

<b>TSD Integrated Language Arts Curriculum Map</b>	Teacher(s): Courtney Childe, Faith Horton, Jennifer Hubbard	Creation Date: May 2011
	Grade Level: Fourth	Revision Date:

	First Trimester			Second Trimester			Third Trimester			
<b>Timeframe and Month</b>	August	September	October	November	December	January	February	March	April	May / June
<b>Theme / Unit</b>		<b>Local and Regional History and Landmarks</b>	<b>Complete Local and Regional History, Human Body</b>	<b>Human Body</b>	<b>United States Regions and Introduction to the Westward Movement</b>	<b>Colorado History and Westward Movement</b>	<b>Westward Movement, cont. Start Inventions and the Scientific Method</b>	<b>Inventions and the Scientific Method</b>	<b>SPRING BREAK, Land and Water and Survival Unit</b>	<b>Land and Water and Survival Unit</b>
<b>Fertile Questions / Foci</b>		<p><b>How and why do landmarks provide guidance in our lives?</b></p> <p>Why did/do people move to the Telluride region and who were/are these people?</p> <p>How has the community changed over the course of time? (Boom-Bust-Boom)</p> <p>What is mining and what role does it play in the history of the Telluride region?</p> <p>What are some of the peoples and figures that are significant in our community's history?</p> <p>What could the future look like?</p>		<p><b>How does learning about the human body help you take care of yourself and others?</b></p> <p>What is a system?</p> <p>What systems do we have in our body?</p> <p>What is the structure and function of the skeletal system? Muscular system? Digestive system? Excretory system? Immune system?</p> <p>What is MyPyramid?</p> <p>How do we fuel our bodies?</p> <p>What is the difference between a plant and animal cell?</p>	<p><b>How did history shape the U.S. regions?</b></p> <p>What are the five U.S. regions?</p> <p>How have climate, natural resources, the economy and historical factors affected the organization of the regions of the U.S.?</p> <p>Where is Colorado located within the regions of the U.S.?</p> <p>How does a map help us locate a place?</p>	<p><b>How does learning about the pioneers of the past help us pioneer through the future?</b></p> <p>What is Westward Movement and why is this time period important in U.S. History?</p> <p>What is the Louisiana Purchase?</p> <p>Who are Lewis and Clark and why are they important in our history? Who was Sacagawea?</p> <p>What was the Trail of Tears? What other tribe experienced treatment similar to the Cherokee?</p> <p>What is the Transcontinental Railroad? Why was it formed and what did the builders experience?</p> <p>What is a prospector? What were their experiences when they moved west?</p> <p>What are some of the routes pioneers took west?</p> <p>Why did the pioneers head west?</p> <p>What is Manifest Destiny?</p> <p>What historical events led to statehood for Colorado (Homestead Act)?</p>		<p><b>How does learning about the pioneers of the past help us pioneer through the future?</b></p> <p>What character traits do pioneers of the past, present, and the future have?</p> <p>What is the scientific method?</p> <p>How could we improve the future with new creations?</p>	<p><b>What is the relationship between land and water?</b></p> <p>How does water shape the land on earth?</p> <p>What makes up soil?</p> <p>What is the water cycle?</p> <p>How does erosion occur?</p> <p>What types of landforms are found on earth?</p> <p>Where do we find water on earth?</p> <p>What role do humans play in land changes?</p> <p>What is the relationship of water and land?</p> <p>What causes land to move?</p> <p>What causes water to move?</p> <p>How do you publish a book?</p>	

<p style="text-align: center;"><b>Literature Study and Resources</b></p>	<p><b>See Realistic Fiction book list (ie. <i>How to Eat Fried Worms, Tales of a Fourth Grade Nothing, Frindle</i>) – these are books that 4<sup>th</sup> graders can connect with and relate to each character. They are a fun, fast read.</b></p>	<p><u>The Mountains of Telluride</u></p> <p><u>The Legend of Bridal Veil Falls</u></p> <p>San Juan History wiki – <a href="http://sanjuanhistory.pbworks.com">http://sanjuanhistory.pbworks.com</a></p> <p>Boom or Bust Reading</p> <p>Diagram Worksheet w/ Vocabulary</p> <p>Anasazi Heritage Museum resource kit, Ute box</p> <p><u>One Man’s West</u> “Rats, Mules, Miners, and Tommyknockers”</p> <p>Stewardship Map</p> <p>Field Trip Journal</p> <p>See Landmark Fiction reading list (ie. <i>Maniac Magee, Bud, Not Buddy, Esperanza Rising</i>) – fiction stories where characters go through landmark in their own life and they are award-winning books</p>		<p>Nonfiction Literature Study: <i>-Blood, Bones, and Body Bits</i></p> <p>-Differentiated Text includes <i>Magic School Bus</i> chapter books</p> <p><i>Magic School Bus: Inside the Human Body</i></p> <p><i>What Happens to a Hamburger?</i></p> <p><i>The Berenstain Bears and Too Much Junk Food</i></p> <p>Denver Museum of Nature and Science 2-Day Labs and Centers – Heart and Lung Lab, Digestive Journey Lab, Eye Lab</p> <p>Human Body Journal of Five Systems and Nutrition</p> <p>Human Skeleton Model</p> <p>Human Organ Model</p> <p>Microscopes and slides from Middle School/High School to study cells</p> <p>Painted Essay Resources</p>	<p>See Historical Fiction book list (ie. <i>Caddie Woodlawn, By the Great Horn Spoon, The Secret School</i>) – we read these to build background knowledge for our upcoming Westward Movement unit</p> <p>One of three musical plays from Bad Wolf Press and written by Ron Fink and John Heath – <i>The Incredible Westward Movement, Gold Dust or Bust, or U.S. Geography</i></p> <p><u>Do Colorado!</u> Curriculum Reading Comprehension on the 5 Regions</p> <p>Regions PowerPoint</p> <p>Vocabulary Pre-teaching:</p> <ol style="list-style-type: none"> <li>1. Climate</li> <li>2. Topography</li> <li>3. Economy</li> <li>4. Natural Resources</li> <li>5. Tourism</li> <li>6. Recreation</li> <li>7. Region</li> </ol> <p>U.S. Region Group Project and Poster WebQuest</p>	<p>Nonfiction Literature Unit: <i>-Don’t Know Much About the Pioneers</i></p> <p>-Evan Moor’s <i>History Pockets Moving West</i></p> <p><u>-Do Colorado!</u> Curriculum Reading Comprehension on Colorado history</p> <p>[-Colorado Ancient Peoples</p> <p>-Colorado Explorers</p> <p>-Americans in Colorado</p> <p>-Mexican War</p> <p>-Territorial Days</p> <p>-Statehood]</p> <p>Discovery Magazines (ie. <i>Lewis and Clark, Sacagawea, Thomas Jefferson</i>)</p> <p><i>American Voices</i> CD with history and stories for historic events during this time</p> <p>Westward Movement Research Project WebQuest (link to WebQuest can be found on <a href="http://tis4thgrade.pbworks.com">http://tis4thgrade.pbworks.com</a>)</p> <p>Historical Timeline</p>	<p>We finish Westward Movement and start INVENT, but at this time pull 4<sup>th</sup> grade CSAP review activities!</p> <p>Paragraph CFA</p> <p>Narrative symbols for story writing</p>	<p>See Nonfiction Biography book list (Thomas Edison, Marian Anderson, Neil Armstrong)</p> <p>Interact’s INVENT: A Simulation of Inventors and the Invention Process</p> <p><i>Magic of the White City: The Chicago World’s Fair of 1893</i> DVD</p> <p><i>Back in Time with Thomas Edison: A Qwerty Stevens Adventure</i></p> <p><i>The Invention of Hugo Cabret</i></p> <p><i>So You Want to Be an Inventor?</i></p> <p><i>The Kid Who Invented the Popsicle</i></p>	<p>See Adventure Survival Fiction book list (ie. <i>Hatchet, Island of the Blue Dolphins, Snow Treasure</i>)</p> <p>Graphic Organizer for Planning and Writing an Adventure Survival story</p> <p>Ralph Fletcher and Melissa Forney writing lessons on setting, character, and plot development</p> <p>National Science Resources Center’s LAND AND WATER unit</p> <p>Discovery Magazines (ie. <i>Earth</i>)</p> <p><i>Land Formations</i> DVD (we have copy in the library)</p> <p>BrainPop videos</p> <p>Land and Water Student Notebook Prepared by teachers to respond to labs</p>	
	<p style="text-align: center;"><b>Colorado Content Standards in Reading and Writing</b></p>	<p><b>READ ALOUD/DISCUSSION</b></p> <p><b>1.1.d</b> – 1. Oral expression and listening. 1. A clear communication plan is necessary to effectively deliver and receive information. d. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><b>KWL</b></p> <p><b>2.1.c</b> - 2. Reading for all purposes. 1. Comprehension and fluency matter when reading literary texts in a fluent way. C. Use Integration of Knowledge and Ideas.</p> <p><b>TIMELINE</b></p> <p><b>2.2.c.i</b> – 2. Reading for all purposes. 2. Comprehension and fluency matter when reading informational and persuasive texts in a fluent way. C. Use Integration of Knowledge and Ideas</p>	<p><b>NON-FICTION LIT. STUDY</b></p> <p><b>2.2.a</b> - 2. Reading for all purposes. 2. Comprehension and fluency matter when reading informational and persuasive texts in a fluent way. A. Use Key Ideas and Details to i. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text, etc</p> <p><b>SYSTEM NOTES/DISCUSSION</b></p> <p><b>4.1.b</b> – 4. Research and reasoning. 1. 1. Comprehending new</p>	<p><b>KWL</b></p> <p><b>2.1.c</b> - 2. Reading for all purposes. 1. Comprehension and fluency matter when reading literary texts in a fluent way. C. Use Integration of Knowledge and Ideas.</p> <p><b>REGIONS READING</b></p> <p><b>2.2.a</b> - 2. Reading for all purposes. 2. Comprehension and fluency matter when reading informational and persuasive texts in a fluent way. A. Use Key Ideas and Details to i. Refer to details and examples in a text when explaining what the text says explicitly and when drawing</p>	<p><b>NON-FICTION LIT. STUDY</b></p> <p><b>2.2.a</b> - 2. Reading for all purposes. 2. Comprehension and fluency matter when reading informational and persuasive texts in a fluent way. A. Use Key Ideas and Details to i. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text, etc</p> <p><b>DISCOVERY MAGAZINES</b></p> <p><b>2.2.B.v.</b> - 2. Reading for all purposes. 2. Comprehension and fluency matter when reading informational and persuasive texts in a fluent way. B. Use Craft and Structure to: v. Use text features</p>	<p><b>PARAGRAPH CFA</b></p> <p><b>3.2.a</b> – 3. Writing and Composition. 2. Informational and persuasive texts use the recursive writing process. a. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>EXTENDED NARRATIVE PIECES</b></p> <p><b>3.1.b</b> – 3. Writing and Composition. 1. The recursive writing process is used to create</p>	<p><b>BIOGRAPHY</b></p> <p><b>2.2.a.iii</b> - 2. Reading for all purposes. 2. Comprehension and fluency matter when reading informational and persuasive texts in a fluent way. A. Use Key Ideas and Details to: iii. Explain events, procedures, ideas, or concepts in a historical, scientific or technical text.</p>	<p><b>WRITTEN ADVENTURE BOOK</b></p> <p><b>3.1.b.</b> – 3. Writing and composition. 1. The recursive writing process is used to create a variety of literary genres for an intended audience. B. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>ADVENTURE LIT UNIT</b></p> <p><b>2.1.c.ii</b>- 2. Reading for all purposes. 1. Comprehension</p>	<p><i>Literature</i></p> <p>IV.2 Real short stor recognize point of separating</p> <p><i>Grammar</i></p> <p>II.3 Adverbs Prepositional phrases Conjunctions Coordinative correlativ</p> <p><i>Writing</i></p> <p>III.1 to reflect</p>	

to. i. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

**REPORT**  
**4.1.a.** – 4. Research and reasoning. 1. Comprehending new information for research is a process undertaken with discipline both alone and within groups. A. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

**SCAVENGER QUESTIONS**  
**4.1.a.** – 4. Research and reasoning. 1. Comprehending new information for research is a process undertaken with discipline both alone and within groups. A. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

**PERSONAL/ HISTORICAL TIMELINE**  
**2.2.b.ii.** 2. Reading for all purposes. 2. Comprehension and fluency matter when reading informational and persuasive texts in a fluent way. B. Use Craft and Structure to: ii. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

**BOOMBUST HIGHLIGHTING**  
**2.1.C.iii** 2. Reading for all purposes. 1. Comprehension and fluency matter when reading literary texts in a fluent way. C. Use Integration of Knowledge and Ideas. iii. Summarize text by identifying important ideas and sequence and by providing supporting details, while maintaining sequence.

**CLASS DISCUSSION**  
**1.1.a.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**VENN DIAGRAM**  
**2.2.c.i** 2. Reading for all purposes. 2. Comprehension and fluency matter when reading informational and persuasive texts in a fluent way. C. Use Integration of Knowledge and Ideas to. i. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

**MINING VOCAB DIAGRAM**  
**2.3.c** - 2. Reading for all purposes 3. Knowledge of complex orthography (spelling patterns), morphology (word meanings), and word relationships to decode (read) multisyllabic words contributes to better reading skills. C. Determine or clarify the meaning of unknown

information for research is a process undertaken with discipline both alone and within groups. B. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**1.1.a** - 1. Oral expression and listening. 1. A clear communication plan is necessary to effectively deliver and receive information. A. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**OWL PELLET LAB**  
**2.2.a.iii** - 2. Reading for all purposes. 2. Comprehension and fluency matter when reading informational and persuasive texts in a fluent way. A. Use Key Ideas and Details to: iii. Explain events, procedures, ideas, or concepts in a historical, scientific of technical text.

**CHICKEN LEG LAB**  
**2.2.a.iii** - 2. Reading for all purposes. 2. Comprehension and fluency matter when reading informational and persuasive texts in a fluent way. A. Use Key Ideas and Details to: iii. Explain events, procedures, ideas, or concepts in a historical, scientific of technical text.

**SYSTEM VIDEOS**  
**2.2.C.i.**-2. Reading for all purposes. 2. Comprehension and fluency matter when reading informational and persuasive texts in a fluent way. C. Use Integration of Knowledge and Ideas to: i. Interpret information presented visually, orally, or quantitatively and explain how the information contributes to the an understanding of the text in which it appears.

inferences from the text, etc

**DISCUSSION**  
**1.1.a** - 1. Oral expression and listening. 1. A clear communication plan is necessary to effectively deliver and receive information. A. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**US MAP**  
**2.2..b.i** - 2. Reading for all purposes. 2. Comprehension and fluency matter when reading informational and persuasive texts in a fluent way. b. Use Integration of Knowledge and Ideas to i. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

**WORD MAPS**  
**2.3.c.i** - 2. Reading for all purposes 3. Knowledge of complex orthography (spelling patterns), morphology (word meanings), and word relationships to decode (read) multisyllabic words contributes to better reading skills. C. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

**POSTER PROJECT**  
**4.1.a.** – 4. Research and reasoning. 1. Comprehending new information for research is a process undertaken with discipline both alone and within groups. A. Conduct

(bold type, headings, visuals, captions, glossary) to organize or categorize information.

**INFORMATION LIT/RESEARCH OVERVIEW**  
**4.1.b.** - 4. Research and reasoning. 1. Comprehending new information for research is a process undertaken with discipline both alone and within groups. B. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**NOTETAKING & PARAPHRASING**  
**4.1.b.iv**– 4. Research and reasoning. 1. Comprehending new information for research is a process undertaken with discipline both alone and within groups. B. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.iv. Read for key ideas, take notes, and organize information read using graphic organizers.

**ESSENTIAL QUESTIONS**  
**4.2.d.** – 4. Research and reasoning. 2. Identifying implications, concepts, and ideas enriches reasoning skills. D. Ask primary questions of clarity, significance, relevance, accuracy, depth, and breadth.

**RESEARCH ROLES**  
**4.1.b.iv**– 4. Research and reasoning. 1. Comprehending new information for research is a process undertaken with discipline both alone and within groups. B. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**FROM RESEARCH to**

a variety of literary genres for an intended audience. b. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**MINI POETRY UNIT**  
**2.1.b.ii.** - 2. Reading for all purposes. 1. Comprehension and fluency matter when reading literary texts in a fluent way. b. Use Craft and Structure to ii. Explain major differences between poems, drama, prose, and refer to structural elements of poems and drama when writing and speaking about text.

**SCIENCE READALOUD**  
**1.1** – 1. Oral expression and listening. 1. A clear communication plan is necessary to effectively deliver and receive information.

**INTERACT's INVENT UNIT**  
**2.2.a.iii** - 2. Reading for all purposes. 2. Comprehension and fluency matter when reading informational and persuasive texts in a fluent way. A. Use Key Ideas and Details to: iii. Explain events, procedures, ideas, or concepts in a historical, scientific of technical text.

**INVENTION**

**MINI POETRY UNIT**  
**2.1.b.ii.** - 2. Reading for all purposes. 1. Comprehension and fluency matter when reading literary texts in a fluent way. b. Use Craft and Structure to ii. Explain major differences between poems, drama, prose, and refer to structural elements of poems and drama when writing and speaking about text.

**SCIENCE READALOUD**  
**1.1** – 1. Oral expression and listening. 1. A clear communication plan is necessary to effectively deliver and receive information.

**INTERACT's INVENT UNIT**  
**2.2.a.iii** - 2. Reading for all purposes. 2. Comprehension and fluency matter when reading informational and persuasive texts in a fluent way. A. Use Key Ideas and Details to: iii. Explain events, procedures, ideas, or concepts in a historical, scientific of technical text.

**INVENTION**

and fluency matter when reading literary texts in a fluent way. C. Use integration of knowledge and ideas to. . . ii. Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

**KWL**  
**2.1.c** - 2. Reading for all purposes. 1. Comprehension and fluency matter when reading literary texts in a fluent way. C. Use Integration of Knowledge and Ideas.

**VIDEO**  
**2.2.C.i.**-2. Reading for all purposes. 2. Comprehension and fluency matter when reading informational and persuasive texts in a fluent way. C. Use Integration of Knowledge and Ideas to: i. Interpret information presented visually, orally, or quantitatively and explain how the information contributes to the an understanding of the text in which it appears.

**LAND WATER lessons/unit**  
**2.2.a.iii** - 2. Reading for all purposes. 2. Comprehension and fluency matter when reading informational and persuasive texts in a fluent way. A. Use Key Ideas and Details to: iii. Explain events, procedures, ideas, or concepts in a historical, scientific of technical text.

**WATER TREATMENT/STORAGE PLANT**  
**1.c**– 1. A clear communication plan is necessary to effectively deliver and receive

the past t  
 (two) yea  
 several di  
 levels: pe  
 academic  
 spiritual/p  
 cultural

and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

**READ ALOUD/ONE MAN’S WEST, ETC.**  
**1.1** – 1. Oral expression and listening. 1. A clear communication plan is necessary to effectively deliver and receive information.

**COLUMN NOTE TAKING**  
**4.1.b** – 4. Research and reasoning. 1. 1. Comprehending new information for research is a process undertaken with discipline both alone and within groups. B. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**HIKING JOURNAL**  
**3.1.b.** – 3. Writing and composition. 1. The recursive writing process is used to create a variety of literary genres for an intended audience. B. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**EXPOSITORY V. NARRATIVE WRITING**  
**3.1.b** – 3. Writing and Composition. 1. The recursive writing process is used to create a variety of literary genres for an intended audience. b. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**3.2.a** – 3. Writing and Composition. 2. Informational and persuasive texts use the recursive writing process. a. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**HUMAN BODY BROCHURE**  
**4.1.a.** – 4. Research and reasoning. 1. Comprehending new information for research is a process undertaken with discipline both alone and within groups. A. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

**3.2.a** – 3. Writing and Composition. 2. Informational and persuasive texts use the recursive writing process. a. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**EXERCISE PLAN**  
**3.2.a** – 3. Writing and Composition. 2. Informational and persuasive texts use the recursive writing process. a. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**PAINTED ESSAY LETTER**  
**3.2.a** – 3. Writing and Composition. 2. Informational and persuasive texts use the recursive writing process. a. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**3.3.d** – 3. Writing and

short research projects that build knowledge through investigation of different aspects of a topic.

**LETTERS/NF READING**  
**2.2.d** – 2. Reading for all purposes. 2. Comprehension and fluency matter when reading informational and persuasive texts in a fluent way. d. Use Range of Reading and Complexity of Text to i. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**ANCIENT PEOPLES READINGS/STATIONS**  
**2.2.a** - 2. Reading for all purposes. 2. Comprehension and fluency matter when reading informational and persuasive texts in a fluent way. A. Use Key Ideas and Details to i. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text, etc

**MAP SKILLS**  
**4.1** - 4. Research and Reasoning. 1. Comprehending new information for research is a process undertaken with discipline both alone and within groups. B. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**HISTORICAL FICTION**  
**2.1.c.iii** 2. Reading for all purposes. 1. Comprehension and fluency matter when reading literary texts in a fluent way. C. Use Integration of Knowledge and Ideas to: iii. Summarize text by identifying important ideas and sequence and by providing supporting details,

**NARRATIVE**  
**3.1.b** – 3. Writing and Composition. 1. The recursive writing process is used to create a variety of literary genres for an intended audience. b. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**4.1.b.v**– 4. Research and reasoning. 1. Comprehending new information for research is a process undertaken with discipline both alone and within groups. B. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. v. Interpret and communicate the information learned by developing a brief summary with supporting details

**PODCAST/KEYNOTE**  
**4.1.b.vi**– 4. Research and reasoning. 1. Comprehending new information for research is a process undertaken with discipline both alone and within groups. B. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. vi. Develop relevant supporting visual information (charts, maps, diagrams, photo evidence, models)

**PRESENT PROJECTS**  
**1.d-e** – 1. A clear communication plan is necessary to effectively deliver and receive information. D. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. E. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

**FAIR**  
**4.1.b.vi**  
 4. Research and reasoning. 1. Comprehending new information for research is a process undertaken with discipline both alone and within groups. b. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources. vi. Develop relevant supporting visual information (charts, diagrams, photo evidence, models).

information. C. Identify the reasons and evidence a speaker provides to support particular points.

**BASIC AID TRAINING**  
**2.2.a.iii** - 2. Reading for all purposes. 2. Comprehension and fluency matter when reading informational and persuasive texts in a fluent way. A. Use Key Ideas and Details to: iii. Explain events, procedures, ideas, or concepts in a historical, scientific or technical text.

**OVERNIGHT**

**Lessons,  
Activities,  
Tasks**

			Composition. 3. Correct sentence formation, grammar, punctuation, capitalization, and spelling are applied to make the meaning clear to the reader.d.Use correct format (indenting paragraphs, parts of a letter, poem, etc.) for intended purpose.	while maintaining sequence.					
Local and Regional History exploration starts immediately. See September.	Past/Present/Future (KWL)  Historical and Personal Timeline  Landmark Sort – Personal, Historical, Environmental, Literary, Cultural, National, Local, and Mathematical		Weekly System with Notetaking and Class Discussions  Owl Pellet Lab for skeletal system  Chicken Leg Lab for muscular system  United Streaming and BrainPop videos on each system  Introduction to Expository vs. Narrative Writing on the Digestive System – “The Digestive Journey”  Human Body Brochure – <u>Insert:</u> <a href="http://www.mypyramid.gov/">http://www.mypyramid.gov/</a> - Menu Plan  Exercise Plan for one week – bring in expert to teach activities  Painted Essay Letter on importance of exercise and nutrition	Historical Fiction Responses: - Summary vs. Retell -Narrative vs. Expository -Letter Writing  Play Practice and Production with Angela Watkins  Mapping, Regions PowerPoint, and Discussion of The U.S. Regions: Northeast -New England States -Middle Atlantic States Southeast Middle West Southwest West -Pacific States -Mountain States  Student Generated Questions and Group Research on a Region  Identifying states and important landmarks in each region  Geo-Bee (National Geography Bee put on by National Geographic)	Literacy Information Research Activities with Librarian and Technology Teachers – What are the Big 6? How do you pull information out of a text? How do you choose the best resources? How do you write a bibliography?  Notetaking and Paraphrasing Lessons continued with Nonfiction Reading  Students formulate (if developmentally ready) and choose essential, or open-ended, questions to research  Students research the time period and perspective of chosen role  Turning Research into Narrative Journal Entries (Letter Writing)  Creating a Podcast or Keynote to Exhibit Research  Presenting Project	Finish Westward Movement and start INVENT  February writing includes mini-units on paragraphs (see CFA) and narrative extended pieces up until CSAP time (review essay format if time allows)  CSAP Review Activities: -Dictionary Guide Words -Decoding Titles -Main Idea -Character Development (B to E) -Dialogue -Author’s Purpose -Best Resource -Plot -Vocab -Grammar and Editing -Extended Writing -Paragraphs -Prefixes, suffixes, and roots -Synonyms and antonyms -create questions for a passage -Decoding charts	After CSAP, writing includes a mini-poetry unit  During CSAP we do science daily, activities include: -Read alouds and DVD to build excitement for upcoming unit and Invention Fair -Interact’s INVENT unit followed lesson by lesson -Annual Invention Fair prior to Spring Break put on by entire 4 <sup>th</sup> grade	Written and Illustrated Adventure Survival Book -plan -write -type -illustrate -book binding -Tea Party celebration!  Use Adventure Survival novels to inspire writing  KWL on Land & Water  Land and Water introductory video  Follow Lessons 1 – 16 in Land and Water Teacher and Student Guides  Field Trip: Water Trip Treatment Plant and Storage Plant (Telluride Institute often sponsors)  Basic Aid Training (taught by Eileen Cahalane and local EMTs)  End of Year 4 <sup>th</sup> Grade Overnight: see past agendas for Woods Lake or National Monument National Park	Compilat three essa each of th middle so years; six accordior paragraph essay: int academic political, personal.
Getting to Know You Activities ☺	Field Trip: Historical Walking Tour and Museum Scavenger Hunt  Field Trip: Cemetery Lifespan Data Collection  Field Trip: Fort Uncompahgre  Field Trip: Bachelor Syracuse Mine  Field Trip: Jud Weibe  Boom-Bust-Boom Nonfiction Reading/Highlighting for Gold Nuggets and Class Discussion/Venn-Diagram  The Making of a Mine Diagramming Activity  Mining Read Aloud  Lessons to Learn About First People’s of CO from Ute kit  Field Trip Journal Activities: - Life of a Miner - Leave No Trace and Landmarks from the Jud Wiebe - Future of Telluride Brainstorming  Unit Review  Expository Paragraph Report on a Local Landmark – pair up with Ouray to publish work								

<b>Assessments</b>	Beginning of Year Assessments include DRA, Math, MAP, Sitton spelling, and writing extended and paragraph prompts.	Cemetery Math Graph – assessing collaboration on ability to collect data Formative Assessment through Class Discussion and Ticket Out the Door/Exit Slip Final Assessment Bound Field Trip Journal Published Landmark Paragraph		Final Human Body Assessment  Human Body Brochure done to assist themselves and their family (template on Pages)	U.S. Region Group Project Poster and Oral Presentation guided by WebQuest  Weekly Regional Map Quiz	Final Westward Movement Assessment  Research Project			•	<p><b>Vocabulary</b> Lessons 1 Word per Add to m Wordly V</p> <p><b>Grammar</b> test</p> <p><b>Writing:</b> Compila three es each middle years; Six acco paragra essay: intro, ac political personal</p>
<b>Process Skills (✓ box)</b> <b>1. Critical Thinking and Reasoning</b>										✓
<b>2. Collaboration</b>	✓	✓							✓	
<b>3. Invention</b>							✓			✓
<b>4. Self-Direction</b>			✓	✓					✓	
<b>5. Information Literacy</b>					✓	✓				