

4th Grade Houghton Mifflin Reading at a Glance Bellevue USD Essential Standards

Theme	Wk	Comprehension Strategy and Skill	Spelling Structural Analysis	Grammar	Writing	Assessment
Back to School		Strategy Workshop: Strategy Review				
1: Journeys <i>Akiak</i> <i>Grand-father's Journey</i> <i>Titanic</i>	1		Short vowels a, e; long vowels a, e Base words and endings -er, -est	Kinds of Sentences WOC 1.1 Use simple and compound sentences.		
	2		Short vowels i, o; long vowels i, o Suffixes -ly and -y	Subjects and predicates		
	3		Short vowel u; long vowel u Syllabication	Compound sentences WOC 1.3 Use regular and irregular verbs, adverbs, prepositions, and conjunctions		
	4		Homophones & Word roots tele-, -rupt	Common nouns		

ELLA Vocabulary:
 courageous
 remote
 experienced
 marveled
 bewildered
 surrounded
 voyage
 distress
 survivors
 suspected
 lurching
 miserably

Notes on this theme:

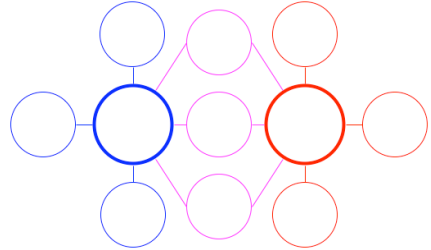
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2: American Stories <i>Tomas and the Library Lady</i> <i>Tanya's Reunion</i> <i>Boss of the Plains</i> <i>A Very Important Day</i>	1		The /ou/ (howl/pound) and /ô/ (jaw/cause) sounds Contractions	Proper nouns		
	2		The /oo/ sounds: moon and cook Word roots sign and spect	Singular and plural nouns		
	3		The /îr/ (gear), /âr/ (sharp), /âr/(hairy) sounds Suffixes -er, -or, and -ist	Singular and plural nouns		
	4		The /ôr/ (horse), /ûr/ (curve), and /yoor/ (cure) sounds Possessives	Singular and plural possessive nouns		

ELLA Vocabulary:
glaring
eager
lap
satisfaction
persisted
announcement
determined
opportunity
scorching
enrich
dismantle
citizenship

Notes on this theme:

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3: That's Amazing Dec. 1 to Dec. 19th <i>The Stranger</i> <i>Cendrillon</i>	1	2.5 Compare and contrast information on the same topic after reading several passages or articles. RC 3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales. RC 2.1 Identify structural patterns in informational text (compare and contrast, cause and effect, sequential, and chronological order, proposition and support)	Compound words Words that begin with a- or be-	Action verbs	WS 1.3 Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, posing and answering a question). WS 2.3 Write summaries of reading selections with main ideas and details. Thinking Maps to support compare and contrast: Double Bubble 	Theme Skills Test: Part B: Compare and Contrast Part C: Fantasy and Realism Part E: Compound Words Part F: Words with the suffix <i>-able</i> Part G: Words with <i>-ed</i> or <i>-ing</i> Part I: Vocabulary Questions 5 to 10 Part J: Grammar
	2		Final / schwa r/ (sugar), and final /l/ or /l schwa / (bottle/medal) Words with the suffix -able WOC 1.7 Spell roots, inflections, suffixes, prefixes, and syllable constructions.	Main verbs and helping verbs		
	3		Words ending with -ed or -ing Digraphs	Present, past, and future tenses		
	4		Homophones Prefixes un-, dis-, and non- WOC 1.7 Spell roots, inflections, suffixes, prefixes, and syllable constructions.	Past time and future time		

ELLA Vocabulary:
 peculiar
 timid
 fascinated
 elegant
 commotion
 hesitation
 single
 affected
 horizon

Notes on this theme:

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4: Problem Solvers <i>My Name</i> <i>Last Dragon</i> <i>Sing to the Stars</i> Focus On: Poetry	1	Predicting Outcomes LRA 3.2 Identify main events of plot, their causes, and influences.	The /k/, /ng/, and /kw/ sounds Words with the suffix -ible WOC 1.7 Spell roots, inflections, suffixes, prefixes, and syllable constructions.	The irregular verb "be" WOC 1.3 Use regular and irregular verbs, adverbs, prepositions, and conjunctions.		
	2	Evaluate RC 2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.	Final /e/ Prefixes re-, mis-, and ex- WOC 1.7 Spell roots, inflections, suffixes, prefixes, and syllable constructions.	Other irregular verbs WOC 1.3 Use regular and irregular verbs, adverbs, prepositions, and conjunctions.		
	3	RC 2.5 Compare and contrast information from several sources.	Final /j/ and /s/ Prefixes pre-, con-, and com- WOC 1.7 Spell roots, inflections, suffixes, prefixes, and syllable constructions.	Adjectives WOC 1.2 Combine sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases		
	4	RC 2.6 Distinguish cause and effect from fact and opinion in expository text.	VCCV pattern Consonant clusters	Comparing with adjectives		

ELLA Vocabulary:
 miscalculated
 nervously
 attentively
 immense
 landscape
 frantic
 companions
 homage
 fierce*
 strides
 blaring
 clutching

Notes on this theme:
 Response to Lit.-Sing to the Stars
 Reverse map using Marvin.....summary for blackline. Masters for high & extra support for low. Main idea for details.

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5: Heroes Feb. 17 th to Mar. 20 <i>HB</i> <i>MLK</i> <i>Lou Gehrig</i> Focus On: Pourquoi Tales	1	Martin Luther King: LR 3.3 Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions. <i>After reading a story, I can tell why characters think and act the way they do.</i>	Words with a Prefix or a Suffix Vowel diphthongs WC1.4 Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words Changing final y to i Two sounds of g VCV Pattern Two sounds of c	Subject pronouns Object pronouns Possessive pronouns	WRA 2.4 – MLK Write summaries that contain the main ideas of the reading selection and the most significant details. WRA 2.2 – LG Write responses to literature: a. Demonstrate an understanding of the literary work. b. Support judgments through references to both the text and prior knowledge. UA pg 598 – Developing details WRA 2.1 – WFTB Write narratives: a. Relate ideas, observations, or recollections of an event or experience. b. Provide a context to enable the reader to imagine the world of the event or experience. c. Use concrete sensory details. d. Provide insight into why the selected event or experience is memorable.	Revised Theme Five test
	2	LR 3.2 Identify the main events of the plot, their causes, and the influence of each event on future actions. <i>I can tell what is happening and why in a story. I can then predict what will happen next.</i>				
	3	Lou Gehrig: RC 2.6 Distinguish between cause and effect and between fact and opinion in expository text. <i>I can tell the difference between a fact and opinion. I know the difference between a cause and an effect on a problem or solution.</i>				

ELLA Vocabulary:

MLK:
protest
stupendous
crumpled
demonstrated

tireless
passionate

Lou Gehrig
consecutive
modest
apparent
endure

Mrs. Parks
motivation

Notes on this theme:

*Teach LR3.2 using Get Set to Read (a famous bus ride) (causes and effects of Rosa Park's ride).

*Review: Cause & effect practice book 290, TE 533D.

*Story structure review pg 543 (as basis for LR3.3-map as reading?)

*"Think about Selection"? Ties in well with our chosen standards. Act as good discussion/response to lit prompts.

NOTE: NEED good lesson Jamal & Grandfather's motivations/emotional/personality traits to further LR3.3 discussion. – Extra Support; Teaching Master 5-2

Pull in non HM texts for fact/opinion practice? Lou Gehrig. Read aloud: TE 582G Fact/Opinion. Extra Support 5-6. As class practice book 325

Author's viewpoint lesson : (fact/opinion) pg. 597. Checking student's comprehension for fact and opinion prac. Book pgs. 327-328.

*Response To Literature- Lou Gehrig

*Summary – Martin Luther King

*Narrative – WFTB – Authentic voice 355-356. Basic structure p. 330. Reverse mapping.

WFTB – Figurative language page 350 and BTSA (lesson from Greta) lesson on figurative language.

Use S.S. biography to write a narrative – Beg. Middle and End – Flow map.

Thinking maps – Theme opener.

What makes a hero?

Characteristics?

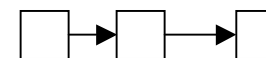
Examples?

Double Bubble MLK/LG –

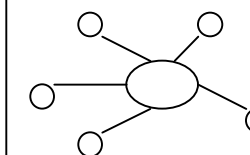
Why are they both heroes?

What makes them different?

Flow Map (Sequencing)



Bubble Map (Describing)



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6: Nature: Friend and Foe <i>Wildfires</i> 3/30 thru 4/30 5/18 to May <i>Salmon Summer</i>	1	RC2.5 Compare and contrast information on the same topic after reading several passages or articles. Salmon Summer RC2.5 – Online articles to compare/contrast local fishery with fishery in the book.	Three-syllable words r-controlled vowels	Adverbs	WRA2.3 Write information reports: a. Frame a central question about an issue or situation. b. Include facts and details for focus. c. Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources). – Great Horned Spoon	
	2	Wildfires RC2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension. Skylark – Skip this story and move into science and social studies texts.	Unusual spellings Suffixes –less, -ness, and –ion	Comparing with adverbs		
	3	Salmon Summer – Get set to read pg. 632 Noting details. Main idea/supporting details tree map? Fact and opinion.	Silent consonants Word roots graph, tract	Prepositions and prepositional phrases		

ELLA Vocabulary:
scavengers
abundance
slinks
cycle
consume
accumulate
slumped
trembling
sharply

Notes on this theme:

Report Writing – Great Horned Spoon – Report on Gold Rush. “Keep or toss” – what’s important?
Summary from blackline – Reverse map Salmon Summer.
Fact and opinion – Wildfires – Persuasive – Mini lesson-write a factual paragraph about a topic they are familiar with.
Thinking Maps
Launching the theme. Double bubble Friend/foe
Summarize/noting details.
Brace Map
Detail
Activity) Detail
Detail
Double Bubble: Compare/contrast
Salmon/Seal
Wildfires – Cause and effect/multi-flow.