

Fourth Grade Reading Workshop

Curriculum Map

George Washington Elementary

2009-2010

Essentials Questions	Content	Skills	Assessment	Resources
<p>A. How can readers apply their understanding of vocabulary words to find meaning in unknown words?</p> <p>B. What do good readers do?</p> <p>C. How does an author influence meaning?</p> <p>D. How does an author further the story by creating conflict?</p> <p>E. How do readers contribute to a group?</p> <p>E. How do good readers have a meaningful discussion?</p>	<p>A. Word Comprehension</p> <ul style="list-style-type: none"> ▪ Compound Words ▪ Context Cues ▪ Homonyms <p>B. Reading Strategies</p> <ul style="list-style-type: none"> ▪ Connections ▪ Oral Extended Response (Discussion) ▪ Questioning <p>C. Comprehension</p> <ul style="list-style-type: none"> ▪ Authors Purpose ▪ Inference ▪ Point of view <p>D. Literature- Realistic Fiction</p> <ul style="list-style-type: none"> ▪ Story Structure ▪ Types of Conflict <p>E. Listening and Speaking</p> <ul style="list-style-type: none"> ▪ Book Talk Roles ▪ Questioning, Connecting, Summarizing, Imaging, Vocabulary 	<p>A. Determine compound words by applying knowledge of known individual words (watchman)</p> <p>A. Determine the meaning of an unknown word using word, sentence, and cross-sentence clues (context clues)</p> <p>A. Identify homonyms- words that are spelled the same, sound the same and have multiple meanings</p> <p>B. Review types of connections (to personal experience, prior knowledge, or other stories-self, text, world)</p> <p>B. Clarify and extended ideas with the focus on linking connections</p> <p>B. Generate meaningful questions to enhance understanding and build discussion</p> <p>C. Identify the author’s purpose for writing (entertain, inform, persuade)</p> <p>C. Identify the point of view</p> <p>C. Draw inferences and make generalizations</p> <p>C. Ask and respond to questions</p> <p>B and D. Identify and use the events important to plot and subplot to create a summary</p> <p>D. Identify different types of conflict</p> <p>E. Participate in small and large group discussion</p>	<p>Checkpoint Week 2: Students make strong connections through read aloud.</p> <p>Checkpoint Week 3: Students create a short passage using zigenfrags.</p> <p>Checkpoint Week4: Students complete a plot organizer and identify the type of conflict.</p> <p>Checkpoint Week 5: Students infer using short passages</p>	<p>Mini Lessons:</p> <p>A Day’s Work by Eve Bunting</p> <p>Tea with Milk by Allen Say</p> <p>Game Day by Tiki and Ronde Barber (tumble book)</p> <p>Piggins by Jane Yolen</p> <p>An Angel for Soloman Singer by Cynthia Rylant</p> <p>Guided Reading:</p> <p>(L) Jamaica’s Find by Juanita Havill</p> <p>(M) City Green by Dyanne Disalvo-Ryan</p> <p>(H) When the Circus Came to Town</p> <p>(L) Mr Putter and Tabby Walk the Dog by Cynthia Rylant</p> <p>(L) Miss Nelson Has a Field Day by James Marshall</p> <p>(M) Old Henry by Joan Blos</p> <p>(L) The King of the Playground by Naylor</p> <p>(M) Boundless Grace by Mary Hoffman</p> <p>(M) Spinky Sulks by William Stieg</p> <p>Checkpoint: Amazing Grace by Mary Hoffman</p> <p>Book Talk: (Use a variety of mini lesson literature)</p> <p>(L) Weekend with Wendell by Kevin Henkes</p> <p>(M) Emma’s Rug by Allen Say</p> <p>(H) Thundercakes by Patricia Pollaco</p>

Essentials Questions	Content	Skills	Assessment	Resources
<p>A. How do reference materials help readers learn new words?</p> <p>B. How do students read different types of texts?</p> <p>B. D. How does the structure of nonfiction help readers understand?</p> <p>C. What ways do authors organize text?</p> <p>E. How do readers contribute to a group?</p> <p>E. How do good readers have a meaningful discussion?</p> <p>F. Where do people get information?</p>	<p>A. Word Comprehension</p> <ul style="list-style-type: none"> ▪ Dictionaries ▪ Alphabetical Order ▪ Thesaurus <p>B. Strategies</p> <ul style="list-style-type: none"> ▪ Informational text structure <p>C. Comprehension</p> <ul style="list-style-type: none"> ▪ Visual text ▪ Fact/opinion ▪ Summarizing nonfiction <p>D. Literature- Nonfiction, Bibliography/Autobiography</p> <p>E. Listening and Speaking</p> <p>F. Research</p>	<p>A. Clarify word meaning through dictionaries</p> <p>A. Alphabetize vocabulary words that start with the same letters</p> <p>A. Use guide words as a locating tool</p> <p>A. Use prefixes, roots, and suffixes to determine unknown words and meaning in passages</p> <p>A. Use synonyms and antonyms to help determine meaning</p> <p>B and D. Determine the purpose and structure of informational text</p> <ul style="list-style-type: none"> ▪ compare/contrast ▪ sequence ▪ cause and effect ▪ main idea and details <p>C. Comprehend charts, maps, tables glossary & index</p> <p>C. Fact and Opinion</p> <p>E. Participate in small and large group discussion</p> <p>F. Integrate a variety of sources (books, interviews, reference, websites) for use on Biography Project</p> <p>F. Create a variety of documents, construct research, cite sources used</p> <ul style="list-style-type: none"> ▪ Biography Project 	<p>Checkpoint Week 2: Answer questions about visual text, chart, table or graph</p> <p>Checkpoint Week 3: Students will read a nonfiction text and find facts and opinions.</p> <p>Students will complete an alphabet challenge.</p> <p>Checkpoint Week 4: Students will determine main idea and details.</p> <p>Students will determine the cause and effect.</p> <p>Checkpoint Week 5: Students will determine sequence in a reading selection (2 sequence checkpoints: 1 leveled activity, 1 activity from Study Island, not leveled)</p> <p>Students will turn in their works cited for their biographical research project.</p>	<p>Mini Lesson: Time For Kids:</p> <ul style="list-style-type: none"> ▪ A Family that Digs ▪ Coral Reef Crisis ▪ Battling over Alaska’s Oil ▪ Understanding Volcanoes ▪ Mia Hamm <p>Guided Reading:</p> <p>Low- Life cycles books (Teams share text on frogs, ducks, rabbits, butterflies)</p> <p>Average- Chimpanzees by Claire Robinson</p> <p>Average- Manatees by Patricia A. Fink Martin (3.4)</p> <p>(VH) Sharks by Jane Resnick (Share both VH leveled texts)</p> <p>(VH) Fish by Jane Resnick</p> <p>(VL) Maurice Sendak by Eric Burn</p> <p>(VL) Dr. Seuss by Cheryl Carlson</p> <p>(L) The Life and Work of Claude Monet</p> <p>(M) Martin Luther King Junior- A man of Peace</p> <p>(H) George Washington by James Cross Giblin</p> <p>Book Talk:</p> <p>(L) Frog and Toad are Friends by Arnold Lobel (2.9)</p> <p>(ML)Shoe Shine Girl by Clyde Bulla (2.7)</p> <p>(M) Sadako and the Thousand Paper Cranes by Elenor Coerr (3.8)</p> <p>(MH)In the year of the Boar and Jackie Robinson by Bette Bao Lord (4.6)</p> <p>(H)Hundred Dresses by Elenor Estes (5.4)</p> <p>Centers: Time for Kids:The City News Textbooks: Math, Reading,</p>

Essentials Questions	Content	Skills	Assessment	Resources
<p>A. How do readers apply word structure and vocabulary skills to comprehend selections?</p> <p>B. What skills can promote strong understanding in reading?</p> <p>C. How can past experiences affect reading?</p> <p>D. How can the organization of a text affect story elements?</p> <p>E. How and why do conversations contribute to discussion and analysis of text?</p>	<p>A. Word Comprehension</p> <ul style="list-style-type: none"> ▪ Prefixes, roots, suffixes ▪ Synonyms and Antonyms <p>B. Reading Strategies</p> <ul style="list-style-type: none"> ▪ Previewing and Predicting ▪ Questioning ▪ Oral Extended Response <p>C. Comprehension</p> <ul style="list-style-type: none"> ▪ Refine Predictions ▪ Compare and Contrast <p>D. Literature- Historical Fiction</p> <ul style="list-style-type: none"> ▪ Story Elements ▪ Theme <p>E. Listening and Speaking</p> <p>F. Research</p>	<p>A. Use prefixes, roots, and suffixes to determine unknown words and meaning in passages</p> <p>A. Identify and apply synonyms and antonyms in text</p> <p>B. Preview by activating prior knowledge</p> <p>B. Identify probable outcomes</p> <p>B. Determine and Develop questions and answers to a simple/literal question</p> <p>B. Clarify and extend ideas orally given a prompted question with evidence</p> <p>C. Compare and Contrast Story Elements</p> <p>D. Identify the following story elements with the use of dialogue and without: Characterization (traits, motivation, and actions) and Setting</p> <p>D. Analyze elements of Historical Fiction</p> <p>D. Identify authors' message or theme</p> <p>E. Participate in small and large group discussion</p> <p>F. Determine accuracy, reliability, and currency (accepted by society)</p>	<p>Checkpoint Week 2: Match pieces of text with pictures based upon text, focusing on character traits and setting</p> <p>Checkpoint Week3: Given text, students will determine the theme using clues.</p> <p>-Using prefixes and suffixes in context, students infer the meaning of new words.</p> <p>Checkpoint Week 4: Create prediction prior to reading and revise based on evidence from the text through teacher read aloud.</p> <p>Checkpoint Week 5: Students infer answers to questions and give evidence.</p>	<p>Mini Lessons: Peppe the Lamplighter by Elisa Bartone</p> <p>The Lily Cupboard A Story of the Holocaust by Shulamith Levely Oppenheim</p> <p>Gleam and Glow by Eve Bunting</p> <p>Barefoot! Escape on the Underground Railroad by Pamela Duncan Edwards</p> <p>Goin' Somewhere Special Patricia Mckissack</p> <p>Guided Reading:</p> <p>(L) Keep the Lights Burning Bright by Peter and Connie Roop</p> <p>(M) The Great Big Wagon that Rang by Joe Slate</p> <p>(H) Anne Hutchinson's Way by Atkins</p> <p>(VL) Wagon Train by SA Kramer</p> <p>(L) When I was Young in the Mountains by Cynthia Rylant</p> <p>(M) The Lotus Seed by Tatsuro Kiuchi</p> <p>(M) Angel Child Dragon Child by Michele Maria Surat</p> <p>(H) Landed by Milly Lee (4.9)</p> <p>Checkpoint: <u>A Good Night For Freedom</u> By: Barbara Morrow</p> <p>Book Talk:</p> <p>(L) The Drinking Gourd by F.N. Monjo</p> <p>(M) Ever yours Lydie by Patricia Baehr</p> <p>(M-H) When Freedom Comes: Hope's Revolutionary War Diary</p> <p>(H) Counting on Grace by Elizabeth Winthrop</p>

Essentials Questions	Content	Skills	Assessment	Resources
<p>A. How do readers apply word structure and vocabulary skills to comprehend selections?</p> <p>B and C. How do good readers “read between lines?”</p> <p>B. Why does a writer choose to use certain words to convey meaning?</p> <p>D. How do writers express their thoughts and feelings?</p> <p>E. How and why do conversations contribute to discussion and analysis of text?</p>	<p>A. Word Comprehension</p> <ul style="list-style-type: none"> ▪ Affixes & Root Words <p>B. Reading Strategies</p> <ul style="list-style-type: none"> ▪ Inference <p>C. Comprehension</p> <p>D. Literature- Poetry</p> <ul style="list-style-type: none"> ▪ Figurative Language ▪ Poetic Devices ▪ Alliteration ▪ Onomatopoeia ▪ Rhymed verse ▪ Consonance and Assonance <p>D. Literature- Poetry</p> <ul style="list-style-type: none"> ▪ Free Verse ▪ Concrete ▪ Diamante ▪ Couplet ▪ Quatrain ▪ Cinquain ▪ Limerick <p>E. Listening and Speaking</p>	<p>A. Use prefixes, roots, and suffixes to determine unknown words and meaning in passages</p> <p>C. Interpret meaning in poetry when it is not explicitly stated.</p> <p>D. Identify and interpret figurative language (simile, metaphor, and idiom).</p> <p>D. Identify alliteration, onomatopoeia, and rhymed and unrhymed verse rhyme scheme, consonance, hyperbole.</p> <p>E. Participate in small and large group discussion</p>	<p>Checkpoint Week 2: Students identify figurative language in text</p> <p>Checkpoint Week 3: Students identify poetic devices such as alliteration, onomatopoeia</p> <p>Checkpoint Week 4: Interpret poem meaning.</p>	<p>Mini Lesson: Owl Moon by Jayne Yolen</p> <p>When I Become Old Poem</p> <p>More Parts by Ted Arnold</p> <p>Roar of a Snore by Marsha Diane Arnold</p> <p>Guided Reading: (L) Dear World by Nada Takayo (M) My Man Blue by Nikki Grimes (H) Neighborhood Odes by Gary Soto</p> <p>Book Talk: (VL) A Beasty Story by Martin Bill (1.6)</p> <p>(VL) Clever Trevor by Sarah Albee</p> <p>(L) Nate the Great on the Owl Express by Majorie Weinman</p> <p>(M) Sarah, Plain and Tall</p> <p>(MH) The Mixed up Files of Mrs. Basil E. Frank</p> <p>(H) Holes by Louis Sachar</p>

Essentials Questions	Content	Skills	Assessment	Resources
<p>A. How do readers apply word structure and vocabulary skills to comprehend selections?</p> <p>B. From whose viewpoint are we reading?</p> <p>C. How do readers determine what the author’s message is?</p> <p>D. How does a story teach a lesson?</p>	<p>A. Word Comprehension</p> <ul style="list-style-type: none"> ▪ Analogies <p>B. Reading Strategies and C. Comprehension</p> <ul style="list-style-type: none"> ▪ Summarize ▪ Point of View ▪ Inferences and Conclusions ▪ Cause and Effect ▪ Characteristics of Folktale, Fairy Tale and Legends ▪ Literary Elements <p>C. Comprehension</p> <p>D. Literature- Traditional Literature (Folktales, Fairy Tales, Legends)</p> <ul style="list-style-type: none"> ▪ Plot ▪ Characters ▪ Theme ▪ Inferences ▪ Conclusions <p>E. Listening and Speaking</p> <p>F. Research</p>	<p>A. Use vocabulary words to determine meaning of analogies</p> <p>B. Identify main idea through minor and significant details.</p> <p>B. Draw inferences and conclusion about the text</p> <p>B. Summarize a story, passage or text</p> <p>B. Distinguish between 1st person and 3rd person point of view</p> <p>B. Infer character traits using evidence with legends</p> <p>C. Determine the cause and effect of events</p> <p>C. Determine the characteristics of folktales, legends, fairy tales</p> <p>C. Identify the literary elements of plot, character and theme or authors message of a passage</p> <p>D. Draw conclusions based on evidence from the text</p> <p>E. Participate in small and large group discussion</p> <p>F. Determine accuracy, reliability, and currency in nonfiction mystery</p>	<p>Checkpoint Week 2:</p> <p>Main Idea</p> <p>Checkpoint Week 3: Students will summarize a type of Folktale text.</p> <p>Checkpoint Week 4 & 5: Students are assessed on plot and identifying the components.</p>	<p>Mini Lesson: How the Fisherman Tricked the Genie by Kitoba Snam Cinderelly by Frances Minters The Bunyans by Audrey Wood Why the Wind Blows by Alba Ambert Lon Po Po: A Red Riding Hood-Story from China by Ed Young</p> <p>Guided Reading: (L) The Rich Man and the Parrot by Suzan Nadimi (M) Borreguita and the Cyote by Verna Aaredena (H) The Tale of the Mandarin Ducks by Katherine Paterson</p> <p>(VL) The Princess and the Pea (L) Rumpelstiltskin by Allan Trussell-Cullen (M) The Rough Face Girl by Turssel-Cullen (H) Domitila by Jewel Coburn</p> <p>(L) Legend of the Petoskey Stone by Kathy Jo Wargin (M) Legend of Mackinac Island by Kathy Jo Wargin (H) Gershon’s Monster by Eric A Kimmel</p> <p>(L) The Sword in the Stone by Grace Maccorone (M) The Legend of the Indian Paintbrush by Tomie dePaola (H) Legend of Freedom Hill by Linda Jacobs Altman</p> <p>Book Talk (L) Buffalo Before Breakfast by Mary Pope Osborne 3.3 (L) Henry’s Freedom Box (M) Night Bird: A Story of the Seminole Indians by Kathleen V. Kudlinski 3.5 (H) The Indian School by Gloria Whelan 4.3 (VH) Night Flying Woman by Ignatia Broker 6.0</p>

Essentials Questions	Content	Skills	Assessment	Resources
<p>A. How can readers apply their understanding of vocabulary words to find meaning in unknown words?</p> <p>C. How do readers read between the lines?</p> <p>E. How do readers contribute to a group?</p> <p>E. How do good readers have a meaningful discussion?</p> <p>F. Where do people get information?</p> <p>F. Where do beliefs come from?</p>	<p>A. Word Comprehension</p> <p>C. Comprehension</p> <p>D. Literature- Nonfiction Mystery and Fictional Mystery</p> <p>E. Listening and Speaking</p> <p>F. Research</p>	<p>A. Determine the meaning of unknown words using context clues</p> <p>C. Infer the accuracy of events in nonfiction mystery</p> <p>C. Components of nonfiction mystery</p> <p>E. Listen effectively and respond to oral instructions</p> <p>E. Participate in small and large group discussion</p> <p>F. Determine accuracy, reliability and currency</p> <p>F. Integrate a variety of sources (books, interviews, reference, websites) for use on Biography Project</p>	<p>Checkpoint Week 2: Students determine the meaning of unknown words through context clues.</p> <p>Checkpoint Week 3 Students are assessed on inferential questions.</p>	<p>Mini Lesson: Hoaxes, Fibs and Fakes</p> <p>Guided Reading: Team shares leveled nonfiction mysteries including topics on the Loch Ness monster, Bermuda Triangle, and UFO's</p> <p>*12 copies of Ghost Ship</p> <p>(VL) The Great Rock and Roll Mystery by Wanda Elmaier (1 out of 4 in the Troll easy reader series)</p> <p>(L) Key to the Treasure by Peggy Parish (2.8)</p> <p>(L) The School Yard Mystery by Elizabeth Levy</p> <p>(M) The Spray Paint Mystery by Angela Shelf Medearis</p> <p>(H) Macaroni Boy by Katherine Ayres (4.9)</p>