

Barberton City Schools – Language Arts Map

Fourth gr. Revised 6/06	Indicator	Skills	Clarifications	Suggestions/Activities
Ongoing Throughout the Year	AV 1	Determine the meaning of unknown words using a variety of context clues, including word, sentence & paragraph clues.	Cluster words based on similarities Review abbreviations from 3 rd grade	“word chunk” list in appendix
	AV 9	Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars.	Pronunciation key, guide words multiple meaning, entry, parts of speech; syllabification; ABC order 4 th letter	Review: Atlas, Dictionary, Thesaurus Readers’ Theater Review: Mysteries, realistic fiction, biographies
	RP 1	Establish and adjust purposes for reading (to find out, to understand, to interpret, to enjoy and to solve problems).	Almanac Autobiography, plays, poetry, fantasy, informational books One genre comparisons	Maintain a list of books read Assigned, Individual reading, SSR, Buddy reading
	RP 6	Select, create and use graphic organizers to interpret textual information.		<ul style="list-style-type: none"> • Personal interest, knowledge of authors & genres or recommendations from others
	RP 10	Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).	5 finger test – students reads a page from a self-selected book & raises a finger for each unknown word. If student raises more than 5 fingers, book is to difficult.	Self-Selected Reading <ul style="list-style-type: none"> • Enjoyment, for literary experience, to gain information (non-fiction) or to perform a task
	RP 11	Independently read books for various purpose (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	Poetry, autobiographies, plays, fantasy, informational books Review: realistic fiction, biographies, mysteries	Barberton Research Skills List Barberton Study Skills List
	RAI 5	Draw conclusions from maps, charts, graphs and diagrams.	Review: Map keys	
	WP 9	Use available technology to compose text.		
	WC 1	Write legibly in cursive, spacing letters, words and sentences appropriately.	Review cursive writing Move to Late Cursive paper	Zaner Bloser Resources
	C 1	Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).	Manners, eye contact, extended attention, sitting still, facing speakers, taking turns to speak	Real or pretend <ul style="list-style-type: none"> • Asking focused questions, responding to cues, making visual contact • State Department Examples

Barberton City Schools – Language Arts Map

Fourth gr. Revised 6/06	Indicator	Skills	Clarifications	Suggestions/Activities
<p style="text-align: center;">First Quarter</p> <p style="text-align: center;">Paragraphs</p>	RP 5	Make inferences or draw conclusions and support those conclusions with textual evidence.	Cause & effect Inferential: Main Idea	Inferential comprehension & critical comprehension skills support higher order thinking.
	RAL 6	Identify and explain the defining characteristics of literary forms and genres.	Poetry, fables, fantasies, chapter books, plays/drama, fiction & non-fiction.	Discuss being a poet or author.
	WP 1	Generate writing ideas through discussions with others and from printed materials.	Brainstorm Web, cluster, and/or list	
	WP 2	State and develop a clear main idea for writing.	Story map, outline	
	WP 3	Develop a purpose and audience for writing.	Topic lists/free choice Prompted writing Write: <ul style="list-style-type: none"> • A report (3-4 paragraphs, each paragraph must have topic sentence & 3 details) • A narrative (autobiographical personal narrative- minimum 3 paragraphs; setting, characters, plot, problem/solution) • A friendly letter (5 parts) • An expository piece (topic sentence; 3 details; concluding sentence) • A description (sensory words, adjectives, similes) • A retelling (main events in sequence) • A summary (5 W's) 	To inform others; to persuade; to report; to describe Establish classroom procedures for readers' and writers' workshop. Identify a specific topic you would like to address in your own paragraph. Choose words in advance that might help you do this. Write your paragraph using topic sentence, supporting details, and a closing sentence. Edit your work for spelling before handing it in.
	WP 4	Use organizational strategies to plan writing.	3-4 paragraphs, each paragraph must have topic sentence & 3 supporting sentences with details, concluding paragraph	<ul style="list-style-type: none"> • Brainstorming, lists, webs & Venn diagrams
	WP 7	Create paragraphs with topic sentences and supporting sentences (that are marked by indentation) and are linked by transitional words and phrases.		Discuss careers that use writing (authors of textbooks, books, poems; principals; script writers)
	WC 2	Spell high-frequency words correctly.	Spell high-frequency words correctly.	
	WC 5	Use commas, end marks, apostrophes and quotation marks correctly.	Use commas, end marks, apostrophes and quotation marks correctly.	Review: comma in a series <ul style="list-style-type: none"> • State Department Examples

Barberton City Schools – Language Arts Map

Fourth gr. Revised 6/06	Indicator	Skills	Clarifications	Suggestions/Activities
<p>First Quarter (con't)</p> <p>Letters</p> <p>Text Features</p>	WC 6	Use correct capitalization.	Months, titles, city, state, country	Review: proper nouns, beginning of sentence, I
	R	Create categories to sort and organize relevant information charts, tables or graphic organizers.	Barberton Research Skills List Barberton Study Skills List	
	C 2	Recall the main idea, including relevant supporting details, and identify the purpose of presentations and visual media.	<ul style="list-style-type: none"> • Summarize presentation • Tell topic of expository presentation & 3-5 details 	
	AV 2	Use context clues to determine the meaning of synonyms, antonyms, homophones, homonyms and homographs.		
	AV 4	Identify and apply the meaning of the terms synonym, antonym, homophone and homograph.		
	AV 8	Identify the meanings of abbreviations.	kg., g., lat., long., hr., min., wk., yr., °C, °F	P.S., Sun., Mon., Tues., Wed., Thurs., Fri., Sat., gal., L, pt., qt., cm., mm., ft., in., m., mi., yd., lb., oz.
	RP 5	Make inferences or draw conclusions about what has been read and support those conclusions with contextual evidence.	Cause & effect <i>Inferential</i> : Main Idea	Inferential comprehension & critical comprehension skills support higher order thinking. Review: Inferential character, setting, plot
	RAI 1	Make inferences about informational text from the title page, table of contents and chapter headings.	Headings, index, glossary, bibliography, graph	Review: captions, illustrations
	RAL 1	Describe the thoughts, words and interactions of characters.	Review: character & character traits	
	WP 8	Vary language and style as appropriate to audience and purpose.	Review language from a variety of reading genres	
WA 3	Write formal and informal letters that follow letter format, include important information and demonstrate a sense of closure.		<ul style="list-style-type: none"> • Thank you notes, letters of request • Date, proper salutation, body, closing & signature 	
C 4	Demonstrate rules of the English language	Good listener, take turns, look at speaker, nonverbal feedback	Review: telephone skills	

Barberton City Schools – Language Arts Map

<p>Assessment Evidence: First Quarter Indicators will be assessed by having the students write a paragraph using a rubric.</p> <p>Students will write a letter, which will be scored from a rubric. The letter must contain a descriptive paragraph describing a character from a book. See suggested activities.</p> <p>Students will read one chapter in a non-fiction book at an appropriate level. They will write a one paragraph summary of the chapter and list three different text features in the book.</p> <p>Assessment will be filed in student portfolio/data folder/collection box.</p> <p><i>Students will understand that...</i>a well-written paragraph contains a topic sentence, supporting details, and a closing sentence.</p> <p><i>Students will understand that...</i>using text features to predict the content of a book generally increases comprehension.</p> <p><i>Students will understand that...</i>letters can be written for a variety of purposes, and in a variety of forms.</p>	<p>Additional Suggested Activities Choose a character from a book and describe what kind of character he/she is. Choose passages from the story that support your conclusions (Character thoughts, words and interactions). Read your descriptive paragraph about your character to your group. Get feedback on accuracy as well as sentence structure. Writers Express (pages 144-149)</p> <p>Use various texts and types of literature to locate and identify abbreviations.</p> <p>Write a letter or a thank-you note to a character that describes you reaction to the character’s thoughts, words, and interactions.</p> <p>Write a formal letter, thank-you note, or letter of request. Share the letter orally Books containing letters: <i>Dear Mr. Henshaw, Letters from Felix, Dear Mrs. LaRue, The Jolly Postman, Amelia books, Flat Stanley, The Gardener, etc.</i></p>	<p>Quarterly Vocabulary <u>listening strategies</u> <u>topic sentences</u> – a sentence intended to express the main idea in a paragraph or passage <u>main idea</u> – the gist of a passage; the central thought the chief topic of a passage expressed or implied in a word or phrase; the topic sentence of a paragraph; a statement in sentence form which gives the stated or implied major topic of a passage and the specific way in which the passage is limited in content or reference. <u>supporting details</u> <u>brainstorming</u> –a prewriting technique in which students, either alone or in groups, jot down all words or phrases that come to mind on a topic to expand the range of available ideas, to solve a problem or to clarify a concept <u>indentation</u> <u>transitional words</u> – ex: first, next, then, finally, etc. <u>character</u> <u>interpret</u> <u>summarize</u> <u>inferences</u> – a general conclusion drawn from information that is given <u>synonym</u> – one of two or more words in a language that have similar meanings (e.g., answer and respond) <u>antonym</u> – a word opposite in meaning to another word (e.g., good and bad) <u>homophone</u> – a word with different origin and meaning but the same pronunciation as another word, whether or not spelled alike (e.g., hair and hare) <u>homograph</u> – a word with the same spelling as another word, whether or not pronounced alike, as <i>pen</i> (a writing instrument) vs. <i>pen</i> (and enclosure) or <i>bow</i> (and arrow) vs. <i>bow</i> (of a ship). <u>abbreviations</u></p>
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Barberton City Schools – Language Arts Map

Fourth gr. Revised 6/06	Indicator	Skills	Clarifications	Suggestions/Activities
<p style="text-align: center;">Second Quarter</p> <p style="text-align: center;">Mini-Infor- mational Report</p>	RP 4	Summarize important information in texts to demonstrate comprehension.	Main idea & at least 5 supporting details	Non-fiction books about famous people, animals, science or social studies
	RP 5	Make inferences or draw conclusions about what has been read and support those conclusions with contextual evidence.	Cause & effect <i>Inferential: Main Idea</i>	
	RP 8	Monitor own comprehension by adjusting speed to fit the purpose, or be skimming, scanning, reading on or looking back.	Context clues Sound out Book structure clues Rereading text Skip the word Self correct Inset known name for unfamiliar or ethnic name Paraphrasing (monitoring) Self Questioning (monitoring) Fluency	Continue using: “Chunks,” Predict/confirm, Sense-making Picture cues, identifying with character, summarizing, skipping around Skim: general information Scan: Skim & when see specific information searching for – stop & read
	RP 9	List questions and search for answers within the text to construct meaning.	Study Skill: Question generating & answering	Using a social studies, science text, or a non-fiction book, look at the title page, contents, headings...and develop a series of questions (on post-its) you believe will be answered by this text.
	RAI 3	Locate sources and collect relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources & Internet-based resources).		Attach the questions next to the places where you find the answer in the book. Write a summary of the chapter.
	RAI 6	Clarify steps in a set of instructions or procedures for completeness	3 & 4 – step directions Sequence order in which things happen	Students will follow a sequence of steps in the process of writing their report
	WP 16	Prepare for publication writing that follows a format appropriate to the purpose using techniques such as electronic resources and graphics to enhance the final product.	Publication conference	(select a topic, gather information, identify relevant information, take notes, write rough draft, proofread and edit, write final draft, present orally)
	WC 3	Spell plurals and inflectional endings correctly.		
WC 13	Use irregular plural nouns.			

Barberton City Schools – Language Arts Map

Fourth gr. Revised 6/06	Indicator	Skills	Clarifications	Suggestions/Activities	
<p>Second Quarter (con't)</p>	R 1	Identify a topic and questions for research and develop a plan for gathering information.	Develop structured interviews	Barberton Research Skills List	
	R 2	Locate sources and collect relevant information from multiple sources.	List information to be shared Take notes (paraphrased) Create bibliography	<ul style="list-style-type: none"> School library catalogs, online databases, electronic resources & internet-based resources 	
	R 3	Identify important information found in the sources and summarize important findings.	Use simple outline Use note cards	Write a summary Review: bibliography	
	R 5	Discuss the meaning of plagiarism and create a list of sources.	Practice group note taking Practice paraphrasing		
	R 6	Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information gathered.	Oral report with 10-12 ideas shared	Power point presentation Table top display Evaluated at the end of second semester	
	C 4	Demonstrate an understanding of the rules of the English language.	Good listener, take turns, look at speaker, nonverbal feedback	Review: telephone skills	
	C 5	Select language appropriate to purpose and audience.	Reporting Drama/plays	Review: simple introductions & greetings	
	C 9	Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.	Stay on topic Use summarizing skills	Webbing, note cards, pictorial aids, demonstrations, etc. Non-fiction books about famous people, animals, science or social studies topics.	
	<p>Narrative</p>	RAL 3	Identify the main incidents of a plot sequence, identifying the major conflict and its resolution.	Informal writing may include: journal entries, reading response, letters, lists, etc.	Writer's Express p. 138-143 Review: Retelling
		RAL 4	Identify the speaker and recognize the difference between first- and third- person narration.	Dialogue Dialect	
WP 5		Organize writing, beginning with introduction, body and resolution of plot followed by a closing statement or a summary of important ideas and details.	Assigned or self-selected topic Review: beginning, middle, end Sequence of events	Discuss careers that use writing (authors of textbooks, books, poems; principals; script writers).	
WP 7		Create paragraphs with topic sentences and supporting sentences (that are marked by indentation) and are linked by transitional words and phrases.	3-4 paragraphs, each paragraph must have topic sentence & 3 supporting sentences with details, concluding paragraph	<ul style="list-style-type: none"> State Department Examples 	

Barberton City Schools – Language Arts Map

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Second Quarter (con't)	WP 10	Reread and assess writing for clarity, using a variety of methods.	Autobiographical personal narrative Minimum 3 paragraphs: setting, characters, plot, problem/solution	<ul style="list-style-type: none"> • Writer’s circle or author’s chair Review: Peer editing
	WP 13	Use resources and reference materials, including dictionaries, to select more effective vocabulary.	Prompted, observation logs, response journals, topic list/free choice, journals Barberton Editing Chart Barberton Fourth Grade Writing Rubric	
	WP 14	Proofread writing and edit to improve conventions and identify and correct fragments and run-ons.	Dictionary, thesaurus	<ul style="list-style-type: none"> • Grammar, spelling, punctuation and capitalization
	WP 15	Apply tools to judge quality of writing.	Edit CUPS (capitalization, usage, punctuation, spelling)	Rubric, checklist & feedback
	WA 1	Write narratives that sequence events, including descriptive details and vivid language to develop plot, characters and setting and to establish a point of view.		
	WA 5	Produce informal writings for various purposes.		Keep writing folder from which material can be chosen to bring to publication and/or placed in a portfolio
	WC 7	Use various parts of speech such as nouns, pronouns and verbs (e.g., regular and irregular, past, present and future).	Pronouns (we, us, they) Irregular past tense verbs Adjectives (er, est) Double negatives Helping verbs (may, might, must, can, could, shall, will, should, would) To be (be, being, been)	<ul style="list-style-type: none"> • Regular & irregular, past, present, and future Review: irregular plural nouns (women, men); action verbs
	WC 11	Use objective and nominative case pronouns.		
	WC 12	Use subjects and verbs that are in agreement.	Complete subject – predicate	
	C 6	Use clear diction and tone, and adjust volume and tempo to stress important ideas.	Enunciation, tone, volume, rate, expression	
	C 7	Adjust speaking content to the needs of the audience.	Use pauses, gestures, facial expressions	
	C 9	Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details		Sharing, retelling, reporting, conversing, drama, debate

Barberton City Schools – Language Arts Map

<p>Assessment Evidence: Second Quarter Students will present an oral report they have created. They will be assessed via a rubric.</p> <p>Students will create a fictional narrative based upon a rubric that focuses on organization, plot, and demonstrate rules of the English language</p> <p>Assessments will be filed in student portfolio/data folder/collection box.</p> <p><i>Students will understand that...</i> writing a report requires following a set of steps or procedures.</p> <p><i>Students will understand that...</i>the purpose of research is to gather information, and analyze it in order to solve problems and make decisions.</p> <p>Students will understand that... Using a rubric before you create helps you focus on quality and may save many rewrites.</p>	<p>Additional Suggested Activities After deciding upon a topic for research, put together a plan for collecting this information, using a variety of sources.</p> <p>Students will follow a sequence of steps in the process of writing their report (select a topic, gather information, identify relevant information, take notes, write rough draft, proofread and edit, write final draft, present orally).</p> <p>Students will write a set of instructions or procedures for an activity chosen by the student or teacher (how to make a peanut butter sandwich, how to play a game, how to get from the classroom to the cafeteria/office/library/etc.).</p> <p>Students will give oral reports about their findings.</p> <p>Plan a narrative by outlining plot with vivid description of characters and setting. Tell the story in either first or 3rd person the entire way through. Using a rubric, read your story to a friend and get feedback on how to improve your writing for clarity, spelling and sentence structure before making your final copy.</p> <p>Read your final copy to your group and get feedback on your diction, tone and volume.</p> <p>Selection of first and third person narrative books. “The Best Christmas Pageant Ever” is an excellent first person narrative for this month. Ramona Quimby books, Marvin Redpost books, Matt Christopher books</p> <p>In your journal, keep lists of great words organized by their parts of speech. Also keep notes and examples of correct uses of these words</p> <p>Create a rubric to assess the narrative with student input.</p>	<p>Quarterly Vocabulary <u>relevant information</u> <u>sources of information</u> <u>irregular plural nouns</u> <u>plagiarism</u> – to steal and pass off the ideas or words of another as one’s own; to use another’s production without crediting the source</p> <p><u>narrative</u> – one of the four traditional forms of composition in speech and writing that tells a story or gives an account of something, dealing with sequences of events and experiences, though not necessarily in strict order</p> <p><u>plot</u> – the careful sequencing of events in a story generally built around a conflict.</p> <p><u>point of view</u> – the perspective or attitude of a narrator of a piece of literature</p> <p><u>first person narration</u> – narration in which the point of view is that of the main character</p> <p><u>third person narration</u> – narration in which the point of view is that of someone outside the story who refers to all characters by name or as “he”, “she”, and “they”</p> <p><u>clarity</u> <u>diction</u> <u>tone</u> <u>tempo</u> <u>objective and nominative case pronouns</u></p>
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Barberton City Schools – Language Arts Map

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<p style="text-align: center;">Third Quarter</p> <p style="text-align: center;">Fables, Fairy Tales, Legends, Folktales</p> <p style="text-align: center;">Poetry</p>	AV 5	Identify and understand new uses of words and phrases in text.	Similes Metaphors	<p><i>Expository text types:</i> <i>Causation</i> – relationship between reasons & results in time sequence <i>Problem/solution</i> – causative except a solution is added to break causative link <i>Comparative</i> – elements organized on basis of similarities & differences, no causality or time sequence</p> <p>Review: proper nouns, beginning of sentence, I</p> <p>For example; the word <i>river</i> denotes a moving body of water & may connote the restlessness of time or the changing nature of life</p> <p>Review: Suffixes: - ful, -ly, -ous, -ment, -ion Prefixes: re-, non-, uni-, quad-, ex-</p> <p>review: major/minor characters, plot, cause & effect palm technique: Palm = main idea; 5 fingers = supporting details</p>
	RAL 2	Identify the influence of setting on the selection.		
	RAL 5	Determine the theme and whether it is implied or stated directly.		
	RAL 7	Explain how an author’s choice of words appeals to the senses and suggests mood.	Dialect Dialogue	
	RAL 8	Identify figurative language in literary works.	Similes, metaphors & idioms	
	WA 2	Write responses to novels, stories and poems that include a simple interpretation of a literary work and support judgments with specific references to the original text and to prior knowledge.	Topic sentence 3 details concluding sentence	
	WC 5	Use commas, end marks, apostrophes and quotation marks correctly.	Commas after interjection; city/state; date	
	AV 3	Recognize the difference between the meaning of connotation and denotation.	<u>Connotation</u> : implied meaning; the relation between the word & the images or associations it evokes <u>Denotation</u> : direct meaning; relation between the word & the thing it conventionally names	
	AV 7	Identify the meanings of prefixes, suffixes and roots and their various forms to determine the meanings of words.	Suffixes: -able, -less, -ness, -tion Prefixes: anti-, dis-, mis-, sub-	
RP 7	Answer literal, inferential and evaluative questions to print texts and electronic and visual media	<i>Literal</i> : Main Idea, supporting details, sequence of events, problem/solution, theme <i>Nonfiction/critical</i> : fact/opinion Utilize MAGICS acronym		

Barberton City Schools – Language Arts Map

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<p style="text-align: center;">Third Quarter (con't)</p> <p style="text-align: center;">Non-fiction</p>	RAI 2	Summarize main ideas in informational text, using supporting details as appropriate.		
	RAI 4	Identify examples of cause and effect used in informational text.		
	RAI 7	Distinguish fact from opinion.		Review: why, who, where, when, what, how
	WC 4	Spell roots, suffixes and prefixes correctly.	Prefixes: anti-, dis-, mis-, sub- Suffixes: -able, -less, -ness, -tion	
	C 3	Distinguish between a speaker’s opinions and verifiable facts.	Use what is known about fact/opinion	Critical thinking skills
	AV 6	Identify word origins to determine the meaning of unknown words and phrases.		Begin using compound & complex sentences
	WP 6	Vary simple, compound and complex sentence structures.	Declarative Interrogative Command Exclamation	Review beginning, middle & end Organized & logical writing Stay on topic
	WP 11	Add descriptive words and details and delete extraneous information.	Adjectives & adverbs	
	WP 12	Rearrange words, sentences and paragraphs to clarify meaning.	5 steps of writing process Revise with some assistance	
	WC 8	Use conjunctions and interjections.	But, and, or, oh	
	WC 9	Use adverbs.	Begin adverbs	
WC 10	Use prepositions and prepositional phrases.	to, with, for, because		
<p>Assessment Evidence: Second Quarter Make a list of similes and metaphors from a story, poem, fable, etc. on an individual chart.</p> <p>After determining the theme, write your interpretation of a story, poem, or fable, etc.</p> <p>Using a non-fiction selection the students will identify a cause and effect relationship in the text.</p>		<p>Additional Suggested Activities After listening to or reading a poem, fill in the graphic organizer identifying the main ideas, details, the purpose of the poem and how effective the picture was in matching the text. What was the feeling the author was communicating?</p> <p>Given a copy of a poem, highlight the sensory words. How did those words set the mood? Identify a specific mood you would like to create in your own</p>		<p>Quarterly Vocabulary <u>fables</u> – a story intended to enforce a useful truth, especially one in which animals speak and act like human beings <u>theme</u> – a topic of discussion or writing; a major or proposition broad enough to cover the entire scope of a literary work or work of art <u>idioms</u> – combination of words that possesses a meaning other than its grammatical or logical one</p>

Barberton City Schools – Language Arts Map

<p>Creating a paragraph they will identify the main idea, two supporting facts, list a statement of opinion, and identify the cause and effect relationship.</p> <p>Students will complete story map identifying plot sequence, major conflict, and resolution.</p> <p>Students will use story map to write a summary.</p> <p>Within the summary students will use and identify: varied sentence structure, adverbs, adjectives, conjunctions, interjections, prepositions, prep. phrases and will spell roots prefixes and suffixes. A rubric or checklist will be used for assessment purposes.</p> <p>File assessments in portfolio/data folder/collection box.</p> <p>Students will understand that...the setting of the story, poem or fable influences its meaning.</p> <p>Students will understand that...figurative language also influences and enhances meaning.</p> <p>Students will understand that...theme is a major idea of a written piece of work.</p> <p>Students will understand that...Everyone is entitled to an opinion. Some are more defensible than others</p> <p>Students will understand that...well-organized stories present a logical sequence of events leading to the resolution of the problem.</p> <p>Students will understand that...variety in words and sentence structure creates reader interest.</p>	<p>paragraph. Choose words in advance that might help you do this. Write your paragraph and see if your friends can identify the mood you were trying to establish. Edit your work before handing it in. Read a fable or a poem and write a paragraph describing the setting. How does the setting influence the meaning of the selection? How would a different setting influence the meaning of the selection? Make a list of similes, and metaphors that are found in stories, poems, and fables on a class chart. Read a poem or fable and identify the theme. Write and edit your own interpretation of the poem or fable. Support your decision with proof from the text. Using a fable checklist the students will read four different fables throughout the month picking two favorite stories. Write a reflection telling why they selected those two as favorites including several quotations as evidence.</p> <p>Select an editorial from the newspaper that states a cause and effect relationship in the text. List the main idea of the article (what caused what) and 2 supporting facts. List a statement of opinion from the article. Explain how you know the difference between the fact and opinion statements. Was the effect stated a valid result of the stated cause? How do you know? Write a paragraph explaining why you agree or disagree with this person's opinion. Select a chart or graph from the newspaper. List at least 4 facts the chart contains. List 2 or 3 conclusions that could be drawn from this information. Prior to writing, the students will fill in a t-chart of facts and opinions from the text.</p> <p>Select a chart or graph from a non-fiction medium. List four facts the chart contains. List 2-3 conclusions that could be drawn from this information. Given a list of words, write your own definition of them and explain how you used clues to figure them out (prepaid – pre= before so to pay before or centimeter – centi =100, so...)</p> <p>.</p> <p>Use an outline to identify the major conflict in a story and steps that lead to the resolution of that conflict. Add descriptive words (include nouns, verbs adverbs and adj) to your outline. Use your outline to write a summary of the plot. From your outline, read your summary to a friend before you write it. Rearrange and edit your work for clarity and variety before writing the final copy. Circle 2 prepositions, underline 2 adverbs and put an x on 2 conjunctions.</p>	<p><u>similes</u> – a figure of speech in which a comparison is made between two unlike things using the words “like” or “as” (e.g., she’s as sly as a fox)</p> <p><u>metaphors</u> – a figure of speech in which an implied comparison is made between two unlike things (e.g., he’s a tiger)</p> <p><u>reflection</u></p> <p><u>dialogue</u></p> <p><u>sensory words</u></p> <p><u>mood</u> – the feeling or atmosphere that a writer creates for a reader; a reflection of an author’s attitude toward a subject or theme.</p> <p><u>literal question</u> –</p> <p><u>inferential question</u> – a question that asks a responder to draw a conclusion</p> <p><u>evaluative question</u> – a question that asks the responder to make a judgment</p> <p><u>cause & effect</u> – an organizational structure of text in which there is a description of events and their causes or consequences. Often, a single cause will have more than one effect, and a single event may have more than one cause.</p> <p><u>connotation</u> – the attitudes and feelings associated with a word as opposed to a word’s literal meaning</p> <p><u>denotation</u> – the literal or “dictionary” meaning of a word</p> <p><u>conflict</u> – the struggle between opposing forces that brings about the action within a story or drama; can be internal (within a character) or external (between a character and an outside force).</p> <p><u>resolution</u> – the point in a literary work at which the chief dramatic complication is resolved</p> <p><u>conjunctions</u></p> <p><u>interjection</u></p> <p><u>prepositions</u></p> <p><u>plot</u> – the careful sequencing of events in a story generally built around a conflict. Stages of plot include exposition (background), rising action, climax, falling action and denouement (resolution).</p> <p><u>sequencing</u> – the arrangement in which things follow in a logical order or a recurrent pattern; a following of one thing after another in time</p>
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Barberton City Schools – Language Arts Map

Fourth gr. Revised 6/06	Indicator	Skills	Clarifications	Suggestions/Activities
<p>Fourth Quarter</p> <p>Fantasy vs. Realistic Fiction</p> <p>Research Reports</p> <p>Drama</p>	RAL 6	Identify and explain the defining characteristics of literary forms and genres.	Poetry, fables, fantasies, chapter books, plays/drama, fiction & non-fiction	<p>Explain how reading fantasy differs from reading realistic fiction books</p> <p>Students will meet in groups or work individually, to present a reading or skit of their favorite genre of literature.</p> <p>Students will compile a list of genres represented and the characteristics of each.</p>
	RP 3	Compare and contrast information on a single topic or theme across different text and non-text resources.	Use maps, keys, headings, graphic organizers	Writer's Express
	WA 4	Write informational reports that include facts and examples and present important details in a logical order.	3-4 paragraphs Each paragraph must have topic sentence & 3 details concluding paragraph	
	C 8	<p>Deliver informational presentations (e.g., expository, research) that:</p> <ul style="list-style-type: none"> a. logical sequence and a clear focus; b. demonstrate understanding of topic; c. relevant facts, details, examples, quotations, statistics, stories, anecdotes to clarify & explain d. clear introduction, body and conclusion; e. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; f. draw from several sources and identify sources 	Orally share 10-12 facts on same topic	<ul style="list-style-type: none"> • Expository, research • Diagrams, charts, illustrations
	RP 2	Predict and support predictions using an awareness of new vocabulary, text structures and familiar plot patterns	Preview and Predict Story Map Prediction Preview & self-question KWL	Fiction and Non-fiction books
	C 7	Adjust speaking content according to the needs of the audience.	Use pauses, gestures, facial expressions	Students will select a piece of literature and develop a Readers' Theatre presentation from it to be shared with the class.

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<p>Assessment Evidence: Fourth Quarter Students will create a Venn diagram comparing fantasy and realistic fiction selections.</p> <p>Choose a research topic and generate 3-5 questions about the topic. Identify 3 resources (1 non-text) that will help answer these questions. Gather facts, examples, and details on note cards and organize your thoughts before writing your report. List your sources of information.</p> <p>When presented with three or more different literary forms or genres, the student is able to identify the type and defining characteristics of each.</p> <p>Students will work to write a Readers’ Theatre script adapted from a work of literature and present it to the class.</p> <p>File in data folder/portfolio/collection box.</p> <p><i>Students will understand that...</i> information must be organized and carefully sequenced to convey clear meaning</p> <p><i>Students will understand that...</i> understanding the patterns in various genres increases ones ability to comprehend as well as compose.</p>	<p>Additional Suggested Activities After reading related fiction and non-fiction materials, create and use a graphic organizer to compare and contrast the information from the two sources.</p>	<p>Quarterly Vocabulary <u>fantasy</u> – fiction that contains elements that are not realistic. Sometimes the characters have magical or supernatural powers. <u>expository</u> – a spoken or written composition, intending to set forth or explain <u>footnotes</u> <u>sidebars</u> <u>genre</u> – an established class or category of artistic composition or literature (e.g., poetry, drama or novel)</p>
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