

Fourth Grade Reading Nine Week Curriculum Guide
Developed summer 2009

*Please use this document as a guide. You may add anything that you need to in order to pace your teaching.
!!REMEMBER – Always go through the introduction of a text book before beginning the Units!!

Title: This Land is Your Land UNIT 1				Time Frame: 1 st Nine Weeks:	
Academic Vocabulary: Being revised by TN DoE Link will be provided					
Grade Level Expectations (GLEs) *Used continuously throughout the curriculum.	Essential Questions Samples given on pages listed.	Resources	Common Experiences	Checks for Understanding	Integrations/Connections
*GLE 0401.8.2 Experience various literary genres, including fiction/nonfiction, poetry, drama, short stories, folk tales, and myths.	In your teachers' edition in the beginning of each unit there are Theme questions. There are also daily and weekly question listed for each day. <hr/> How do the diverse regions and peoples of the United States reflect its greatness?	* www.sfsuccessnet.com * http://classroom.jc-schools.net/waltkek/ Scott Foresman <ul style="list-style-type: none"> • Teacher Edition • Student Book • Student workbook • Leveled Reader Series • Spelling Practice Book <u>Ten Important Sentences</u> www.scottforesman.com www.jc-schools.net	Resources with Reading teacher kit that can be used with each story: *Ten important sentences. (can be cut apart and put back together in correct order, can also be used to review story) *Story picture cards (great for review before test on story)	*0401.8.5 Read with fluency from a variety of texts. *0401.8.6 Recognize varying forms of text.	

<p>*GLE 0401.8.3 Know and understand the basic characteristics of the genres studied.</p>				<p><i>*0401.8.7 Read, view, and recognize various literary genres.</i> <i>*0401.8.16 Develop an awareness of literature as a reflection of its culture</i></p>	
<p>*GLE 0401.8.1 Use active comprehension strategies to derive meaning while reading and check for understanding after reading.</p>				<p><i>*0401.8.4 Build vocabulary by listening to literature, participating in discussions, and reading self-selected and assigned texts.</i> <i>0401.8.1 Use a variety of pre-reading strategies.</i> <i>0401.8.2 Derive meaning while reading.</i> <i>0401.8.3 Check for understanding after reading.</i> <i>0401.8.5 Read with fluency from a variety of texts.</i></p>	
<p>*GLE 0401.8.4 Recognize and understand basic literary terms</p>				<p><i>*0401.8.13 Recognize sound devices in poetry (e.g., alliteration, rhythm, rhyme, repetition, onomatopoeia).</i></p>	

				<i>*0401.8.15 Recognize and interpret basic literary devices.</i>	
GLE 0401.1.1 Demonstrate knowledge of Standard English usage mechanics and spelling.				0401.1.7 Spell correctly high-frequency and commonly misspelled words appropriate to grade level. 0401.1.10 Spell correctly words commonly used in content specific vocabulary.	ELA Content Vocabulary- Math, Science, Social Studies.
*GLE 0401.1.2 Demonstrate knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.				<i>*0401.1.16 Define and recognize word synonyms, antonyms, and homonyms.</i> <i>*0401.1.17 Continue to develop word consciousness (e.g., word play, word walls, word sorts).</i> <i>*0401.1.18 Use a variety of previously learned strategies (e.g., roots and affixes, context,</i>	

				<i>reference sources) to determine the meaning of unfamiliar words.</i>	
* GLE 0401.4.2 Collect, organize, and determine the reliability of researched information.				0401.4.7 <i>Utilize the dictionary, glossary, thesaurus, and other word-referenced materials.</i>	
*GLE 0401.6.1 Apply skills and strategies to comprehend informational texts				*0401.6.1 <i>Use a variety of pre-reading strategies (e.g., organize prior knowledge using a graphic organizer, explore significant words to be encountered, relate text to prior personal and historical experiences and current events).</i> *0401.6.2 <i>Derive meaning while reading.</i> *0401.6.3 <i>Check for understanding after reading.</i>	

<p>*GLE 0401.6.2 Recognize the different text features of informational texts (e.g., separate text boxes, diagrams, captions, charts, graphs).</p>				<p>*0401.6.8 <i>Understand a variety of informational texts, which include primary sources.</i> *0401.6.9 <i>Use parts of text (e.g., title, title page, table of contents, chapter title, glossary, and index) as aids in understanding informational text.</i></p>	
<p>*GLE 0401.2.1 Continue to develop oral language skills necessary for communication.</p>				<p>*0401.2.1 <i>Listen attentively by facing the speaker, asking questions, and summarizing what is said.</i> *0401.2.2 <i>Use established rules for attentive listening (e.g., do not interrupt, ask questions, provide appropriate feedback).</i> *0401.2.3 <i>Understand and follow multi-step directions (i.e., follow directions for a simple game).</i></p>	

				<p><i>*0401.2.4 Formulate and respond to questions from teachers and group members.</i></p> <p><i>*0401.2.5 Construct a summary of a speech.</i></p>	
<p>*GLE 0401.2.2 Continue to develop listening skills necessary for communication.</p>				<p><i>*0401.2.6 Use rules for polite conversation.</i></p> <p><i>*0401.2.7 Participate in creative responses to text (e.g., choral reading, discussion, dramatization, oral presentations).</i></p> <p><i>*0401.2.8 Orally express reactions and personal experiences, and opinions.</i></p> <p><i>*0401.2.9 Create and deliver an oral presentation on an assigned topic (e.g., book reports, demonstrations, science projects).</i></p> <p><i>*0401.2.10 Use different voice levels and speech patterns for small groups, informal discussions, and reports.</i></p>	

				<p><i>*0401.2.11 Interpret and use a variety of non-verbal communication techniques (e.g., gestures, facial expression, posture).</i></p> <p><i>*0401.2.12 Participate in recitations of assigned/self-selected passages.</i></p> <p><i>*0401.2.13 Continue to develop group discussion skills and to work in teams.</i></p> <p><i>*0401.2.14 Recognize specific roles assumed by team members in completing tasks.</i></p>	
<p>GLE 0401.8.1 Use active comprehension strategies to derive meaning while reading and check for understanding after reading.</p>		<p><i>Because of Winn-Dixie TE</i></p> <p>Brainpop.com “Writing in Sequence”</p>		<p>0401.8.3 Check for understanding after reading.</p> <p>0401.8.9 Sequence the events of a selection from beginning to end, determining how the incidents are connected and lead to a solution/conclusion.</p>	

GLE 0401.6.2 Recognize the different text features of informational texts.		<i>Because of Winn-Dixie</i> TE		0401.6.10 Follow multi-tasked instructions in informational and technical texts.	
GLE 0401.6.1 Apply skills and strategies to comprehend informational texts.		<i>Lewis and Clark and Me</i> TE Power Point compiled on Author's Purpose http://classroom.jc-schools.net/waltkek/Fourth1.html	TE: 40j book cover	0401.6.3 Check for understanding after reading. Identify Author's Purpose.	<i>Social Studies</i> 4.5.10 Recognize American territorial expansions and its effects on relations with European powers and Native Americans.
GLE 0401.8.1 Use active comprehension strategies to derive meaning while reading and check for understanding after reading.		<i>Grandfather's Journey</i> TE Follow directions to make a paper star. http://pbskids.org/readingrainbow/games/print_paper_star1.html	TE: 66k Research a destination	0401.8.3 Check for understanding after reading. 0401.8.9 Sequence the events of a selection from beginning to end, determining how the incidents are connected and lead to a solution/conclusion.	
GLE 0401.6.1 Apply skills and strategies to comprehend informational texts.		<i>Grandfather's Journey</i> TE		0401.6.5 Understand sequence of events from text.	
GLE 0401.6.1 Apply skills and strategies to		<i>The Horned Toad Prince</i> TE Spanish made easy, use before reading		0401.6.3 Check for understanding after reading. Identify	<i>Science</i> GLE 0407.5.1 Analyze physical

comprehend informational texts.		to familiarize students with Spanish terms. http://www.davidreilly.com/spanish/		<i>Author's Purpose.</i>	and behavioral adaptations that enable organisms to survive in their environment.
GLE 0401.6.1 Apply skills and strategies to comprehend informational texts (e.g., pre-reading strategies, comprehension strategies).		<i>Letters Home From Yosemite TE</i> Yosemite Nature Notes is a video podcast series that tells unique stories about the natural and human history of Yosemite National Park. http://www.nps.gov/yose/photosmultimedia/ynn.htm		401.6.6 <i>Determine the main idea and supporting details from text.</i>	<i>Science</i> GLE 0407.5.1 Analyze physical and behavioral adaptations that enable organisms to survive in their environment. Plant the Seed: Careers

Title: Work and Play UNIT 2				Time Frame: 1 st Nine Weeks	
*GLE0401.3.2 Write in a variety of modes and genres.	What is the value of work and play?			*0401.3.1 <i>Determine and audience and a purpose for writing.</i> *0401.3.2 <i>Write for a variety of purposes: to entertain, persuade, inform, demonstrate knowledge, answer questions, respond to literature, acquire knowledge.</i>	

<p>GLE 0401.5.1 Continue to develop logic skills to facilitate learning and to enhance thoughtful reasoning.</p>		<p><i>What Jo Did</i> TE</p>		<p>0401.5.1 <i>Distinguish cause from effect</i></p>	
<p>GLE 0401.5.2 Use logic to make inferences and draw conclusions in a variety of oral and written contexts.</p>		<p><i>Coyote School News</i> TE</p> <p>T-Chart – Left side of T Chart titled “Prediction because...” and the right side title “Outcome”</p>		<p>0401.5.2 <i>Make inferences and draw conclusions while reading, viewing, or listening to print and non-print media.</i></p>	<p><i>Social Studies</i> 4.1.01 Understand the diversity of human cultures.</p>
<p>GLE 0401.5.2 Use logic to make inferences and draw conclusions in a variety of oral and written contexts.</p>		<p><i>Grace and the Time Machine</i> TE</p> <p>Picture Walk: Before reading the story, teacher places copies of pictures of the story around the room, student walk around the room and write about each picture.</p>	<p>TE: 188k Write a letter</p>	<p>0401.5.2 <i>Make inferences and draw conclusions while reading, viewing, or listening to print and non-print media.</i></p>	<p><i>Latin Root:</i> Trub = confusion; Examples: disturb, perturb, turbine, turbulent</p>
<p>GLE 0401.5.1 Continue to develop logic skills to facilitate learning and to enhance thoughtful reasoning.</p>		<p><i>Marvin of the Great North Woods</i> TE</p> <p>Fact and opinion chart http://www.eduplace.com/graphicorganizer/pdf/factopin.pdf</p>	<p>TE: 212k Journal Entry</p>	<p>0401.5.1 <i>Distinguish fact from opinion.</i></p>	<p>GLE 0401.4.1 Conduct research to access and present information. (using the dictionary)</p>
<p>GLE 0401.6.1 Apply skills and strategies to comprehend</p>		<p><i>So You Want to be President?</i> TE</p> <p>PARS & SQR3 (link describes each strategy)</p>		<p>0401.6.6 <i>Determine the main idea and supporting details from text.</i></p>	<p><i>Social Studies:</i> 4.01 Discuss the structure and purposes of</p>

<p>informational texts (e.g., pre-reading strategies, comprehension strategies).</p>		<p>http://www.sandburg.edu/trio/workshops/reading_comprehension_skills.pdf</p>			<p>governance. Plant the Seed: Careers</p>
<p>GLE 0401.4.2 Collect, organize, and determine the reliability of researched information.</p>		<p><i>So You Want to be President? TE</i></p>		<p>0401.4.4 <i>Evaluate the reliability of sources on a given topic.</i> 0401.4.5 <i>Organize information from text or technological sources using graphic organizer.</i></p>	

Title: Patterns in Nature UNIT 3				Time Frame: 2 nd Nine Weeks	
Academic Vocabulary: Being revised by TN DoE, link will be provided.					
Grade Level Expectations (GLEs) *Used continuously throughout curriculum.	Essential Questions Samples Given on pages listed.	Resources	Common Experiences	Checks for Understanding	Integrations/Connections
GLE 0401.5.1 Continue to develop logic skills to facilitate learning and to enhance thoughtful reasoning.	What are some patterns in nature?	<i>The Stranger TE</i> Link to cause and effect graphic organizer. http://www2.scholastic.com/content/collateral_resources/pdf/r/reading_bestpractices_vocabulary_sr_allgo.pdf		<i>0401.5.1 Distinguish cause from effect</i>	<i>Science:</i> GLE 0407.3.1 Demonstrate that plants require light energy to grow and survive. GLE 0407.3.2 Investigate different ways that organisms meet their energy needs.
GLE 0401.5.1 Continue to develop logic skills to facilitate learning and to enhance thoughtful reasoning.		<i>Adelina's Wish TE</i> Fact and opinion game from the Florida Center for reading research. Games on pages 5-17. http://www.fcrr.org/curriculum/PDF/G4-5/45CPartThree.pdf		<i>0401.5.1 Distinguish fact from opinion.</i>	

<p>GLE 0401.5.2 Use logic to make inferences and draw conclusions in a variety of oral and written contexts.</p>		<p><i>How Night Came from the Sea</i> TE</p> <p>Graphic organizer</p> <p>http://www2.scholastic.com/content/collateral_resources/pdf/r/reading_bestpractices_vocabulary_sr_allgo.pdf</p>		<p>0401.5.2 <i>Make inferences and draw conclusions while reading, viewing, or listening to print and non-print media.</i></p>	
<p>GLE 0401.6.2 Recognize the different text features of informational texts (e.g., separate text boxes, diagrams, captions, charts, graphs).</p>		<p><i>Eye of the Storm</i> TE</p>		<p>0401.6.4 <i>Use common text features to enhance understanding (e.g., headings, key words, graphics, captions, side bars).</i></p> <p>0401.6.7 <i>Preview text using text features (e.g., illustration, graphs, and diagrams).</i></p> <p>0401.6.9 <i>Use parts of text (e.g., title, title page, table of contents, chapter title, glossary, and index) as aids in understanding informational text.</i></p>	<p>Science: GLE 0407.8.2 Differentiate between weather and climate.</p> <p>Latin Root: Phobia = fear Examples: xenophobia, agoraphobia, aquaphobia, aerophodia</p> <p>Plant the Seed: Careers</p>
<p>GLE 0401.5.2 Use logic to make inferences and draw conclusions in a variety of oral and written contexts.</p>		<p><i>The Great Kapok Tree</i> TE</p>	<p>TE: 360k Draw a diagram</p>	<p>0401.5.2 <i>Make inferences and draw conclusions while reading, viewing, or listening to print and non-print media.</i></p>	

Title: Puzzles and Mysteries UNIT 4				Time Frame: 2 nd Nine Weeks	
* GLE 0401.6.1 Apply skills and strategies to comprehend informational texts.	Is there an explanation for everything?			* 0401.6.3 Check for understanding after reading.	
GLE 0401.8.1 Use active comprehension strategies to derive meaning while reading and check for understanding after reading.		<i>The Houdini Box</i> TE Florida Center for Reading Research http://www.fcrr.org/SCASearch/PDFs/2-3C_021.pdf		0401.8.11 Compare and contrast different version/representations of the same stories/events that reflect different cultures.	<i>Latin Root:</i> opt = eye examples: optical, optometrist, optic, optician
GLE 0401.8.1 Use active comprehension strategies to derive meaning while reading and check for understanding after reading.		<i>Encantado: Pink Dolphin of the Amazon</i> TE	TE: 416j Make a postcard	0401.8.11 Compare and contrast different version/representations of the same stories/events that reflect different cultures.	<i>Science:</i> GLE 0407.5.1 Analyze physical and behavioral adaptations that enable organisms to survive in their environment.
GLE 0401.8.1 Use active comprehension strategies to derive meaning while reading and check for understanding after reading.		<i>The King in the Kitchen</i> TE Brain Pop Jr. movie: "Character"		0401.8.10 Identify and describe main and minor characters, considering the importance of their actions, motives, and appearances.	

				<i>0401.8.3 Check for understanding after reading. Identify the setting.</i>	
GLE 0401.6.1 Apply skills and strategies to comprehend informational texts.		<i>Seeker of Knowledge TE</i>		<i>0401.6.4 Use common text features to enhance understanding (e.g., headings, key words, graphics, captions, side bars). 0401.6.7 Preview text using text features (e.g., illustration, graphs, diagrams).</i>	

GLE 0401.8.1 Use active comprehension strategies to derive meaning while reading and check for understanding after reading.		<i>Encyclopedia Brown TE</i> Florida Center for Reading Research starting on page 13. http://www.fcrr.org/curriculum/PDF/G2-3/2-3Comp_1.pdf	TE: 488k Make signs	<i>0401.8.8 Determine the problem of a story, discover its solution, and consider alternate solutions. 401.8.14 Explore the concept of theme.</i>	<i>Latin Root:</i> spec = see examples: inspect, spectacles, suspect, spectator
GLE 0401.5.3 Apply logic skills to classroom situations and to selections read.				<i>0401.5.3 Make and adjust predictions while reading, viewing, or listening to print and non-print media. 0401.5.4 Determine the problem in a story, discover its solution, and consider logical alternate solutions.</i>	

Title: Adventures by Land, Air, and Water UNIT 5					Time Frame: 3 rd Nine Weeks
Academic Vocabulary: Being revised by TN DoE, link will be provided.					
Grade Level Expectations (GLEs) *Used continuously throughout curriculum.	Essential Questions Samples Given on pages listed.	Resources	Common Experiences	Checks for Understanding	Integrations/Connections
GLE 0401.8.1 Use active comprehension strategies to derive meaning while reading and check for understanding after reading.	What makes an adventure?	<i>Sailing Home A Story of a Childhood at Sea</i> TE	TE: 516k Make a fact card	0401.8.3 Check for understanding after reading. <i>Author's Purpose</i>	<i>Latin Root:</i> mar = sea examples: maritime, marine, submarine
GLE 0401.8.1 Use active comprehension strategies to derive meaning while reading and check for understanding after reading.		<i>Lost City The Discovery Machu Picchu</i> TE	TE: 538k Write a brochure	0401.8.11 Compare and contrast different version/representations of the same stories/events that reflect different cultures.	<i>Social Studies:</i> 4.1.spi.3 determine how various groups resolve conflict. 4.6.spi.1. recognize how groups work cooperatively to accomplish goals and encourage change
GLE 0401.6.1 Apply skills and strategies to comprehend informational texts.		<i>Amelia and Eleanor Go for a Ride</i> TE Sequence graphic organizers http://www.educationoasis.com/curriculum/GO/sequence.htm		0401.6.5 Understand sequence of events from text.	Plant the Seed: Careers

GLE 0401.6.1 Apply skills and strategies to comprehend informational texts.		<i>Antarctic Journal</i> TE Brain Pop movie: “Main Idea” Brain Pop Jr.: “Main Idea”		0401.6.6 <i>Determine the main idea and supporting details from text.</i>	<i>Social Studies:</i> 4.3.02 Recognize the interaction between human and physical systems around the world.
GLE 0401.5.2 Use logic to make inferences and draw conclusions in a variety of oral and written contexts.		<i>Moonwalk</i> TE		0401.5.2 <i>Make inferences and draw conclusions while reading, viewing, or listening to print and non-print media.</i>	<i>Science:</i> GLE 0407.6.1 Analyze patterns, relative movements, and relationships among the sun, moon, and earth.

Title: Reaching for Goals UNIT 6				Time Frame: 3 rd Nine Weeks: Weeks 7-9	
GLE 0401.5.1 Continue to develop logic skills to facilitate learning and to enhance thoughtful reasoning.	What does it take to achieve our goals and dreams?	<i>My Brother Martin</i> TE Florida Center for Reading Research http://www.fcrr.org/SCASearch/PDFs/2-3C_020.pdf		0401.5.1 <i>Distinguish cause from effect</i>	
GLE 0401.5.1 Continue to develop logic skills to facilitate learning and to enhance thoughtful reasoning.		<i>Jim Thorpe’s Bright Path</i> TE	TE: 660k Make a comic strip	0401.5.1 <i>Distinguish fact from opinion.</i>	
GLE 0401.8.1 Use		<i>How Lola Came to Visit Stay</i> TE		0401.8.10 <i>Identify and</i>	

<p>active comprehension strategies to derive meaning while reading and check for understanding after reading.</p>		<p><i>Florida Center for Reading Research</i></p> <p>http://www.fcrr.org/curriculum/PDF/G2-3/2-3Comp_1.pdf</p>		<p><i>describe main and minor characters, considering the importance of their actions, motives, and appearances.</i></p> <p>401.8.14 <i>Explore the concept of theme.</i></p>	
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<p>GLE 0401.8.1 Use active comprehension strategies to derive meaning while reading and check for understanding after reading.</p>		<p><i>How Lola Came to Visit Stay</i> TE</p> <p>Florida Center for Reading Research</p> <p>http://www.fcrr.org/curriculum/PDF/G2-3/2-3Comp_1.pdf</p>	<p>TE: 686j Design a Pennant</p>	<p>0401.8.10 <i>Identify and describe main and minor characters, considering the importance of their actions, motives, and appearances.</i></p> <p>401.8.14 <i>Explore the concept of theme.</i></p>	
<p>GLE 0401.5.2 Use logic to make inferences and draw conclusions in a variety of oral and written contexts.</p>		<p><i>To Fly: The Story of the Wright Brothers</i> TE</p>		<p>0401.5.2 <i>Make inferences and draw conclusions while reading, viewing, or listening to print and non-print media.</i></p>	<p><i>Latin Root:</i> nov = new examples: novice, novel, novelty, innovate</p>
<p>GLE 0401.6.1 Apply skills and strategies to comprehend informational texts.</p>		<p><i>The Man Who Went to the Far Side of the Moon</i> TE</p>		<p>0401.6.4 <i>Use common text features to enhance understanding (e.g., headings, key words, graphics, captions, side bars).</i></p>	<p><i>Science:</i> GLE 0407.6.1 Movement of sun, moon, planets Plant the Seed: Careers</p>

Title : 4 th Nine Weeks Review and Advancement				Time Frame: 4 th Nine Weeks	
<p>GLE 0401.8.2 Experience various literary genres, including fiction/nonfiction, poetry, drama, short stories, folk tales, and myths.</p>		<p>Really good poetry unit.</p> <p>http://sandler5thgrade.com/Poetry%20unit.pdf</p>	<p>Each student will write a poem.</p>	<p><i>0401.8.6 Recognize varying forms of text</i></p> <p><i>0401.8.7 Read, view, and recognize various literary genres</i></p> <p><i>0401.8.16 Develop an awareness of literature as a reflection of its culture.</i></p>	
<p>GLE 0401.8.3 Know and understand the basic characteristics of the genres studied.</p>				<p><i>0401.8.13 Recognize sound devices in poetry</i></p> <p><i>0401.8.15 Recognize and interpret basic literary devices</i></p>	
<p>GLE 0401.7.1 Recognize that media can be a source of information and entertainment.</p>			<p>Write a report on a book read and present the report with visual aids.</p>	<p><i>0401.7.1 Use media to view, read, and represent information and to conduct research.</i></p> <p><i>0401.7.2 Use print and non-print materials along with prior knowledge to provide background for writing and /or presenting.</i></p>	

				<p><i>0401.7.3 Use media to enhance reports and oral presentations.</i></p> <p><i>0401.7.5 Develop an awareness of the effects of media (e.g., television, print materials, Internet, magazines) on daily life.</i></p>	
<p>GLE 0401.7.2 Use media to publish and present information.</p>				<p><i>0401.7.2 Use print and non-print materials along with prior knowledge to provide background for writing and/or presenting.</i></p> <p><i>0401.7.3 Use media to enhance reports and oral presentations.</i></p> <p><i>0401.7.4 Use libraries/media centers to access media sources.</i></p>	