

<b>Subject</b>	<b>Grade</b>	<b>Unit</b>	
Communication Arts	4	Unit 1 Sentences	<a href="#">View</a>
Communication Arts	4	Unit: Poetry	<a href="#">View</a>
Communication Arts	4	Unit 2 Writing Personal Narratives	<a href="#">View</a>
Communication Arts	4	Unit 3 Nouns	<a href="#">View</a>
Communication Arts	4	Unit 4 Writing Explanations (Compare/Contrast)	<a href="#">View</a>
Communication Arts	4	Unit 5 Action Verbs	<a href="#">View</a>
Communication Arts	4	Unit 6 Writing Letters	<a href="#">View</a>
Communication Arts	4	Unit 7 Linking Verbs	<a href="#">View</a>
Communication Arts	4	Unit 8 Story Writing	<a href="#">View</a>
Communication Arts	4	Unit 9 Adjectives	<a href="#">View</a>
Communication Arts	4	Unit 10 Descriptive Writing	<a href="#">View</a>
Communication Arts	4	Unit 11 Pronouns	<a href="#">View</a>
Communication Arts	4	Unit 12 Writing Persuasive Paragraphs	<a href="#">View</a>
Communication Arts	4	Unit 13 Adverbs	<a href="#">View</a>
Communication Arts	4	Unit 14 Famous Missourians Research Project	<a href="#">View</a>
Communication Arts	4	Unit 15 Poetry Collections	<a href="#">View</a>
Communication Arts	4	Unit 16 Communicate Effectively Within and Beyond the Classroom	<a href="#">View</a>
Communication Arts	4	Unit1: The Lost Lake	<a href="#">View</a>
Communication Arts	4	Unit1: Amelia's Road	<a href="#">View</a>
Communication	4	Unit1: Sarah, Plain and Tall	<a href="#">View</a>

Arts			
Communication Arts	4		<a href="#">View</a>
Communication Arts	4	Unit 1: Seal Journey	<a href="#">View</a>
Communication Arts	4	Unit: From <i>The Cricket In Times Square</i>	<a href="#">View</a>
Communication Arts	4	Unit: <i>Big-City Dream</i>	<a href="#">View</a>
Communication Arts	4	Unit: <i>I Love Guinea Pigs</i>	<a href="#">View</a>
Communication Arts	4	Unit: <i>The Swimming Hole</i>	<a href="#">View</a>
Communication Arts	4	Unit: <i>Komodo Dragons</i>	<a href="#">View</a>
Communication Arts	4	Unit: John Henry	<a href="#">View</a>
Communication Arts	4	Unit: <i>Marven of the Great North Woods</i>	<a href="#">View</a>
Communication Arts	4	Unit: <i>On The Pampas</i>	<a href="#">View</a>
Communication Arts	4	Unit: <i>Justin and the Best Biscuits in the World</i>	<a href="#">View</a>
Communication Arts	4	Unit: <i>Rikki-Tikki-Tavi</i>	<a href="#">View</a>
Communication Arts	4	Unit: <i>Half-Chicken</i>	<a href="#">View</a>
Communication Arts	4	Unit: <i>Blame It On The Wolf</i>	<a href="#">View</a>
Communication Arts	4	Unit: <i>Lou Gehrig, The Luckiest Man</i>	<a href="#">View</a>
Communication Arts	4	Unit: <i>The Disguise</i>	<a href="#">View</a>
Communication Arts	4	Unit: <i>Keepers</i>	<a href="#">View</a>
Communication Arts	4	Unit: <i>Amazing Alice</i>	<a href="#">View</a>
Communication Arts	4	Unit: <i>A Peddler's Dream</i>	<a href="#">View</a>
Communication Arts	4	Unit: <i>The Race for the North Pole</i>	<a href="#">View</a>
Communication Arts	4	Unit: <i>Into The Sea</i>	<a href="#">View</a>

Communication Arts	4	Unit: <i>Space Probes To The Planets</i>	<a href="#">View</a>
Communication Arts	4	Unit: <i>Koya's Cousin Del</i>	<a href="#">View</a>
Communication Arts	4	Unit: <i>Children of Clay</i>	<a href="#">View</a>
Communication Arts	4	Unit: <i>Coming Home</i>	<a href="#">View</a>
Communication Arts	4	Unit: <i>Out of the Blue</i>	<a href="#">View</a>
Communication Arts	4	Unit: <i>Chocolate Is Missing</i>	<a href="#">View</a>

<b>Phelps County R3</b>	<b>Board Approved Date:</b> <b>Modification Date:</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> Fourth Grade
<b>Unit:</b> Unit 1 Sentences Houghton Mifflin 1996	<b>Duration:</b> 1-2 Weeks
<b>Show-Me Standards Content: CA 1</b> <b>Show-Me Standards Process: 1.6, 2.2</b>	
<b>Grade Level Expectations:</b> Writing 2F, 3E	
<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>• Compose well-developed text using standard English conventions.</li> <li>• Write effectively in various forms and types of writing.</li> </ul>	<b>Performance Indicators(Local Objective):</b> <ol style="list-style-type: none"> <li>1. In composing text, <ul style="list-style-type: none"> <li>•use complete declarative, interrogative, imperative and exclamatory sentences</li> <li>•identify and write compound sentences</li> </ul> </li> <li>2. Write diary/journal entries, organized friendly letters, and invitations in a format appropriate to an intended audience and purpose</li> </ol>
<b>Activities and Assessments:</b>	
<ol style="list-style-type: none"> <li>1. Complete Unit 1 in text. <ul style="list-style-type: none"> <li>• Write 5 sentences describing an animal you once saw. Be sure to punctuate your sentences correctly.</li> <li>• Imagine that you are taking a trip by train. Write a post card to a friend. Include two sentences that are statements and two sentences that are questions in your card.</li> <li>• Imagine that you are an early American settler. Write a diary entry about your experiences.</li> <li>• Write a Round Robin story. Challenge students to see how many interrogative, imperative, and exclamatory sentences they can include in their story.</li> </ul> </li> <li>2. Divide students into groups of 3. Have them write an invitation to a party. Use complete sentences to tell guests the important information they need to know about the party. Assessment: Scoring Guide (included).</li> <li>3. Imagine that you have moved to a new place. Write a letter to a friend. Describe your fear and excitement about meeting new people. Ask for something from your home town. Assessment: Scoring Guide (included)</li> </ol>	
<b>Resources:</b>	
Houghton Mifflin (1996) Scoring Guides	

<b>Phelps County R3</b>	<b>Board Approved Date:</b>  <b>Modification Date:</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> Fourth
<b>Unit:</b> Poetry	<b>Duration:</b> Three 45 to 60 minute sessions.  (Unit should be taught at the beginning of the school year)
<b>Show-Me Standards Content: CA 1, 4, 5, 6</b> <b>Show-Me Standards Process: 1.5, 1.6, 1.8, 1.10, 2.1, 2.2, 2.3, 4.6</b>	
<b>Grade Level Expectations:</b> Listening 1A, 1B, 2A Writing 1A, 2D, 2E	
<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>• Apply the writing process in composing text.</li> <li>• Compose well-developed text using standard English conventions</li> <li>• Develop and apply effective listening skills and strategies</li> <li>• Develop and apply effective speaking skills and strategies for various audiences and purposes.</li> </ul>	<b>Performance Indicators(Local Objective):</b> <ol style="list-style-type: none"> <li>1. Listen for enjoyment, for information, and to identify mood and emotion of verbal and nonverbal communication.</li> <li>2. Demonstrate listening behaviors. Student prepares to listen, listens without interruptions, and maintains eye contact.</li> <li>3. During presentations student identify and apply appropriate speaking techniques such as volume control, pace and eye contact.</li> <li>4. Follow a writing process to independently use a simple graphic organizer in prewriting, generate a draft, revise, edit, and proofread text, and publish writing.</li> <li>5. Use conventions of capitalization in written text.</li> <li>6. In writing use correct spelling of grade level frequently used words and use classroom dictionary to verify correct spelling.</li> </ol>
<b>Activities and Assessments:</b> <ol style="list-style-type: none"> <li>1. Begin unit with a brief discussion with students about poetry and why authors choose to write poems. Introduce the term acrostic poetry to students.</li> <li>2. Share examples of acrostic poetry. Ask students to comment on what they notice about the poems and record their thoughts on the board or on chart paper. Pass out Student Checklist and discuss it with class.</li> <li>3. Pass out the Acrostic Poetry Web Explorer worksheet and review it with students. Allow students to explore examples of acrostic poetry online, using this sheet as their guide (websites are listed below). Have them fill out the sheet and turn it in.</li> <li>4. Bring the class together for a shared writing experience. Choose another teacher or school official known by all students as the subject of an acrostic poem written together as a class. Use a transparency of the Brainstorming Template.</li> <li>5. Use brainstorming template and ask each student to write his or her name down the left column with one letter in each box. Randomly distribute the templates to students so that each student ends up with someone else's name.</li> </ol>	

6. Demonstrate how to use the online thesaurus by typing in the word nice and viewing all of the descriptive words that are synonymous for it. Have students use a thesaurus (either online or in book form) to find several words for each letter of the person's name.
7. After students have had sufficient time to brainstorm, ask them to look over their list and compose a rough draft of their acrostic poem.
8. Have students use their Student Checklist as well as their rough draft to revise their Acrostic poem. Explain that they should use their checklist to make sure that they have all the necessary elements in their poem.
9. Have students type and print their final draft using the Acrostic Poems writing tool found at: <http://www.readwritethink.org/materials/acrostic/>
10. Allow students to share their poems aloud and present them to their classmates.
11. Students should turn in their completed checklist and copy of their poem.
12. Assess understanding using scoring guide.

**Extension activities:**

Allow students to illustrate their acrostic poems and laminate them as a keepsake.

Students can write acrostic poems about story characters.

Students can write acrostic poems for science or social studies topics to demonstrate their knowledge.

**Relevant Links:**

<http://www.holycross.edu/departments/socant/dhummon/acrostics/acrostics.html>

<http://www.smfc.k12.ca.us/class/park/birnbaum/quilt/>

**Resources:**

Computers with internet access and connection to a printer

Acrostic Poetry Web Explorer

Brainstorming Template

Transparency of Brainstorming Template

Overhead projector

Student Checklist

Thesaurus books

Scoring Guide

Online resources:

1. Acrostic Poems writing tool <http://www.readwritethink.org/materials/acrostic/>
2. Websites for viewing examples of poems (listed above)
3. Thesaurus.com

<b>Phelps County R3</b>	<b>Board Approved Date:</b> <b>Modification Date:</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> Fourth Grade
<b>Unit:</b> Writing Personal Narratives Houghton Mifflin (1996)	<b>Duration:</b> Five 30-minute sessions
<b>Show-Me Standards Content: CA 1, 4</b> <b>Show-Me Standards Process: 1.6, 1.8, 2.1, 2.2</b>	
<b>Grade Level Expectations:</b> Writing 1A, 2B, 2D, 2E, 2F, 3A	
<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>• Apply the writing process in composing text.</li> <li>• Compose well-developed text using standard English conventions.</li> <li>• Write effectively in various forms and types of writing.</li> </ul>	<b>Performance Indicators(Local Objective):</b> <ol style="list-style-type: none"> <li>1. Follow a writing process to independently use a graphic organizer in prewriting. Generate a rough draft, revise, edit, proofread, and publish writing.</li> <li>2. Use conventions of capitalization in written text.</li> <li>3. Use parts of speech correctly in written text.</li> <li>4. In writing use correct spelling of grade-level words using classroom dictionary to verify correct spelling.</li> <li>5. In composing text, use complete declarative, interrogative, imperative and exclamatory sentences.</li> <li>6. Write narrative text that moves through a logical sequence of events and includes details to develop the plot, characters and settings.</li> </ol>
<b>Activities and Assessments:</b> <ol style="list-style-type: none"> <li>1. Begin unit with a discussion of an author’s purpose and audience with students. Explain what makes a personal narrative vivid and exciting for the audience. Talk about the importance of a good topic sentence, and the use of time order. (Main idea/supporting details)</li> <li>2. Brainstorm about a day when something unexpected happened then decide on an interesting beginning sentence.</li> <li>3. Discuss detail sentences and review time order. With the class list details for yesterday’s topic sentence. Write them as complete sentences and put them in time order.</li> <li>4. As a class put together our personal narrative. (and/or show transparency).</li> <li>5. Have students brainstorm ideas for their own personal narratives. Give them a graphic organizer to assist them with organization of paragraph.</li> <li>6. Write rough draft. (Use transparency as a guide)</li> <li>7. Revise and proofread work. (Use transparency as a guide)</li> <li>8. Write final draft. This can be typed on the computer or written in cursive.</li> </ol> <p><b>Assessment:</b> Scoring Guide (included)</p>	

**Resources:**

Houghton Mifflin 1996

Overhead projector

Transparencies

Scoring Guide

Graphic Organizer

<b>Phelps County R3</b>	<b>Board Approved Date:</b> <b>Modification Date:</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> Fourth Grade
<b>Unit:</b> Nouns Houghton Mifflin 1996	<b>Duration:</b> 1-2 Weeks
<b>Show-Me Standards Content: CA 1</b> <b>Show-Me Standards Process: 1.6, 2.2</b>	
<b>Grade Level Expectations:</b> Writing 2C, 2D	
<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>• Compose well-developed text using standard English conventions.</li> </ul>	<b>Performance Indicators(Local Objective):</b> <ol style="list-style-type: none"> <li>1. In composing text, use apostrophe in singular possessives, with assistance.</li> <li>2. Use parts of speech correctly in written text.</li> </ol>
<b>Activities and Assessments:</b>	
<p>1. Complete Unit 3 in text.</p> <ul style="list-style-type: none"> <li>• Plan a menu for a picnic lunch. List several foods. Exchange menus with a classmate. Look for plural nouns in your partner’s menu.</li> <li>• Have students invent something that could help a handicapped person. Have students write a paragraph explaining how to use their invention. Share writings with the class. Ask your students to point out any singular possessive nouns in paragraphs.</li> <li>• Have students chose a favorite animal. Ask them to write an advertisement that describes the animal. Have students underline the possessive nouns.</li> </ul> <p><b>Assessment:</b> Daily assignments as well as the Unit Test. Tested objectives on the Unit Test include: identifying nouns (common, proper, singular, plural), identifying correct usage of nouns (singular, plural, and possessive), combining sentences with compound subjects, and identifying and using compound words.</p>	
<b>Resources:</b>	
<p>Houghton Mifflin 1996</p> <p>Unit Test</p>	

<b>Phelps County R3</b>	<b>Board Approved Date:</b> <b>Modification Date:</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> Fourth Grade
<b>Unit:</b> Writing Explanations (Compare/Contrast) Houghton Mifflin 1996	<b>Duration:</b> 1 – 2 Weeks
<b>Show-Me Standards Content: CA 1, 4</b> <b>Show-Me Standards Process: 1.6, 1.8, 2.1, 2.2</b>	
<b>Grade Level Expectations:</b> Writing 1A, 2B, 2E, 3C	
<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>• Apply a writing process in composing text.</li> <li>• 2. Write effectively in various forms and types of writing.</li> <li>• 3. Compose well-developed text using standard English conventions</li> </ul>	<b>Performance Indicators(Local Objective):</b> <ol style="list-style-type: none"> <li>1. Follow a writing process to <ul style="list-style-type: none"> <li>•independently use a simple graphic organizer in prewriting</li> <li>•generate a draft</li> <li>•routinely revise, edit and proofread</li> <li>•independently publish writing</li> </ul> </li> <li>2. Use conventions of capitalization in written text</li> <li>3. In writing, use <ul style="list-style-type: none"> <li>•correct spelling of grade-level frequently used words</li> <li>•classroom resources and dictionary to verify correct spelling</li> </ul> </li> <li>4. Write expository paragraphs with <ul style="list-style-type: none"> <li>•a main idea</li> <li>•three or more supporting details</li> <li>•a <b>concluding sentence</b></li> </ul> </li> </ol>
<b>Activities and Assessments:</b> <ol style="list-style-type: none"> <li>1. Complete Unit in text. <ul style="list-style-type: none"> <li>• As a class, decide on a topic and write a good topic sentence.</li> <li>• Demonstrate how to use a graphic organizer to organize writing.</li> <li>• Together as a class, write a rough draft of a compare/contrast paragraph.</li> <li>• Demonstrate how to revise and proofread paragraph.</li> <li>• Give students a graphic organizer and have them begin writing their own paragraphs.</li> <li>• Peer-edit writing.</li> <li>• Students complete revisions and proofread their work. Use dictionaries as needed.</li> <li>• Write final draft.</li> </ul> </li> </ol>	

**Assessment:** Scoring Guide (included)

**Resources:**

Houghton Mifflin 1996

Dictionaries

Graphic Organizer

Scoring Guide.

Writers portfolio containing editing checklist.

<b>Phelps County R3</b>	<b>Board Approved Date:</b> <b>Modification Date:</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> Fourth Grade
<b>Unit:</b> 3 Verbs Houghton Mifflin2006	<b>Duration:</b> 1 – 2 Weeks
<b>Show-Me Standards Content: CA 1</b> <b>Show-Me Standards Process: 1.6, 2.1, 2.2</b>	
<b>Grade Level Expectations:</b> Writing 2C, 2D, 2E	
<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>• Compose well-developed text using standard English conventions.</li> </ul>	<b>Performance Indicators(Local Objective):</b> <ol style="list-style-type: none"> <li>1. In composing text, use <ul style="list-style-type: none"> <li>• comma in a series</li> </ul> </li> <li>2. Use parts of speech correctly in written text <ul style="list-style-type: none"> <li>• verbs that agree with subject</li> </ul> </li> <li>3. Use spelling strategies and patterns to correctly spell irregular verbs.</li> <li>4. Use classroom resources and dictionary to verify correct spelling.</li> </ol>
<b>Activities and Assessments:</b>	
Complete Unit 3 in text	
1-Action Verbs 2-Main Verbs and Helping Verbs 3-Present, Past, and Future 4-Subject-Verb Agreement 5-spelling the Present Tense 6-spelling the Past-tense 7-The past with Helping Verbs 8-Irregular Verbs 9-The Special Verb be 10- Contractions with not	
<ul style="list-style-type: none"> <li>• Have students think of a place that they have visited. Have them write a message on a post card about the place. Exchange messages with a classmate. Underline the verb in messages. Have students tell which tense each verb is in.</li> <li>• Students can imagine that they have been asked to design a cake for a special occasion. Have them write a message for their cake. Then they should write five sentences about their cake. Allow them to exchange papers with another student and have them check if the subject and verbs agree.</li> </ul>	
<b>Assessment:</b> Daily work and Unit Test. Tested objectives include: Identifying action verbs, main verbs, and helping verbs in sentences; using present, past and future tense verbs; identifying proper subject-verb agreement; using commas in a series; using words with prefixes in sentences; writing sentences containing present-tense verbs that agree with their subjects.	

**Resources:**

Houghton Mifflin 2006

Dictionaries

Unit Test

<b>Phelps County R3</b>	<b>Board Approved Date:</b> <b>Modification Date:</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> Fourth Grade
<b>Unit:</b> 6: Writing Letters Houghton Mifflin 1996	<b>Duration:</b> Three or four 30-minute sessions
<b>Show-Me Standards Content:</b> CA 1, 4 <b>Show-Me Standards Process:</b> 1.6, 1.8, 2.1, 2.2	
<b>Grade Level Expectations:</b> Writing 1A, 2B, 2D, 2E, 2F, 3E	
<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>• Apply the writing process in composing text.</li> <li>• Compose well-developed text using standard English conventions.</li> <li>• Write effectively in various forms and types of writing.</li> </ul>	<b>Performance Indicators(Local Objective):</b> <ol style="list-style-type: none"> <li>1. Follow a writing process, generate a rough draft, revise, edit, proofread, and publish writing.</li> <li>2. Use conventions of capitalization in written text.</li> <li>3. Use parts of speech correctly in written text.</li> <li>4. In writing use correct spelling of grade-level words using classroom dictionary to verify correct spelling.</li> <li>5. In composing text, use complete declarative, interrogative, imperative and exclamatory sentences.</li> <li>6. Write friendly letters in a format appropriate to an intended audience and purpose.</li> </ol>
<b>Activities and Assessments:</b> <ol style="list-style-type: none"> <li>1. Complete Unit 6 in textbook. <ul style="list-style-type: none"> <li>• Discuss the parts of a friendly letter. Review audience and purpose with the class.</li> <li>• As a class talk about something that they have recently learned to do. Imagine that you will write a letter explaining what you have learned. Write some notes about what you will explain.</li> <li>• Show transparency as a model and ask students what the purpose for writing and who the intended audience is.</li> <li>• Have students write a rough draft, revise, edit, and finally write the final copy of a friendly letter.</li> </ul> </li> </ol> <p><b>Assessment:</b> Scoring Guide for letter (included), Unit Test. Tested objectives include: Using verb tense; using commas in letters (salutation, closing, dates); writing friendly letters.</p>	

**Resources:**

Houghton Mifflin 1996

Overhead projector

Transparencies

Scoring Guide

Unit Test

<b>Phelps County R3</b>	<b>Board Approved Date:</b> <b>Modification Date:</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> Fourth Grade
<b>Unit:</b> Linking Verbs McGRAW-HILL Language Arts Today (1998)	<b>Duration:</b> 1 – 2 Weeks
<b>Show-Me Standards Content: CA 1</b> <b>Show-Me Standards Process: 1.6, 2.2</b>	
<b>Grade Level Expectations:</b> Writing 2C, 2D,	
<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>• Compose well-developed text using standard English conventions.</li> </ul>	<b>Performance Indicators(Local Objective):</b> <ol style="list-style-type: none"> <li>1. In composing text, use <ul style="list-style-type: none"> <li>• apostrophe in contractions</li> </ul> </li> <li>2. Use parts of speech correctly in written text <ul style="list-style-type: none"> <li>• verbs that agree with subject</li> <li>• connecting words to link ideas</li> </ul> </li> </ol>
<b>Activities and Assessments:</b> <p>1. Complete Unit in text.</p> <p><b>Assessment:</b> Daily work and Unit Test. Tested objectives include: Distinguishing linking verbs and action verbs, choosing the correct form of a linking verb to agree with the subject of a sentence, use contractions for verbs with “not” in sentences, punctuate and capitalize direct quotations correctly, use words with suffixes in sentences, and combining sentences with compound predicates.</p>	
<b>Resources:</b> <p>Houghton Mifflin 1996</p> <p>Unit Test</p>	

<b>Phelps County R3</b>	<b>Board Approved Date:</b> <b>Modification Date:</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> 4 <sup>th</sup> Grade
<b>Unit:</b> Story Writing	<b>Duration:</b> 1 Week
<b>Show-Me Standards Content: CA 1, 4</b> <b>Show-Me Standards Process: 1.6, 1.8, 2.1, 2.2</b>	
<b>Grade Level Expectations:</b> Writing 1A, 2D, 2E, 2F,	
<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>• Apply a writing process in composing text.</li> <li>• Compose well-developed text using Standard English conventions.</li> </ul>	<b>Performance Indicators(Local Objective):</b> <ol style="list-style-type: none"> <li>1. Follow a writing process to <ul style="list-style-type: none"> <li>• independently use a simple graphic organizer in prewriting</li> <li>• generate a draft</li> <li>• routinely revise, edit and proofread</li> <li>• independently publish writing</li> </ul> </li> <li>2. Use parts of speech correctly in written text <ul style="list-style-type: none"> <li>• verbs that agree with compound subject</li> <li>connecting words to link ideas (conjunctions)</li> </ul> </li> <li>3. In writing, use <ul style="list-style-type: none"> <li>• correct spelling of grade-level frequently used words</li> <li>• spelling strategies and patterns</li> <li>• classroom resources and dictionary to verify correct spelling</li> </ul> </li> <li>4. In composing text, <ul style="list-style-type: none"> <li>• use complete declarative, interrogative, imperative and exclamatory sentences</li> </ul> </li> </ol>

### **Activities and Assessments:**

1. Complete Unit in text.
2. Discuss with class purpose, audience, characters, setting, problem-solution, and the importance of having a logical order of events.
3. Distribute a copy of the *Story Plot Terms* worksheet to class and discuss.
4. Complete a *Story Plot Graph* together on the overhead or smart board using a story that is familiar to class or after reading a short story. (I use the short story in the textbook pages 258 – 264) Discuss with class that this form will be used to help them write a story of their own.
5. Distribute a copy of the *Story Plot Graph* worksheet to the class

### **Resources:**

Houghton Mifflin 1996

### ***Relevant Links:***

<b>Phelps County R3</b>	<b>Board Approved Date:</b> <b>Modification Date:</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> 4 <sup>th</sup> Grade
<b>Unit:</b> Adjectives	<b>Duration:</b> 1 Week
<b>Show-Me Standards Content: CA 1</b> <b>Show-Me Standards Process: 1.6, 2.2</b>	
<b>GLE 2D</b>	
<b>Knowledge Standard:</b> <ul style="list-style-type: none"> <li>• knowledge of and proficiency in speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)</li> </ul>	<b>Objectives:</b> <ol style="list-style-type: none"> <li>1. Students will demonstrate the ability to use parts of speech correctly in written text.</li> </ol>
<b>Activities and Assessments:</b>	
1. Complete Unit in text.	
<p><b>Assessment:</b> Daily assignments as well as Unit 9 test. Tested objectives include: identifying adjectives; adjectives after linking verbs; comparative and superlative adjectives; using adjectives correctly in sentences; using articles <i>a</i>, <i>an</i>, and <i>the</i> correctly in sentences; capitalizing proper adjectives; identifying a synonym or antonym for a word in the context of a sentence; and revising sentences by adding vivid adjectives.</p>	
<b>Resources:</b>	
Houghton Mifflin 1996	
Unit test	

<b>Phelps County R3</b>	<b>Board Approved Date:</b> <b>Modification Date:</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> 4 <sup>th</sup> Grade
<b>Unit:</b> Descriptive Writing	<b>Duration:</b> 1 to 2 weeks
<b>Show-Me Standards Content: CA 1, 4, 6</b> <b>Show-Me Standards Process: 1.6, 1.8, 2.1, 2.2, 2.3, 4.6</b>	
<b>Grade Level Expectations:</b> Writing 1A, 2D, 2E, 2F Listening and Speaking 2A	
<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>• Apply a writing process in composing text.</li> <li>• Compose well-developed text using standard English conventions.</li> <li>• Develop and apply effective speaking skills and strategies for various audiences and purposes.</li> </ul>	<b>Performance Indicators(Local Objective):</b> <ol style="list-style-type: none"> <li>1. Follow a writing process to <ul style="list-style-type: none"> <li>•independently use a simple graphic organizer in prewriting</li> <li>•generate a draft</li> <li>•routinely revise, edit and proofread</li> <li>•independently publish writing</li> </ul> </li> <li>2. Use parts of speech correctly in written text</li> <li>3. In writing, use <ul style="list-style-type: none"> <li>•correct spelling of grade-level frequently used words</li> <li>•spelling strategies and patterns</li> <li>•classroom resources and dictionary to verify correct spelling</li> </ul> </li> <li>4. In composing text, <ul style="list-style-type: none"> <li>•use complete declarative, interrogative, imperative and exclamatory sentences</li> </ul> </li> <li>5. In discussions and presentations, <ul style="list-style-type: none"> <li>•present ideas in a logical sequence</li> <li>•identify and apply appropriate speaking techniques such as volume control, pace and eye contact.</li> </ul> </li> </ol>
<b>Activities and Assessments:</b> <ol style="list-style-type: none"> <li>1. Complete Unit in text.</li> <li>2. Discuss with class purpose, audience, using sensory details, and the importance of logical order.</li> <li>3. Distribute a copy of the <i>Clustering Graphic Organizer</i> and discuss how it works.</li> <li>4. Using the overhead, complete a graphic organizer together to show students how they can be used to help organize our writing.</li> <li>5. As a class, using our completed graphic organizer, demonstrate how to use the organizer to write a rough draft.</li> <li>6. Demonstrate making revisions, proofreading, and then writing a final copy.</li> <li>7. Have students brainstorm ideas for writing a descriptive paragraph and then selecting one and completing their own graphic organizer.</li> <li>8. Students should make revisions and then proofread their work using the proofreading checklist.</li> </ol>	

9. Have students write their final copy either in their neatest cursive or have them type them on the computer using Microsoft Word.
10. Have students present their paragraph to the class.

**Assessment:** Daily assignments as well as graphic organizers, rough draft, and final copy of their descriptive paragraphs. Unit test. Tested objectives include; making decisions about descriptive details; using adjectives, capitalizing proper adjectives; using an encyclopedia; and writing a description.

### **Resources:**

Houghton Mifflin 1996

Unit test

Clustering Graphic Organizer     (<http://www.eduplace.com/graphicorganizer/pdf/cluster.pdf>)

Proofreading Checklist     (<http://www.teachers.net/gazette/JUL03/images/proofreading.pdf>)

Rubric

Overhead projector or smart board

<b>Phelps County R3</b>	<b>Board Approved Date:</b> <b>Modification Date:</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> 4 <sup>th</sup> Grade
<b>Unit:</b> Pronouns	<b>Duration:</b> 1 – 2 Weeks
<b>Show-Me Standards Content: CA 1</b> <b>Show-Me Standards Process: 1.6, 2.2</b>	
<b>GLE 2D</b>	
<b>Knowledge Standard:</b> <ul style="list-style-type: none"> <li>• knowledge of and proficiency in speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)</li> </ul>	<b>Local Objectives:</b> <ol style="list-style-type: none"> <li>1. Students will demonstrate the ability to use parts of speech correctly in written text.</li> </ol>
<b>Activities and Assessments:</b> <ol style="list-style-type: none"> <li>1. Complete Unit in text.</li> </ol> <p><b>Assessment:</b> Daily assignments as well as Unit 11 test. Tested objectives include: identifying pronouns in sentences; substituting pronouns for nouns in sentences (subject, object, possessive); using contractions (pronoun +verb) in sentences; identifying the meaning of a homograph in sentence context; identifying the correct homophone to complete a sentence; combining sentences by combining nouns and/or pronouns in a series.</p>	
<b>Resources:</b> <p>Houghton Mifflin 1996</p> <p>Unit test</p>	

<b>Phelps County R3</b>	<b>Board Approved Date:</b> <b>Modification Date:</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> 4 <sup>th</sup> Grade
<b>Unit:</b> 12 Writing Persuasive Paragraphs McGraw-Hill Language Arts Today	<b>Duration:</b> 1 to 2 weeks
<b>Show-Me Standards Content: CA 1, 4</b> <b>Show-Me Standards Process: 1.6, 1.8, 2.1, 2.2</b>	
<b>Grade Level Expectations:</b> Writing 1A, 2D, 2E, 2F	
<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>• Apply a writing process in composing text.</li> <li>• Compose well-developed text using standard English conventions.</li> </ul>	<b>Performance Indicators(Local Objective):</b> <ol style="list-style-type: none"> <li>1. Follow a writing process to <ul style="list-style-type: none"> <li>• independently use a simple graphic organizer in prewriting</li> <li>• generate a draft</li> <li>• routinely revise, edit and proofread</li> <li>• independently publish writing</li> </ul> </li> <li>2. Use parts of speech correctly in written text</li> <li>3. In writing, use <ul style="list-style-type: none"> <li>• correct spelling of grade-level frequently used words</li> <li>• spelling strategies and patterns</li> <li>• classroom resources and dictionary to verify correct spelling</li> </ul> </li> <li>4. In composing text, <ul style="list-style-type: none"> <li>• use complete declarative, interrogative, imperative and exclamatory sentences</li> </ul> </li> </ol>
<b>Activities and Assessments:</b> <ol style="list-style-type: none"> <li>1. Complete Unit in text.</li> <li>2. Discuss with class purpose, audience, and the importance of stating opinions clearly, supporting opinions with facts, and the order of reasons.</li> <li>3. Distribute a copy of the <i>Persuasive Slam Dunk Graphic Organizer</i> and discuss how it works.</li> <li>4. Using the overhead or the smartboard, complete a graphic organizer together to show students how they are used to help organize our writing.</li> <li>5. As a class, using our completed graphic organizer, demonstrate how to use the organizer to write a rough draft.</li> <li>6. Demonstrate making revisions, proofreading, and then writing a final copy.</li> <li>7. Have students brainstorm ideas for writing a descriptive paragraph and then selecting one and completing their own graphic organizer.</li> <li>8. Students should make revisions and then proofread their work using the proofreading checklist.</li> <li>9. Have students write their final copy either in their neatest cursive or have them type them on the computer using Microsoft Word.</li> </ol>	

**Assessment:** Daily assignments as well as graphic organizers, rough draft, and final copy of their descriptive paragraphs. Unit 12 test. Tested objectives include; distinguishing facts and opinions; using pronouns correctly; using apostrophes correctly; interpreting graphs, tables, and maps.

**Resources:**

Houghton Mifflin 1996

Unit test

Persuasive Slam Dunk Graphic Organizer (or another graphic organizer)

Proofreading Checklist (<http://www.teachers.net/gazette/JUL03/images/proofreading.pdf>)

Rubric

Overhead projector or smart board

<b>Phelps County R3</b>	<b>Board Approved Date:</b> <b>Modification Date:</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> 4 <sup>th</sup> Grade
<b>Unit:</b> Adverbs	<b>Duration:</b> 1 – 2 Weeks
<b>Show-Me Standards Content: CA 1</b> <b>Show-Me Standards Process: 1.6, 2.2</b>	
<b>GLE 2D</b>	
<b>Knowledge Standard:</b> <ul style="list-style-type: none"> <li>• knowledge of and proficiency in speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)</li> </ul>	<b>Local Objectives:</b> <ol style="list-style-type: none"> <li>2. Students will demonstrate the ability to use parts of speech correctly in written text.</li> </ol>
<b>Activities and Assessments:</b> <ol style="list-style-type: none"> <li>1. Complete Unit in text.</li> </ol> <p><b>Assessment:</b> Daily assignments as well as Unit test. Tested objectives include: identifying adverbs in sentences (adverbs, comparatives, superlatives); using adverbs correctly in sentences; using negatives correctly in sentences; capitalizing and underlining titles correctly; identifying the origin, root, or meaning of borrowed words in sentence context; combining sentences with adverbs.</p>	
<b>Resources:</b> <p>Houghton Mifflin 1996</p> <p>Unit test</p>	

<b>Phelps County R3</b>	<b>Board Approved Date: 4/19/2006</b> <b>Modification Date:</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> 4 <sup>th</sup> Grade
<b>Unit:</b> 14 Famous Missourians Research Project McGraw-Hill Language Arts Today	<b>Duration:</b> 2 Weeks
<b>Show-Me Standards Content: CA 1, 2, 3, 4</b> <b>Show-Me Standards Process: 1.1, 1.2, 1.4, 1.6, 1.7, 1.8, 2.1, 2.2, 2.3, 4.4</b>	
<b>Grade Level Expectations:</b> Writing 1A, 2B, 2D, 2E, 2F, 3B, 3E    Information Literacy 1A, 1B, 1C, 1D	
<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>• Apply a writing process in composing text.</li> <li>• Compose well-developed text using standard English conventions.</li> <li>• Write effectively in various forms and types of writing.</li> <li>• Develop and apply effective research process skills to gather, analyze and evaluate information.</li> </ul>	<b>Performance Indicators(Local Objective):</b> <ol style="list-style-type: none"> <li>1. Follow a writing process to <ul style="list-style-type: none"> <li>•independently use a simple graphic organizer in prewriting</li> <li>•generate a draft</li> <li>•routinely revise, edit and proofread</li> <li>•independently publish writing</li> </ul> </li> <li>2. Use conventions of capitalization in written text</li> <li>3. Use parts of speech correctly in written text <ul style="list-style-type: none"> <li>•verbs that agree with compound subject</li> <li>•connecting words to link ideas (conjunctions)</li> </ul> </li> <li>4. In writing, use <ul style="list-style-type: none"> <li>•correct spelling of grade-level frequently used words</li> <li>•spelling strategies and patterns</li> <li>•classroom resources and dictionary to verify correct spelling</li> </ul> </li> <li>5. In composing text, <ul style="list-style-type: none"> <li>•use complete declarative, interrogative, imperative and exclamatory sentences</li> </ul> </li> <li>6. Identify information in written text to complete an organizer.</li> <li>7. Write informational reports in a format appropriate to an intended audience and purpose.</li> <li>8. Formulate and research keywords and questions to establish a focus and purpose for inquiry.</li> <li>9. Locate and use various resources to find information on keywords and questions.</li> <li>10. Identify relevant information and record main ideas and important details in own words.</li> <li>11. Informally give credit for others' ideas, images and information found in various resources.</li> </ol>
<b>Activities and Assessments:</b> <ol style="list-style-type: none"> <li>1. Complete Unit 14 in text.</li> <li>2. Discuss purpose and audience. Explain to the class how to take notes. As a class take notes on a short article. Make sure students understand that only important information should be written down and show them how to decide what is important.</li> <li>3. Using the whiteboard or Smartboard, make an outline using the notes done together as a class. You</li> </ol>	

- should also review sequencing. Explain to the class how this outline can be easily turned into their report.
4. As a class, use the outline done together to write a rough draft of our report. Remind them that each main topic in our outline will become a paragraph, and that each paragraph will need a topic sentence.
  5. Discuss making revisions and proofreading and write the final draft.
  6. Have students begin their own research. Give them a graphic organizer to help them organize their work.
  7. Using their graphic organizer, have students write their rough-drafts.
  8. Students should make revisions as needed.
  9. Students should use the editing checklist to proofread their work and make corrections as necessary.
  10. Have students write their final copy.

**Assessment:** Daily assignments as well as graphic organizers, rough draft, and final copy of their research report. Unit 14 test. Tested objectives include; summarizing a passage, using adverbs, capitalizing and punctuating titles, identifying uses of an atlas and an almanac, writing a research report.

### **Resources:**

McGraw-Hill Language Arts Today textbooks

Graphic Organizer

Unit 14 test

Editing Checklist

Rubric

Overhead projector or smartboard

<b>Phelps County R3</b>	<b>Board Approved Date: 4/19/2006</b> <b>Modification Date:</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> Fourth Grade
<b>Unit:</b> 15 Poetry Collections	<b>Duration:</b> Up to twelve 50-minute sessions
<b>Show-Me Standards Content: CA 1, 4, 5, 6</b> <b>Show-Me Standards Process: 1.5, 1.6, 1.8, 1.10, 2.1, 2.2</b>	
<b>Grade Level Expectations:</b> Reading 1F, 1I, 2A, 2B, 2C Writing 1A, 2D, 2E, 2F, 3B Listening 1A, 1B	
<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>• Develop and apply skills and strategies to the reading process.</li> <li>• Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry, and drama from a variety of cultures and times.</li> <li>• Apply a writing process in composing text.</li> <li>• Compose well-developed text using standard English conventions.</li> <li>• Write effectively in various forms and types of writing.</li> <li>• Develop and apply effective listening skills and strategies.</li> </ul>	<b>Performance Indicators(Local Objective):</b> <ol style="list-style-type: none"> <li>1. Apply pre-reading strategies to aid comprehension and to preview and predict text.</li> <li>2. Identify and explain connections between text ideas, information and relationships in various fiction and non-fiction works and between text ideas and students own experiences.</li> <li>3. Recognize the text features of poetry.</li> <li>4. Explain examples of sensory details and figurative language within the context of poetry and prose.</li> <li>5. Use details from text to identify author's purpose.</li> <li>6. Follow a writing process independently use a graphic organizer in prewriting, generate a draft, revise, edit, and proofread, and finally to publish writing.</li> <li>7. Use parts of speech correctly in written text.</li> <li>8. Use correct spelling of grade-level words and use a dictionary to verify correct spelling.</li> <li>9. Listen for enjoyment, information, directions, and to identify tone and mood.</li> </ol>

## Activities and Assessments:

(Note: Students will be keeping a writers notebook to create their poems and to compile their poetry collections.)

1. Poetry exploration: Have a brief discussion about the different types of poetry. Divide class into small groups and pass out the poetry collection books that you've gathered. Each group should have at least one thematic collection to look at. Allow time to explore.
2. Give each group a piece of chart paper. Ask groups to explore the thematic collection and note their observations about the information, content, and topic of the poems. When groups have finished collecting their ideas, ask each group to share their observations.
3. Share the forms of poetry you will be focusing on in this unit (e.g. diamante, cinquain, 5 W's, bio poem, "I am" poem, name poem, acrostic poem, limerick, two-voice). Distribute or use the overhead projector to display the [Poetry Collections Checklist](#) or the [Interactive Poetry Collections Checklist](#) and discuss the requirements of the activity. Explain to the students that while they are learning about the different forms of poetry, they will also be seeing different elements of poetry, such as metaphor and simile. The following site may be helpful: <http://www.pbs.org/newshour/extra/features/jan-june00/poetryboxdevicesexamples.html>
4. Remaining sessions will focus on the different types of poetry and on collecting and writing the various types of poems.

### Extension activities:

Students can share their poems after each session in an Author's Chair, or you can have a special celebration for sharing of poetry. Since this project was to help create classroom community, they could be performed at Open House or a Back to School Night.

Students can publish their Poetry Collections using the [ReadWriteThink Printing Press](#). They have the option of making a flyer, newspaper, brochure, or booklet.

**Assessment:** Will include assessment of writer's notebook checking that students have all types of poetry represented. Student's individual poems will also be assessed using a scoring guide.

### Relevant Links:

*Poetic devices and examples:* <http://www.pbs.org/newshour/extra/features/jan-june00/poetryboxdevicesexamples.html>

*Interactive poetry checklist* [http://interactives.mped.org/view\\_interactive.aspx?id=239&title=](http://interactives.mped.org/view_interactive.aspx?id=239&title=)

*General information on poetry and links to poems* <http://www.poets.org/page.php/prmID/6>

*Diamante Poem interactive* <http://www.readwritethink.org/materials/diamante/>

*Read/Write/Think Printing Press* [http://interactives.mped.org/view\\_interactive.aspx?id=110&title=](http://interactives.mped.org/view_interactive.aspx?id=110&title=)

## Resources:

Computers with internet access.

Overhead projector

- [Poetry Collections Checklist](#) or [Interactive Poetry Collections Checklist](#)
- [Thematic Poetry Collections Booklist](#)
- [ReadWriteThink Printing Press](#)
- [Diamante Handout](#)
- [Diamante Poems Interactive](#)
- [Cinquain Handout](#)
- [5W Poem Handout](#)
- [Bio Poem Handout](#)
- [I Am Poem Handout](#)
- [Name Poem Handout](#)
- [Writing Name Poem Handout](#)
- [Acrostic Poem Handout](#)
- [Limerick Handout](#)
- [Two-Voice Poetry Handout](#)
- [Links to Other Forms of Poetry and Elements of Poetry](#)
- Overhead or LCD projector
- Transparencies/copies of poems used for instruction
- General classroom supplies (chalkboard, chart paper, markers, etc)
- Writer's notebooks, or paper
- A wide variety of poetry books to be used for instruction and student exploration

<b>Phelps County R3</b>	<b>Board Approved Date: 4/19/2006</b> <b>Modification Date:</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> Fourth Grade
<b>Unit:</b> 16 Communicate Effectively Within and Beyond the Classroom	<b>Duration:</b>
<b>Show-Me Standards Content: CA 1, 5, 6</b> <b>Show-Me Standards Process: 1.6, 1.8, 1.10, 2.1, 2.2, 2.3, 4.6</b>	
<b>Grade Level Expectations:</b> Writing 2B, 2C, 2D, 2E, Listening and Speaking 1B, 2A, 2B	
<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>• Compose well-developed text using standard English conventions.</li> <li>• Demonstrate proficiency in speaking and writing standard English.</li> <li>• Develop and apply effective listening skills and strategies.</li> <li>• Develop and apply effective speaking skills and strategies for various audiences and purposes.</li> </ul>	<b>Performance Indicators(local Objective):</b> <ol style="list-style-type: none"> <li>1. Use conventions of capitalization in written text to include holidays, counties, and countries.</li> <li>2. Use conventions of punctuation in commas between city and state</li> <li>3. Use conventions of grammar correctly in parts of speech in written text</li> <li>4. In writing, use correct spelling of grade level frequently used words (as used in the 100 Basic Word List) and apply spelling strategies and patterns.</li> <li>5. Use classroom resources such as a dictionary, a thesaurus, and spell check to verify spelling.</li> <li>6. Demonstrate increasing proficiency in standard English usage in their speaking.</li> <li>7. Choose whether formal or informal language best suits the audience and purpose.</li> <li>8. Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact)</li> <li>9. In discussions and presentations, <ul style="list-style-type: none"> <li>•present ideas in a logical sequence</li> <li>•identify and apply appropriate speaking techniques such as volume control, pace and eye contact</li> </ul> </li> <li>10. Give clear and concise three- and four-step oral directions to complete a task</li> </ol>

### **Activities and Assessments:**

1. Teach proofreading symbols to students. Give them a copy to keep in portfolio and use when peer editing. Include a rubric and/or editing checklist.
2. Keep a writing portfolio to provide evidence of increasing proficiency in spelling and the use of conventions.
3. Circle words that look misspelled to practice editing; then use available sources (such as peers, adults, the dictionary or an electronic spell-check program) to correct misspellings.
4. Write a thank you note to someone who helped you with a school project.
5. Write a letter to an organization to request information for a unit of study. Proofread your letter before you send it.
6. Prepare a presentation to show your classmate how to make something.

**Assessment:** Scoring Guides included for letter/thank-you note and class presentation. Skills assessed include correct letter form, spelling, grammar, capitalization, proper oral presentation skills.

### **Resources:**

Scoring Guides

Writing portfolios

Proofreading symbols

Editing Checklist

Dictionary (either online or book form)

Approved by the Green Forest R-2 Board of Education on \_\_\_\_\_

<b>Phelps County R3</b>	<b>Board Approved Date:</b> <b>Modification Date:</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> Fourth Grade
<b>Unit:</b> Unit 1 The Lost Lake McGraw Hill 2003	<b>Duration:</b> 1 Week
<b>Show-Me Standards Content:</b> CA 2, 3 <b>Show-Me Standards Process:</b> 1.5, 1.6, 2.4, 3.1, 3.5	
<b>Grade Level Expectations:</b> Reading 1C, 1D, 1E, 1F, 1G, 1H, 2C, C4	
<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>• Develop and apply skills and strategies to the reading process.</li> <li>• Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.</li> </ul>	<p><b>Performance Indicators(Local Objective):</b></p> <ol style="list-style-type: none"> <li>1. Apply decoding strategies to “problem-solve” unknown words when reading.</li> <li>2. Read grade-level instructional text <ul style="list-style-type: none"> <li>* with fluency, accuracy and expression</li> <li>* adjusting reading rate to difficulty and type of text</li> </ul> </li> <li>3. Develop vocabulary through text, using context clues glossary and dictionary.</li> <li>4. Apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> <li>* access prior knowledge</li> <li>* preview</li> <li>* predict</li> <li>* set a purpose for reading</li> </ul> </li> <li>5. During reading, utilize strategies to <ul style="list-style-type: none"> <li>* self-question and correct</li> <li>* infer</li> <li>* visualize</li> </ul> </li> <li>6. Apply post-reading skills to comprehend text <ul style="list-style-type: none"> <li>* reflect</li> <li>* analyze</li> <li>* draw conclusions</li> <li>* summarize</li> </ul> </li> <li>7. Use details from text to <ul style="list-style-type: none"> <li>* make inferences about setting, character traits, problem and solution and story events</li> <li>* make predictions</li> <li>* draw conclusions</li> <li>* identify cause and effect</li> <li>* compare and contrast various elements</li> <li>* identify author's purpose</li> </ul> </li> </ol>

### **Activities and Assessments:**

1. Discuss story elements with the class. Remind students how to find a strategy for analyzing character and setting. 1. Look at the picture. 2. When does the story take place? 3. Notice what the character thinks, says, and does. 4. Use what you already know. Read p. 19-20 and discuss the setting of *Yellowstone National Park*. Have students complete workbook page 1. Discuss the vocabulary for *The Lost Lake*. Review with the class how to use a dictionary to find unknown words. Go over the directions for workbook p 2 with class. Extra: Draw, label, and define the words on a graphic organizer.
  2. As a class, preview the story and make predictions. Discuss the author's purpose for writing it. Read the story (p20-37). Discuss the story and ask the questions in TM as you read together.
  3. After reading summarize the story as a class and have students reflect back on their earlier predictions and decide if they were right or wrong. Have them complete the selection test (workbook p.3).
  4. Discuss how you use parts of a book. Assign PB4
- Note: See teacher's manual for additional activities.

**Assessment:** Macmillan McGraw Hill Reading Practice Workbook pages and unit test. Workbook pages and unit test assess setting, vocabulary, comprehension, sequence, problem and solution, story elements, make inference, multiple meaning words, synonyms, antonyms

### **Resources:**

McGraw Hill Reading Practice Book

McGraw Hill 2003 Reading Book

<b>Phelps County R3</b>	<b>Board Approved Date:</b> <b>Modification Date:</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> Fourth Grade
<b>Unit:</b> Unit 1 Amelia’s Road McGraw Hill 2003	<b>Duration:</b> 1 Week
<b>Show-Me Standards Content: CA 2, 3</b> <b>Show-Me Standards Process: 1.5, 1.6, 2.4, 3.1, 3.5</b>	
<b>Grade Level Expectations:</b> Reading 1C, 1E, 1F, 1G, 1H, 2C, C4	
<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>• Develop and apply skills and strategies to the reading process.</li> <li>• Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.</li> <li>• Develop and apply effective research process skills to gather, analyze and evaluate information.</li> </ul>	<p><b>Performance Indicators(Local Objective):</b></p> <ol style="list-style-type: none"> <li>1. Apply decoding strategies to “problem-solve” unknown words when reading.</li> <li>2. Develop vocabulary through text, using context clues glossary and dictionary.</li> <li>3. Apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> <li>* access prior knowledge</li> <li>* preview</li> <li>* predict</li> <li>* set a purpose for reading</li> </ul> </li> <li>4. During reading, utilize strategies to <ul style="list-style-type: none"> <li>* self-question and correct</li> <li>* infer</li> <li>* visualize</li> </ul> </li> <li>5. Apply post-reading skills to comprehend text <ul style="list-style-type: none"> <li>* reflect</li> <li>* analyze</li> <li>* draw conclusions</li> <li>* summarize</li> </ul> </li> <li>6. Use details from text to <ul style="list-style-type: none"> <li>* make inferences about setting, character traits, problem and solution and story events</li> <li>* make predictions</li> <li>* draw conclusions</li> <li>* identify cause and effect</li> <li>* compare and contrast various elements</li> <li>* identify author's purpose</li> </ul> </li> <li>7. Formulate and research keywords and questions</li> </ol>

to establish a focus and purpose for inquiry.

### **Activities and Assessments:**

1. Discuss Problem and Solution p. 43. Read and the discuss The Storyteller and complete a problem and solution chart together. Assign PB8. Extra practices assign PB12.
2. Introduce vocabulary for Amelia's Road. Draw. Label, and use each word in a sentence on a graphic organizer. Assign PB9.
3. Preview and predict what will happen in the selection. Read and discuss Amelia's Road and ask questions from the TM. Also complete a problem and solution chart together as a class. Assign PB10.
4. Introduce how to use a glossary p.65. Assign PB11.
5. Review making inferences TM65G. Assign PB13
6. Introduce Antonyms and synonyms TM65I. Assign PB14 or have the students come up with their own using a graphic organizer.

Note: See teacher's manual for additional activities.

**Assessment:** Macmillan McGraw Hill Reading Practice Workbook pages and unit test. Workbook pages and unit test assess setting, vocabulary, comprehension, sequence, problem and solution, story elements, make inference, multiple meaning words, synonyms, antonyms

### **Resources:**

McGraw Hill 2003

McGraw Hill Reading Practice Book

<b>Phelps County R3</b>	<b>Board Approved Date:</b> <b>Modification Date:</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> Fourth Grade
<b>Unit:</b> Unit 1 Sarah, Plain and Tall McGraw Hill 2003	<b>Duration:</b> 1 Week
<b>Show-Me Standards Content:</b> CA 2, 3, 7 <b>Show-Me Standards Process:</b> 1.5, 1.6, 2.4, 3.1, 3.5	
<b>Grade Level Expectations:</b> Reading 1D,1E,1H,2A,2C,3A,3C, Information Literacy 1A	
<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>• Develop and apply skills and strategies to the reading process.</li> <li>• Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.</li> <li>• Develop and apply effective research process skills to gather, analyze and evaluate information.</li> </ul>	<p><b>Performance Indicators(Local Objective):</b></p> <ol style="list-style-type: none"> <li>1. Apply decoding strategies to “problem-solve” unknown words when reading.</li> <li>2. Develop vocabulary through text, using context clues glossary and dictionary.</li> <li>3. Apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> <li>* access prior knowledge</li> <li>* preview</li> <li>* predict</li> <li>* set a purpose for reading</li> </ul> </li> <li>4. During reading, utilize strategies to <ul style="list-style-type: none"> <li>* self-question and correct</li> <li>* infer</li> <li>* visualize</li> </ul> </li> <li>5. Apply post-reading skills to comprehend text <ul style="list-style-type: none"> <li>* reflect</li> <li>* analyze</li> <li>* draw conclusions</li> <li>* summarize</li> </ul> </li> <li>6. Use details from text to <ul style="list-style-type: none"> <li>* make inferences about setting, character traits, problem and solution and story events</li> <li>* make predictions</li> <li>* draw conclusions</li> <li>* identify cause and effect</li> <li>* compare and contrast various elements</li> <li>* identify author's purpose</li> </ul> </li> <li>7. Identify and explain connections between text ideas and the world by demonstrating an awareness that</li> </ol>

literature reflects a **cultural** and **historic time frame**.  
8. Formulate and research keywords and questions to establish a focus and purpose for inquiry.

### **Activities and Assessments:**

1. Introduce story elements to the class-Notebook presentation, assign PB 15
2. Introduce vocabulary TM68B-C. Assign draw, label, and define each word using a graphic organizer. Extra assign PB16
3. Preview and predict Sarah, Plain and Tall.
4. Read and discuss the story together. Ask the discussion questions in the TM as we read together. Assign Comprehension Check PB17
5. Review story elements, assign PB19
6. Review problem and solution-Notebook presentation, assign PB20
7. Review synonyms and antonyms TM93I-J, Notebook presentation, assign PB21.

Note: See teacher's manual for additional activities.

**Assessment:** Macmillan McGraw Hill Reading Practice Workbook pages and unit test. Workbook pages and unit test assess setting, vocabulary, comprehension, sequence, problem and solution, story elements, make inference, multiple meaning words, synonyms, antonyms

### **Resources:**

McGraw Hill 2003

McGraw Hill Reading Practice Book

<b>Phelps County R3</b>	<b>Board Approved Date:</b> <b>Modification Date:</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> Fourth Grade
<b>Unit:</b> Family Pictures Scott Foreman Reading (2004)	<b>Duration:</b> 1 Week
<b>Show-Me Standards Content:</b> CA 2, 3, 7 <b>Show-Me Standards Process:</b> 1.5, 1.6, 2.4, 3.1, 3.5	
<b>Grade Level Expectations:</b> Reading 1C, 1E, 1F, 1G, 1H, 1I, 2C Information Literacy 1A	
<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>• Develop and apply skills and strategies to the reading process.</li> <li>• Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.</li> <li>• Develop and apply effective research process skills to gather, analyze and evaluate information.</li> </ul>	<p><b>Performance Indicators(Local Objective):</b></p> <ol style="list-style-type: none"> <li>1. Apply decoding strategies to “problem-solve” unknown words when reading.</li> <li>2. Develop vocabulary through text, using context clues glossary and dictionary.</li> <li>3. Apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> <li>* access prior knowledge</li> <li>* preview</li> <li>* predict</li> <li>* set a purpose for reading</li> </ul> </li> <li>4. During reading, utilize strategies to <ul style="list-style-type: none"> <li>* self-question and correct</li> <li>* infer</li> <li>* visualize</li> </ul> </li> <li>5. Apply post-reading skills to comprehend text <ul style="list-style-type: none"> <li>* reflect</li> <li>* analyze</li> <li>* draw conclusions</li> <li>* summarize</li> </ul> </li> <li>6. Use details from text to <ul style="list-style-type: none"> <li>* make inferences about setting, character traits, problem and solution and story events</li> <li>* make predictions</li> <li>* draw conclusions</li> <li>* identify cause and effect</li> <li>* compare and contrast various elements</li> <li>* identify author's purpose</li> </ul> </li> <li>7. Identify and explain connections between text ideas and the world by demonstrating an awareness that literature reflects a <b>cultural</b> and <b>historic time frame</b>.</li> <li>8. Formulate and research keywords and questions to establish a focus and purpose for inquiry.</li> </ol>

### **Activities and Assessments:**

1. Discuss Author's Purpose with the class. Read p. 96-97 and discuss the author's purpose for writing *Painting – Mist and Fog*. Have students complete workbook page 31. (For more practice on author's purpose do workbook p 33) Discuss the vocabulary for *Family Pictures* (teacher's manual p. 98b). Review with the class how to use a dictionary to find unknown words. Go over the directions with the class and then assign workbook p. 32.
  2. As a class, preview the story and make predictions. (This could be done in a literature journal.) Discuss the author's purpose for writing. Read the story (p98-113). Be sure to point out cultural differences as you read this story. Also discuss the artwork found in this story.
  3. After reading, summarize the story as a class and have students reflect back on their earlier predictions and decide if they were right or wrong. Have them complete the selection test (workbook p. 35-36).
  4. Review fact and opinion and go over common word patterns. Assign workbook p 37-38.
  5. (p. 951 in Teacher's Manual). Go over outlining with the class. Do workbook p. 29-30 together.
  6. Discuss with class the way the author chose to include pictures to clarify what she was saying. Pass out book pages and scoring guide. Explain directions for completing their own *Family Pictures* book. Go over scoring guide so that students know what is expected of them.
- Note: See teacher's manual for additional activities.

**Assessment:** Scott Foresman Reading Practice Workbook pages21-30, and unit test. Workbook pages and selection test assess author's purpose, vocabulary, comprehension, fact and opinion, and common word patterns.

Scoring guide for student's *Family Pictures* book.

### **Resources:**

Scott Foresman Reading, Seeing is Believing (2004)

Scott Foresman Reading Practice Book

Book pages for student written book.

Scoring Guide

<b>Phelps County R3</b>	<b>Board Approved Date:</b>  <b>Modification Date:</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> Fourth Grade
<b>Unit:</b> Unti 1 Seal Journey  McGraw Hill 2003	<b>Duration:</b> 1 Week
<b>Show-Me Standards Content: CA 2, 3, 7</b> <b>Show-Me Standards Process: 1.5, 1.6, 3.5</b>	
<b>Grade Level Expectations:</b> Reading 1C,1E,1G,1H,2A,2C,3A,3C    Information Literacy 1A	
<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>• Develop and apply skills and strategies to the reading process.</li> <li>• Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.</li> <li>• Develop and apply effective research process skills to gather, analyze and evaluate information.</li> </ul>	<b>Performance Indicators(Local Objective):</b> <ol style="list-style-type: none"> <li>1. Apply decoding strategies to “problem-solve” unknown words when reading.</li> <li>2. Develop vocabulary through text, using context clues glossary and dictionary.</li> <li>3. Apply pre-reading strategies to aid comprehension           <ul style="list-style-type: none"> <li>* access prior knowledge</li> <li>* preview</li> <li>* predict</li> <li>* set a purpose for reading</li> </ul> </li> <li>4. During reading, utilize strategies to           <ul style="list-style-type: none"> <li>* self-question and correct</li> <li>* infer</li> <li>* visualize</li> </ul> </li> <li>5. Apply post-reading skills to comprehend text           <ul style="list-style-type: none"> <li>* reflect</li> <li>* analyze</li> <li>* draw conclusions</li> <li>* summarize</li> </ul> </li> <li>6. Use details from text to           <ul style="list-style-type: none"> <li>* make inferences about setting, character traits, problem and solution and story events</li> <li>* make predictions</li> <li>* draw conclusions</li> <li>* identify cause and effect</li> <li>* compare and contrast various elements</li> <li>* identify author's purpose</li> </ul> </li> </ol>

7. Locate interpret and apply information in title, table of contents and glossary.

8. Identify and explain connections between text ideas and the world by demonstrating awareness that literature reflects a **cultural** and **historic time frame**.

8. Formulate and research keywords and questions to establish a focus and purpose for inquiry.

### **Activities and Assessments:**

1. Introduce main idea-Notebook presentation, assign PB22.
2. Introduce vocabulary TM96B-C. Assign draw, label, and define vocabulary words on a graphic organizer. Assign PB23
3. Preview and predict Seal Journey p.96.
4. Read and ask discussion questions from the TM as you read Seal Journey together. Assign comprehension check PB24.
5. Review main idea TM117E or Notebook presentation, assign PB26.
6. Review make inferences TM117G or Notebook presentation, assign PB27.
7. Review multiple meaning words TM117I or Notebook presentation, assign PB28

Extra activities: p.115 or [studyisland.com](http://studyisland.com)

**Assessment:** Macmillan McGraw Hill Reading Practice Workbook pages and unit test. Workbook pages and unit test assess setting, vocabulary, comprehension, sequence, problem and solution, story elements, make inference, multiple meaning words, synonyms, antonyms, main idea

### **Resources:**

McGraw Hill 2003

McGraw Hill Reading Practice Book

<b>Phelps County R3</b>	<b>Board Approved Date: 4/19/2006</b> <b>Modification Date:</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> Fourth Grade
<b>Unit:</b> Addie In Charge  Scott Foresman Reading (2004)	<b>Duration:</b> 1 Week
<b>Show-Me Standards Content: CA 2, 3, 7</b> <b>Show-Me Standards Process: 1.5, 1.6, 3.5</b>	
<b>Grade Level Expectations:</b> Reading 1C, 1E, 1F, 1G, 1H, 1I, 2A, 2C    Information Literacy 1A	
<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>• Develop and apply skills and strategies to the reading process.</li> <li>• Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.</li> <li>• Develop and apply effective research process skills to gather, analyze and evaluate information.</li> </ul>	<b>Performance Indicators(Local Objective):</b> <ol style="list-style-type: none"> <li>1. Apply decoding strategies to “problem-solve” unknown words when reading.</li> <li>2. Develop vocabulary through text, using context clues glossary and dictionary.</li> <li>3. Apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> <li>• access prior knowledge</li> <li>• preview</li> <li>• predict</li> <li>• set a purpose for reading</li> </ul> </li> <li>4. During reading, utilize strategies to <ul style="list-style-type: none"> <li>• self-question and correct</li> <li>• infer</li> <li>• visualize</li> </ul> </li> <li>5. Apply post-reading skills to comprehend text <ul style="list-style-type: none"> <li>• reflect</li> <li>• analyze</li> <li>• draw conclusions</li> <li>• summarize</li> </ul> </li> <li>6. Use details from text to <ul style="list-style-type: none"> <li>• make inferences about setting, character traits, problem and solution and story events</li> <li>• make predictions</li> <li>• draw conclusions</li> <li>• identify cause and effect</li> <li>• compare and contrast various elements</li> </ul> </li> </ol>

- identify author's purpose

7. Locate interpret and apply information in title, table of contents and glossary.
8. Identify and explain connections between text ideas and the world by demonstrating an awareness that literature reflects a **cultural and historic time frame**.
9. Formulate and research keywords and questions to establish a focus and purpose for inquiry.

### Activities and Assessments:

1. Discuss Character with the class (p 135a in T.M.). Read p. 116-117 and discuss the characters in *Ma On the Prairie*. Have students complete workbook page 41. (For more practice on character do workbook p 43) Discuss the vocabulary for *Addie in Charge* (teacher's manual p. 118b). Review with the class how to use a dictionary to find unknown words. Go over the directions with the class and then assign workbook p. 42.
2. As a class, preview the story and make predictions. (This could be done in a literature journal.) Discuss the author's purpose for writing. Read the story (p118-131). Be sure to compare the differences between 1800's and today as you read this story.
3. After reading, summarize the story as a class and have students reflect back on their earlier predictions and decide if they were right or wrong. Have them complete the selection test (workbook p. 45-46).
4. Discuss theme (p. 135b in T.M.) and go over three letter blends. Assign workbook p 47-48.
5. Go over parts of a book with the class (p. 1351 in Teacher's Manual) . To assess understanding do workbook p. 49-50.
6. Have students complete online activity at [http://www.sfreeding.com/4/u1\\_addie/index.html](http://www.sfreeding.com/4/u1_addie/index.html)

Note: See teacher's manual for additional activities.

**Assessment:** Scott Foresman Reading Practice Workbook pages 41-50, and unit test. Workbook pages and selection test assess character, vocabulary, comprehension, theme, and three letter blends.

Completed Internet worksheet.

Other skills assessed by teacher observation.

## Resources:

Scott Foresman Reading, Seeing is Believing (2004)

Scott Foresman Reading Practice Book

Internet Worksheet

**Relevant Links:** [http://www.sfreading.com/4/u1\\_addie/index.html](http://www.sfreading.com/4/u1_addie/index.html)

<b>Phelps County R3</b>	<b>Board Approved Date: 4/19/2006</b> <b>Modification Date:</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> Fourth Grade
<b>Unit:</b> From <i>The Cricket In Times Square</i> Scott Foresman Reading (2004)	<b>Duration:</b> 1 Week
<b>Show-Me Standards Content: CA 2, 3, 7</b> <b>Show-Me Standards Process: 1.5, 1.6, 2.4, 3.1, 3.5</b>	
<b>Grade Level Expectations:</b> Reading 1C, 1D, 1E, 1F, 1G, 1H, 1I, 2C, 3A    Information Literacy 2A	
<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>• Develop and apply skills and strategies to the reading process.</li> <li>• Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.</li> <li>• Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times.</li> <li>• Develop and apply effective skills and strategies to analyze and evaluate oral and visual media.</li> </ul>	<b>Performance Indicators(Local Objective):</b> <ol style="list-style-type: none"> <li>1. Apply decoding strategies to “problem-solve” unknown words when reading.</li> <li>2. Read grade-level instructional text           <ul style="list-style-type: none"> <li>• with fluency, accuracy and expression</li> <li>• adjusting reading rate to difficulty and type of text</li> <li>• Develop vocabulary through text, using context clues glossary and dictionary.</li> </ul> </li> <li>3. Apply pre-reading strategies to aid comprehension           <ul style="list-style-type: none"> <li>• access prior knowledge</li> <li>• preview</li> <li>• predict</li> <li>• set a purpose for reading</li> </ul> </li> <li>4. During reading, utilize strategies to           <ul style="list-style-type: none"> <li>• self-question and correct</li> <li>• infer</li> <li>• visualize</li> </ul> </li> <li>5. Apply post-reading skills to comprehend text           <ul style="list-style-type: none"> <li>• reflect</li> <li>• analyze</li> <li>• draw conclusions</li> <li>• summarize</li> </ul> </li> <li>6. Identify and explain connections between           <ul style="list-style-type: none"> <li>• text ideas ---information and relationships in various fiction and non-fiction works.</li> <li>• Use details from text to</li> <li>• make inferences about setting, character traits, problem and solution and story events</li> </ul> </li> </ol>

- make predictions
  - draw conclusions
  - identify cause and effect
  - compare and contrast various elements
  - identify author's purpose
7. Apply information in illustrations, title, chapter headings, table of contents, glossary, charts, diagrams, graphs, glossary, captions and maps to comprehend text.
  8. Identify and explain intended messages conveyed through oral and visual media.

### **Activities and Assessments:**

1. Discuss visualizing with the class. Remind students that visualizing means to form a picture in your mind as you read. As they read they should look for details that tell how things look, smell, sound, taste, and feel. Read p. 146-147 *Caught in the Kitchen* discussing visual cues that are used in the story. Have students complete workbook page 51. (For more practice on visualizing do workbook p 53) Discuss the vocabulary for *The Cricket In Times Square*. Review with the class how to use a dictionary to find unknown words. Go over the directions for workbook p 52 with class.
2. As a class, preview the story and make predictions. Discuss the author's purpose for writing it. Read the story (p148-163). Do Comprehension Check together.
3. After reading summarize the story as a class and have students reflect back on their earlier predictions and decide if they were right or wrong. Have them complete the selection test (workbook p. 55-56).
4. Discuss with the class the distinguishing characteristics of a fable. Preview *The country Mouse and the City Mouse* p. 165-167. Have students look for similarities between the adventures of Chester Cricket and those of Country Mouse. Ask students if they think Chester Cricket would agree with the moral of this fable and have them give evidence to support their answer. Assign workbook page 57.
5. See page 1671 in Teacher's Manual for directions on using Newspapers/Magazines/Periodicals. Assign workbook page 59-60.
6. In the computer lab have students go to [www.sfreading.com](http://www.sfreading.com) and go over directions to complete activity. Be sure to discuss with students how to identify the intended message and the validity of information found on the internet. Give students the worksheet and have them complete the internet activity.

Note: See teacher's manual for additional activities.

**Assessment:** Scott Foresman Reading Practice Workbook pages and unit test. Workbook pages and selection test assess visualizing, vocabulary, comprehension, making judgments, diphthongs, and using newspapers/Magazines/Periodicals.

**Resources:**

Scott Foresman Reading, Seeing is Believing (2004)

Scott Foresman Reading Practice Book

Internet access [www.sfreading.com](http://www.sfreading.com)

Worksheet *What is Beneath a City Sidewalk?*

<b>Phelps County R3</b>	<b>Board Approved Date:</b>  <b>Modification Date:</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> Fourth Grade
<b>Unit:</b> <i>Big-City Dream</i>  Scott Foresman Reading (2004)	<b>Duration:</b> 1 Week
<b>Show-Me Standards Content:</b> CA 2, 3, 7 <b>Show-Me Standards Process:</b> 1.5, 1.6, 2.4, 3.1, 3.5	
<b>Grade Level Expectations:</b> Reading 1C, 1D, 1E, 1F, 1G, 1H, 2C, 3A    Information Literacy 2A	
<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>• Develop and apply skills and strategies to the reading process.</li> <li>• Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.</li> <li>• Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times.</li> <li>• Develop and apply effective skills and strategies to analyze and evaluate oral and visual media.</li> </ul>	<p><b>Performance Indicators(Local Objective):</b></p> <ol style="list-style-type: none"> <li>1. Apply decoding strategies to “problem-solve” unknown words when reading grade-level instructional text <ul style="list-style-type: none"> <li>• with fluency, accuracy and expression</li> <li>• adjusting reading rate to difficulty and type of text</li> </ul> </li> <li>2. Develop vocabulary through text, using context clues glossary and dictionary.</li> <li>3. Apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> <li>• access prior knowledge</li> <li>• preview</li> <li>• predict</li> <li>• set a purpose for reading</li> </ul> </li> <li>4. During reading, utilize strategies to <ul style="list-style-type: none"> <li>• self-question and correct</li> <li>• infer</li> <li>• visualize</li> </ul> </li> <li>5. Apply post-reading skills to comprehend text <ul style="list-style-type: none"> <li>• reflect</li> <li>• analyze</li> <li>• draw conclusions</li> <li>• summarize</li> </ul> </li> <li>6. Use details from text to <ul style="list-style-type: none"> <li>• make inferences about setting, character traits, problem and solution and story events</li> <li>• make predictions</li> <li>• draw conclusions</li> <li>• identify cause and effect</li> <li>• compare and contrast various elements</li> </ul> </li> </ol>

- identify author's purpose
7. Apply information in illustrations, title, chapter headings, table of contents, glossary, charts, diagrams, graphs, glossary, captions and maps to comprehend text.
  8. Identify and explain intended messages conveyed through oral and visual media.

### Activities and Assessments

1. Discuss cause and effect with the class (teacher's manual p. 193a for additional help). Remind students that a cause is why something happened and an effect is what happened. As they read they should look for clue words to help them figure out what happened and why. Read p. 168-169 *Super Cooper Scoopers* discussing causes and effects and the clue words that are used in the story. Have students complete workbook page 61. (For more practice on cause and effect do workbook p 63) Discuss the vocabulary for *A Big-City Dream* (teacher's manual p. 170b). Review with the class how to use a dictionary to find unknown words. Go over the directions for workbook p 62 with class.
2. As a class, preview the story and make predictions. Discuss the author's purpose for writing it. Read the story (p170-188). Do Comprehension Check together on page 189.
3. After reading summarize the story as a class and have students reflect back on their earlier predictions and decide if they were right or wrong. Have them complete the selection test (workbook p. 65-66).
4. Discuss with the class how to read a magazine article. Preview *River of Grass* p. 190-193. Have students ask questions as they read using headings and pictures to help them form their questions.
5. Review comparing and contrasting (teacher's manual p. 193b). Assign workbook page 67.
6. Go over consonant sounds for c and g. Remind students that these letters can make either hard or soft sounds. Assign workbook page 68.
7. See page 1931 in Teacher's Manual for directions on using *Technology: Locate/Collect Information/Telephone Directory*. Assign workbook page 69-70.
8. In the computer lab have students go to [www.sfreading.com](http://www.sfreading.com) and go over directions to complete activity. Be sure to discuss with students how to identify the intended message and the validity of information found on the internet. Give students the worksheet and have them complete the internet activity.

Note: See teacher's manual for additional activities.

**Assessment:** Scott Foresman Reading Practice Workbook pages and unit test. Workbook pages and selection test assess cause and effect, vocabulary, comprehension, compare-contrast, phonics, and using a telephone directory both hardcopy and internet.

**Resources:**

Scott Foresman Reading, Seeing is Believing (2004)

Scott Foresman Reading Practice Book

Internet access [www.sfreading.com](http://www.sfreading.com)

Worksheet *Decide if a garden would be a good school or home project.*

<b>Phelps County R3</b>	<b>Board Approved Date: 4/19/2006</b> <b>Modification Date: 3/27/2006</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> Fourth Grade
<b>Unit:</b> <i>I Love Guinea Pigs</i> (p197-208) Scott Foresman Reading-Seeing Is Believing 2004 Person Education, Inc.	<b>Duration:</b> 1 Week
<b>Show-Me Standards Content: CA 2, 3</b> <b>Show-Me Standards Process: 1.5, 1.6, 2.4, 3.1, 3.5</b>	
<b>Grade Level Expectations:</b> Reading 1C, 1E, 1F, 1G, 1H, 1I, 2C    Listening and Speaking 1A	
<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>• Develop and apply skills and strategies to the reading process.</li> <li>• Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.</li> <li>• Develop and apply effective listening skills and strategies.</li> </ul>	<b>Performance Indicators(Local Objective):</b> <ol style="list-style-type: none"> <li>1. Apply decoding strategies to “problem-solve” unknown words when reading.</li> <li>2. Develop vocabulary through text, using context clues glossary and dictionary.</li> <li>3. Apply pre-reading strategies to aid comprehension, access prior knowledge, preview, predict, and set a purpose for reading.</li> <li>4. During reading, utilize strategies to self-question and correct, infer, visualize, predict and check using cueing systems.</li> <li>5. Apply post-reading skills to comprehend text, question to clarify, reflect, analyze, draw conclusions, summarize and paraphrase.</li> <li>6. Use details from text to make inferences about setting, character traits, problem and solution and story events, make predictions, draw conclusions, identify cause and effect, and identify author's purpose.</li> <li>7. Identify and explain connections between <ul style="list-style-type: none"> <li>•text ideas ---information and relationships in various fiction and non-fiction works</li> <li>•text ideas and own experiences</li> </ul> </li> <li>8. Listen <ul style="list-style-type: none"> <li>•for enjoyment</li> <li>•for information</li> <li>•for directions</li> </ul> </li> </ol>

### **Activities and Assessments:**

1. Discuss text structure with the class (p. 211a in the teacher's manual). Read and discuss *Your Best Friend* (p. 194-195). Assign W.B. p. 71. (For extra practice assign W.B. p.73.)
2. Go over selection vocabulary (p. 196b in teacher's manual). Review with class how to use the dictionary to find the meaning of unknown words. Assign W.B. p 72.
3. Model and discuss various pre-reading strategies with the class. Read *I Love Guinea Pigs* p. 197-208. During reading model self-questioning, making predictions, etc. Ask students various comprehension questions found in teacher's edition.
4. As a class go over comprehension check (p. 209). Assign Selection Test (W.B. p.75-76).
5. Discuss the text structure of Expository Nonfiction with class (p. 211a) and then read *What You Always Wanted To Know About Pets* (p210-211).
6. Discuss Fact and Opinion (p. 211b in teacher's manual). Read, discuss, and assign W.B. p.77.
7. Discuss using charts and tables (p 211I in teacher's manual). For practice assign W.B. p 79-80.
8. For additional activities see Teacher's Manual.

**Assessment:** Workbook pages, student observations, and selection test. Tested objectives include using charts and tables, fact and opinion, text structure, vocabulary, and comprehension.

### **Resources:**

Scott Foresman Reading-Seeing Is Believing  
2004 Person Education, Inc.  
Scott Foresman Reading Practice Book

<b>Phelps County R3</b>	<b>Board Approved Date: 4/19/2006</b> <b>Modification Date:</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> Fourth Grade
<b>Unit:</b> <i>The Swimming Hole</i> (p214-228) Scott Foresman Reading-Seeing Is Believing 2004 Person Education, Inc.	<b>Duration:</b> 1 Week
<b>Show-Me Standards Content: CA 2, 3, 7</b> <b>Show-Me Standards Process: 1.5, 1.6, 2.4, 3.1, 3.5</b>	
<b>Grade Level Expectations:</b> Reading 1C, 1E, 1F, 1G, 1H, 1I, 2C,    Listening and Speaking 1A	
<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>• Develop and apply skills and strategies to the reading process.</li> <li>• Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.</li> <li>• Develop and apply effective listening skills and strategies.</li> </ul>	<b>Performance Indicators(Local Objective):</b> <ol style="list-style-type: none"> <li>1. Apply decoding strategies to “problem-solve” unknown words when reading.</li> <li>2. Develop vocabulary through text, using context clues glossary and dictionary.</li> <li>3. Apply pre-reading strategies to aid comprehension, access prior knowledge, preview, predict, and set a purpose for reading.</li> <li>4. During reading, utilize strategies to self-question and correct, infer, visualize, predict and check using cueing systems.</li> <li>5. Apply post-reading skills to comprehend text, question to clarify, reflect, analyze, draw conclusions, summarize and paraphrase.</li> <li>6. Use details from text to make inferences about setting, character traits, problem and solution and story events, make predictions, draw conclusions, identify cause and effect, and identify author's purpose.</li> <li>7. Identify and explain connections between <ul style="list-style-type: none"> <li>•text ideas ---information and relationships in various fiction and non-fiction works</li> <li>•text ideas and own experiences</li> </ul> </li> <li>8. Listen <ul style="list-style-type: none"> <li>•for enjoyment</li> <li>•for information</li> <li>•for directions</li> </ul> </li> </ol>
<b>Activities and Assessments:</b> <ol style="list-style-type: none"> <li>1. Discuss theme with the class (p. 231a in the teacher’s manual). Read and discuss <i>Ant and Dove</i> (p. 212-213). Assign W.B. p. 81. (For extra practice assign W.B. p.83.)</li> <li>2. Go over selection vocabulary (p. 214b in teacher’s manual). Review with class how to use the dictionary to find the meaning of unknown words. Assign W.B. p 82.</li> <li>3. Model and discuss various pre-reading strategies with the class. Read <i>The Swimming Hole</i> p. 214-228. During reading model self-questioning, making predictions, etc. Ask students various comprehension</li> </ol>	

questions found in teacher's edition.

4. As a class go over comprehension check (p. 229). Assign Selection Test (W.B. p.85-86).
5. Discuss the text structure of a Picture Encyclopedia with class (p. 230) and then read and discuss *Badger Toes and Rabbit Feet*(p230-231). Do Think and Connect (p 231 in Teacher's Manual).
6. Discuss Cause and Effect (p. 231b in teacher's manual). Read, discuss, and assign W.B. p.87.
7. Discuss following directions (p 231I in teacher's manual). For practice assign W.B. p 89-90.
8. For additional activities see Teacher's Manual.

Assessment: Workbook pages, student observations, and selection test. Tested objectives include theme, cause and effect, following directions, text structure, vocabulary, and comprehension.

**Resources:**

Scott Foresman Reading-Seeing Is Believing  
2004 Pearson Education, Inc.

Scott Foresman Reading Practice Book

<b>Phelps County R3</b>	<b>Board Approved Date: 4/19/2006</b> <b>Modification Date:</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> Fourth Grade
<b>Unit:</b> <i>Komodo Dragons</i> (p234-246) Scott Foresman Reading-Seeing Is Believing 2004 Person Education, Inc.	<b>Duration:</b> 1 Week
<b>Show-Me Standards Content: CA 2, 3</b> <b>Show-Me Standards Process: 1.5, 1.6, 2.4, 3.1, 3.5</b>	
<b>Grade Level Expectations:</b> Reading 1C, 1E, 1F, 1G, 1H, 1I, 2C,    Listening and Speaking 1A    Information Literacy 1C	
<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>• Develop and apply skills and strategies to the reading process.</li> <li>• Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.</li> <li>• Develop and apply effective listening skills and strategies.</li> <li>• Develop and apply effective research process skills to gather, analyze and evaluate information.</li> </ul>	<b>Performance Indicators(Local Objective):</b> <ol style="list-style-type: none"> <li>1. Apply decoding strategies to “problem-solve” unknown words when reading.</li> <li>2. Develop vocabulary through text, using context clues glossary and dictionary.</li> <li>3. Apply pre-reading strategies to aid comprehension, access prior knowledge, preview, predict, and set a purpose for reading.</li> <li>4. During reading, utilize strategies to self-question and correct, infer, visualize, predict and check using cueing systems.</li> <li>5. Apply post-reading skills to comprehend text, question to clarify, reflect, analyze, draw conclusions, summarize and paraphrase.</li> <li>6. Use details from text to make inferences about setting, character traits, problem and solution and story events, make predictions, draw conclusions, identify cause and effect, and identify author's purpose.</li> <li>7. Identify and explain connections between <ul style="list-style-type: none"> <li>•text ideas ---information and relationships in various fiction and non-fiction works</li> <li>•text ideas and own experiences</li> </ul> </li> <li>8. Listen <ul style="list-style-type: none"> <li>•for enjoyment</li> </ul> </li> </ol>

- for information
  - for directions
9. Identify relevant information and record main ideas and important details in own words.

### Activities and Assessments:

1. Discuss using context clues during reading with the class (p. 249a in the teacher's manual). Read and discuss *Crocodylians* (p. 232-233). Assign W.B. p. 91. (For extra practice assign W.B. p.93.)
2. Go over selection vocabulary (p. 234b in teacher's manual). Review with class how to use the dictionary to find the meaning of unknown words. Assign W.B. p 92.
3. Model and discuss various pre-reading strategies with the class. Read *Komodo Dragons* p. 234-246. During reading model self-questioning, making predictions, etc. Ask students various comprehension questions found in teacher's edition.
4. As a class go over comprehension check (p. 247). Assign Selection Test (W.B. p.95-96).
5. Do internet activity *Why Are Animals Endangered?* found at [www.sfreading.com](http://www.sfreading.com) .
6. Discuss main idea and supporting details (p. 249b in teacher's manual). Read, discuss, and assign W.B. p.97.
7. Discuss using research skills (p 249I in teacher's manual). For practice assign W.B. p 99-100.
8. For additional activities see Teacher's Manual.

**Assessment:** Workbook pages, student observations, and selection test. Tested objectives include using context clues, main idea-supporting details, using research skills, vocabulary, and comprehension.

### Resources:

Scott Foresman Reading-Seeing Is Believing  
2004 Person Education, Inc.  
Scott Foresman Reading Practice Book  
Worksheet *Why Are Animals Endangered?*  
Computer with Internet access.

<b>Phelps County R3</b>	<b>Board Approved Date: 4/19/2006</b> <b>Modification Date:</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> Fourth Grade
<b>Unit:</b> John Henry (p262-279) Scott Foresman Reading-Seeing Is Believing 2004 Person Education, Inc.	<b>Duration:</b> 1 Week
<b>Show-Me Standards Content: CA 2, 3, 7</b> <b>Show-Me Standards Process: 1.5, 1.6, 2.4, 3.1, 3.5</b>	
<b>Grade Level Expectations:</b> Reading 1C, 1E, 1F, 1G, 1H, 2C    Listening and Speaking 1A	
<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>• Develop and apply skills and strategies to the reading process.</li> <li>• Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.</li> <li>• Develop and apply effective listening skills and strategies.</li> </ul>	<b>Performance Indicators(Local Objective):</b> <ol style="list-style-type: none"> <li>1. Apply decoding strategies to “problem-solve” unknown words when reading.</li> <li>2. Develop vocabulary through text, using context clues glossary and dictionary.</li> <li>3. Apply pre-reading strategies to aid comprehension, access prior knowledge, preview, predict, and set a purpose for reading.</li> <li>4. During reading, utilize strategies to self-question and correct, infer, visualize, predict and check using cueing systems.</li> <li>5. Apply post-reading skills to comprehend text, question to clarify, reflect, analyze, draw conclusions, summarize and paraphrase.</li> <li>6. Use details from text to make inferences about setting, character traits, problem and solution and story events, make predictions, draw conclusions, identify cause and effect, and identify author's purpose.</li> <li>7. Listen <ul style="list-style-type: none"> <li>•for enjoyment</li> <li>•for information</li> <li>•for directions</li> </ul> </li> </ol>
<b>Activities and Assessments:</b> <ol style="list-style-type: none"> <li>1. Discuss making judgments with class. Read <i>Welcome to McBroom’s Farm</i> (p. 260-261). Assign W.B. p. 101. (For extra practice assign W.B. p.103.)</li> <li>2. (p. 262b in teacher’s manual) Go over selection vocabulary. Review with class how to use the dictionary to find the meaning of unknown words. Assign W.B. p 102.</li> <li>3. Model and discuss various pre-reading strategies with class. Read <i>John Henry</i> p. 262-279. During reading model self-questioning, making predictions, etc. Ask students various comprehension questions found in teacher’s edition.</li> <li>4. As a class go over comprehension check (p. 279). Assign Selection Test (W.B. p.105-106).</li> <li>5. Go over <i>How to Read a Poem</i> (p. 280) and then read <i>John Henry</i> (p281).</li> <li>6. Discuss Character. Remind students that sometimes you have to observe how a character acts and how</li> </ol>	

others act to understand a character. Read, discuss, and assign W.B. p.107

7. Review with the class using card catalogs and library database (p 2811 in teacher's manual). For practice assign W.B. p 109-110.

**Assessment:** Workbook pages and selection test. Tested objectives include making judgments, character, reading poetry, vocabulary, and comprehension.

**Resources:**

Scott Foresman Reading-Seeing Is Believing

2004 Person Education, Inc.

Scott Foresman Reading Practice Book

<b>Phelps County R3</b>	<b>Board Approved Date: 4/19/2006</b> <b>Modification Date:</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> Fourth Grade
<b>Unit:</b> <i>Marven of the Great North Woods</i> (p284-300) Scott Foresman Reading-Seeing Is Believing 2004 Person Education, Inc.	<b>Duration:</b> 1 Week
<b>Show-Me Standards Content: CA 2, 3</b> <b>Show-Me Standards Process: 1.5, 1.6, 2.4, 3.1, 3.5</b>	
<b>Grade Level Expectations:</b> Reading 1C, 1E, 1F, 1G, 1H, 1I, 2C, 3D    Listening and Speaking 1A	
<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>• Develop and apply skills and strategies to the reading process.</li> <li>• Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.</li> <li>• Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times</li> <li>• Develop and apply effective listening skills and strategies.</li> </ul>	<b>Performance Indicators(Local Objective):</b> <ol style="list-style-type: none"> <li>1. Apply decoding strategies to “problem-solve” unknown words when reading.</li> <li>2. Develop vocabulary through text, using context clues glossary and dictionary.</li> <li>3. Apply pre-reading strategies to aid comprehension, access prior knowledge, preview, predict, and set a purpose for reading.</li> <li>4. During reading, utilize strategies to self-question and correct, infer, visualize, predict and check using cueing systems.</li> <li>5. Apply post-reading skills to comprehend text, question to clarify, reflect, analyze, draw conclusions, summarize and paraphrase.</li> <li>6. Use details from text to make inferences about setting, character traits, problem and solution and story events, make predictions, draw conclusions, identify cause and effect, and identify author's purpose.</li> <li>7. Identify and explain connections between <ul style="list-style-type: none"> <li>•text ideas ---information and relationships in various fiction and non-fiction works</li> <li>•text ideas and own experiences</li> <li>•text ideas and the world by demonstrating an awareness that literature reflects a <b>culture</b> and <b>historic time frame</b></li> </ul> </li> <li>8. Read and follow three- and four-step directions to complete a task.</li> <li>9. Listen <ul style="list-style-type: none"> <li>•for enjoyment</li> <li>•for information</li> <li>•for directions</li> </ul> </li> </ol>

### **Activities and Assessments:**

1. Discuss drawing conclusions with the class. Remind students that sometimes an author gives information indirectly and you have to use what you know to help you draw a conclusion. Read and discuss *Winter of The Snowshoe Hare* (p. 282-283). Assign W.B. p. 111. (For extra practice assign W.B. p.113.)
2. Go over selection vocabulary (p. 284b in teacher's manual). Review with class how to use the dictionary to find the meaning of unknown words. Assign W.B. p 112.
3. Model and discuss various pre-reading strategies with the class. Read *Marven of the Great North Woods* p. 284-300. During reading model self-questioning, making predictions, etc. Ask students various comprehension questions found in teacher's edition. Also ask students to frequently draw conclusions as they read.
4. As a class go over comprehension check (p. 301). Assign Selection Test (W.B. p.115-116).
5. Go over *How to Read a Math Textbook* (p. 302) and then read *Counting Money* (p281).
6. Discuss using context clues and how they can be used to help you understand unfamiliar words. Remind students that sometimes you can use synonyms and antonyms to help understand unfamiliar words. Read, discuss, and assign W.B. p.117.
7. Review with the class ways to locate and collect information. (p 3031 in teacher's manual). For practice assign W.B. p 119-120.

Assessment: Workbook pages and selection test. Tested objectives include drawing conclusions, using context clues, reading a math textbook, locating and collecting information, vocabulary, and comprehension.

### **Resources:**

Scott Foresman Reading-Seeing Is Believing  
2004 Person Education, Inc.

Scott Foresman Reading Practice Book

<b>Phelps County R3</b>	<b>Board Approved Date: 4/19/2006</b> <b>Modification Date:</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> Fourth Grade
<b>Unit:</b> <i>On The Pampas</i> (p306-320) Scott Foresman Reading-Seeing Is Believing 2004 Person Education, Inc.	<b>Duration:</b> 1 Week
<b>Show-Me Standards Content: CA 2, 3, 7</b> <b>Show-Me Standards Process: 1.5, 1.6, 2.4, 3.1, 3.5</b>	
<b>Grade Level Expectations:</b> Reading 1C, 1E, 1F, 1G, 1H, 1I, 2C,     Listening and Speaking 1A	
<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>• Develop and apply skills and strategies to the reading process.</li> <li>• Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times</li> <li>• Develop and apply effective listening skills and strategies.</li> </ul>	<b>Performance Indicators(Local Objective):</b> <ol style="list-style-type: none"> <li>1. Apply decoding strategies to “problem-solve” unknown words when reading.</li> <li>2. Develop vocabulary through text, using context clues glossary and dictionary.</li> <li>3. Apply pre-reading strategies to aid comprehension, access prior knowledge, preview, predict, and set a purpose for reading.</li> <li>4. During reading, utilize strategies to self-question and correct, infer, visualize, predict and check using cueing systems.</li> <li>5. Apply post-reading skills to comprehend text, question to clarify, reflect, analyze, draw conclusions, summarize and paraphrase.</li> <li>6. Use details from text to make inferences about setting, character traits, problem and solution and story events, make predictions, draw conclusions, identify cause and effect, and identify author's purpose.</li> <li>7. Identify and explain connections between <ul style="list-style-type: none"> <li>•text ideas ---information and relationships in various fiction and non-fiction works</li> <li>•text ideas and own experiences</li> <li>•text ideas and the world by demonstrating an awareness that literature reflects a <b>culture</b> and <b>historic time frame</b></li> </ul> </li> <li>8. Listen <ul style="list-style-type: none"> <li>•for enjoyment</li> <li>•for information</li> <li>•for directions</li> </ul> </li> </ol>
<b>Activities and Assessments:</b> <ol style="list-style-type: none"> <li>1. Discuss making generalizations with the class. Remind students that a generalization is a broad statement or rule that applies to many examples and that often clue words are used to signal generalizations. Read and discuss <i>Salmon for All</i> (p. 304-305). Assign W.B. p. 121. (For extra practice assign W.B. p.123.)</li> </ol>	

2. Go over selection vocabulary (p. 306b in teacher's manual). Review with class how to use the dictionary to find the meaning of unknown words. Assign W.B. p 122.
3. Model and discuss various pre-reading strategies with the class. Read *On The Pampas* p. 306-320. During reading model self-questioning, making predictions, etc. Ask students various comprehension questions found in teacher's edition.
4. As a class go over comprehension check (p. 321). Assign Selection Test (W.B. p.125-126).
5. Go over strategies for reading non-fiction text (p. 322) and then read *A Closer Look at Argentina* (p322-323).
6. Review using context clues and how they can be used to help you understand unfamiliar words. Remind students that sometimes you can use synonyms and antonyms to help understand unfamiliar words. Read, discuss, and assign W.B. p.127.
7. Discuss with the class how to evaluate information and then draw conclusions. (p 3231 in teacher's manual). For practice assign W.B. p 129-130.

Assessment: Workbook pages and selection test. Tested objectives include making generalizations, using context clues, reading non-fiction text, evaluating information/drawing conclusions, vocabulary, and comprehension.

**Resources:**

Scott Foresman Reading-Seeing Is Believing  
2004 Person Education, Inc.  
Scott Foresman Reading Practice Book

<b>Phelps County R3</b>	<b>Board Approved Date:</b>  <b>Modification Date:</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> Fourth Grade
<b>Unit:</b> <i>Justin and the Best Biscuits in the World (p.134-155)</i> Macmillan McGraw-Hill 2003 AR Testable	<b>Duration:</b> 1 Week
<b>Show-Me Standards Content: CA 2, 3</b> <b>Show-Me Standards Process: 1.5, 1.6, 2.4, 3.1, 3.5</b>	
<b>Grade Level Expectations:</b> Reading 1C, 1E, 1F, 1G, 1H, 1I, 2C    Listening and Speaking 1A	
<b>Benchmarks:</b> 1. Develop and apply skills and strategies to the reading process.  2. Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.  3. Develop and apply effective listening skills and strategies.	<b>Performance Indicators(Local Objective):</b> 1. Apply decoding strategies to “problem-solve” unknown words when reading.  2. Develop vocabulary through text, using context clues glossary and dictionary.  3. Apply pre-reading strategies to aid comprehension, access prior knowledge, and preview, predict, and set a purpose for reading.  4. During reading, utilize strategies to self-question and correct, infer, visualize, predict and check using cueing systems.  5. Apply post-reading skills to comprehend text, question to clarify, reflect, analyze, draw conclusions, summarize and paraphrase.  6. Use details from text to make inferences about setting, character traits, problem and solution and story events, make predictions, draw conclusions, identify cause and effect, and identify author's purpose.  7. Identify and explain connections between <ul style="list-style-type: none"> <li>•text ideas ---information and relationships in various fiction and non-fiction works</li> <li>•text ideas and own experiences</li> </ul> 8. Listen <ul style="list-style-type: none"> <li>•for enjoyment</li> <li>•for information</li> <li>•for directions</li> </ul>

### **Activities and Assessments:**

1. Discuss making predictions with the class TM133A. Remind students that making predictions means to tell what you think might happen and that sometimes you have to rely on your personal knowledge to help you. Read and discuss *King of the Cowboys* (p. 133). Assign PB38.
2. Go over selection vocabulary TM134B-C. Review with class how to use the dictionary to find the meaning of unknown words. Assign PB39. Extra-draw, label and define each word or use each word in a sentence.
3. Model and discuss various pre-reading strategies with the class. Read *Justin and the Best Biscuits in the World* (p. 134-155). During reading model self-questioning, making predictions, etc. Ask students various comprehension questions found in teacher's edition. Also ask students to frequently make predictions as they read. (predict and infer graphic organizer)
4. As a class go over comprehension check (p. 154). Students reread selection independently. Assign Selection Test (PB40).
5. Review Making Predictions TM157E. Extra practice PB42.
6. Introduce Form Generalizations TM157G. Extra practice PB43.
7. Introduce Context Clues TM157I. Assign PB44.

Assessment: Workbook pages and selection test. Tested objectives include making predictions, form generalizations, context clues, vocabulary, and comprehension.

#### Spelling

Syllable Patterns TM157O-P

Day 1: Introduce new words/pretest. Assign PB34.

Day 2: Explore the Pattern PB35/Review Game

Day3: Study with a buddy, PB36, pretest

Day 4: Review game, proofread and write PB37

Day 5: Review game/test retakes

### **Resources:**

Macmillan McGraw-Hill Reading Practice Book, Teacher's Manuel

Predict and Infer Graphic Organizer-jump drive

Extra: Notebook presentations/activities at Smart Exchange

<b>Phelps County R3</b>	<b>Board Approved Date: 4/19/2006</b> <b>Modification Date:</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> Fourth Grade
<b>Unit:</b> <i>Rikki-Tikki-Tavi</i> (p346-363) Scott Foresman Reading-Seeing Is Believing 2004 Person Education, Inc.	<b>Duration:</b> 1 Week
<b>Show-Me Standards Content: CA 2, 3, 7</b> <b>Show-Me Standards Process: 1.5, 1.6, 2.4, 3.1, 3.5</b>	
<b>Grade Level Expectations:</b> Reading 1C, 1E, 1F, 1G, 1H, 1I, 2C    Listening and Speaking 1A	
<b>Benchmarks</b> <ul style="list-style-type: none"> <li>• Develop and apply skills and strategies to the reading process.</li> <li>• Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.</li> <li>• Develop and apply effective listening skills and strategies.</li> </ul>	<b>Performance Indicators(Local Objective):</b> <ol style="list-style-type: none"> <li>1. Apply decoding strategies to “problem-solve” unknown words when reading.</li> <li>2. Develop vocabulary through text, using context clues glossary and dictionary.</li> <li>3. Apply pre-reading strategies to aid comprehension, access prior knowledge, preview, predict, and set a purpose for reading.</li> <li>4. During reading, utilize strategies to self-question and correct, infer, visualize, predict and check using cueing systems.</li> <li>5. Apply post-reading skills to comprehend text, question to clarify, reflect, analyze, draw conclusions, summarize and paraphrase.</li> <li>6. Use details from text to make inferences about setting, character traits, problem and solution and story events, make predictions, draw conclusions, identify cause and effect, and identify author's purpose.</li> <li>7. Identify and explain connections between <ul style="list-style-type: none"> <li>•text ideas ---information and relationships in various fiction and non-fiction works</li> <li>•text ideas and own experiences</li> </ul> </li> <li>8. Listen <ul style="list-style-type: none"> <li>•for enjoyment</li> <li>•for information</li> <li>•for directions</li> </ul> </li> </ol>
<b>Activities and Assessments:</b> <ol style="list-style-type: none"> <li>1. Discuss drawing conclusions with the class (p. 365a in the teacher’s manual). Read and discuss <i>Another Death on the Ranch</i> (p. 344-345). Assign W.B. p. 141. (For extra practice assign W.B. p.143.)</li> <li>2. Go over selection vocabulary (p. 364b in teacher’s manual). Review with class how to use the dictionary to find the meaning of unknown words. Assign W.B. p 142.</li> <li>3. Model and discuss various pre-reading strategies with the class. Discuss personification with the class (p365k in teacher’s manual). Read <i>Rikki-Tikki-Tavi</i> p. 346-363. During reading model self-questioning,</li> </ol>	

making predictions, etc. Ask students various comprehension questions found in teacher's edition. Also ask students to frequently draw conclusions and point out examples of personification as they read.

4. As a class go over comprehension check (p. 363). Assign Selection Test (W.B. p.145-146).

5. Go over text structure of a picture encyclopedia. (p. 364-365) and then read Eyewitness *The Deadly Cobra* (p364-365).

6. Review making judgments with the class (p. 365b in teacher's manual). Read, discuss, and assign W.B. p.147.

7. Discuss schedules with the class. (p 3651 in teacher's manual). For practice assign W.B. p 149-150.

Assessment: Workbook pages and selection test. Tested objectives include making predictions, using an Almanac, drawing conclusions, vocabulary, and comprehension.

#### **Resources:**

Scott Foresman Reading-Seeing Is Believing

2004 Person Education, Inc.

Scott Foresman Reading Practice Book

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<b>Phelps County R3</b>	<b>Board Approved Date: 4/19/2006</b> <b>Modification Date:</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> Fourth Grade
<b>Unit:</b> <i>Half-Chicken</i> (p378-391) Scott Foresman Reading-Seeing Is Believing 2004 Person Education, Inc.	<b>Duration:</b> 1 Week
<b>Show-Me Standards Content: CA 2, 3, 7</b> <b>Show-Me Standards Process: 1.5, 1.6, 2.4, 3.1, 3.5</b>	
<b>Grade Level Expectations:</b> Reading 1C, 1E, 1F, 1G, 1H, 1I, 2C    Listening and Speaking 1A	
<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>• Develop and apply skills and strategies to the reading process.</li> <li>• Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.</li> <li>• Develop and apply effective listening skills and strategies.</li> </ul>	<b>Performance Indicators(Local Objective):</b> <ol style="list-style-type: none"> <li>1. Apply decoding strategies to “problem-solve” unknown words when reading.</li> <li>2. Develop vocabulary through text, using context clues glossary and dictionary.</li> <li>3. Apply pre-reading strategies to aid comprehension, access prior knowledge, preview predict, and set a purpose for reading.</li> <li>4. During reading, utilize strategies to self-question and correct, infer, visualize, predict and check using cueing systems.</li> <li>5. Apply post-reading skills to comprehend text, question to clarify, reflect, analyze, draw conclusions, summarize and paraphrase.</li> <li>6. Use details from text to make inferences about setting, character traits, problem and solution and story events, make predictions, draw conclusions, identify cause and effect, and identify author's purpose.</li> <li>7. Identify and explain connections between <ul style="list-style-type: none"> <li>•text ideas ---information and relationships in various fiction and non-fiction works</li> <li>•text ideas and own experiences</li> </ul> </li> <li>8. Listen <ul style="list-style-type: none"> <li>•for enjoyment</li> <li>•for information</li> <li>•for directions</li> </ul> </li> </ol>
<b>Activities and Assessments:</b> <ol style="list-style-type: none"> <li>1. Discuss paraphrasing with the class (p. 393a in the teacher’s manual). Read and discuss <i>Blue Jay Takes the Heat</i> (p. 376-377). Assign W.B. p. 151. (For extra practice assign W.B. p.153.)</li> <li>2. Go over selection vocabulary (p. 378b in teacher’s manual). Review with class how to use the dictionary to find the meaning of unknown words. Assign W.B. p 152.</li> <li>3. Model and discuss various pre-reading strategies with the class. Discuss making predictions (p393b in teacher’s manual). Read <i>Half-Chicken</i> p.378-391. During reading model self-questioning, making</li> </ol>	

predictions, etc. Ask students various comprehension questions found in teacher's edition. Also ask students to frequently make predictions and paraphrase as they read.

4. As a class go over comprehension check (p. 391). Assign Selection Test (W.B. p.155-156).
5. Go over text structure of a picture encyclopedia. (p. 364-365) and then read Eyewitness *Chicken Farming* (p.392-393).
6. Review making predictions with the class (p. 393b in teacher's manual). Read, discuss, and assign W.B. p.157.
7. Discuss using a Thesaurus/Synonym Finder with the class. (p 3931 in teacher's manual). For practice assign W.B. p 159-160.

**Assessment:** Workbook pages and selection test. Tested objectives include paraphrasing, using a Thesaurus, making predictions, vocabulary, and comprehension.

**Resources:**

Scott Foresman Reading-Seeing Is Believing  
2004 Person Education, Inc.  
Scott Foresman Reading Practice Book

<b>Phelps County R3</b>	<b>Board Approved Date: 4/19/2006</b> <b>Modification Date:</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> Fourth Grade
<b>Unit:</b> <i>Blame It On The Wolf</i> (p396-417) Scott Foresman Reading-Seeing Is Believing 2004 Person Education, Inc.	<b>Duration:</b> 1 Week
<b>Show-Me Standards Content: CA 2, 3, 7</b> <b>Show-Me Standards Process: 1.5, 1.6, 2.4, 3.1, 3.5</b>	
<b>Grade Level Expectations:</b> Reading 1C, 1E, 1F, 1G, 1H, 1I, 2C    Listening and Speaking 1A	
<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>• Develop and apply skills and strategies to the reading process.</li> <li>• Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.</li> <li>• Develop and apply effective listening skills and strategies.</li> </ul>	<b>Performance Indicators(Local Objective):</b> <ol style="list-style-type: none"> <li>1. Apply decoding strategies to “problem-solve” unknown words when reading.</li> <li>2. Develop vocabulary through text, using context clues glossary and dictionary.</li> <li>3. Apply pre-reading strategies to aid comprehension, access prior knowledge, preview, predict, and set a purpose for reading.</li> <li>4. During reading, utilize strategies to self-question and correct, infer, visualize, predict and check using cueing systems.</li> <li>5. Apply post-reading skills to comprehend text, question to clarify, reflect, analyze, draw conclusions, summarize and paraphrase.</li> <li>6. Use details from text to make inferences about setting, character traits, problem and solution and story events, make predictions, draw conclusions, identify cause and effect, and identify author's purpose.</li> <li>7. Identify and explain connections between <ul style="list-style-type: none"> <li>•text ideas ---information and relationships in various fiction and non-fiction works</li> <li>•text ideas and own experiences</li> </ul> </li> <li>8. Listen <ul style="list-style-type: none"> <li>•for enjoyment</li> <li>•for information</li> <li>•for directions</li> </ul> </li> </ol>
<b>Activities and Assessments:</b> <ol style="list-style-type: none"> <li>1. Discuss comparing and contrasting with the class (p. 419a in the teacher’s manual). Read and discuss <i>Wolves</i> (p. 394-395). Assign W.B. p. 161. (For extra practice assign W.B. p.163.)</li> <li>2. Go over selection vocabulary (p. 396b in teacher’s manual). Review with class how to use the dictionary to find the meaning of unknown words. Assign W.B. p 162.</li> <li>3. Model and discuss various pre-reading strategies with the class. Discuss drama and plays (p419k in</li> </ol>	

teacher's manual). Read *Blame It On The Wolf* p. 396-417. During reading model self-questioning, making predictions, etc. Ask students various comprehension questions found in teacher's edition.

4. As a class go over comprehension check (p. 417). Assign Selection Test (W.B. p.165-166).

5. Read and discuss *How to Read an Informational Article* (p. 418-419) and then read *What Is The Supreme Court?* (p418-419).

6. Review theme with the class (p. 419b in teacher's manual). Read, discuss, and assign W.B. p.167.

7. Discuss how to evaluate reference sources. (p 4191 in teacher's manual). For practice assign W.B. p 169-170.

**Assessment:** Workbook pages and selection test. Tested objectives include comparing and contrasting, evaluating reference sources, theme, vocabulary, and comprehension.

**Resources:**

Scott Foresman Reading-Seeing Is Believing

2004 Person Education, Inc.

Scott Foresman Reading Practice Book

<b>Phelps County R3</b>	<b>Board Approved Date: 4/19/2006</b> <b>Modification Date:</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> Fourth Grade
<b>Unit:</b> <i>Lou Gehrig, The Luckiest Man</i> (p422-438) Scott Foresman Reading-Seeing Is Believing 2004 Person Education, Inc.	<b>Duration:</b> 1 Week
<b>Show-Me Standards Content: CA 2, 3, 7</b> <b>Show-Me Standards Process: 1.5, 1.6, 2.4, 3.1, 3.5</b>	
<b>Grade Level Expectations:</b> Reading 1C, 1E, 1F, 1G, 1H, 1I, 2C    Listening and Speaking 1A	
<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>• Develop and apply skills and strategies to the reading process.</li> <li>• Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.</li> <li>• Develop and apply effective listening skills and strategies.</li> </ul>	<b>Performance Indicators(Local Objective):</b> <ol style="list-style-type: none"> <li>1. Apply decoding strategies to “problem-solve” unknown words when reading.</li> <li>2. Develop vocabulary through text, using context clues glossary and dictionary.</li> <li>3. Apply pre-reading strategies to aid comprehension, access prior knowledge, preview, predict, and set a purpose for reading.</li> <li>4. During reading, utilize strategies to self-question and correct, infer, visualize, predict and check using cueing systems.</li> <li>5. Apply post-reading skills to comprehend text, question to clarify, reflect, analyze, draw conclusions, summarize and paraphrase.</li> <li>6. Use details from text to make inferences about setting, character traits, problem and solution and story events, make predictions, draw conclusions, identify cause and effect, and identify author's purpose.</li> <li>7. Identify and explain connections between <ul style="list-style-type: none"> <li>•text ideas ---information and relationships in various fiction and non-fiction works</li> <li>•text ideas and own experiences</li> </ul> </li> <li>8. Listen <ul style="list-style-type: none"> <li>•for enjoyment</li> <li>•for information</li> <li>•for directions</li> </ul> </li> </ol>
<b>Activities and Assessments:</b> <ol style="list-style-type: none"> <li>1. Discuss text structure with the class (p. 441a in the teacher’s manual). Read and discuss <i>Cal Ripkin, Jr.</i> (p. 420-421). Assign W.B. p. 171. (For extra practice assign W.B. p.173.)</li> <li>2. Go over selection vocabulary (p. 422b in teacher’s manual). Review with class how to use the dictionary to find the meaning of unknown words. Assign W.B. p 172.</li> <li>3. Model and discuss various pre-reading strategies with the class. Discuss idioms (p441k in teacher’s manual). Read <i>Lou Gehrig, The Luckiest Man</i> p. 422-438. During reading model self-questioning, making</li> </ol>	

- predictions, etc. Ask students various comprehension questions found in teacher's edition.
4. As a class go over comprehension check (p. 438). Assign Selection Test (W.B. p.175-176).
  5. Discuss the text structure of a non-fiction article (p. 439-441) and then read *The Baseball Hall of Fame* (p.439-441).
  6. Review paraphrasing with the class (p. 441b in teacher's manual). Read, discuss, and assign W.B. p.177.
  7. Discuss how to use order forms. (p 4411 in teacher's manual). For practice assign W.B. p 179-180.
  8. For additional activities see Teacher's Manual.

Assessment: Workbook pages and selection test. Tested objectives include text structure, evaluating reference sources, paraphrasing, vocabulary, and comprehension.

**Resources:**

Scott Foresman Reading-Seeing Is Believing  
2004 Person Education, Inc.  
Scott Foresman Reading Practice Book

<b>Phelps County R3</b>	<b>Board Approved Date: 4/19/2006</b> <b>Modification Date:</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> Fourth Grade
<b>Unit:</b> <i>The Disguise</i> (p444-464) Scott Foresman Reading-Seeing Is Believing 2004 Person Education, Inc.	<b>Duration:</b> 1 Week
<b>Show-Me Standards Content: CA 2, 3, 7</b> <b>Show-Me Standards Process: 1.5, 1.6, 2.4, 3.1, 3.5</b>	
<b>Grade Level Expectations:</b> Reading 1C, 1E, 1F, 1G, 1H, 1I, 2C    Listening and Speaking 1A	
<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>• Develop and apply skills and strategies to the reading process.</li> <li>• Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.</li> <li>• Develop and apply effective listening skills and strategies.</li> </ul>	<b>Performance Indicators(Local Objective):</b> <ol style="list-style-type: none"> <li>1. Apply decoding strategies to “problem-solve” unknown words when reading.</li> <li>2. Develop vocabulary through text, using context clues glossary and dictionary.</li> <li>3. Apply pre-reading strategies to aid comprehension, access prior knowledge, preview, predict, and set a purpose for reading.</li> <li>4. During reading, utilize strategies to self-question and correct, infer, visualize, predict and check using cueing systems.</li> <li>5. Apply post-reading skills to comprehend text, question to clarify, reflect, analyze, draw conclusions, summarize and paraphrase.</li> <li>6. Use details from text to make inferences about setting, character traits, problem and solution and story events, make predictions, draw conclusions, identify cause and effect, and identify author's purpose.</li> <li>7. Identify and explain connections between <ul style="list-style-type: none"> <li>•text ideas ---information and relationships in various fiction and non-fiction works</li> <li>•text ideas and own experiences</li> <li>•text ideas and the world by demonstrating an awareness that literature reflects a culture and historic time frame.</li> </ul> </li> <li>8. Listen <ul style="list-style-type: none"> <li>•for enjoyment</li> </ul> </li> </ol>

- for information
- for directions

### **Activities and Assessments:**

1. Discuss summarizing with the class (p. 467a in the teacher's manual). Read and discuss *Korean Foods* (p. 442-443). Assign W.B. p. 181. (For extra practice assign W.B. p.183.)
2. Go over selection vocabulary (p. 444b in teacher's manual). Review with class how to use the dictionary to find the meaning of unknown words. Assign W.B. p 182.
3. Model and discuss various pre-reading strategies with the class. Discuss how making predictions can help to better understand a selection (p467b in teacher's manual). Read *The Disguise* p. 444-464. During reading model self-questioning, making predictions, etc. Ask students various comprehension questions found in teacher's edition.
4. As a class go over comprehension check (p. 465). Assign Selection Test (W.B. p.185-186).
5. Discuss using and reading web sites on the internet. Remind students that not all web sites are valuable or reliable. (p. 466-467) and then read *Chinese Calligraphy* (p466-467).
6. Review making predictions with the class (p. 467b in teacher's manual). Read, discuss, and assign W.B. p.187.
7. Discuss how to look up entries in a glossary or dictionary using alphabetical order. (p 467I in teacher's manual). For practice assign W.B. p 189-190.
8. For additional activities see Teacher's Manual.

**Assessment:** Workbook pages and selection test. Tested objectives include making predictions, evaluating web sources, summarizing, vocabulary, and comprehension.

### **Resources:**

Scott Foresman Reading-Seeing Is Believing  
2004 Person Education, Inc.  
Scott Foresman Reading Practice Book

<b>Phelps County R3</b>	<b>Board Approved Date: 4/19/2006</b> <b>Modification Date:</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> Fourth Grade
<b>Unit:</b> <i>Keepers</i> (p471-483) Scott Foresman Reading-Seeing Is Believing 2004 Person Education, Inc.	<b>Duration:</b> 1 Week
<b>Show-Me Standards Content: CA 2, 3, 7</b> <b>Show-Me Standards Process: 1.5, 1.6, 2.4, 3.1, 3.5</b>	
<b>Grade Level Expectations:</b> Reading 1C, 1E, 1F, 1G, 1H, 1I, 2C    Listening and Speaking 1A	
<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>• Develop and apply skills and strategies to the reading process.</li> <li>• Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.</li> <li>• Develop and apply effective listening skills and strategies.</li> </ul>	<b>Performance Indicators(Local Objective):</b> <ol style="list-style-type: none"> <li>1. Apply decoding strategies to “problem-solve” unknown words when reading.</li> <li>2. Develop vocabulary through text, using context clues glossary and dictionary.</li> <li>3. Apply pre-reading strategies to aid comprehension, access prior knowledge, preview, predict, and set a purpose for reading.</li> <li>4. During reading, utilize strategies to self-question and correct, infer, visualize, predict and check using cueing systems.</li> <li>5. Apply post-reading skills to comprehend text, question to clarify, reflect, analyze, draw conclusions, summarize and paraphrase.</li> <li>6. Use details from text to make inferences about setting, character traits, problem and solution and story events, make predictions, draw conclusions, identify cause and effect, and identify author's purpose.</li> <li>7. Identify and explain connections between <ul style="list-style-type: none"> <li>•text ideas ---information and relationships in various fiction and non-fiction works</li> <li>•text ideas and own experiences</li> <li>•text ideas and the world by demonstrating an awareness that literature reflects a culture and historic time frame.</li> </ul> </li> <li>8. Listen <ul style="list-style-type: none"> <li>•for enjoyment</li> <li>•for information</li> <li>•for directions</li> </ul> </li> </ol>

### **Activities and Assessments:**

1. Discuss plot with the class (p. 485a in the teacher's manual). Read and discuss *One Particular Small, Smart Boy* (p. 468-469). Assign W.B. p. 191. (For extra practice assign W.B. p.193.)
2. Go over selection vocabulary (p. 470b in teacher's manual). Review with class how to use the dictionary to find the meaning of unknown words. Assign W.B. p 192.
3. Model and discuss various pre-reading strategies with the class. Read *The Disguise* p. 444-464. During reading model self-questioning, making predictions, etc. Ask students various comprehension questions found in teacher's edition.
4. As a class go over comprehension check (p. 484). Assign Selection Test (W.B. p.195-196).
5. Discuss text structure and reading a recipe (p. 485b) and then read *Have-a-Ball! Cake* (p485).
6. Discuss with the class what it means to follow the steps in a process (p. 485b in teacher's manual). Read, discuss, and assign W.B. p.197.
7. Discuss time lines (p 485I in teacher's manual). For practice assign W.B. p 199-200.
8. For additional activities see Teacher's Manual.

**Assessment:** Workbook pages, student observations, and selection test. Tested objectives include plot, timelines, text structure, vocabulary, and comprehension.

### **Resources:**

Scott Foresman Reading-Seeing Is Believing  
2004 Person Education, Inc.  
Scott Foresman Reading Practice Book

<b>Phelps County R3</b>	<b>Board Approved Date: 4/19/2006</b> <b>Modification Date:</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> Fourth Grade
<b>Unit:</b> <i>Amazing Alice</i> (p498-514) Scott Foresman Reading-Seeing Is Believing 2004 Person Education, Inc.	<b>Duration:</b> 1 Week
<b>Show-Me Standards Content: CA 2, 3, 7</b> <b>Show-Me Standards Process: 1.5, 1.6, 2.4, 3.1, 3.5</b>	
<b>Grade Level Expectations:</b> Reading 1C, 1E, 1F, 1G, 1H, 1I, 2C,    Listening and Speaking 1A	
<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>• Develop and apply skills and strategies to the reading process.</li> <li>• Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.</li> <li>• Develop and apply effective listening skills and strategies.</li> </ul>	<b>Performance Indicators(Local Objective):</b> <ol style="list-style-type: none"> <li>1. Apply decoding strategies to “problem-solve” unknown words when reading.</li> <li>2. Develop vocabulary through text, using context clues glossary and dictionary.</li> <li>3. Apply pre-reading strategies to aid comprehension, access prior knowledge, preview, predict, and set a purpose for reading.</li> <li>4. During reading, utilize strategies to self-question and correct, infer, visualize, predict and check using cueing systems.</li> <li>5. Apply post-reading skills to comprehend text, question to clarify, reflect, analyze, draw conclusions, summarize and paraphrase.</li> <li>6. Use details from text to make inferences about setting, character traits, problem and solution and story events, make predictions, draw conclusions, identify cause and effect, and identify author's purpose.</li> <li>7. Identify and explain connections between <ul style="list-style-type: none"> <li>•text ideas ---information and relationships in various fiction and non-fiction works</li> <li>•text ideas and own experiences</li> </ul> </li> <li>8. Listen <ul style="list-style-type: none"> <li>•for enjoyment</li> <li>•for information</li> <li>•for directions</li> </ul> </li> </ol>

### **Activities and Assessments:**

1. Discuss summarizing with the class (p. 517a in the teacher's manual). Read and discuss *Stagecoaches, Then...and Now* (p. 496-497). Assign W.B. p. 201. (For extra practice assign W.B. p.203.)
2. Go over selection vocabulary (p. 498b in teacher's manual). Review with class how to use the dictionary to find the meaning of unknown words. Assign W.B. p 202.
3. Model and discuss various pre-reading strategies with the class. Read *Amazing Alice* p. 498-514. During reading model self-questioning, making predictions, etc. Ask students various comprehension questions found in teacher's edition.
4. As a class go over comprehension check (p. 515). Assign Selection Test (W.B. p.205-206).
5. Discuss how to read a How-to article (p.516). Read and discuss p. 516-517. Do Think and Connect p.516.
6. Discuss using graphic sources (p. 517b in teacher's manual). Read, discuss, and assign W.B. p.207.
7. Discuss reading a technology manual (p 517I in teacher's manual). For practice assign W.B. p 209-210.
8. For additional activities see Teacher's Manual.

Assessment: Workbook pages, student observations, and selection test. Tested objectives include summarizing, using graphic sources, reading a technology manual, vocabulary, and comprehension.

### **Resources:**

Scott Foresman Reading-Seeing Is Believing  
2004 Person Education, Inc.  
Scott Foresman Reading Practice Book

<b>Phelps County R3</b>	<b>Board Approved Date: 4/19/2006</b> <b>Modification Date:</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> Fourth Grade
<b>Unit:</b> <i>A Peddler's Dream</i> (p520-533) Scott Foresman Reading-Seeing Is Believing 2004 Person Education, Inc.	<b>Duration:</b> 1 Week
<b>Show-Me Standards Content: CA 2, 3, 7</b> <b>Show-Me Standards Process: 1.5, 1.6, 2.4, 3.1, 3.5</b>	
<b>Grade Level Expectations:</b> Reading 1C, 1E, 1F, 1G, 1H, 1I, 2C,    Listening and Speaking 1A	
<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>• Develop and apply skills and strategies to the reading process.</li> <li>• Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.</li> <li>• Develop and apply effective listening skills and strategies.</li> </ul>	<b>Performance Indicators(Local Objective):</b> <ol style="list-style-type: none"> <li>1. Apply decoding strategies to “problem-solve” unknown words when reading.</li> <li>2. Develop vocabulary through text, using context clues glossary and dictionary.</li> <li>3. Apply pre-reading strategies to aid comprehension, access prior knowledge, preview, predict, and set a purpose for reading.</li> <li>4. During reading, utilize strategies to self-question and correct, infer, visualize, predict and check using cueing systems.</li> <li>5. Apply post-reading skills to comprehend text, question to clarify, reflect, analyze, draw conclusions, summarize and paraphrase.</li> <li>6. Use details from text to make inferences about setting, character traits, problem and solution and story events, make predictions, draw conclusions, identify cause and effect, and identify author's purpose.</li> <li>7. Identify and explain connections between <ul style="list-style-type: none"> <li>•text ideas ---information and relationships in various fiction and non-fiction works</li> <li>•text ideas and own experiences</li> </ul> </li> <li>8. Listen <ul style="list-style-type: none"> <li>•for enjoyment</li> <li>•for information</li> <li>•for directions</li> </ul> </li> </ol>

### **Activities and Assessments:**

1. Discuss Plot with the class (p. 535a in the teacher's manual). Read and discuss *Atlanta's Race* (p. 518-519). Assign W.B. p. 211. (For extra practice assign W.B. p.213.)
2. Go over selection vocabulary (p. 520b in teacher's manual). Review with class how to use the dictionary to find the meaning of unknown words. Assign W.B. p 212.
3. Model and discuss various pre-reading strategies with the class. Read *A Peddler's Dream* p. 520-533. During reading model self-questioning, making predictions, etc. Ask students various comprehension questions found in teacher's edition.
4. As a class go over comprehension check (p. 534). Assign Selection Test (W.B. p.215-216).
5. Discuss how to read an Informational Article/Graph (p.535). Read and discuss p. 535.
6. Discuss visualizing (p. 535b in teacher's manual). Read, discuss, and assign W.B. p.217.
7. Discuss reading graphs (p 535I in teacher's manual). For practice assign W.B. p 219-220.
8. For additional activities see Teacher's Manual.

**Assessment:** Workbook pages, student observations, and selection test. Tested objectives include plot, reading informational articles, reading graphs, vocabulary, and comprehension.

### **Resources:**

Scott Foresman Reading-Seeing Is Believing  
2004 Person Education, Inc.  
Scott Foresman Reading Practice Book

<b>Phelps County R3</b>	<b>Board Approved Date: 4/19/2006</b> <b>Modification Date:</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> Fourth Grade
<b>Unit:</b> <i>The Race for the North Pole</i> (p539-552) Scott Foresman Reading-Seeing Is Believing 2004 Person Education, Inc.	<b>Duration:</b> 1 Week
<b>Show-Me Standards Content: CA 2, 3, 7</b> <b>Show-Me Standards Process: 1.5, 1.6, 2.4, 3.1, 3.5</b>	
<b>Grade Level Expectations:</b> Reading 1C, 1E, 1F, 1G, 1H, 1I, 2C,    Listening and Speaking 1A	
<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>• Develop and apply skills and strategies to the reading process.</li> <li>• Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.</li> <li>• Develop and apply effective listening skills and strategies.</li> </ul>	<b>Performance Indicators(Local Objective):</b> <ol style="list-style-type: none"> <li>1. Apply decoding strategies to “problem-solve” unknown words when reading.</li> <li>2. Develop vocabulary through text, using context clues glossary and dictionary.</li> <li>3. Apply pre-reading strategies to aid comprehension, access prior knowledge, preview, predict, and set a purpose for reading.</li> <li>4. During reading, utilize strategies to self-question and correct, infer, visualize, predict and check using cueing systems.</li> <li>5. Apply post-reading skills to comprehend text, question to clarify, reflect, analyze, draw conclusions, summarize and paraphrase.</li> <li>6. Use details from text to make inferences about setting, character traits, problem and solution and story events, make predictions, draw conclusions, identify cause and effect, and identify author's purpose.</li> <li>7. Identify and explain connections between <ul style="list-style-type: none"> <li>•text ideas ---information and relationships in various fiction and non-fiction works</li> <li>•text ideas and own experiences</li> </ul> </li> <li>8. Listen <ul style="list-style-type: none"> <li>•for enjoyment</li> <li>•for information</li> <li>•for directions</li> </ul> </li> </ol>

### **Activities and Assessments:**

1. Discuss reading Graphic Sources with the class (p. 555a in the teacher's manual). Read and discuss *Polar Lands* (p. 536-537). Assign W.B. p. 221. (For extra practice assign W.B. p.223.)
2. Go over selection vocabulary (p. 538b in teacher's manual). Review with class how to use the dictionary to find the meaning of unknown words. Assign W.B. p 222.
3. Model and discuss various pre-reading strategies with the class. Read *The Race for the North Pole* p. 539-552. During reading model self-questioning, making predictions, etc. Ask students various comprehension questions found in teacher's edition.
4. As a class go over comprehension check (p. 553). Assign Selection Test (W.B. p.225-226).
5. Discuss how to read a Picture Encyclopedia (p.554). Read and discuss p. 554-555.
6. Discuss Generalizing (p. 555b in teacher's manual). Read, discuss, and assign W.B. p.227.
7. Discuss using Atlases and Maps (p 555I in teacher's manual). For practice assign W.B. p 229-230.
8. For additional activities see Teacher's Manual.

**Assessment:** Workbook pages, student observations, and selection test. Tested objectives include using graphic sources, reading a Picture Encyclopedia, using Atlases and Maps, vocabulary, and comprehension.

### **Resources:**

Scott Foresman Reading-Seeing Is Believing  
2004 Person Education, Inc.  
Scott Foresman Reading Practice Book

<b>Phelps County R3</b>	<b>Board Approved Date: 4/19/2006</b> <b>Modification Date:</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> Fourth Grade
<b>Unit:</b> <i>Into The Sea</i> (p.558-570) Scott Foresman Reading (2004)	<b>Duration:</b> 1 Week
<b>Show-Me Standards Content: CA 2, 3, 7</b> <b>Show-Me Standards Process: 1.5, 1.6, 2.4, 3.1, 3.5</b>	
<b>Grade Level Expectations:</b> Reading 1C, 1D, 1E, 1F, 1G, 1H, 1I, 2A, 2C, 3A	
<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>• Develop and apply skills and strategies to the reading process.</li> <li>• Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.</li> <li>• Develop and apply effective listening skills and strategies.</li> </ul>	<p><b>Performance Indicators(Local Objective):</b></p> <ol style="list-style-type: none"> <li>1. Apply decoding strategies to “problem-solve” unknown words when reading.</li> <li>2. Read grade-level instructional text <ul style="list-style-type: none"> <li>* with fluency, accuracy and expression</li> <li>* adjusting reading rate to difficulty and type of text</li> </ul> </li> <li>3. Develop vocabulary through text, using context clues glossary and dictionary.</li> <li>4. Apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> <li>* access prior knowledge</li> <li>* preview</li> <li>* predict</li> <li>* set a purpose for reading</li> </ul> </li> <li>5. During reading, utilize strategies to <ul style="list-style-type: none"> <li>* self-question and correct</li> <li>* infer</li> <li>* visualize</li> </ul> </li> <li>6. Apply post-reading skills to comprehend text <ul style="list-style-type: none"> <li>* reflect</li> <li>* analyze</li> <li>* draw conclusions</li> <li>* summarize</li> </ul> </li> <li>7. Identify and explain connections between text ideas ---information and relationships in various fiction and non-fiction works.</li> <li>8. Locate interpret and apply information in title, table of contents and glossary and recognize the text features of fiction, poetry and drama in grade-level text</li> <li>9. Use details from text to <ul style="list-style-type: none"> <li>* make inferences about setting, character traits, problem and solution and story events</li> <li>* make predictions</li> </ul> </li> </ol>

- \* draw conclusions
  - \* identify cause and effect
  - \* compare and contrast various elements
  - \* identify author's purpose
10. Apply information in illustrations, title, chapter headings, table of contents, glossary, charts, diagrams, graphs, glossary, captions and maps to comprehend text.

### **Activities and Assessments:**

1. Discuss Author's Purpose with the class (p. 575a). Remind students that the author's purpose is their reason for writing something. Read p. 556-557 *Saving Our Wetlands* discussing the author's purpose for writing the story. Have students complete workbook page 231. (For more practice on author's purpose do workbook p 223)
2. Discuss the vocabulary for *Into the Sea* (teacher's manual p. 558b). Review with the class how to use a dictionary to find unknown words. Go over the directions and assign workbook p 232.
3. As a class, preview the story and make predictions. Discuss the author's purpose for writing it. Read the story (p558-570). Do Comprehension Check together (p. 571).
4. After reading summarize the story as a class and have students reflect back on their earlier predictions and decide if they were right or wrong. Have them complete the selection test (workbook p. 235-236).
5. Discuss with the class how to read an informational article. Read *I Work in the Ocean* p. 572-575. Do Read and Locate Information and Think and Connect on p. 572.
6. Review summarizing and steps in a process with class (p.575b). Assign workbook p. 237.
7. Go over using diagrams, scale drawings, and pictures with captions with the class (p. 575I). Assign workbook p. 239-240)

Note: See teacher's manual for additional activities.

**Assessment:** Scott Foresman Reading Practice Workbook pages, student observation, and unit test. Workbook pages and selection test assess Author's purpose, summarizing, reading informational articles, using diagrams and scale drawings, vocabulary, and comprehension.

### **Resources:**

Scott Foresman Reading, Seeing is Believing (2004)  
 Scott Foresman Reading Practice Book

<b>Phelps County R3</b>	<b>Board Approved Date: 4/19/2006</b> <b>Modification Date:</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> Fourth Grade
<b>Unit:</b> <i>Space Probes To The Planets</i> (p.578-592) Scott Foresman Reading (2004)	<b>Duration:</b> 1 Week
<b>Show-Me Standards Content: CA 2, 3, 7</b> <b>Show-Me Standards Process: 1.5, 1.6, 2.4, 3.1, 3.5</b>	
<b>Grade Level Expectations:</b> Reading 1C, 1D, 1E, 1F, 1G, 1H, 1I, 2A, 2C, 3A, 3C	
<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>• Develop and apply skills and strategies to the reading process.</li> <li>• Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.</li> <li>• Develop and apply effective listening skills and strategies.</li> </ul>	<p><b>Performance Indicators(Local Objective):</b></p> <ol style="list-style-type: none"> <li>1. Apply decoding strategies to “problem-solve” unknown words when reading.</li> <li>2. Read grade-level instructional text <ul style="list-style-type: none"> <li>* with fluency, accuracy and expression</li> <li>* adjusting reading rate to difficulty and type of text</li> </ul> </li> <li>3. Develop vocabulary through text, using context clues glossary and dictionary.</li> <li>4. Apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> <li>* access prior knowledge</li> <li>* preview</li> <li>* predict</li> <li>* set a purpose for reading</li> </ul> </li> <li>5. During reading, utilize strategies to <ul style="list-style-type: none"> <li>* self-question and correct</li> <li>* infer</li> <li>* visualize</li> </ul> </li> <li>6. Apply post-reading skills to comprehend text <ul style="list-style-type: none"> <li>* reflect</li> <li>* analyze</li> <li>* draw conclusions</li> <li>* summarize</li> </ul> </li> <li>7. Identify and explain connections between text ideas ---information and relationships in various fiction and non-fiction works.</li> <li>8. Locate interpret and apply information in title, table of contents and glossary and recognize the text features of fiction, poetry and drama in grade-level text</li> <li>9. Use details from text to <ul style="list-style-type: none"> <li>* make inferences about setting, character traits, problem and solution and story events</li> <li>* make predictions</li> </ul> </li> </ol>

- \* draw conclusions
  - \* identify cause and effect
  - \* compare and contrast various elements
  - \* identify author's purpose
10. Apply information in illustrations, title, chapter headings, table of contents, glossary, charts, diagrams, graphs, glossary, captions and maps to comprehend text.
11. Use details from text to
- retell main ideas
  - identify cause and effect
  - draw conclusions
  - identify and explain author's purpose

### **Activities and Assessments:**

1. Discuss text structure with the class (p. 595a). Read p. 576-577 *Out-of-This-World Rocks* discussing text structure. Have students complete workbook page 241. (For more practice on text structure do workbook p 233)
  2. Discuss the vocabulary for *Space Probes To The Planets* (teacher's manual p. 578b). Review with the class how to use a dictionary to find unknown words. Go over the directions and assign workbook p 242.
  3. As a class, preview the story and make predictions. Discuss the author's purpose for writing it. Read the story (p578-592). Do Comprehension Check together (p. 593).
  4. After reading summarize the story as a class and have students reflect back on their earlier predictions and decide if they were right or wrong. Have them complete the selection test (workbook p. 245-246).
  5. Discuss with the class Expository Nonfiction (p.594). Read *Meet the Universe's Main Attraction...Gravity* p. 594-595.
  6. Review using graphic sources with the class (p.595b). Assign workbook p. 247.
  7. Go over taking notes and recording findings with the class (p. 595I). Assign workbook p. 249-250)
- Note: See teacher's manual for additional activities.

**Assessment:** Scott Foresman Reading Practice Workbook pages, student observation, and unit test. Workbook pages and selection test assess text structure, expository nonfiction, using graphic sources, note taking, vocabulary, and comprehension.

### **Resources:**

Scott Foresman Reading, Seeing is Believing (2004)  
 Scott Foresman Reading Practice Book

<b>Phelps County R3</b>	<b>Board Approved Date: 4/19/2006</b> <b>Modification Date:</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> Fourth Grade
<b>Unit:</b> <i>Koya's Cousin Del</i> (p.608-626) Scott Foresman Reading (2004)	<b>Duration:</b> 1 Week
<b>Show-Me Standards Content: CA 2, 3, 7</b> <b>Show-Me Standards Process: 1.5, 1.6, 2.4, 3.1, 3.5</b>	
<b>Grade Level Expectations:</b> Reading 1C, 1D, 1E, 1F, 1G, 1H, 2A, 2C,	
<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>• Develop and apply skills and strategies to the reading process.</li> <li>• Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.</li> </ul>	<b>Performance Indicators(Local Objective):</b> <ol style="list-style-type: none"> <li>1. Apply decoding strategies to “problem-solve” unknown words when reading.</li> <li>2. Read grade-level instructional text <ul style="list-style-type: none"> <li>* with fluency, accuracy and expression</li> <li>* adjusting reading rate to difficulty and type of text</li> </ul> </li> <li>3. Develop vocabulary through text, using context clues glossary and dictionary.</li> <li>4. Apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> <li>* access prior knowledge</li> <li>* preview</li> <li>* predict</li> <li>* set a purpose for reading</li> </ul> </li> <li>5. During reading, utilize strategies to <ul style="list-style-type: none"> <li>* self-question and correct</li> <li>* infer</li> <li>* visualize</li> </ul> </li> <li>6. Apply post-reading skills to comprehend text <ul style="list-style-type: none"> <li>* reflect</li> <li>* analyze</li> <li>* draw conclusions</li> <li>* summarize</li> </ul> </li> <li>7. Locate interpret and apply information in title, table of contents and glossary and recognize the text features of fiction, poetry and drama in grade-level text</li> <li>8. Use details from text to <ul style="list-style-type: none"> <li>* make inferences about setting, character traits, problem and solution and story events</li> <li>* make predictions</li> <li>* draw conclusions</li> <li>* identify cause and effect</li> <li>* compare and contrast various elements</li> <li>* identify author's purpose</li> </ul> </li> </ol>

### **Activities and Assessments:**

1. Discuss visualizing with the class (p. 629a). Read p. 606-607 *Seeds* discussing visualizing. Have students complete workbook page 251. (For more practice on visualizing do workbook p 253)
2. Discuss the vocabulary for *Koya's Cousin Del* (teacher's manual p. 608b). Review with the class how to use a dictionary to find unknown words. Go over the directions and assign workbook p 252.
3. As a class, preview the story and make predictions. Discuss the author's purpose for writing it. Read the story (p608-626). Do Comprehension Check together (p. 627).
4. After reading summarize the story as a class and have students reflect back on their earlier predictions and decide if they were right or wrong. Have them complete the selection test (workbook p. 255-256).
5. Discuss with the class reading picture encyclopedias (p.628). Read *On the Beat* p. 628-629.
6. Review setting with the class (p.629b). Assign workbook p. 257.
7. Go over posters and advertisements with the class (p. 629I). Assign workbook p. 259-260)

Note: See teacher's manual for additional activities.

**Assessment:** Scott Foresman Reading Practice Workbook pages, student observation, and unit test. Workbook pages and selection test assess visualizing, using picture encyclopedias, setting, posters and advertisements, vocabulary, and comprehension.

### **Resources:**

Scott Foresman Reading, Seeing is Believing (2004)  
Scott Foresman Reading Practice Book

<b>Phelps County R3</b>	<b>Board Approved Date: 4/19/2006</b> <b>Modification Date:</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> Fourth Grade
<b>Unit:</b> <i>Children of Clay</i> (p.632-643) Scott Foresman Reading (2004)	<b>Duration:</b> 1 Week
<b>Show-Me Standards Content: CA 2, 3, 7</b> <b>Show-Me Standards Process: 1.5, 1.6, 2.4, 3.1, 3.5</b>	
<b>Grade Level Expectations:</b> Reading 1C, 1D, 1E, 1F, 1G, 1H, 2A, 2C, 3C	
<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>• Develop and apply skills and strategies to the reading process.</li> <li>• Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.</li> <li>• Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times.</li> </ul>	<p><b>Performance Indicators(Local Objective):</b></p> <ol style="list-style-type: none"> <li>1. Apply decoding strategies to “problem-solve” unknown words when reading.</li> <li>2. Read grade-level instructional text <ul style="list-style-type: none"> <li>• with fluency, accuracy and expression</li> <li>• adjusting reading rate to difficulty and type of text</li> </ul> </li> <li>3. Develop vocabulary through text, using context clues glossary and dictionary.</li> <li>4. Apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> <li>• access prior knowledge</li> <li>• preview</li> <li>• predict</li> <li>• set a purpose for reading</li> </ul> </li> <li>5. During reading, utilize strategies to <ul style="list-style-type: none"> <li>• self-question and correct</li> <li>• infer</li> <li>• visualize</li> </ul> </li> <li>6. Apply post-reading skills to comprehend text <ul style="list-style-type: none"> <li>• reflect</li> <li>• analyze</li> <li>• draw conclusions</li> <li>• summarize</li> </ul> </li> <li>7. Locate interpret and apply information in title, table of contents and glossary and recognize the text features of fiction, poetry and drama in grade-level text</li> </ol>

8. Use details from text to
  - make inferences about setting, character traits, problem and solution and story events
  - make predictions
  - draw conclusions
  - identify cause and effect
  - compare and contrast various elements
  - identify author's purpose
9. Use details from text to
  - retell main ideas
  - organize a sequence of events
  - draw conclusions
  - make predictions
  - make inferences
  - identify and explain author's purpose

### **Activities and Assessments:**

1. Discuss steps in a process with the class (p. 647a). Read p. 630-631 *From Drawing to Carousel Critter* discussing the steps in the process of making carousel characters. Have students complete workbook page 261. (For more practice on steps in a process do workbook p 263)
  2. Discuss the vocabulary for *Children of Clay* (teacher's manual p. 632b). Review with the class how to use a dictionary to find unknown words. Go over the directions and assign workbook p 262.
  3. As a class, preview the story and make predictions. Discuss the author's purpose for writing it. Read the story (p632-643). Do Comprehension Check together (p. 644).
  4. After reading summarize the story as a class and have students reflect back on their earlier predictions and decide if they were right or wrong. Have them complete the selection test (workbook p. 265-266).
  5. Discuss with the class how to read a myth (p.645). Read *Clay Old Woman and Clay Old Man* p. 645-647. Do *Read and Locate Information* and *Think and Connect* p. 645.
  6. Review Main Idea and Supporting Details with the class (p.647b). Assign workbook p. 267.
  7. Go over using the dictionary and glossary with the class (p. 647I). Assign workbook p. 269-270)
- Note: See teacher's manual for additional activities.

**Assessment:** Scott Foresman Reading Practice Workbook pages, student observation, and unit test.  
Workbook pages and selection test assess steps in a process, reading a myth, main idea and supporting details, using the dictionary and glossary, vocabulary, and comprehension.

**Resources:**

Scott Foresman Reading, Seeing is Believing (2004)

Scott Foresman Reading Practice Book

<b>Phelps County R3</b>	<b>Board Approved Date: 4/19/2006</b> <b>Modification Date:</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> Fourth Grade
<b>Unit:</b> <i>Coming Home</i> (p.650-662) Scott Foresman Reading (2004)	<b>Duration:</b> 1 Week
<b>Show-Me Standards Content: CA 2, 3, 7</b> <b>Show-Me Standards Process: 1.5, 1.6, 2.4, 3.1, 3.5</b>	
<b>Grade Level Expectations:</b> Reading 1C, 1D, 1E, 1F, 1G, 1H, 2C,	
<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>• Develop and apply skills and strategies to the reading process.</li> <li>• Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.</li> </ul>	<p><b>Performance Indicators(Local Objective):</b></p> <ol style="list-style-type: none"> <li>1. Apply decoding strategies to “problem-solve” unknown words when reading.</li> <li>2. Read grade-level instructional text <ul style="list-style-type: none"> <li>• with fluency, accuracy and expression</li> <li>• adjusting reading rate to difficulty and type of text</li> </ul> </li> <li>3. Develop vocabulary through text, using context clues glossary and dictionary.</li> <li>4. Apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> <li>• access prior knowledge</li> <li>• preview</li> <li>• predict</li> <li>• set a purpose for reading</li> </ul> </li> <li>5. During reading, utilize strategies to <ul style="list-style-type: none"> <li>• self-question and correct</li> <li>• infer</li> <li>• visualize</li> </ul> </li> <li>6. Apply post-reading skills to comprehend text <ul style="list-style-type: none"> <li>• reflect</li> <li>• analyze</li> <li>• draw conclusions</li> <li>• summarize</li> </ul> </li> <li>7. Use details from text to <ul style="list-style-type: none"> <li>• make inferences about setting, character traits, problem and solution and story events</li> <li>• make predictions</li> <li>• draw conclusions</li> <li>• identify cause and effect</li> <li>• compare and contrast various elements</li> <li>• identify author's purpose</li> </ul> </li> </ol>

### Activities and Assessments:

1. Discuss Fact and Opinion with the class (p. 665a). Read p. 648-649 *Naomi's Geese* discussing the facts and opinions. Have students complete workbook page 271. (For more practice on steps in a process do workbook p 273)
  2. Discuss the vocabulary for *Coming Home* (teacher's manual p. 650b). Review with the class how to use a dictionary to find unknown words. Go over the directions and assign workbook p 272.
  3. As a class, preview the story and make predictions. Discuss the author's purpose for writing it. Read the story (p650-662). Do Comprehension Check together (p. 663).
  4. After reading summarize the story as a class and have students reflect back on their earlier predictions and decide if they were right or wrong. Have them complete the selection test (workbook p. 275-276).
  5. Discuss with the class reading poetry (p.664). Read *The Dream Keeper and Dreamer* p. 664-665.
  6. Review and discuss paraphrasing with the class (p.665b). Assign workbook p. 277.
  7. Go over organizing and presenting information with the class (p. 665I). Assign workbook p. 279-280)
- Note: See teacher's manual for additional activities.

**Assessment:** Scott Foresman Reading Practice Workbook pages, student observation, and unit test. Workbook pages and selection test assess fact and opinion, reading poetry, paraphrasing, organizing and presenting information, vocabulary, and comprehension.

### Resources:

Scott Foresman Reading, Seeing is Believing (2004)  
Scott Foresman Reading Practice Book

<b>Phelps County R3</b>	<b>Board Approved Date: 4/19/2006</b> <b>Modification Date:</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> Fourth Grade
<b>Unit:</b> <i>Out of the Blue</i> (p.668-679) Scott Foresman Reading (2004)	<b>Duration:</b> 1 Week
<b>Show-Me Standards Content: CA 2, 3, 7</b> <b>Show-Me Standards Process: 1.5, 1.6, 2.4, 3.1, 3.5</b>	
<b>Grade Level Expectations:</b> Reading 1C, 1D, 1E, 1F, 1G, 1H, 2C, 3A	
<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>• Develop and apply skills and strategies to the reading process.</li> <li>• Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.</li> <li>• Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times.</li> </ul>	<p><b>Performance Indicators(Local Objective):</b></p> <ol style="list-style-type: none"> <li>1. Apply decoding strategies to “problem-solve” unknown words when reading.</li> <li>2. Read grade-level instructional text <ul style="list-style-type: none"> <li>• with fluency, accuracy and expression</li> <li>• adjusting reading rate to difficulty and type of text</li> </ul> </li> <li>3. Develop vocabulary through text, using context clues glossary and dictionary.</li> <li>4. Apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> <li>• access prior knowledge</li> <li>• preview</li> <li>• predict</li> <li>• set a purpose for reading</li> </ul> </li> <li>5. During reading, utilize strategies to <ul style="list-style-type: none"> <li>• self-question and correct</li> <li>• infer</li> <li>• visualize</li> </ul> </li> <li>6. Apply post-reading skills to comprehend text <ul style="list-style-type: none"> <li>• reflect</li> <li>• analyze</li> <li>• draw conclusions</li> <li>• summarize</li> </ul> </li> <li>7. Use details from text to <ul style="list-style-type: none"> <li>• make inferences about setting, character traits, problem and solution and story events</li> <li>• make predictions</li> <li>• draw conclusions</li> <li>• identify cause and effect</li> <li>• compare and contrast various elements</li> <li>• identify author's purpose</li> </ul> </li> <li>8. Use details from text to <ul style="list-style-type: none"> <li>• retell main ideas</li> <li>• organize a sequence of events</li> </ul> </li> </ol>

- identify cause and effect
- draw conclusions
- compare and contrast texts
- make predictions
- make inferences
- distinguish between fact and opinion
- identify and explain author's purpose
- make inferences about problems and solutions

### **Activities and Assessments:**

1. Discuss Main Idea and Supporting Details with the class (p. 683a). Read p. 666-667 *Working On The Railroad* discussing main idea and supporting details. Have students complete workbook page 281. (For more practice on main idea and supporting details do workbook p 283)
2. Discuss the vocabulary for *Out of the Blue* (teacher's manual p. 668b). Review with the class how to use a dictionary and context clues to find unknown words. Go over the directions and assign workbook p 282.
3. As a class, preview the story and make predictions. Discuss the author's purpose for writing it. Read the story (p668-679). Do Comprehension Check together (p. 680).
4. After reading summarize the story as a class and have students reflect back on their earlier predictions and decide if they were right or wrong. Have them complete the selection test (workbook p. 285-286).
5. Discuss with the class how to read an informational article (p.681). Read *A Really Bright Idea* p. 681-683. Do *Read and Locate Information* and *Think and Connect* p. 681.
6. Review and discuss generalizing with the class (p.683b). Assign workbook p. 287.
7. Go over study strategies with the class (p. 683I). Assign workbook p. 289-290)

Note: See teacher's manual for additional activities.

**Assessment:** Scott Foresman Reading Practice Workbook pages, student observation, and unit test. Workbook pages and selection test assess main idea and supporting details, reading informational articles, generalizing, study strategies, vocabulary, and comprehension.

### **Resources:**

Scott Foresman Reading, Seeing is Believing (2004)  
 Scott Foresman Reading Practice Book

<b>Phelps County R3</b>	<b>Board Approved Date: 4/19/2006</b> <b>Modification Date:</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> Fourth Grade
<b>Unit:</b> <i>Chocolate Is Missing</i> (p.686-706) Scott Foresman Reading (2004)	<b>Duration:</b> 1 Week
<b>Show-Me Standards Content: CA 2, 3,</b> <b>Show-Me Standards Process: 1.5, 1.6, 2.4, 3.1, 3.5</b>	
<b>Grade Level Expectations:</b> Reading 1C, 1D, 1E, 1F, 1G, 1H, 2C, 3A	
<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>• Develop and apply skills and strategies to the reading process.</li> <li>• Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.</li> <li>• Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times.</li> </ul>	<p><b>Performance Indicators(Local Objective):</b></p> <ol style="list-style-type: none"> <li>1. Apply decoding strategies to “problem-solve” unknown words when reading.</li> <li>2. Read grade-level instructional text <ul style="list-style-type: none"> <li>• with fluency, accuracy and expression</li> <li>• adjusting reading rate to difficulty and type of text</li> </ul> </li> <li>3. Develop vocabulary through text, using context clues glossary and dictionary.</li> <li>4. Apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> <li>• access prior knowledge</li> <li>• preview</li> <li>• predict</li> <li>• set a purpose for reading</li> </ul> </li> <li>5. During reading, utilize strategies to <ul style="list-style-type: none"> <li>• self-question and correct</li> <li>• infer</li> <li>• visualize</li> </ul> </li> <li>6. Apply post-reading skills to comprehend text <ul style="list-style-type: none"> <li>• reflect</li> <li>• analyze</li> <li>• draw conclusions</li> <li>• summarize</li> </ul> </li> <li>7. Use details from text to <ul style="list-style-type: none"> <li>• make inferences about setting, character traits, problem and solution and story events</li> <li>• make predictions</li> <li>• draw conclusions</li> <li>• identify cause and effect</li> <li>• compare and contrast various elements</li> <li>• identify author's purpose</li> </ul> </li> <li>8. Use details from text to</li> </ol>

- retell main ideas
- organize a sequence of events
- identify cause and effect
- draw conclusions
- compare and contrast texts
- make predictions
- make inferences
- distinguish between fact and opinion
- identify and explain author's purpose
- make inferences about problems and solutions

### Activities and Assessments:

1. Discuss Author's Purpose with the class (p. 709a). Read p. 684-685 *Breakfast With Brede* discussing Author's purpose. Have students complete workbook page 291. (For more practice on Author's purpose do workbook p 293)
2. Discuss the vocabulary for *Chocolate Is Missing* (teacher's manual p. 686b). Review with the class how to use a dictionary and context clues to find unknown words. Go over the directions and assign workbook p 292.
3. As a class, preview the story and make predictions. Discuss the author's purpose for writing it. Read the story (p686-706). Do Comprehension Check together (p. 707).
4. After reading summarize the story as a class and have students reflect back on their earlier predictions and decide if they were right or wrong. Have them complete the selection test (workbook p. 295-296).
5. Discuss with the class how to read a magazine article (p.708). Read *The Zoo Crew* p. 708-709.
6. Review and discuss plot with the class (p.709b). Assign workbook p. 297.
7. Go over using electronic media (p. 709I). Assign workbook p. 299-300)

Note: See teacher's manual for additional activities.

**Assessment:** Scott Foresman Reading Practice Workbook pages, student observation, and unit test. Workbook pages and selection test assess Author's Purpose, reading magazine articles, plot, using electronic media, vocabulary, and comprehension.

### Resources:

Scott Foresman Reading, Seeing is Believing (2004)  
 Scott Foresman Reading Practice Book

