature responses.</p> <p>Students will practice spelling conventions in daily writing.</p>	<p>Daily Language Review Language series Spelling series</p> <p>Schaffer writing training <a href="http://everything2.com/index.pl?node_id=1530903">http://everything2.com/index.pl?node_id=1530903</a></p>

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

Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
4th		<p>3.6. Proofread own writing for spelling and edit (with assistance) for language conventions and format.</p> <p>3.7. Create readable documents with legible handwriting.</p> <p>3.8. Write compositions that have few significant errors in:</p> <ul style="list-style-type: none"> <li>• use of pronouns</li> <li>• adjectives</li> <li>• adverbial forms</li> <li>• coordinating conjunctions</li> </ul> <p>3.9. Create and deliver recitations and presentations about familiar experiences or interests that are organized around a coherent statement.</p> <p>3.10. Demonstrate a command of standard English when speaking.</p>	<p>Teacher models appropriate writing techniques for cursive, including legibility and uniformity in all written work</p>	<p>Students edit paragraphs with at least 2 classmates and make corrections Student/ teacher edit Re-write in best handwriting with all corrections</p> <p>Students will demonstrate proper cursive formation and produce a document evidencing correct writing techniques <b>Assessment: Teacher Observation of posture/paper placement/pencil grip/letter formation/letter size/spacing</b></p> <p>Students give oral presentations of Descriptive and Narrative paragraphs demonstrating correct usage of grammatical conventions. <b>Assessment: oral presentation</b></p>	<p><a href="http://www.handwritingforkids.com/handwrite/cursive.htm">http://www.handwritingforkids.com/handwrite/cursive.htm</a></p>

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

Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
4th	<b>II-C: Demonstrate competence in the skills and strategies of the writing process</b>	<p>3.1. Compose a draft that conveys major ideas and maintains focus on the topic by using preliminary plans.</p> <p>3.2. Compose a variety of fiction, non-fiction, poetry, and drama selections using self-selected topics and multimedia forms (e.g., poems, simple narratives, short reports, learning logs, letters, notes, directions, instructions).</p> <p>3.3. Suggest and implement reflection and revision (with assistance) on target elements by:</p> <ul style="list-style-type: none"> <li>• clarifying ideas</li> <li>• adding descriptive words and phrases</li> <li>• sequencing events and ideas</li> <li>• combining short, related sentences</li> <li>• strengthening word choice</li> </ul> <p>3.4. Begin to incorporate literary words and language patterns in writing (e.g., elaborate</p>	<p><u><b>Focus: Independent Writing</b></u></p> <ul style="list-style-type: none"> <li>• topic sentences</li> <li>• supporting details</li> <li>• appropriate, logical sequence</li> <li>• sufficient elaboration</li> <li>• Student/peer editing</li> <li>• <b>Narrative</b></li> <li>• <b>Descriptive</b></li> <li>• <b>Expository</b></li> </ul>	<p>Students will compose an expository paragraph.</p> <p>*Teacher Modeled-----I do *Teacher/Student Shared Writing---We do *Independent-----You do</p> <p>Students will copy daily language from overhead making all spelling and grammatical errors.</p> <p>Students will increase implementation of adjectives, sequencing, word choice and clarification of ideas in narrative and descriptive paragraph writing.</p> <p><b>Assessment:</b> Weekly DLR assessments and paragraph writing</p>	<p>DLR</p> <p>Jane Schaffer Writing</p>

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

<b>Essential Questions:</b> <i>How does literature and media help us develop an understanding of the similarities and differences between ourselves and others around the world? When reading a specific type of literature, how do we determine the importance of its purpose and function? How does reading affect what and how I analyze and evaluate myself, other cultures, and the world?</i>					
<b>Nine Weeks</b>	<b>Strand/Standard/Benchmark</b>	<b>Performance Standard</b>	<b>Concepts/ Skills</b>	<b>Suggested Student Activities/Assessments</b>	<b>Resources/Materials</b>
<b>4th</b>	<p><b>III: Literature and Media: Students will use literature and media to develop an understanding of people, society and the self.</b></p> <p><b>III-A Use language, literature, and media to gain and demonstrate awareness of cultures around the world.</b></p>	<p>descriptions, use figurative wording).</p> <p>3.5. Combine information from multiple sources, using technology as a tool, in writing reports and stories.</p> <p>3.6. Write stories and essays that show an awareness of an intended audience and purpose.</p> <p>3.1 Use language and media to make connections between own experiences and the experiences of others (e.g., local stories, stories about local culture and history).</p> <p>3.2. Create and participate in responses to variety of literature and media (e.g., dramatizations, presentations fantasy plays).</p>	<p><b>Focus: Research</b></p> <p><b>Focus: Comprehension</b></p> <ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Compare/Contrast</li> <li>• Prediction</li> <li>• Cause and effect</li> <li>• Culture</li> <li>• history</li> </ul>	<p>Students will research topics of interest using at least three sources (e.g., internet, magazine, encyclopedia)</p> <p>Using the three sources students will write an essay to share with peers. Students will read at least three of their peer’s essays and fill out peer review sheet.</p> <p>Students will type final copy on computer</p> <p>Students will participate in a Literature study involving a piece of literature that also has a movie of the same title.</p> <p>After reading literature and incorporating comprehension, spelling, vocabulary, and grammar strategies students will watch the movie. After completion of the movie students will independently complete a Venn diagram.</p> <p><b>Assessment:</b> Student completed time line</p>	<p><b>Figurative Language resource</b> <a href="http://www.kidsconnect.com/content/view/343/27/">http://www.kidsconnect.com/content/view/343/27/</a></p> <p>Peer Review Sheet <a href="http://72.14.205.104/search?q=cache:jbycxnpxvcJ:edtech.kennesaw.edu/intech/docs/rubrics/peereditingrubrick2.doc+peer+editing+rubric&amp;hl=en&amp;ct=clnk&amp;cd=1&amp;gl=us">http://72.14.205.104/search?q=cache:jbycxnpxvcJ:edtech.kennesaw.edu/intech/docs/rubrics/peereditingrubrick2.doc+peer+editing+rubric&amp;hl=en&amp;ct=clnk&amp;cd=1&amp;gl=us</a></p> <p><u>Stone Fox</u> <u>Trumpet of the Swan</u> <u>Matilda</u> <u>BFG</u> <u>Charlie and the Chocolate Factory</u> <u>Summer of the Monkeys</u> <u>Holes</u> <u>Where the Red Fern Grows</u></p> <p>Venn Diagram <a href="http://www.learnnc.org/media/lessons/DebbieFox2112003991/VennDiagram1.JPG">http://www.learnnc.org/media/lessons/DebbieFox2112003991/VennDiagram1.JPG</a></p>

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

<b>Essential Questions</b>					
<b>Nine Weeks</b>	<b>Strand/Standard/Benchmark</b>	<b>Performance Standard</b>	<b>Concepts/ Skills</b>	<b>Suggested Student Activities/Assessments</b>	<b>Resources/Materials</b>
<b>4th</b>	<b>III-B Identify and use the types of literature according to their purpose and function.</b>	<p>3.3. Identify and discuss similarities and differences in events and characters across examples of literature and media.</p> <p>3.4. Make informed judgments about the purpose of media productions.</p>	<b>Focus: Comprehension</b> <b>Purpose of literature</b> <b>Non-fiction-biography</b>	<p>Students will use a graphic organizer detailing the various stages of Ben Franklin’s life on a timeline.</p> <p><b>Assessment:</b> Student timeline</p>	<p>Basal Story <b><u>The Many Lives of Benjamin Franklin</u></b> by Alik</p> <p><a href="http://teach-nology.com/web_tools/materials/timelines/">http://teach-nology.com/web_tools/materials/timelines/</a></p>
		<p>3.1. Read and create a variety of text, including: (Genre used to select text types)</p> <ul style="list-style-type: none"> <li>• fiction (short stories, novels, fantasies, fairy tales, and fables)</li> <li>• non-fiction (biographies, letters, articles, essays)</li> <li>• poetry</li> <li>• drama (skits and plays)</li> </ul>			

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

Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
4th		3.2. Respond to fiction, non-fiction, poetry, and drama using interpretive, critical, and evaluative processes by: <ul style="list-style-type: none"> <li>• considering the differences among genres</li> <li>• relating plots, settings, and characters to own experiences and ideas</li> <li>• considering main character’s point of view</li> <li>• participating in creative interpretations</li> <li>• making inferences and drawing conclusions about characters and events</li> </ul>	<u><b>Focus: Comprehension</b></u> <ul style="list-style-type: none"> <li>• genres</li> <li>• plot, character inference</li> </ul>	Students participate in weekly literature activities  <b>Assessment:</b> Basal Workbook pages	<b>Weekly literature (Basal)</b>  <b>Classroom literature sources</b>  <b>AR Literature</b>