

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

Subject:	Language Arts	2010	Grade Level:	4	
Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
Essential Questions: <span style="color: blue;">What are the essential story elements?</span> <span style="color: red;">How do you identify a word's meaning?</span> <span style="color: green;">In what ways can prior knowledge enhance interpretation of what is read?</span>					
<b>1<sup>st</sup></b>	<p><b>Content Standard I READING AND LISTENING FOR COMPREHENSION:</b> Students will apply strategies and skills to comprehend information that is read, heard, and viewed.</p> <p><b>K-4 Benchmark I-A:</b> <i>Listen to</i>, read, react to, and retell information</p>	<p>1. Use meta-cognitive strategies to comprehend text and to clarify meaning of vocabulary (e.g., re-read the text, consult other sources, ask for help, paraphrase, question). <b>*Introductory</b></p> <p>2. Visualize and recall story details, including characterization and sequence. <b>*Introductory</b></p> <p>3. Read a variety of texts, including: fiction (e.g., legends, novels, folklore, science fiction), non-fiction (e.g., auto-biographies, informational books, diaries, and journals), poetry, drama. <b>*Introductory</b></p> <p>4. Increase vocabulary through reading, listening and interacting. <b>*Review</b></p>	<p><u>Story Elements</u></p> <ol style="list-style-type: none"> <li>1. Analyze Character &amp; Setting</li> <li>2. Sequence of Events</li> <li>3. Plot-Problem &amp; Solution</li> </ol> <p><u>Vocabulary</u></p> <ol style="list-style-type: none"> <li>1. Synonyms/Antonyms</li> <li>2. Prefixes/ Suffixes</li> <li>3. Word Origins</li> <li>4. Connotation/ Denotation</li> </ol> <p><u>Critical Thinking Skills</u></p> <ol style="list-style-type: none"> <li>1. Compare and Contrast</li> <li>2. Summarize</li> <li>3. Inferences</li> </ol> <p><u>Genre Study &amp; Reading</u></p> <ol style="list-style-type: none"> <li>1. Fiction</li> <li>2. Expository</li> <li>3. Science Fiction</li> <li>4. Poetry</li> <li>5. Biography</li> </ol>	<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>Story Elements-Story Structure</b> <b>Activity:</b> TSW identify story structure on a handprint. On each finger (<b>Setting, Character, Problem, Solution, Genre</b>) and on the palm provided the main idea in 10 words or less. <b>Assessment:</b> Student will use to retell story to a partner successfully.</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>(Create a wreath using the handprints from each story for the unit. Then place the unit theme in the middle.)</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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<b>1<sup>st</sup></b>	<p><b>K-4 Benchmark I-B:</b> Locate and use a variety of resources to acquire information <i>across the curriculum</i></p>	<p>1. Use key words, indices, cross-references, and letters on volumes to find information. <b>*Review</b></p> <p>2. Use multiple representations of information (e.g., maps, charts, photos) to find information <b>*Review</b></p>	<p><u>Study Skills</u></p> <ol style="list-style-type: none"> <li>1. Thesaurus</li> <li>2. Dictionary</li> <li>3. Maps</li> </ol>	<p><b>Study Skills-Use a Dictionary/Thesaurus</b> <b>Activity:</b> Students will race to see who can look up their spelling words the fastest. Students will stand once they find the word and then share the different ways a dictionary can help them. <b>Assessment:</b> Checklist</p> <p><b>Study Skills-Maps</b> <b>Activity:</b> Students will complete a scavenger hunt using a map to locate various places. <b>Assessment:</b> Students will successfully complete the scavenger hunt.</p> <p><b>Study Skills-Reference Sources</b> <b>Activities:</b> TSW research a person of interest using an encyclopedia and compose a series of interview questions that they would ask that person if they were available. <b>Assessment:</b> Interview questions and their appropriateness.</p>	<p>Dictionary/Thesaurus</p> <p>Student Atlas</p> <p>Encyclopedias</p>

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<b>1<sup>st</sup></b>	<p><b>K-4 Benchmark I-C:</b> Demonstrate critical thinking skills to comprehend written, <i>spoken,</i> and <i>visual</i> information</p>	<p>1. Respond to fiction, poetry, and drama using interpretive, critical and evaluative processes by: a. analyzing author’s word choice and context, b. examining reasons for characters’ actions, c. identifying and examining characters’ motives, and d. considering a situation or problems from different characters’ perspectives. <b>*Introductory</b></p> <p>2. Respond to non-fiction using interpretive, critical and evaluative processes. <b>*Introductory</b></p> <p>3. Analyze characters, events and plots from different texts and cite supporting evidence. <b>*Introductory</b></p> <p>4. Analyze how language and visuals bring characters to life, enhance plot development and produce a response. <b>*Introductory</b></p> <p>5. Demonstrate deductive and inductive reasoning by drawing logical conclusions. <b>*Review</b></p>	<p><u>Story Elements</u></p> <ol style="list-style-type: none"> <li>1. Analyze Character &amp; Setting</li> <li>2. Sequence of Events</li> <li>3. Plot-Problem &amp; Solution</li> </ol> <p><u>Critical Thinking Skills</u></p> <ol style="list-style-type: none"> <li>1. Compare and Contrast</li> <li>2. Summarize</li> <li>3. Inferences</li> </ol> <p><u>Genre Study &amp; Reading</u></p> <ol style="list-style-type: none"> <li>1. Fiction</li> <li>2. Expository</li> <li>3. Science Fiction</li> <li>4. Poetry</li> <li>5. Biography</li> </ol>	<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. <b>Assessment:</b> Checklist to determine if group accurately demonstrated the plot.</p> <p><b>Critical Thinking-Summarize 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. <b>Assessment:</b> Teacher will grade summary hands for accuracy</p>	<p>Copy of <u>The Three Little Pigs</u></p> <p>Literature and paper</p>

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<b>1<sup>st</sup></b>	<p><b>K-4 Benchmark I-D:</b> Acquire reading strategies which include phonemic awareness, phonics, fluency, vocabulary and comprehension.</p>	<p>1. Use word identification strategies appropriately and automatically when encountering words (e.g., graphophonic, syntactic, semantic). <b>*Review</b></p> <p>2. Identify key words and discover their relationships. <b>*Introductory</b></p> <p>3. Adjust speed of reading to suit purpose and difficulty of material. <b>*Review-Addressed throughout year</b></p> <p>4. Read aloud with fluency and comprehension grade-level text. <b>*Review-Addressed throughout year</b></p> <p>5. Increase vocabulary through reading, listening, and interacting. <b>*Review</b></p>	<p><u>Vocabulary</u></p> <ol style="list-style-type: none"> <li>1. <b>Synonyms/Antonyms</b></li> <li>2. <b>Prefixes/ Suffixes</b></li> <li>3. <b>Word Origins</b></li> <li>4. <b>Connotation/ Denotation</b></li> </ol>	<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>Spinner with Suffixes</p>

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<b>1<sup>st</sup></b>	<p><b><i>Content Standard III - LITERATURE AND MEDIA:</i></b> Students will use literature and media to develop an understanding of people, societies, and the self.</p> <p><b>K-4 Benchmark III-A:</b> Use language, literature, and media to gain and demonstrate awareness of cultures around the world</p>	<p>1. Examine the reasons for characters' actions. <b>*Introductory</b></p> <p>2. Identify and examine characters' motives. <b>*Introductory</b></p> <p>3. Consider a situation or problem from different characters' point of view. <b>*Introductory</b></p> <p>4. Trace the exploits of character types across literature and media depicting various cultures. <b>*Introductory</b></p>	<p><u>Story Elements</u></p> <ol style="list-style-type: none"> <li>1. Analyze Character &amp; Setting</li> <li>2. Sequence of Events</li> <li>3. Plot-Problem &amp; Solution</li> </ol> <p><u>Critical Thinking Skills</u></p> <ol style="list-style-type: none"> <li>1. Compare and contrast</li> <li>2. Summarize</li> <li>3. Inferences</li> </ol> <p><u>Genre Study &amp; Reading</u></p> <ol style="list-style-type: none"> <li>1. Fiction</li> <li>2. Expository</li> <li>3. Science Fiction</li> <li>4. Poetry</li> <li>5. Biography</li> </ol>	<p><b>Story Elements-Beginning, Middle &amp; End</b> <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. <b>Assessment:</b> Student's final piece should have a defined beginning, middle, and end</p>	<p>Leveled reader</p>

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<b>1<sup>st</sup></b>	<p><b>K-4 Benchmark III-B.</b> Identify and use the types of literature according to their purpose and function</p>	<p>1. Identify beginning, middle, and end of a story. <b>*Introductory</b></p> <p>2. Describe the contextual differences of various forms of literature. <b>*Introductory</b></p> <p>3. Describe the reasons why an author would choose a particular genre. <b>*Introductory</b></p> <p>4. Compose fiction, non fiction, poetry and drama, using self-selected or assigned topics and forms. <b>*Review</b></p> <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> <p><b>*Review</b></p>	<p><u>Story Elements</u></p> <ol style="list-style-type: none"> <li>1. Analyze Character &amp; Setting</li> <li>2. Sequence of Events</li> <li>3. Plot-Problem &amp; Solution</li> </ol> <p><u>Critical Thinking Skills</u></p> <ol style="list-style-type: none"> <li>1. Compare and Contrast</li> <li>2. Summarize</li> <li>3. Inferences</li> </ol> <p><u>Genre Study &amp; Reading</u></p> <ol style="list-style-type: none"> <li>1. Fiction</li> <li>2. Expository</li> <li>3. Science Fiction</li> <li>4. Poetry</li> <li>5. Biography</li> </ol> <p><u>Writing</u></p> <ol style="list-style-type: none"> <li>1. Personal Narrative</li> </ol>	<p><b>Story Elements-Beginning, Middle, &amp; End and Sequence of Events</b> <b>Activities:</b> Students will choose a comic strip that has been cut apart and organize it in order from beginning to end. <b>Assessment:</b> Student presentation of final product</p> <p><b>Critical Thinking-Making Inferences</b> <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. <b>Assessment:</b> Recorded inferences</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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<b>Essential Questions:</b> How does the author use story elements to enhance reading? What effects a word's meaning? In what ways can prior knowledge enhance interpretation of what is read?					
<b>2<sup>nd</sup></b>	<p><b>Content Standard I READING AND LISTENING FOR COMPREHENSION:</b> Students will apply strategies and skills to comprehend information that is read, heard, and viewed.</p> <p><b>K-4 Benchmark I-A:</b> <i>Listen to</i>, read, react to, and retell information</p>	<p style="text-align: center;"><b>(All Review)</b></p> <ol style="list-style-type: none"> <li>1. Use meta-cognitive strategies to comprehend text and to clarify meaning of vocabulary (e.g., re-read the text, consult other sources, ask for help, paraphrase, question).</li> <li>2. Visualize and recall story details, including characterization and sequence.</li> <li>3. Read a variety of texts, including: fiction (e.g., legends, novels, folklore, science fiction), non-fiction (e.g., auto-biographies, informational books, diaries, and journals), poetry, drama.</li> <li>4. Increase vocabulary through reading, listening and interacting.</li> </ol>	<p><u>Story Elements</u></p> <ol style="list-style-type: none"> <li>1. Sequence of Events</li> <li>2. Main Idea/Details</li> </ol> <p>Ongoing: Analyze characters &amp; setting, main idea, beginning, middle, and end</p> <p><u>Vocabulary</u></p> <ol style="list-style-type: none"> <li>1. Prefixes/Suffixes</li> <li>2. Latin Prefixes</li> <li>3. Analogies</li> <li>4. Context Clues</li> <li>5. Idioms</li> <li>6. Homophones</li> </ol> <p><u>Critical Thinking Skills</u></p> <ol style="list-style-type: none"> <li>1. Generate Questions</li> <li>2. Inferences</li> <li>3. Monitor Comprehension</li> <li>4. Draw Conclusions</li> <li>5. Fact &amp; Opinion</li> <li>6. Cause and Effect</li> <li>7. Analyze Text</li> </ol> <p><u>Genre Study &amp; Reading</u></p> <ol style="list-style-type: none"> <li>1. Biography</li> <li>2. Poetry</li> <li>3. Fiction</li> <li>4. Expository</li> <li>5. Folktale</li> <li>6. Legend</li> <li>7. Fantasy</li> <li>8. Autobiography</li> </ol>	<p><u>Story Elements</u>-Sequence of Events <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><u>Critical Thinking Skills -Cause and Effect</u> <b>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. <b>Assessment:</b> Completed index cards</p> <p><u>Vocabulary-Context Clues</u> <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. <b>Assessment:</b> Correct placement of words within paragraph</p>	<p>Paper and literature</p> <p>3 by 5 index cards</p> <p>Paragraph and word bank</p>

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<b>2<sup>nd</sup></b>	<p><b>K-4 Benchmark I-B:</b> Locate and use a variety of resources to acquire information <i>across the curriculum</i></p>	<p>1. Use key words, indices, cross-references, and letters on volumes to find information. 2. Use multiple representations of information (e.g., maps, charts, photos) to find information</p>	<p><u>Study Skills</u> 1. Charts</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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<b>2<sup>nd</sup></b>	<p><b>K-4 Benchmark I-C:</b> Demonstrate critical thinking skills to comprehend written, spoken, and visual information</p>	<p>1. Respond to fiction, poetry, and drama using interpretive, critical and evaluative processes by:</p> <ol style="list-style-type: none"> <li>a. analyzing author's word choice and context,</li> <li>b. examining reasons for characters' actions,</li> <li>c. identifying and examining characters' motives, and</li> <li>d. considering a situation or problems from different characters' perspectives.</li> </ol> <p>2. Respond to non-fiction using interpretive, critical and evaluative processes.</p> <p>3. Analyze characters, events and plots from different texts and cite supporting evidence.</p> <p>4. Analyze how language and visuals bring characters to life, enhance plot development and produce a response.</p> <p>5. Demonstrate deductive and inductive reasoning by drawing logical conclusions.</p>	<p><u>Story Elements</u></p> <ol style="list-style-type: none"> <li>1. Sequence of Events</li> <li>2. Main Idea/Details</li> </ol> <p><u>Ongoing: Analyze characters &amp; setting, main idea, beginning, middle, and end</u></p> <p><u>Critical Thinking Skills</u></p> <ol style="list-style-type: none"> <li>1. Generate Questions</li> <li>2. Inferences</li> <li>3. Monitor Comprehension</li> <li>4. Draw Conclusions</li> <li>5. Fact &amp; Opinion</li> <li>6. Cause and Effect</li> <li>7. Analyze Text</li> </ol> <p><u>Genre Study &amp; Reading</u></p> <ol style="list-style-type: none"> <li>1. Biography</li> <li>2. Poetry</li> <li>3. Fiction</li> <li>4. Expository</li> <li>5. Folktale</li> <li>6. Legend</li> <li>7. Fantasy</li> <li>8. Autobiography</li> </ol>	<p><b>Critical Thinking-Fact &amp; Opinion</b> <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. <b>Assessment:</b> Grade student papers for accuracy.</p> <p><u>Story Elements</u>-Main Idea, <b>Activity:</b> Groups will play board games that focus on the above skills <b>Assessment:</b> Completion of game</p>	<p>Literature and paper</p> <p>Bookroom</p>

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<b>2<sup>nd</sup></b>	<p><b>K-4 Benchmark I-D:</b> Acquire reading strategies which include phonemic awareness, phonics, fluency, vocabulary and comprehension.</p>	<p>1. Use word identification strategies appropriately and automatically when encountering words (e.g., graphophonic, syntactic, semantic). 2. Identify key words and discover their relationships. 3. Adjust speed of reading to suit purpose and difficulty of material. 4. Read aloud with fluency and comprehension grade-level text. 5. Increase vocabulary through reading, listening, and interacting.</p>	<p><u>Vocabulary</u></p> <ol style="list-style-type: none"> <li>1. Prefixes/Suffixes</li> <li>2. Latin Prefixes</li> <li>3. Analogies</li> <li>4. Context Clues</li> <li>5. Idioms</li> <li>6. Homophones</li> </ol>	<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>

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<b>2<sup>nd</sup></b>	<p><b><i>Content Standard III - LITERATURE AND MEDIA:</i></b> Students will use literature and media to develop an understanding of people, societies, and the self.</p> <p><b>K-4 Benchmark III-A:</b> Use language, literature, and media to gain and demonstrate awareness of cultures around the world</p>	<ol style="list-style-type: none"> <li>1. Examine the reasons for characters' actions.</li> <li>2. Identify and examine characters' motives.</li> <li>3. Consider a situation or problem from different characters' point of view.</li> <li>4. Trace the exploits of character types across literature and media depicting various cultures.</li> </ol>	<p><u>Story Elements</u></p> <ol style="list-style-type: none"> <li>1. Sequence of Events</li> <li>2. Main Idea/Details</li> </ol> <p><u>Ongoing: Analyze characters &amp; setting, main idea, beginning, middle, and end</u></p> <p><u>Critical Thinking Skills</u></p> <ol style="list-style-type: none"> <li>1. Generate Questions</li> <li>2. Inferences</li> <li>3. Monitor Comprehension</li> <li>4. Draw Conclusions</li> <li>5. Fact &amp; Opinion</li> <li>6. Cause and Effect</li> <li>7. Analyze Text</li> </ol> <p><u>Genre Study &amp; Reading</u></p> <ol style="list-style-type: none"> <li>1. Biography</li> <li>2. Poetry</li> <li>3. Fiction</li> <li>4. Expository</li> <li>5. Folktale</li> <li>6. Legend</li> <li>7. Fantasy</li> <li>8. Autobiography</li> </ol>	<p><b>Story Elements-Beginning, Middle, &amp; End and Sequence of Events</b> <b>Activities:</b> Students will choose a comic strip that has been cut apart and organize it in order from beginning to end. <b>Assessment:</b> Student presentation of final product</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>Comic Strip</p> <p>paper</p>

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<b>2<sup>nd</sup></b>	<p><b>K-4 Benchmark III-B.</b> Identify and use the types of literature according to their purpose and function</p>	<ol style="list-style-type: none"> <li>1. Identify beginning, middle, and end of a story.</li> <li>2. Describe the contextual differences of various forms of literature.</li> <li>3. Describe the reasons why an author would choose a particular genre.</li> <li>4. Compose fiction, non fiction, poetry and drama, using self-selected or assigned topics and forms.</li> <li>5. Respond to fiction, non fiction, poetry, and drama using interpretive, critical, and evaluative processes by:               <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> </li> </ol>	<p><u>Story Elements</u></p> <ol style="list-style-type: none"> <li>1. Sequence of Events</li> <li>2. Main Idea/Details</li> </ol> <p><u>Ongoing: Analyze characters &amp; setting, main idea, beginning, middle, and end</u></p> <p><u>Critical Thinking Skills</u></p> <ol style="list-style-type: none"> <li>1. Generate Questions</li> <li>2. Inferences</li> <li>3. Monitor Comprehension</li> <li>4. Draw Conclusions</li> <li>5. Fact &amp; Opinion</li> <li>6. Cause and Effect</li> <li>7. Analyze Text</li> </ol> <p><u>Genre Study &amp; Reading</u></p> <ol style="list-style-type: none"> <li>1. Biography</li> <li>2. Poetry</li> <li>3. Fiction</li> <li>4. Expository</li> <li>5. Folktale</li> <li>6. Legend</li> <li>7. Fantasy</li> <li>8. Autobiography</li> </ol> <p><u>Writing</u></p> <ol style="list-style-type: none"> <li>1. How To Article</li> <li>2. Persuasive Essay</li> </ol>	<p><b>Story Elements-Beginning, Middle &amp; End</b> <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. <b>Assessment:</b> Student’s final piece should have a defined beginning, middle, and end</p> <p><b>Critical Thinking-Fact &amp; Opinion</b> <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. <b>Assessment:</b> Grade student papers for accuracy.</p>	<p>Copies of short pieces of literature broken into beginning, middle, and end segments to be dispersed</p> <p>Literature and paper</p>

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Nine Weeks	Strand/Standard/ Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
<b>Essential Questions:</b> <span style="color: blue;">How does the order in which a story takes place effect the story elements?</span> <span style="color: red;">How can vocabulary be used to enhance the meaning behind a story?</span> <span style="color: green;">In what ways can prior knowledge enhance interpretation of what is read?</span>					
<b>3<sup>rd</sup></b>	<p><b>Content Standard I READING AND LISTENING FOR COMPREHENSION:</b> Students will apply strategies and skills to comprehend information that is read, heard, <i>and viewed</i>.</p> <p><b>K-4 Benchmark I-A:</b> <i>Listen to</i>, read, react to, and retell information</p>	<p style="text-align: center;"><b>(All Review)</b></p> <ol style="list-style-type: none"> <li>1. Use meta-cognitive strategies to comprehend text and to clarify meaning of vocabulary (e.g., re-read the text, consult other sources, ask for help, paraphrase, question).</li> <li>2. Visualize and recall story details, including characterization and sequence.</li> <li>3. Read a variety of texts, including: fiction (e.g., legends, novels, folklore, science fiction), non-fiction (e.g., auto-biographies, informational books, diaries, and journals), poetry, drama.</li> <li>4. Increase vocabulary through reading, listening and interacting.</li> </ol>	<p><u>Story Elements</u></p> <ol style="list-style-type: none"> <li>1. Theme</li> <li>2. Visualize</li> <li>3. Description</li> <li>4. Problem and Solution</li> </ol> <p style="color: blue;">Ongoing: Analyze characters &amp; setting, main idea, beginning, middle, and end</p> <p><u>Vocabulary</u></p> <ol style="list-style-type: none"> <li>1. Suffixes</li> <li>2. Analogies</li> <li>3. Context Clues</li> <li>4. Greek /Latin Roots</li> <li>5. Synonyms/ Antonyms</li> <li>6. Homophones</li> <li>7. Multiple Meaning</li> <li>8. Homographs</li> </ol> <p><u>Critical Thinking Skills</u></p> <ol style="list-style-type: none"> <li>1. Monitoring Comprehension</li> <li>2. Generate Questions</li> <li>3. Author's Perspective</li> <li>4. Draw Conclusion</li> <li>5. Summarize</li> <li>6. Analyze Text</li> <li>7. Point of View</li> </ol> <p><u>Genre Study &amp; Reading</u></p> <ol style="list-style-type: none"> <li>1. Drama</li> <li>2. Expository</li> <li>3. Historical Fiction</li> <li>4. Fiction</li> <li>5. Fantasy</li> <li>6. Fable</li> <li>7. Poetry</li> </ol>	<p><b>Story Elements-Theme</b> <b>Activity:</b> TSW identify the theme of a fable and then use that theme to write a new story. <b>Assessment:</b> Completed story</p> <p><b>Vocabulary-Synonyms &amp; Antonyms</b> <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. <b>Assessment:</b> Student participation</p> <p><b>Critical Thinking-Monitoring Comprehension</b> <b>Activity:</b> TSW create a reading journal that will allow students the opportunity to interact with text, reflect on the characters, and ask questions. <b>Assessment:</b> Collection of entries throughout the story or unit.</p>	<p>Fables</p> <p>Teacher made synonyms and antonyms that correspond with current or past vocabulary words and dictionaries</p> <p>Paper</p>

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<b>3<sup>rd</sup></b>	<p><b>K-4 Benchmark I-B:</b> Locate and use a variety of resources to acquire information <i>across the curriculum</i></p>	<p>1. Use key words, indices, cross-references, and letters on volumes to find information. 2. Use multiple representations of information (e.g., maps, charts, photos) to find information</p>	<p><u>Study Skills</u></p> <ol style="list-style-type: none"> <li>1. Line Graph</li> <li>2. Multistep Directions</li> <li>3. Thesaurus</li> </ol>	<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-Steps in a Process</b> <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. <b>Assessment:</b> Completed recipes and peer review</p>	<p>Chart paper, graph paper</p> <p>Variety of reading sources for student use (newspapers, magazines, recipes, etc)</p>

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Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
<b>3<sup>rd</sup></b>	<p><b>K-4 Benchmark I-C:</b> Demonstrate critical thinking skills to comprehend written, <i>spoken,</i> and <i>visual</i> information</p>	<p>1. Respond to fiction, poetry, and drama using interpretive, critical and evaluative processes by:</p> <ol style="list-style-type: none"> <li>a. analyzing author’s word choice and context,</li> <li>b. examining reasons for characters’ actions,</li> <li>c. identifying and examining characters’ motives, and</li> <li>d. considering a situation or problems from different characters’ perspectives.</li> </ol> <p>2. Respond to non-fiction using interpretive, critical and evaluative processes.</p> <p>3. Analyze characters, events and plots from different texts and cite supporting evidence.</p> <p>4. Analyze how language and visuals bring characters to life, enhance plot development and produce a response.</p> <p>5. Demonstrate deductive and inductive reasoning by drawing logical conclusions.</p>	<p><u>Story Elements</u></p> <ol style="list-style-type: none"> <li>1. Theme</li> <li>2. Visualize</li> <li>3. Description</li> <li>4. Problem and Solution</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. Monitoring Comprehension</li> <li>2. Generate Questions</li> <li>3. Author’s Perspective</li> <li>4. Draw Conclusion</li> <li>5. Summarize</li> <li>6. Analyze Text</li> <li>7. Point of View</li> </ol> <p><u>Genre Study &amp; Reading</u></p> <ol style="list-style-type: none"> <li>8. Drama</li> <li>9. Expository</li> <li>10. Historical Fiction</li> <li>11. Fiction</li> <li>12. Fantasy</li> <li>13. Fable</li> <li>14. Poetry</li> </ol>	<p><u>Story Elements</u>-Story Structure <b>Activity:</b> TSW identify story structure on a handprint. On each finger (Setting, Character, Problem, Solution, <b>Genre</b>) and on the palm provided the main idea in 10 words or less. <b>Assessment:</b> Student will use to retell story to a partner successfully.</p> <p><b>Critical Thinking</b>-Drawing Conclusions <b>Activity:</b> TSW examine the story of <u>Goldilocks and the Three Bears</u> and draw as many conclusions 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. <b>Assessment:</b> Recorded inferences</p> <p><b>Study Skills</b>-Graphic Aids <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. <b>Assessment:</b> Accuracy of data plotted on charts</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> <p>Use above activity</p>

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<b>3<sup>rd</sup></b>	<p><b>K-4 Benchmark I-D:</b> Acquire reading strategies which include phonemic awareness, phonics, fluency, vocabulary and comprehension.</p>	<p>1. Use word identification strategies appropriately and automatically when encountering words (e.g., graphophonic, syntactic, semantic). 2. Identify key words and discover their relationships. 3. Adjust speed of reading to suit purpose and difficulty of material. 4. Read aloud with fluency and comprehension grade-level text. 5. Increase vocabulary through reading, listening, and interacting.</p>	<p><u><b>Vocabulary</b></u></p> <ol style="list-style-type: none"> <li>1. <b>Suffixes</b></li> <li>2. <b>Analogies</b></li> <li>3. <b>Context Clues</b></li> <li>4. <b>Greek /Latin Roots</b></li> <li>5. <b>Synonyms/ Antonyms</b></li> <li>6. <b>Homophones</b></li> <li>7. <b>Multiple Meaning Words</b></li> <li>8. <b>Homographs</b></li> </ol>	<p><b>Vocabulary-Context Clues</b> <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. <b>Assessment:</b> Student will turn in their notes/web to be graded</p>	Literature, dictionaries, and paper

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<b>3<sup>rd</sup></b>	<p><b><i>Content Standard III - LITERATURE AND MEDIA:</i></b> Students will use literature and media to develop an understanding of people, societies, and the self.</p> <p><b>K-4 Benchmark III-A:</b> Use language, literature, and media to gain and demonstrate awareness of cultures around the world</p>	<ol style="list-style-type: none"> <li>1. Examine the reasons for characters' actions.</li> <li>2. Identify and examine characters' motives.</li> <li>3. Consider a situation or problem from different characters' point of view.</li> <li>4. Trace the exploits of character types across literature and media depicting various cultures.</li> </ol>	<p><u><b>Story Elements</b></u></p> <ol style="list-style-type: none"> <li>1. Theme</li> <li>2. Visualize</li> <li>3. Description</li> <li>4. Problem and Solution</li> </ol> <p>Ongoing: Analyze characters &amp; setting, main idea, beginning, middle, and end</p> <p><u><b>Critical Thinking Skills</b></u></p> <ol style="list-style-type: none"> <li>1. Monitoring Comprehension</li> <li>2. Generate Questions</li> <li>3. Author's Perspective</li> <li>4. Draw Conclusion</li> <li>5. Summarize</li> <li>6. Analyze Text</li> <li>7. Point of View</li> </ol> <p><u><b>Genre Study &amp; Reading</b></u></p> <ol style="list-style-type: none"> <li>1. Drama</li> <li>2. Expository</li> <li>3. Historical Fiction</li> <li>4. Fiction</li> <li>5. Fantasy</li> <li>6. Fable</li> <li>7. Poetry</li> </ol>	<p><b>Critical Thinking Skills-Generate Questions</b> <b>Activities:</b> TSW generate a series of questions (Teacher determine types of questions) while reading with a partner. <b>Assessment:</b> Relevant questions to the selection</p> <p><b>Story Elements – Visualize</b> <b>Activities:</b> TSW sketch to stretch (illustrate) portions of text while read aloud. <b>Assessment:</b> Illustrations</p>	<p>Literature</p> <p>Literature</p>

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<b>3<sup>rd</sup></b>	<p><b>K-4 Benchmark III-B.</b> Identify and use the types of literature according to their purpose and function</p>	<ol style="list-style-type: none"> <li>1. Identify beginning, middle, and end of a story.</li> <li>2. Describe the contextual differences of various forms of literature.</li> <li>3. Describe the reasons why an author would choose a particular genre.</li> <li>4. Compose fiction, non fiction, poetry and drama, using self-selected or assigned topics and forms.</li> <li>5. Respond to fiction, non fiction, poetry, and drama using interpretive, critical, and evaluative processes by:               <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> </li> </ol>	<p><u>Story Elements</u></p> <ol style="list-style-type: none"> <li>1. Theme</li> <li>2. Visualize</li> <li>3. Description</li> <li>4. Problem and Solution</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. Monitoring Comprehension</li> <li>2. Generate Questions</li> <li>3. Author’s Perspective</li> <li>4. Draw Conclusion</li> <li>5. Summarize</li> <li>6. Analyze Text</li> <li>7. Point of View</li> </ol> <p><u>Genre Study &amp; Reading</u></p> <ol style="list-style-type: none"> <li>1. Drama</li> <li>2. Expository</li> <li>3. Historical Fiction</li> <li>4. Fiction</li> <li>5. Fantasy</li> <li>6. Fable</li> <li>7. Poetry</li> </ol> <p><u>Writing</u></p> <ol style="list-style-type: none"> <li>1. Persuasive Essay</li> <li>2. Fictional Narrative</li> </ol>	<p><u>Story Elements-Sequence of Events</u> <b>Activity:</b> TSW play a sequence game <b>Assessment:</b> Completed Game</p> <p><b>Critical Thinking Skills-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>Learning Well Sequence game from school bookroom</p> <p><u>The Three Little Pigs, The True Story of the Three Little Pigs</u> (found in school bookroom), and paper</p>

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Nine Weeks	Strand/Standard/ Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
<b>Essential Questions:</b> <span style="color: blue;">What impact does the plot have on a story?</span> <span style="color: red;">What clues during reading help to develop word meaning?</span> <span style="color: green;">In what ways can prior knowledge enhance interpretation of what is read?</span>					
<b>4<sup>th</sup></b>	<p><b>Content Standard I READING AND LISTENING FOR COMPREHENSION:</b> Students will apply strategies and skills to comprehend information that is read, heard, and viewed.</p> <p><b>K-4 Benchmark I-A:</b> <i>Listen to</i>, read, react to, and retell information</p>	<ol style="list-style-type: none"> <li>1. Use meta-cognitive strategies to comprehend text and to clarify meaning of vocabulary (e.g., re-read the text, consult other sources, ask for help, paraphrase, question). <b>*Mastery</b></li> <li>2. Visualize and recall story details, including characterization and sequence. <b>*Mastery</b></li> <li>3. Read a variety of texts, including: fiction (e.g., legends, novels, folklore, science fiction), non-fiction (e.g., auto-biographies, informational books, diaries, and journals), poetry, drama. <b>*Review</b></li> <li>4. Increase vocabulary through reading, listening and interacting. <b>*Mastery</b></li> </ol>	<p><b>Story Elements</b></p> <ol style="list-style-type: none"> <li>1. Plot-Problem &amp; Solution</li> <li>2. Sequence</li> </ol> <p>Ongoing: Analyze characters &amp; setting, main idea, beginning, middle, and end</p> <p><b>Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. Word Parts/Latin</li> <li>2. Synonyms/ Anton.</li> <li>3. Multiple Meaning Words</li> <li>4. Homographs</li> <li>5. Unfamiliar Words</li> <li>6. Suffixes</li> <li>7. Homophones</li> <li>8. Root Words</li> <li>9. Idioms</li> </ol> <p><b>Critical Thinking Skills</b></p> <ol style="list-style-type: none"> <li>1. Summarize</li> <li>2. Compare/ Contrast</li> <li>3. Analyze Text</li> <li>4. Point of View</li> <li>5. Cause and Effect</li> <li>6. Generate Questions</li> <li>7. Fact and Opinion</li> <li>8. Draw Conclusions</li> <li>9. Author's Perspect.</li> </ol> <p><b>Genre Study &amp; Reading</b></p> <ol style="list-style-type: none"> <li>1. Folktale</li> <li>2. Fiction</li> <li>3. Expository</li> <li>4. Myth</li> <li>5. Poetry</li> <li>6. Legend</li> <li>7. Science Fiction</li> <li>8. Biography</li> </ol>	<p><b>Story Elements-Plot</b> <b>Activity:</b> While reading, TSW fill in a two column graphic organizer that identifies the various problems and solutions addressed in the literature. <b>Assessment:</b> The accurate completion of the graphic organizer</p> <p><b>Vocabulary-Idioms</b> <b>Activity:</b> TSW illustrate a variety of idioms literally and figuratively. <b>Assessment:</b> T-chart showing the two interpretations.</p> <p><b>Critical Thinking-Compare &amp; Contrast</b> <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. <b>Assessment:</b> Venn diagram showing student ability to pull out differences and similarities.</p>	<p>Two column graphic organizer</p> <p>Series idioms</p> <p>Sharon Gatti-Carson training</p>

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<b>4<sup>th</sup></b>	<p><b>K-4 Benchmark I-B:</b> Locate and use a variety of resources to acquire information <i>across the curriculum</i></p>	<p>1. Use key words, indices, cross-references, and letters on volumes to find information. <b>*Mastery</b></p> <p>2. Use multiple representations of information (e.g., maps, charts, photos) to find information <b>*Mastery</b></p>	<p><u>Study Skills</u></p> <ol style="list-style-type: none"> <li>1. Thesaurus</li> <li>2. Dictionary</li> <li>3. Primary Sources</li> </ol>	<p><b>Study Skills-Library/Media (Primary Sources)</b> <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. <b>Assessment:</b> Teacher will review reference materials' list and compare to written response</p>	<p>Librarian</p>

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<b>4<sup>th</sup></b>	<p><b>K-4 Benchmark I-C:</b> Demonstrate critical thinking skills to comprehend written, <i>spoken, and visual</i> information</p>	<p>1. Respond to fiction, poetry, and drama using interpretive, critical and evaluative processes by: a. analyzing author’s word choice and context, b. examining reasons for characters’ actions, c. identifying and examining characters’ motives, and d. considering a situation or problems from different characters’ perspectives. <b>*Review</b></p> <p>2. Respond to non-fiction using interpretive, critical and evaluative processes. <b>*Review</b></p> <p>3. Analyze characters, events and plots from different texts and cite supporting evidence. <b>*Mastery</b></p> <p>4. Analyze how language and visuals bring characters to life, enhance plot development and produce a response. <b>*Mastery</b></p> <p>5. Demonstrate deductive and inductive reasoning by drawing logical conclusions. <b>*Mastery</b></p>	<p><u>Story Elements</u></p> <ol style="list-style-type: none"> <li>1. Plot-Problem &amp; Solution</li> <li>2. Sequence</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. Summarize</li> <li>2. Compare and Contrast</li> <li>3. Analyze Text</li> <li>4. Point of View</li> <li>5. Cause and Effect</li> <li>6. Generate Questions</li> <li>7. Fact and Opinion</li> <li>8. Draw Conclusions</li> <li>9. Author’s Perspective</li> </ol> <p><u>Genre Study &amp; Reading</u></p> <ol style="list-style-type: none"> <li>1. Folktale</li> <li>2. Fiction</li> <li>3. Expository</li> <li>4. Myth</li> <li>5. Poetry</li> <li>6. Legend</li> <li>7. Science Fiction</li> <li>8. Biography</li> </ol>	<p><u>Story Elements-Plot/Analyzing Characters</u> <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. <b>Assessment:</b> Teacher will analyze responses for each topic</p> <p><b>Critical Thinking Skills-Cause &amp; Effect</b> <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. <b>Assessment:</b> Charades appropriateness</p>	<p>Paper</p> <p>3 by 5 cards</p>

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<b>Subject:</b> Language Arts		<b>2010</b>		<b>Grade Level:</b> 4	
<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>4<sup>th</sup></b>	<p><b>K-4 Benchmark I-D:</b> Acquire reading strategies which include phonemic awareness, phonics, fluency, vocabulary and comprehension.</p>	<p>1. Use word identification strategies appropriately and automatically when encountering words (e.g., graphophonic, syntactic, semantic). <b>*Mastery</b></p> <p>2. Identify key words and discover their relationships. <b>*Mastery</b></p> <p>3. Adjust speed of reading to suit purpose and difficulty of material. <b>*Mastery</b></p> <p>4. Read aloud with fluency and comprehension grade-level text. <b>*Review</b></p> <p>5. Increase vocabulary through reading, listening, and interacting. <b>*Review</b></p>	<p><b><u>Vocabulary</u></b></p> <ol style="list-style-type: none"> <li>1. Word Parts/Latin</li> <li>2. Synonyms &amp; Antonyms</li> <li>3. Multiple Meaning Words</li> <li>4. Homographs</li> <li>5. Unfamiliar Words</li> <li>6. Suffixes</li> <li>7. Homophones</li> <li>8. Root Words</li> <li>9. Idioms</li> </ol>	<p><b>Vocabulary-Synonyms &amp; Antonyms</b> <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. <b>Assessment:</b> Student participation</p>	<p>Teacher made synonyms and antonyms that correspond with current or past vocabulary words and dictionaries</p>

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**CURRICULUM MAP**

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<b>4<sup>th</sup></b>	<p><b>Content Standard III - LITERATURE AND MEDIA:</b> Students will use literature and media to develop an understanding of people, societies, and the self.</p> <p><b>K-4 Benchmark III-A:</b> Use language, literature, and media to gain and demonstrate awareness of cultures around the world</p>	<p>1. Examine the reasons for characters' actions. <b>*Mastery</b></p> <p>2. Identify and examine characters' motives. <b>*Mastery</b></p> <p>3. Consider a situation or problem from different characters' point of view. <b>*Review</b></p> <p>4. Trace the exploits of character types across literature and media depicting various cultures. <b>*Review</b></p>	<p><b>Story Elements</b></p> <ol style="list-style-type: none"> <li>1. Plot-Problem &amp; Solution</li> <li>2. Sequence</li> </ol> <p>Ongoing: Analyze characters &amp; setting, main idea, beginning, middle, and end</p> <p><b>Critical Thinking Skills</b></p> <ol style="list-style-type: none"> <li>1. Summarize</li> <li>2. Compare and Contrast</li> <li>3. Analyze Text</li> <li>4. Point of View</li> <li>5. Cause and Effect</li> <li>6. Generate Questions</li> <li>7. Fact and Opinion</li> <li>8. Draw Conclusions</li> <li>9. Author's Perspective</li> </ol> <p><b>Genre Study &amp; Reading</b></p> <ol style="list-style-type: none"> <li>1. Folktale</li> <li>2. Fiction</li> <li>3. Expository</li> <li>4. Myth</li> <li>5. Poetry</li> <li>6. Legend</li> <li>7. Science Fiction</li> <li>8. Biography</li> </ol>	<p><b>Critical Thinking Skills-Author's Perspective</b> <b>Activities:</b> TSW determine the winning team from a newspaper article using only author's perspective (opinions). Teacher will need to omit the scores and team names. <b>Assessment:</b> Students will create a "main idea and supporting details" chart to record their findings and their conclusions.</p> <p><b>Story Elements-Plot</b> <b>Activity:</b> While reading, TSW fill in a two column graphic organizer that identifies the various problems and solutions addressed in the literature. <b>Assessment:</b> The accurate completion of the graphic organizer</p>	<p>Front page sports article with names and scores blotted out.</p> <p>Two column graphic organizer</p>

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<b>4<sup>th</sup></b>	<p><b>K-4 Benchmark III-B.</b> Identify and use the types of literature according to their purpose and function</p>	<p>1. Identify beginning, middle, and end of a story. <b>*Mastery</b></p> <p>2. Describe the contextual differences of various forms of literature. <b>*Mastery</b></p> <p>3. Describe the reasons why an author would choose a particular genre. <b>*Review</b></p> <p>4. Compose fiction, non fiction, poetry and drama, using self-selected or assigned topics and forms. <b>*Mastery</b></p> <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> <p><b>*Review</b></p>	<p><u>Story Elements</u></p> <ol style="list-style-type: none"> <li>1. Plot-Problem &amp; Solution</li> <li>2. Sequence</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. Summarize</li> <li>2. Compare and Contrast</li> <li>3. Analyze Text</li> <li>4. Point of View</li> <li>5. Cause and Effect</li> <li>6. Generate Questions</li> <li>7. Fact and Opinion</li> <li>8. Draw Conclusions</li> <li>9. Author's Perspective</li> </ol> <p><u>Genre Study &amp; Reading</u></p> <ol style="list-style-type: none"> <li>1. Folktale</li> <li>2. Fiction</li> <li>3. Expository</li> <li>4. Myth</li> <li>5. Poetry</li> <li>6. Legend</li> <li>7. Science Fiction</li> <li>8. Biography</li> </ol> <p><u>Writing</u></p> <ol style="list-style-type: none"> <li>1. Expository Letter</li> <li>2. Research Report</li> <li>3. Drama</li> </ol>	<p><u>Story Elements/Writing-All</u> <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><u>Critical Thinking-All</u> <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>