

## 1. Overview

The students will listen to fluent reading, paraphrase, summarize and tell a story. They will acquire and use vocabulary, describe characters, settings and events. They will compare and contrast points a view, identify formal and informal language, and use details to describe a story. The students will read, comprehend and analyze text. They will learn and use prefixes and spell words with stressed syllables. In writing, they will identify a sentence and its complete subject and predicate. They will understand the features and write a descriptive paragraph.

### FOCUS STANDARDS

- RL2 Determine a theme of a story, drama, or poem from details in the text; summarize the text
- RL3 Describe in depth a character, setting, or event in a story or dram, drawing on specific details in the text **(e.g. character's thoughts, words, or actions)**
- RF3e2 Identify different parts of words with stressed syllables (última, penúltima, antepenúltima)
- RF3e4 Determine the ending sound of a word (vocal o consonante /n/ o /s/)
- RF3e5 Write the accent in the correct part of the stressed syllable
- RF4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary
- W1b Provide reasons that are supported by facts and details
- W3b Use concrete words and phrases and sensory details to convey experiences, and events precisely
- SL1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation another information known about the topic to explore ideas under discussion
- SL1b Follow agreed upon rules for discussion and carry out assigned roles
- Lf Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
- L3a Choose words and phrase to covey ideas precisely

### SUPPORTING STANDARDS

SL4.2, L4.6, RL4.1, RL4.2, RL4.3, RL4.4, L4.4a, RL4.10, RF4.4a, RL4.6, RL4.4b, W4.1a, W4.1b, W4.1c, W4.9, SL4.1a, SL4.1d, L4.3c, W4.10, SL4.1c, RI 4.7, RI 4.10, RF4.4b, RF4.4c, W4.3b, L4.4a, L4.4b, L4.4c, RF4.3a, L4.2d, L4.1f, L4.2a, L4.3a, W4.3d

## 2. Resources

### TEACHING RESOURCES

#### Senderos

- Focus Mural, interactive board lessons, text books, and workbooks
- Raising Money: Focus Mural, interactive board lessons, text books, and workbooks.
- Teachers guide
- Language connections (conexiones del idioma)
- [www-k6.thinkcentral.com](http://www-k6.thinkcentral.com)

### ADDITIONAL SUPPORTING RESOURCES

- Internet Resources, research, read and discuss information searched about theme. (media)
- **Enciclopedia Hispanica del Saber: "ayudar" definition** <http://worldbook.planetasaber.com/search/results.asp?txt=ayudar>  
 Example: <http://mediasmarts.ca/media-literacy-101#MediaMinuteIntro>  
 Example: <https://kids.usa.gov/watch-videos/money/index.shtml> (money)  
 Example: <http://www.teachertube.com/video/cause-and-effect-lesson-20516> (cause and effect)

## 3. Activities for Understanding

### SUGGESTIONS

- Students will identify the relation between cause and effect by discussing in small groups that effect of helping others. Have students fill out a cause and effect graphic organizer as they discuss the causes and effects of helping others.
- Students will express understanding of the principal differences between the structural elements of a play in a theater and prose.
- Students will work in groups and create a scene of a play demonstrating how to help others in different ways.
- **Students will log into "Enciclopedia Hispanica "del saber and read the different definitions of the term "ayudar" <http://worldbook.planetasaber.com/search/results.asp?txt=ayudar>**

## UNIT 1: Lesson 2-Civil Rights

## 1. Overview

The students will summarize, identify elements of story structure, create new story endings or sequence of events, compare and contrast, explain the **author's purpose, idiomatic expressions, and biographies**. During these two weeks the students will participate in listening and oral activities, read to comprehension, decode and read multi-syllable words with open syllables, fluency, acquire and use vocabulary, character actions and sequence, important events, writing skills for personal experiences, punctuation, retelling, use references such as dictionaries and glossaries, and identify subjects and predicates in simple sentences.

FOCUS  
STANDARDS

- RL2 Determine a theme of a story, drama, or poem from details in the text; summarize the text
- RF3e2 Identify different parts of words with stressed syllables (última, penúltima, antepenúltima)
- RF3e4 Determine the ending sound of a word (vocal o consonante /n/ o /s/)
- RF3e5 Write the accent in the correct part of the stressed syllable
- RF4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- W3a Orient the reader by establishing a situation and introducing a narrator and or characters; organize and event sequence that unfolds naturally
- W8 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
- SL1c Pose and respond to specific question to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others
- SL2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
- L2d Spell grade appropriate words correctly, consulting references as needed
- L2e Identify verbs that end in en –zar,-car,-y –gar, changing th a for e and the z for c (analizar, analice), the c for qu (educar-eduque) and the g for gu (pagar-pague)

SUPPORTING  
STANDARDS

SL4.2, L4.6, RL4.1, RL4.2, RL4.3, RL4.4, L4.4a, RL4.10, RF4.4a, RL4.6, RL4.4b, W4.1a, W4.1b, W4.1c, W4.9, SL4.1a, SL4.1d, L4.3c, W4.10, SL4.1c, RI4.7, RI4.10, RF4.4b, RF4.4c, W4.3b, L4.4a, L4.4b, L4.4c, RF4.3a, L4.2d, L4.1f, L4.2a, L4.3a, W4.3d

## 2. Resources

### TEACHING RESOURCES

#### Senderos

- Focus Mural, interactive board lessons, text books, and workbooks
- Raising Money: Focus Mural, interactive board lessons, text books, and workbooks.
- Teachers guide
- Language connections (conexiones del idioma)
- [www-k6.thinkcentral.com](http://www-k6.thinkcentral.com)

### ADDITIONAL SUPPORTING RESOURCES

- Internet Resources, research, read and discuss information searched about theme. (media)  
Example: <http://mediasmarts.ca/media-literacy-101#MediaMinuteIntro>  
Example: <https://kids.usa.gov/watch-videos/money/index.shtml> (money)  
Example: <http://www.teachertube.com/video/cause-and-effect-lesson-20516> (cause and effect)
- Wordbooks: Gran Enciclopedia Hispanica del Saber, derechos humanos:  
<http://worldbook.planetasaber.com/encyclopedia/default.asp?idreg=19049&ruta=Buscador>

## 3. Activities for Understanding

### SUGGESTIONS

- Students will identify the relation between cause and effect by discussing in small groups that effect of helping others. Have students fill out a cause and effect graphic organizer as they discuss the causes and effects of helping others.
- Students will express understanding of the principal differences between the structural elements of a play in a theater and prose.
- Students will work in groups and create a scene of a play demonstrating how to help others in different ways.
- **Students will read and discuss an article about "derechos humanos":**  
<http://worldbook.planetasaber.com/encyclopedia/default.asp?idreg=19049&ruta=Buscador>

## 1. Overview

Students will paraphrase portions of a text, identify reason and evidence, acquire use of vocabulary, identify cause and effect, and interpret visual elements. Acquire vocabulary and practice reading accuracy. Listening comprehension, answer essential questions and write a paragraph using an illustrations. Make an illusion. Analyze theater elements, theme.

### FOCUS STANDARDS

- RI.4 Determine the meaning of general academic and domain specific words or phrases in a text relevant to a grade 4 topic of subject area
- RI.5 Describe the overall structure (e.g., chronology, comparison, causes/effects, problem/solution) of events, ideas, concepts, or information in a text or part of a text
- RF.3a Use combined knowledge of all letter sound correspondences, syllabication patterns and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context
- RF.4a Read on level text with purpose and understanding
- W.3b Use dialogue and description to develop experiences and events or show the response of characters to situations
- W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic
- SL.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion
- SL.4 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
- L.3b Choose punctuation for effects
- L.4a Use context (e.g. definition, examples, or restatements in text) as a clue to the meaning of a word or phrase

### SUPPORTING STANDARDS

SL.4.3, RI.4.4, L.4.6, RI.4.5, RI.4.10, RF.4.4a, RI.4.1, RI.4.2, RI.4.3, RF.4.4b, RI.4.1, RI.4.7, L.4.4, W.4.1a, W.4.1b, W.4.7, W.4.9b, W.4.10, SL.4.1a, L.4.3b, SL.4.1c, L.4.2b, W.4.3b, SL.4.2, RF.4.3a, RF.4.4b, L.4.4d, L.4.4c, L.4.1f, L.4.2a, W.4.5

## 2. Resources

### TEACHING RESOURCES

#### Senderos

- Focus Mural, interactive board lessons, text books, and workbooks
- **Media: "Mi Biblioteca es un Camello" y "De Una Idea a Un Libro"** Focus Mural, interactive board lessons, text books, and workbooks.
- Raising Money: Focus Mural, interactive board lessons, text books, and workbooks.
- Teachers guide
- Language connections (conexiones del idioma)
- [www-k6.thinkcentral.com](http://www-k6.thinkcentral.com)

### ADDITIONAL SUPPORTING RESOURCES

- Internet Resources, research, read and discuss information searched about theme. (media)  
Example: <http://mediasmarts.ca/media-literacy-101#MediaMinuteIntro>  
Example: <https://kids.usa.gov/watch-videos/money/index.shtml> (money)  
Example: <http://www.teachertube.com/video/cause-and-effect-lesson-20516> (cause and effect)
- Worldbooks:  
<http://worldbook.planetasaber.com/AulaSaberHA/ficha.aspx?ficha=13708&tipo=ficha&mat=CienSoc&asig=GEOGRAFÍA+ECONÓMICA+I&curso=8>

## 3. Activities for Understanding

### SUGGESTIONS

- Students will identify the relation between cause and effect by discussing in small groups that effect of helping others. Have students fill out a cause and effect graphic organizer as they discuss the causes and effects of helping others.
- Students will express understanding of the principal differences between the structural elements of a play in a theater and prose.
- Students will work in groups and create a scene of a play demonstrating how to help others in different ways.
- Students will read and complete the activities from an article about media:  
<http://worldbook.planetasaber.com/AulaSaberHA/ficha.aspx?ficha=13708&tipo=ficha&mat=CienSoc&asig=GEOGRAFÍA+ECONÓMICA+I&curso=8>

## 1. Overview

Students will paraphrase portions of a text, identify reason and evidence, acquire use of vocabulary, identify cause and effect, and interpret visual elements. Acquire vocabulary and practice reading accuracy. Listening comprehension, answer essential questions and write a paragraph using an illustration. Make an illusion. Analyze theater elements, theme.

### FOCUS STANDARDS

- RL.2 Determine a theme of a story, drama, or poem from details in the text: summarize the text
- RL.4 Determine the meaning of words and phrases as they are used in a text including those that allude to significant characters found in mythology (e.g. Herculean)
- RI.7 Interpret information presented visually, orally, or quantitatively (e.g. in charts, in graphs, diagrams, time lines, animation, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears
- RI.10 By the end of the year, read and comprehend information text, including history/social studies, science, and technical text, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at night end of the range
- W.4 Produce clear and coherent writing in which the development and organization are appropriate o task, purpose, and audience
- W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing
- SL.4 Report on a topic or text, tell a story, or recount and experience in an organized manner, using appropriate facts and relevant, description, description, details to support main ideas or themes; speak clearly at an understanding pace
- SL.6 Differentiate between context that call for formal language (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g. small-group discussion) ; use formal language when appropriate to task and situations
- L.2d Spell grade-appropriate words correctly, consulting reference as needed
- L.3a Choose words and phrases to convey ideas precisely

### SUPPORTING STANDARDS

SL.4.3, RI.4.4, L.4.6, RI.4.5, RI.4.10, RF.4.4a, RI.4.1, RI.4.2, RI.4.3, RF.4.4b, RI.4.1, RI.4.7, L.4.4, W.4.1a, W.4.1b, W.4.7, W.4.9b, W.4.10, SL.4.1a, L.4.3b, SL.4.1c, L.4.2b, W.4.3b, SL.4.2, RF.4.3a, RF.4.4b, L.4.4d, L.4.4c, L.4.1f, L.4.2a, W.4.5

## 2. Resources

### TEACHING RESOURCES

#### Senderos

- Focus Mural, interactive board lessons, text books, and workbooks
- **Media: “!El Valor de L.E.A!”** Focus Mural, interactive board lessons, text books, and workbooks
- Raising Money: Focus Mural, interactive board lessons, text books, and workbooks
- Teachers guide
- Language connections (conexiones del idioma)
- [www-k6.thinkcentral.com](http://www-k6.thinkcentral.com)

### ADDITIONAL SUPPORTING RESOURCES

- Internet Resources, research, read and discuss information searched about theme. (media)  
Example: <http://mediasmarts.ca/media-literacy-101#MediaMinuteIntro>  
Example: <https://kids.usa.gov/watch-videos/money/index.shtml> (money)  
Example: <http://www.teachertube.com/video/cause-and-effect-lesson-20516> (cause and effect)
- Worldbooks: <http://worldbook.planetasaber.com/AulaSaberHA/ficha.aspx?ficha=6137> (definicion de dinero)

### 3. Activities for Understanding

#### SUGGESTIONS

- Students will identify the relation between cause and effect by discussing in small groups that effect of helping others. Have students fill out a cause and effect graphic organizer as they discuss the causes and effects of helping others.
- Students will express understanding of the principal differences between the structural elements of a play in a theater and prose.
- Students will work in groups and create a scene of a play demonstrating how to help others in different ways.
- **Students will read different articles about "dinero", then compare and contrast the information.**  
<http://worldbook.planetasaber.com/AulaSaberHA/ficha.aspx?ficha=6137>

## 1. Overview

Students will write a fiction narrative, understand characters, express point of view of the author, define and recognize what is hyperbole the text, as well as define infer and predict. They will read with fluency, and **express and use proper nouns, understand character's feelings and traits, express what a play is and how scenes and setting play a principal role in a presentation.** In addition they will paraphrase portions of text, acquire and use vocabulary correctly, consult the details of the text when making predictions and inferences, use graphic organizer and read independently.

### FOCUS STANDARDS

- RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text
- RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third person narrations
- RF.4 Read on-level text with purpose and understanding
- RF.4b Read on-level prose and poetry orally with accuracy appropriate rate, and expression on successive reading
- W.3c Use a variety of transitional words and phrases to manage the sequence of events
- W.9a Apply grade 4 Reading standards to literature )e.g. Describe in depth a character, setting, or event in a **story or drama on specific details in the text (e.g., a character's thought,** words or actions)
- SL.1a Come to discussion prepared, having read or studied materials: explicitly draw on that preparation and other information known about the topic to explore ideas under discussion
- SL. 6 Differentiate between context that call for formal language (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g. small group discussion); use formal language when appropriate to task and situation
- L.2a Use correct capitalization
- L.4c Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital to determine or clarify the precise meaning of key words and phrases

### SUPPORTING STANDARDS

SL.4.2, L.4.6, RL.4.1, RL.4.3, RL.4.10, RF.4.4a, RL.4.4, RL.4.7, L.4.4a, RL.4.6, RF.4.4b, RL.4.2, RL.4.9, W.4.1a, W.4.1b, W.4.1d, W.4.9a, SL.4.1a, RF.4.4b, SL.4.1c, RL.4.5, W.4.7, W.4.8, W.4.10, SL.4.4, L.4.4c, RF.4.3a, L.4.2d, W.4.3a, W.4.4, W.4.3b, W.4.3c, W.4.6, W.4.5, SL.4.4

## 2. Resources

### TEACHING RESOURCES

#### Senderos

- Focus Mural, interactive board lessons, text books, and workbooks
- Media: **"Stormalong" and "Hoderi" Focus Mural, interactive board lessons, text books and workbooks**
- Raising Money: Focus Mural, interactive board lessons, text books and workbooks
- Teachers guide
- Language connections (conexiones del idioma)
- [www-k6.thinkcentral.com](http://www-k6.thinkcentral.com)

### ADDITIONAL SUPPORTING RESOURCES

- Internet Resources, research, read and discuss information searched about theme. (media)
- **Worldbooks: "cuentos"** <http://worldbook.planetasaber.com/encyclopedia/default.asp?idreg=167268&ruta=Buscador>
- **Worldbooks: "La fabula de los dos Conejos"** <http://worldbook.planetasaber.com/AulaSaberHA/ficha.aspx?ficha=3490>  
 Example: <https://kids.usa.gov/watch-videos/money/index.shtml> (money)  
 Example: <http://www.teachertube.com/video/cause-and-effect-lesson-20516> (cause and effect)  
 Example: tall tale/ <https://vimeo.com/46038710>  
 Example: folktale/ [http://americanfolklore.net/folklore/2010/07/folklore\\_definitions.html](http://americanfolklore.net/folklore/2010/07/folklore_definitions.html)

### 3. Activities for Understanding

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#### SUGGESTIONS

- Students will work in a group given a character in the story to describe by drawing details from the text. The students will draw the character given and write the descriptions by labeling the different parts.
- Students will express inferences and predictions using text information.
- **Students will look for the definition of "cuento" and "fabula" in "La Gran Enciclopedia Hispanica".**
- Students will read **and comment "La fabula del conejo":**  
<http://worldbook.planetasaber.com/AulaSaberHA/ficha.aspx?ficha=3490>

## 1. Overview

Students will differentiate between plays and informational texts, study story structures, identify characters, setting and plots. They will identify elements of drama, paraphrase, discuss vocabulary in context, and focus on story elements. In addition they will work with graphic organizers, use a story map, **point out play's characteristics, infer what is happening** and predict what will happen, summarize the story and use transitional words, read independently, study affixes, suffixes and root words, and define and use formally vocabulary words related to the topic.

### FOCUS STANDARDS

- RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text **(e.g. a character's thoughts, words or actions)**
- RL.7 Make connections between the text of a story or drama and a visual or oral presentation of the text identifying where each version reflects specific description and directions in the text
- RF.3a Use combined knowledge of all letter sound correspondence, syllabication patterns and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context
- RF. 4a Read on-level text with purpose and understanding
- W.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
- W.9a Apply grade 4 reading standards to literature (e.g. describe in depth a character, setting, or event in a **story or drama, drawing on specific details in the text (e.g. a character's thoughts, words or actions)**)
- SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually quantitatively, and orally
- SL.6 Differentiate between contexts that call for formal language (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g. small group discussion); use formal language when appropriate to task and situations
- L.3b Choose punctuation for effect
- L.3c Differentiate between contexts that call for formal language (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g. small-group discussion)

### SUPPORTING STANDARDS

SL.4.2, L.4.6, RL.4.1, RL.4.3, RL.4.5, RL.4.10, RF.4.4a, SL.4.1c, RI.4.3, RI.4.7, RI.4.9, L.4.5b, L.4.6, L.4.5b, 4.10, RF.4.4b, RL.4.7, L.4.3c, L.4.4a, L.4.5c, RL.4.4, SL.4.6, W.4.1a, W.4.1b, W.4.1d, W.4.3a, W.4.3c, W.4.3e, W.4.9A, RF.4.3a, RF.4.4b, L.4.2, L.4.1f, W.4.2a, W.4.2b, W.4.2e, W.4.5W.4.8, W.4.10

## 2. Resources

### TEACHING RESOURCES

#### Senderos

- Focus Mural, interactive board lessons, text books, and workbooks
- **Media: "Invasion de Marte" and "La Historia de la Radio"**
- Raising Money: Focus Mural, interactive board lessons, text books, and workbooks
- Teachers guide
- Language connections (conexiones del idioma)
- [www-k6.thinkcentral.com](http://www-k6.thinkcentral.com)

### ADDITIONAL SUPPORTING RESOURCES

- Internet Resources, research, read and discuss information searched about theme. (media)  
 Example: <http://mediasmarts.ca/media-literacy-101#MediaMinuteIntro>  
 Example: <https://kids.usa.gov/watch-videos/money/index.shtml> (money)  
 Example: <http://www.teachertube.com/video/cause-and-effect-lesson-20516> (cause and effect)  
 Example: tall tale/ <https://vimeo.com/46038710>  
 Example: folktale/ [http://americanfolklore.net/folklore/2010/07/folklore\\_definitions.html](http://americanfolklore.net/folklore/2010/07/folklore_definitions.html)  
 Example: <http://www.encyclopedia.com/topic/radio.aspx>
- **Worldbook: definition of "cinematografia"** <http://worldbook.planetasaber.com/search/results.asp?txt=cinematografia>

## 3. Activities for Understanding

### SUGGESTIONS

- Students will make a poster with visual examples of what other communications systems exist.
- Students will use a KWL chart to discuss information about Planet Mars and The History of the Radio.
- Student will read, discuss history of the radio after they have researched information in the internet.
- Student will explain how radio was one of the main communication and entertainment tool of early years before there was T.V.
- **Students will read an article about "cinematografia"**  
<http://worldbook.planetasaber.com/search/results.asp?txt=cinematografia>
- Students will write a summary about their favourite movie.

## 1. Overview

Students will listen to fluent reading, paraphrase a portion of a text, and identify reason and evidence. They will use domain specific vocabulary, distinguish between fact and opinion text and how authors use it to support opinions. They will summarize important ideas, read information about fact and opinion, use graphic organizers, examine and analyze a text, explain concepts and ideas, express what jargon means, summarize the story using important facts and details, analyze a text independently, express what caption is, and answer text dependent questions and discussion questions. In addition they will use common Greek and Latin affixes.

### FOCUS STANDARDS

- RI.2 Determine the main idea of a text and explain how it is supported by key details, summarize the text
- RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text
- RF.3a Use combined knowledge of all letter sound correspondence, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context
- RF.4a Read on-level text with purpose and understanding
- W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- W.8 Recall relevant information from experience or gather relevant information from print and digital source, take notes and categorize information and understanding
- SL.3 Identify the reasons and evidence a speaker provides
- SL.5 Add audio recording and visual display to presentation when appropriate to enhance the development of main ideas or themes
- L.1h Identify and use correctly past tense and imperfect tense (-ar: amaba; -recomía; -ir: pedía) y el condicional (-ar, amaría; -recomería; -ir pediría)
- L.1j Identify and use correctly regular verbs in past tense (ar-amo; recomió; ir escribió) o imperfecto (ar-amaba, recomía, ir-escribía) and (Por ejemplo: Te escribía una carta. Te escribí todos los días)
- L.2g Write correctly words that contain a relationship between phonemes and graphemes (bc-s-z-x; c-k-qu; g-j; y-ll, r-rr) mute sound (H/h; u en las silabas, gue, gui, que, qui) in grade level words.

### SUPPORTING STANDARDS

SL.4.2, RI.4.4, RI.4.2, RI.4.8, RF.4.4a, RI.4.1, L.4.4a, RI.4.5, L.4.3c, RF.4.4b, L.4.5b, L.4.5a, L.4.6, W.4.1a, W.4.1b, W.4.1d, W.4.9b, W.4.10, SL.4.1, RI.4.7, RI.4.10, SL.4.4a, L.4.4b, L.4.4c, W.4.7, SL.4.4, SL.4.5, RF.4.3a, L.4.1f, L.4.3a, W.4.2b, W.4.2d,

## 2. Resources

### TEACHING RESOURCES

#### Senderos

- Focus Mural, interactive board lessons, text books, and workbooks
- Text: **"Proxima Atracciones" y "Como lo hacen?"**
- Teachers guide
- Language connections (conexiones del idioma)
- [www-k6.thinkcentral.com](http://www-k6.thinkcentral.com)

### ADDITIONAL SUPPORTING RESOURCES

- Internet research, videos, power points and information related to the History of Movie Making.
- Graphic organizers
- Journals
- Ed Helper [www.brainpop.com](http://www.brainpop.com)
- [www.teacherspayteachers.com](http://www.teacherspayteachers.com)
- [www.readworks.org](http://www.readworks.org)
- [www.louisianabelieves.com](http://www.louisianabelieves.com)

## 3. Activities for Understanding

### SUGGESTIONS

- Students will express if they like to go to the movies and why?
- Students will express what movies they like to see in the theater and why they like them?
- Students will make a list of some of the movies they have seen and categorize them in the genre
- Students will research history of the movie theater.
- Students will research on how movies are made
- Students will learn of the state of the arte effect techniques.
- Students will learn in which way photographs and captions help them understand informational text.
- Students will make their own movie using their cell phones, I pads, cameras.

## 1. Overview

Students will listen to fluent reading, paraphrase a text and tell a story. Acquire new vocabulary in context clues. Use text details to visualize story characters. Use graphic organizer, express what realistic fiction is, read and answer essential questions. Analyze point of view in which the text is written. Understand and express that a mental picture that is created uses all the **senses. Analyze character's thoughts, actions and words. Emphasis on** text words to give the correct intonation and stress. Express theme of the story. Write a description.

### FOCUS STANDARDS

- RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text **(e.g. a character's thoughts, words, or actions,)**
- RL.7 Make connections between the text of a story or drama, identifying where each version reflects specific descriptions and directions in the text
- RF.4a Read on-level text with purpose and understanding
- RF.4b Read on- level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- W.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g. heading), illustrations, and multimedia when useful to aiding comprehension
- W.2e Provide a concluding statement or section related to the information or explanation presented
- SL.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others
- SL.6 Differentiate between context that call for formal language (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g. small group discussion); use formal language when appropriate to task and situation
- L.1f Produce complete sentences, recognize and correcting inappropriate fragments and run-ons
- L.2d Spell grade-appropriate words correctly, consulting references as needed

### SUPPORTING STANDARDS

RL.4.1, RL.4.2, RL.4.3,RL.4.4, RL.4.6, RL.4.7, RL.4.10, RI.4.3, RF.4.4a, RF.4.4b, W.4.2a, W.4.8, W.4.9a, W.4.10, SL.4.2, SL.4.4, L.4.1b, L.4.2d, L.4.3b, L.4.5c, L.4.6, L.4.3b, SL.4.1a, SL.4.1c, SL.4.1d,

## 2. Resources

### TEACHING RESOURCES

#### Senderos

- Focus Mural, interactive board lessons, text books, and workbooks
- **Text: "Mi tío Romie y yo" y "Artistas al aire libre"**
- Teachers guide
- Language connections (conexiones del idioma)
- [www-k6.thinkcentral.com](http://www-k6.thinkcentral.com)

### ADDITIONAL SUPPORTING RESOURCES

- Cognate wall
- Team webbing
- Grammar and writing
- Vocabulary card in context
- Text essential questions
- **Worldbook: "pintura"** <http://worldbook.planetasaber.com/encyclopedia/default.asp?idreg=8766&ruta=Buscador>
- **Worldbook: "Diego de Velazquez"** <http://worldbook.planetasaber.com/encyclopedia/default.asp?idreg=8766&ruta=Buscador>

## 3. Activities for Understanding

### SUGGESTIONS

- **Students will research the definition of "pintura" in "La Gran Enciclopedia Hispanica"** <http://worldbook.planetasaber.com/encyclopedia/default.asp?idreg=8766&ruta=Buscador>
- Students will read the biography of the great painter Diego de Velazquez <http://worldbook.planetasaber.com/encyclopedia/default.asp?idreg=8766&ruta=Buscador>
- Students will write a description of their favorite paint from Velazquez.

## 1. Overview

Students will **read and make generalizations about story's characters and plot. Understand character traits and motivations. Research species** of snakes, use charts to help them understand informational text. Paraphrase text, identify reason and text evidence, make inferences, state main idea and details, express facts and opinions. Use vocabulary in context cards. Refer to details when drawing conclusions. Understand what realistic fiction is. Answer essential questions. Write a predictive paragraph. Read a humorous story.

### FOCUS STANDARDS

- RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text
- RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g. a character's **thoughts, words, or actions**)
- RF.3a Use combined knowledge of all letter-sound correspondence, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context
- RF.4 Read with sufficient accuracy and fluency to support comprehension
- W.2a Introduce a topic clearly and group related information in paragraphs and section; include formatting (e.g. headings) illustrations, and multimedia when useful to aiding comprehension
- W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience
- SL.1a Come to discussions prepared, having read or studied required material; explicit draw on that preparation and other information unknown about the topic to explore ideas under discussion
- SL.4 Report on a topic or text, tell a story, or an experience in an organized manner, using appropriate facts and s relevant, descriptive details to support main ideas or themes, speak clearly at an understanding pace
- L.2d Spell grade-appropriate words correctly consulting reference as needed
- L.2g Write correctly words that contain a relationship between phonemes and multy-graphemes (b-v; c-s-z-x; c-k-qu;g-j;y-ll,r-rr) mute sound letters (H/h;u en las silabas gue, gui, que, qui) in grade level words

### SUPPORTING STANDARDS

RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.7, RL.4.10, RF.4.4a, RF.4.4b, W.4.2, W.4.2b, W.4.2d, W.4.4, W.4.5, W.4.6, W.4.8, W.4.10, SL.4.2, SL.4.3, L.4.2d, SL.4.1a, SL.4.1d, L.4.2a, RF.4.3a, L.4.6, L.4.4c, L.4.5c, W.4.2e,

## 2. Resources

### TEACHING RESOURCES

#### Senderos

- Focus Mural, interactive board lessons, text books, and workbooks
- Text: "Estimado Sr. Winston": **Focus Mural, interactive board** lessons, text books, and workbooks
- Text: "Guía práctica de las víboras del suroeste"
- Teachers guide
- Language connections (conexiones del idioma)
- [www-k6.thinkcentral.com](http://www-k6.thinkcentral.com)

### ADDITIONAL SUPPORTING RESOURCES

- Language connection cognate wall
- Grammar and writing assessments
- Electronic books
- Word study
- Text related questions
- Vocabulary cards in context
- Daily assessments
- Comic books
- Bilingual dictionary
- Ed Helper [www.brainpop.com](http://www.brainpop.com)
- [www.teacherspayteachers.com](http://www.teacherspayteachers.com)
- [www.readworks.org](http://www.readworks.org)
- [www.louisianabelieves.com](http://www.louisianabelieves.com)

### 3. Activities for Understanding

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#### SUGGESTIONS

- **Students will appreciate author's use of humor.**
- Students will define humor and give an example of a humorous situation in their life.
- Students will draw a cartoon with a humorous theme.
- Students will research several species of snakes that live in the southwest.

## 1. Overview

The students will write an informational essay, express purpose of author, understand simile and metaphor, express intonation, understand pronouns, analyze elements of biography, write an explanatory essay, and paraphrase part of the text. They will make conclusions, express main idea and details and interpret the tone. In addition, they will acquire and use vocabulary, identify the purpose of the author, infer going back to the text using examples and analyze and evaluate the text and practice fluency.

### FOCUS STANDARDS

- RI.8 Explain how an author uses reasons and evidence to support particular points in a text
- RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical text, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range
- RF.3a Use combined knowledge of all letter sounds correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and of context
- RF.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive reading
- W.5 With guidance and support form peers and adults, develop and strengthen writing as needed by planning revising, and editing
- W.10 Write routinely over extended time frames ((time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences
- SL.4 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 understanding pace
- SL.6 Differentiate between context that call for formal language (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g. small-group discussion); use formal language when appropriate to task and situations
- LS.2g write words correctly that have a relation with multiple phonemes and graphemes that are (b-v; c-s-z-x; c-k-qu; g-j; y-ll, r-rr) and silent letters (H-h; u in the words with syllables gue, gui, que, qui) in words at the grade level
- LS.4c Consult reference materials (e.g. dictionaries, glossaries, thesauruses, both print and digital, to determine or clarify the precise meaning of key words and phrases

### SUPPORTING STANDARDS

SL4.2, L.4.6, RI.4.1, RI.4.5, RI.4.8, RI.4.10, RF.4.4a, L.4.4a, RI.4.3, RF.4.4b, L.4.5a, RI.4.2, RL.4.7, W.4.1a, W.4.1b, W.4.1b, W.4.9b, W.4.10, SL.4.1a, SL.4.1b, SL.4.1d, L.4.1f, L.4.5a, RL.4.10, SL.4.1c, RF.4.4b, W.4.2a, W.4.8, SL.4.5, SL.4.4, SL.4.6, L.4.3a, L.4.6, RF.4.3a, RF.4.4b, L.4.2

## 2. Resources

### TEACHING RESOURCES

#### Senderos

- Teachers guide
- Focus Mural (mural de enfoque)
- Language connections (conexiones del idioma)
- Interactive Board lessons.
- **Books: “!Jose! nacido para la danza” y “Ritmos y danza”**
- Student activity guides
- [www-k6.thinkcentral.com](http://www-k6.thinkcentral.com)

### ADDITIONAL SUPPORTING RESOURCES

- Bilingual dictionary
- **Worldbook: “danza folklórica”** <http://worldbookonline.com/eeh/article?id=ar830489&st=danza>
- **Worldbook: “flamenco”** <http://worldbook.planetasaber.com/encyclopedia/default.asp?idreg=8256&ruta=Buscador>

## 3. Activities for Understanding

### SUGGESTIONS

- **Student will identify a biography author’s purpose.**
- Students will read poems and recognize structure.
- Students will understand and express the theme of each poem.
- Students will **read an article about “danza folklórica”**  
<http://worldbookonline.com/eeh/article?id=ar830489&st=danza>
- Students will research for different types of folkloric dances at [www.worldbookonline.com](http://www.worldbookonline.com)
- <http://worldbook.planetasaber.com/encyclopedia/default.asp?idreg=8256&ruta=Buscador>

## 1. Overview

The students will listen to fluent reading, paraphrase a portion of a read aloud, acquire and use vocabulary, make inferences using facts, identify text and graphic features, recognize scientific ideas, identify cause and effect, explain how main ideas and details are supported, use common suffixes and base words, conduct a short research project, and use technology to print. In addition they will read orally with accuracy, demonstrate focused ideas in writing a persuasive paragraph.

### FOCUS STANDARDS

- RI .1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text
- RI .3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including information in the text
- RF. 3c Recognize the changes necessary in pronunciation and writing when you add a affix to the word (example: lento, lentamente: rápido, rapidísimo)
- RF.4a texts to be read on grade level with purpose and comprehension
- W.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped **to support the writer's purpose**
- W.1b Provide reasons that are supported by facts and details
- SL.1c Pose and respond to specific questions to clarify or follow up on information, and make comments on that contribute to the discussion and link to the remarks of others
- SL.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas and themes
- L.1g Use correctly the words that are confused (e.g. tubo, tuvo; sabia/ savia; cocer/coser; echo/hecho)
- L.5 write correctly including the use of the written accent, adequate words meeting the grade level and consult reference materials when necessary

### SUPPORTING STANDARDS

SL.4.2, RI .4.4, RI .4.7, RI .4.10, RF.4.4a, W.4.10, RF.4.4a, RI .4.2, RI .4.3, L.4.6, RI .4.5, RF.4.b, L.4.b, RI .4.8, W.4.9b, SL.4.1c, RI .4.9, SL.4.1a, W.4.2a, W.4.6, W.4.7, W.4.8, W.4.9b, RF.4.3a, RF.4.4b, L.4.2d,

## 2. Resources

### TEACHING RESOURCES

#### Senderos

- "Huracanes" : Focus Mural, Interactive Board Lessons, text books and workbooks
- "Recuperacion de Katrina": Focus Mural, Interactive Board Lessons, text books and workbooks
- [www-k6.thinkcentral.com](http://www-k6.thinkcentral.com)

### ADDITIONAL SUPPORTING RESOURCES

- Internet resources **videos, power point and facts about "Huracanes" y "Recuperacion de Katrina"**
- Discovery channel educational website
- Research images of Katrina before and after the storm
- **Worldbook: "Huracanes, el rugido de la atmosfera"**  
<http://worldbook.planetasaber.com/theworld/monographics/secciones/cards/default.asp?art=39&pk=1295>
- <http://worldbookonline.com/eeh/article?id=ar830933&st=huracan>

## 3. Activities for Understanding

### SUGGESTIONS

- Students will acquire and use vocabulary
- Students will identify graphic features and their function informational texts.
- Students will make inferences using facts and details in informational texts.
- **Students will listen and read the article "Huracanes":**  
<http://worldbookonline.com/eeh/article?id=ar830933&st=huracan>
- **Students will read the article "Huracanes, el rugido de la atmosfera"**  
<http://worldbook.planetasaber.com/theworld/monographics/secciones/cards/default.asp?art=39&pk=1295>

## 1. Overview

The students will listen to the fluency of the text, identify reasons and evidence, use vocabulary, use details of sequence of events in a story, and visualize characters, setting and events in a text. Read and discuss essential questions, analyze sequence of events, conclusions and generalizations in the text. Summarize literature.

### FOCUS STANDARDS

- RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text
- RL.10 By the end of the year, read and comprehend literature including stories, drama, and poetry, in the grades 4-5 text complexity band proficiently with scaffolding as needed at the high end of the range. The end of the year, read and comprehend literature including stories, drama, and poetry, in the grades 4-5 text complexity band proficiently with scaffolding as needed at the high end of the range
- RF. 4a Read on-level text with purpose and understanding
- RF.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive reading
- W.7 Conduct short research projects that build knowledge through investigation of different aspects of topics.
- W.9b Apply grade 4 standards to literature (e.g. describe in depth a character, setting or event in a story or **drama, drawing on specific details in the text [e.g. a character's thoughts words or actions]**)
- SL.2 Paraphrase a portion of a text read aloud or information presented in diverse media and format, including visually, quantitatively, and orally. Paraphrase a portion of a text read aloud or information presented in diverse media and format, including visually, quantitatively, and orally
- SL.3 Identify the reasons and evidence a speaker or media source provides to support particular points.
- L.3a Choose words and phrases to convey ideas precisely
- L.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms)

### SUPPORTING STANDARDS

SI.4.2, SL4.3, L.4.6, RL.4.3, RL.4.10, RF.4.4a, W.4.10, RL.4.1, L.4.3a, RL.4.4, L.4.5a, RL.4.3, RF.4.4b, W.4.1, W.4.1b, W.4.1d, SL.4.1c, L.4.6, RI.4.7, RI.4.10, RF.4.4a, RI.4.1, RI.4.7, W.4.7, W.4.8, SL.4.6, L.4.3c, RF.4.3a, L.4.2d

## 2. Resources

### TEACHING RESOURCES

#### Senderos

- Focus Mural, interactive board lessons, text books, and workbooks
- Text: "Cuando La Tierra Se Estremecio" y "Los Tornados de Texas"
- Teachers guide
- Language connections (conexiones del idioma)
- [www-k6.thinkcentral.com](http://www-k6.thinkcentral.com)

### ADDITIONAL SUPPORTING RESOURCES

- Internet Resources, research, read and discuss information searched about theme. (media)
- **Worldbooks: "Terremoto"** <http://worldbookonline.com/eeh/article?id=ar830618&st=terremotos>
- **Worldbooks: "Tsunami"** <http://worldbookonline.com/eeh/article?id=ar832012&st=terremotos>  
 Example: <http://mediasmarts.ca/media-literacy-101#MediaMinuteIntro>  
 Example: <https://kids.usa.gov/watch-videos/money/index.shtml> (money)  
 Example: <http://www.teachertube.com/video/cause-and-effect-lesson-20516> (cause and effect)

## 3. Activities for Understanding

### SUGGESTIONS

- Students will acquire and use vocabulary then will write sentences (whole group)
- Students will **listen, read and complete the activities from the article "Terremoto"** <http://worldbookonline.com/eeh/article?id=ar830618&st=terremotos>
- **Students will listen, read and complete the activities from the article "Tsunami"** <http://worldbookonline.com/eeh/article?id=ar832012&st=terremotos>
- **Students will create a Venn diagram to compare and contrast a "terremoto" and a tsunami", then write an essay about it.**

## 1. Overview

The students will: listen to fluent reading, paraphrase portions of a text, review key ideas, acquire vocabulary use, identify the sequence of events in an informational text, using text details and signal words. They will summarize the main idea in an informational text and use specific vocabulary words in a topic. In addition, they will recognize simile and metaphors as a comparison of figurative language.

### FOCUS STANDARDS

- RL.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text
- RL. 4 Determine the meaning of general academic and domain specific words or phrases in a text relevant to a grade 4 topic or subject area
- RF 4a Read on-level text with purpose and understanding
- RF.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- W.1a Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- W.4 Produce clear and coherent writing (including multiple-paragraphs texts) in which the development and organization are appropriate to task, purpose, and audience
- SL.1a Come to discussion prepared, having read or studied required material; explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion
- SL.1b Follow agreed-upon rules for discussion and carry out assigned roles
- L.1c use model auxiliary verbs to convey various conditions (e.g. ; can, may, must)
- LS.2g write words correctly that have a relation with multiple phonemes and graphemes that are (b-v; c-s-z-x; c-k-qu; g-j; y-ll, r-rr) and silent letters (H-h; u in the words with syllables gue, gui, que, qui) in words.

### SUPPORTING STANDARDS

SL.4.1d, SL.4.2, L.4.6, RI.4.2, RI.4.5, RI.4.10, RF.4.4a, RF.4.1, RI.4.4, RI.4.5, L.4.5a, RF.4.4b, RI.4.7, L.4.4a, W.4.1a, W.4.1b, W.4.1d, SL.4.1a, W4.10, SL.4.1c, RF.4.4a, W.4.1a, L.4.2d

## 2. Resource

### TEACHING RESOURCES

#### Senderos

- Focus Mural, interactive board lessons, text books, and workbooks
- **Text:** "Diario de la Antartida: Cuatro meses en el fondo del mundo"
- Teachers guide
- Language connections (conexiones del idioma)

### ADDITIONAL SUPPORTING RESOURCES

- Internet Resources, research, read and discuss information searched about theme. (media)  
Example: <http://mediasmarts.ca/media-literacy-101#MediaMinuteIntro>
- Example: <https://kids.usa.gov/watch-videos/money/index.shtml> (money)
- Example: <http://www.teachertube.com/video/cause-and-effect-lesson-20516> (cause and effect)
- Cognate Wall for vocabulary words
- Writing Prompts
- [www.readworks.org](http://www.readworks.org)

## 3. Activities for Understanding

### SUGGESTIONS

- Students will work on a world map and point out the 7 continents focused on Antarctica (whole group)
- Students will research information on the Antarctica, location, climate, temperature, population, researchers who live there.
- Students will analyze the text using a graphic organizer (group work)
- Students will use a Venn diagram **to compare and contrast both text "Ciencias Frias" y "Diario de la**
- **Antarctica". (whole group)**

## 1. Overview

The students will: listen to fluent reading, paraphrase portions of a text, review key ideas, acquire vocabulary use, identify the sequence of events in an informational text, using text details and signal words, summarize the main idea in an informational text, and use specific vocabulary words in a topic. In addition, they will recognize simile and metaphors as a comparison of figurative language.

### FOCUS STANDARDS

- RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text
- RI.7 Interpret information presented visually, orally, or quantitatively (e.g. in charts, in 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
- RF.3a Use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context
- RF.4b Read on level prose and poetry orally with accuracy, appropriate rate, and expression on successive reading
- W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing
- W.9b Apply grade 4 Reading standards to information texts(e.g. explain how an author uses reasons and evidence to support particular points in a text)
- SL.1c Pose and response to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others
- SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally
- LS.3a Choose words and phrases to convey ideas precisely
- LS.6 Acquire and use a accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g. quizzed, whined, stammered) and that basic to a particular topic (e.g. Wildlife, conservation, and endangered when discussing animal preservation)

### SUPPORTING STANDARDS

SI.4.2, L.4.6, RI.4.1, RI.4.2, RF.4.4c, L.4.4, RI.4.10, RF.4.4.4a, W.4.10, RI.4.4, RF.4.4b, L4, 4b,

## 2. Resources

### TEACHING RESOURCES

#### Senderos

- Focus Mural, interactive board lessons, text books, and workbooks
- Text: Insectos
- Teachers guide
- Language connections (conexiones del idioma)

### ADDITIONAL SUPPORTING RESOURCES

- **Wordbooks: "Insectos"** <http://worldbookonline.com/eeh/article?id=ar831034&st=insectos>
- **Wordbooks: "Abejas"** <http://worldbookonline.com/eeh/article?id=ar830250>
- **Worldbooks: "Escarabajo"** <http://worldbookonline.com/eeh/article?id=ar830252>

## 3. Activities for Understanding

### SUGGESTIONS

- Students will read with emphasis when reading the text (short nonfictional text, whole group).
- Students will analyze the purpose of the author. (discuss in groups the reasons and evidence that the author uses to support his points of view).
- Students will **listen and read the articles: "insectos, abejas and escarabajos"**. Then the students will design a mural (groups of 4) comparing the bees and the beetles.

## 1. Overview

The students will: listen to fluent readings, paraphrase portions of a text, acquire the use of vocabulary, identify and understand main idea and details in informational texts, use text details to understand, use graphic organizers, analyze an argument, engage in independent reading, and write about the ecosystem.

### FOCUS STANDARDS

- RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text
- RI.7 Interpret information presented visually, orally, or quantitatively (e.g. in charts, in 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
- RF.3a Use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context
- RF.4b Read on level prose and poetry orally with accuracy, appropriate rate, and expression on successive reading
- W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing
- W.9b Apply grade 4 Reading standards to information texts (e.g. explain how an author uses reasons and evidence to support particular points in a text)
- SL.1c Pose and response to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally
- LS.3a Choose words and phrases to convey ideas precisely
- LS.6 Acquire and use a accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g. quizzed, whined, stammered) and that basic to a particular topic (e.g. Wildlife, conservation, and endangered when discussing animal preservation).

SUPPORTING  
STANDARDS

SL4.2, L4.6, RL4.1, RL4.2, RL4.3, RL4.4, L4.4a, RL4.10, RF4.4a, RL4.6, RL4.4b, W4.1a, W4.1b, W4.1c, W4.9, SL4.1a, SL4.1d, L4.3c, W4.10, SL4.1c, RI4.7, RI4.10, RF4.4b, RF4.4c, W4.3b, L4.4a, L4.4b, L4.4c, RF4.3a, L4.2d, L4.1f, L4.2a, L4.3a, W4.3d

## 2. Resources

## TEACHING RESOURCES

## Senderos

- Focus Mural, interactive board lessons, text books, and workbooks
- **Text: "Ecología Para Niños"**
- Teachers guide
- Language connections (conexiones del idioma)

## ADDITIONAL SUPPORTING RESOURCES

- Internet Resources, research, read and discuss information searched about theme. (media)  
Example: <http://mediasmarts.ca/media-literacy-101#MediaMinuteIntro>  
Example: <https://kids.usa.gov/watch-videos/money/index.shtml> (money)  
Example: <http://www.teachertube.com/video/cause-and-effect-lesson-20516> (cause and effect)
- **Worldbook: "Ecología"** <http://worldbookonline.com/eeh/article?id=ar830669&st=ecologia>
- **Worldbook: "Contaminacion ambiental"** <http://worldbookonline.com/eeh/article?id=ar830845>
- Medioambientalistate: <http://medioambientalistate.bligoo.com/content/view/830983/Derrame-de-Petroleo-en-Golfo-de-Mexico-contaminacion-en-Luisiana.html#.W>

### 3. Activities for Understanding

#### SUGGESTIONS

- Students will study the definition of "ecologia": <http://worldbookonline.com/eeh/article?id=ar830845>
- **Students will research for the definition of "contaminacion ambiental"**  
<http://worldbookonline.com/eeh/article?id=ar830845>
- Students will research the main polluting agents in the state of Louisiana.  
<http://medioambientalisate.bligoo.com/content/view/830983/Derrame-de-Petroleo-en-Golfo-de-Mexico-contaminacion-en-Luisiana.html#.W>

## 1. Overview

Students will acquire and use vocabulary words, listen to fluent readings, paraphrase fragments of a text, review key ideas, compare and contrast thoughts, words and actions of the characters in the text. In addition, student will monitor and clarify the comprehension of the text, answer essential questions correctly, examine the text by reading out loud, analyze the text for historical fiction, practice fluency, analyze personification and apply vocabulary.

### FOCUS STANDARDS

- RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text
- RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- RF.4a Read on-level text with purpose and understanding.
- RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- W.3b Use dialogue and description to develop experiences and events or show the responses of character to situations.
- W.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.
- SL.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4 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.
- L.1d Order a series of adjectives in the sentence meeting conventional patterns (ejemplo; una pequeña bola roja en vez de una bola roja pequeña)
- L.1i Recognize the apocope in the use of the adjective. (ejemplo: buen, Bueno; gran, grande; algún, alguno; ningún, ninguno).

### SUPPORTING STANDARDS

SL.4.1d, L.4.6, RL.4.3, RF.4.4c, L.4.4a, RL.4.3, RL.4.1, RL.4.7, RF.4.4b, L.4.3c, L.4.5a, RL.4.4, SL.4.1a, W.4.10, RL.4.10, RI.4.10, SL.4.1c, L.4.5b, W.4.8, L.4.2d, W.4.3d

## 2. Resources

### TEACHING RESOURCES

#### Senderos

- Focus mural
- Text “Un caballo llamado Libertad” and “Spindletop”
- Grammar workbook
- **Teacher’s guide**
- <https://www-k6.thinkcentral.com>

### ADDITIONAL SUPPORTING RESOURCES

- Research historical fiction and historical topics
- Readers for different levels
- Electronic books
- Interactive lessons
- Daily evaluations
- Text related questions
- Collaborative group work (centers)
- Writing
- [www.readworks.org](http://www.readworks.org)
- [Ed Helper www.brainpop.com](http://www.brainpop.com)
- [www.readinga-z.com](http://www.readinga-z.com)

### 3. Activities for Understanding

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#### SUGGESTIONS

- Students will listen to fluent reading. (Conseguir la noticias)
- Student will paraphrase portions of the text.
- Students will review key details
- Students will describe a character of a story drawing details from the text.
- Students will express inferences and predictions using text information.
- Students will complete a graphic **organizer to keep track of the main character's actions, words and thoughts.**

## 1. Overview

Students will listen to fluent readings, paraphrase fragments of the text, listen for comprehension, define vocabulary context clues, understand the sequence as a structure of narrative text, understand the purpose of summarizing a text, use a flow chart for the sequence of events, answer essential questions, and examine the text for details. In addition, they will practice fluency, main ideas and details, domain of specific vocabulary, describe the text structure, use a magazine as informational text, and resort, comparing texts.

### FOCUS STANDARDS

- RI.2 Determine the main idea of a text and explain how it is supported by key details, summarize the text
- RI.9 Integrate information from two text on the same topic in order to write or speak about the subject knowledge
- RF.4a Read on-level text with purpose and understanding
- RF. 4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive reading
- W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audiences
- W.9b Apply grade 4 standards to informational texts (e.g. explain how an author uses reason and evidence to support particular points in a text)
- SL.1a Come to the discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion
- SL.1b Follow agreed-upon rules for discussions and carry out assigned roles
- L.2d Spell grade-appropriate words correctly, consulting references as needed
- L.3c Differentiate between contexts that call for formal language (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g. small-group discussion)

### SUPPORTING STANDARDS

SL.4.2, L.4.6, RI.4.4, RI.4.2, RI.4.5, L.4.4a, RI.4.10, RF.4.4a, W.4.10, RI.4.1, RI.4.4, RF.4.4b, L.4.6, W.4.1a, W.4.1b, W.4.1c, W.4.9b, SL.4.1b, SL.4.1d, SL.4.1a, SL.4.1d, W.4.7, RI.4.9, SL.4.4, SL.4.3, L.4.2d,

## 2. Resources

### TEACHING RESOURCES

#### Senderos

- Focus Mural, interactive board lessons, text books, and workbooks
- **Text:** "El trabajo de Ivo: De perro se servicio a **perro guia**" y "**Narices sagaces: perros de busqueda y rescate**"
- **Text:** "**Dejenme ser valiente**"
- Teachers guide
- Language connections (conexiones del idioma)
- [www-k6.thinkcentral.com](http://www-k6.thinkcentral.com)

### ADDITIONAL SUPPORTING RESOURCES

- **Worldbooks: "animals de tiro"** <http://worldbook.planetasaber.com/encyclopedia/default.asp?idpack=9&idpil=00073901&ruta=Buscador>
- **Worldbooks: "animals de carga"** <http://worldbook.planetasaber.com/search/results.asp?txt=animales%20de%20tiro>

## 3. Activities for Understanding

### SUGGESTIONS

- Students will use a KWL chart to discuss information what they know about dogs.
- Students research information on service dogs
- Students will listen to fluent reading and discuss information about the text (DOK)
- Students will paraphrase portions of the text.
- **Students will research information of "animals de tiro and animals de carga"**  
<http://worldbook.planetasaber.com/search/results.asp?txt=animales%20de%20tiro>  
<http://worldbook.planetasaber.com/encyclopedia/default.asp?idpack=9&idpil=00073901&ruta=Buscador>

## 1. Overview

Students will learn about myths and folktales, demonstrate fluency, precision and auto correction. They will acquire listening comprehension, vocabulary meaning through content clues read, pronounce and explain and reflect about the vocabulary words from the text. They will recognize the elements of story structure, know how to ask question as a reading strategy. In addition, they will write a paragraph and understand allusion in the text and know that a story has a structure, theme, as well as determine the meaning of phrases that allude to myths and other stories.

### FOCUS STANDARDS

- RL.4 Determine the meaning of words and phrases as they are used in a text including those that allude to significant characters found in mythology (e.g. Herculean)
- RL.9 Compare and contrast the treatment of similar themes and topics (e.g. opposition of good and evil) and patterns of events (e.g. the quest) in stories, myths, and traditional literature from different cultures
- RF.3a Use combined knowledge of all letter sound correspondence, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context
- RF.4c Use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context
- W.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally
- W.3d Use concrete words and phrases and sensory details to convey experiences and events precisely
- SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
- SL.5 Add audio recording and visual display to presentation when appropriate to enhance the development of main ideas or themes
- L.1e Form and use prepositional phrases
- L. 3a Choose words and phrases to convey ideas precisely

### SUPPORTING STANDARDS

SL.4.2, L.4.6, RL.4.3, RL.4.10, RF.4.4a, W.4.10, RL.4.1, RF.4.4b, RF.4.4c, L.4.4a, RL.4.4.9, L.4.5b, RL.4.7, W.4.9a, W.4.10, SL.4.1c, SL.4.1d, L.4.5b

## 2. Resources

### TEACHING RESOURCES

#### Senderos

- Focus Mural, interactive board lessons, text books, and workbooks
- **Text: "Las Proezas de Hércules" y "Los Amigos De Zomo"**
- Teachers guide
- Language connections (conexiones del idioma)
- [www-k6.thinkcentral.com](http://www-k6.thinkcentral.com)

### ADDITIONAL SUPPORTING RESOURCES

- Interactive board lessons
- Internet research, videos, power points and information related to Myths
- Graphic organizers
- Journals
- [www.louisianabelieves.com](http://www.louisianabelieves.com)
- [www.readworks.org](http://www.readworks.org)
- [Ed Helper www.brainpop.com](http://www.brainpop.com)
- [www.readinga-z.com](http://www.readinga-z.com)

## 3. Activities for Understanding

### SUGGESTIONS

- Students will research information on Greek Mythology.
- Students will express what do they know about myths and name some titles and tell some stories that are myths.
- Students will express understanding and define adages and proverbs.
- Students will express some adages that come from their country their parents are from.
- Students will use vocabulary from texts correctly in sentences.
- Students will write their own myths.

## 1. Overview

Students will listen to fluent reading, paraphrase a text and discuss. They will engage in listening comprehension, define vocabulary in context clues, draw conclusions and generalizations, make inferences based on evidence, infer and predict, answer essential questions, read with stress intonation, express understanding of idioms, recognize problem solution in a text, use details and examples to analyze the text, read independently and present an oral report.

### FOCUS STANDARDS

- RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text
- RI.5 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
- RF.3a Use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context
- RF.4a Read on level text with purpose and understanding
- W.9b Apply grade 4 reading standards to informational text (e.g. explain how an author uses reasons and evidence to support particular points in a text)
- W.10 With routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (one or two day) for a range of discipline-specific tasks, purposes, and audiences
- SL.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others
- SL.3 Identify the reasons and evidence a speaker provides to support particular points
- L.2i Use the diacritical accent in interrogative and exclamatory sentences and to differentiate the demonstrative pronouns
- L.4c Consult reference materials both print and digital, to determine or clarify the precise meaning of key words

### SUPPORTING STANDARDS

SL.4.1a, SL.4.2, L.4.6, RI.4.1, RI.4.10, RF.4.4a, RI.4.8, RI.4.3, L.4.5b, RI.4.5, L.4.5b, W.4.9b, W.4.10, S.4.1a, SL.4.1d, SL.4.1c, RI.4.7, W.4.3a, W.4.7, W.4.8, RF.4.3a, RF.4.4b, L.4.1e, W.4.3d, W.4.3d, w.4.4, w.4.3a,

## 2. Resources

### TEACHING RESOURCES

#### Senderos

- Focus Mural, interactive board lessons, text books, and workbooks
- Text: "Cosechando la esperanza: La historia de **Cesar Chávez**" y " El huerto de la escuela
- Teachers guide
- Language connections (conexiones del idioma)
- [www-k6.thinkcentral.com](http://www-k6.thinkcentral.com)

### ADDITIONAL SUPPORTING RESOURCES

- Wordbook: <http://worldbook.planetasaber.com/encyclopedia/default.asp?idreg=44707&ruta=Buscador>
- Wordbook: <http://worldbook.planetasaber.com/encyclopedia/default.asp?idreg=7879&ruta=Buscador>

## 3. Activities for Understanding

### SUGGESTIONS

- Students will research and study **the definition of "agricultura"**:  
<http://worldbook.planetasaber.com/encyclopedia/default.asp?idreg=44707&ruta=Buscador>
- Students will read an article about agriculture, then make a mural about agricultural products in Louisiana.  
<http://worldbook.planetasaber.com/encyclopedia/default.asp?idreg=7879&ruta=Buscador>
- Students will research about schools that grow their own foods for lunch.

## UNIT 4: lesson 20 Native American History

## 1. Overview

Students will read and determine the main idea and identify supporting details, understand sequential and text structure, recognize onomatopoeia, learn about the Native American history, determine themes in poems, and write a personal narrative. They will paraphrase text, use details from the text to visualize details, use graphic organizers to keep track of ideas in the text, analyze the onomatopoeia sounds, and know the structure of the text. In addition, they will practice fluency, and focus on main idea and details.

FOCUS  
STANDARDS

- RL.2 Determine the theme of a story, drama, or poem from details in the text; summarize the text
- RL.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems ( e.g. verse, rhythm, meter) and drama (e.g. casts of characters, settings, descriptions, dialogues, stage directions) when writing or speaking about a text
- RF.3f recognize when a strong vowel (a, e, o) and a soft vowel (i, u) form a hiatus and not a diphthong. Put the correct written diacritical accent above the vowel with the force of pronunciation. (hacia, baul y raiz)
- RF.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive reading
- W.3c Use a variety of transitional words and phrases to manage the sequence of events
- W.6 With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others, demonstrate sufficient commands of keyboards skills to type a minimum of one page in a single sitting
- SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
- SL.4 Report on a topic or text, tell a story, or an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes, speak clearly at an understanding pace
- L.5a Explain the meaning of simple and metaphors (e.g. as pretty as a picture) in context
- L.6 Acquire and use accurately grade-appropriate general academic and domain –specific words and phrases, including those that signal precise actions, emotions or states of being (e.g. quizzed, whined, stammered) and that are basic to a particular topic ( e. g. wildlife, conservation, and endangered when discussing animal preservation)

SUPPORTING  
STANDARDS

SL.4.2, SL.4.3, L.4.6, RI.4.2, RI.4.10, RF.4.4a, W.4.10, RI.4.1, RI.4.2, L.4.5b, L.4.4a, RI.4.5, RI.4.2, RI.4.3, RI.4.7, RF.4.4b, W.4.2d, W.4.2e, W.4.9b, SL.4.1c, L.4.3a, L.4.4c, RF.4.4b, L.4.2d, L.4.1g, W.4.3a, W.4.6, W.4.3b, W.4.3d

## 2. Resources

### TEACHING RESOURCES

Senderos:

- Focus Mural, interactive board lessons, text books, and workbooks
- **Text: " Sacagawea" "Poesia indigena sobre la naturaleza"**
- Teachers guide
- Language connections (conexiones del idioma)
- [www-k6.thinkcentral.com](http://www-k6.thinkcentral.com)

### ADDITIONAL SUPPORTING RESOURCES

- Research internet
- Grammar and writing
- Text and workbooks
- Vocabulary card in context
- Text essential questions
- [www.louisianabelieves.com](http://www.louisianabelieves.com)
- [www.readworks.org](http://www.readworks.org)
- [Ed Helper www.brainpop.com](http://EdHelper.com)
- [www.readinga-z.com](http://www.readinga-z.com)

### 3. Activities for Understanding

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#### SUGGESTIONS

- Students will research on Native Americans that lived in the regions of USA.
- Students will find what states are named after native Americans
- Students will find vocabulary words that are related to native American language
- Students will find videos on the life of native Americans and their customs
- Students will research poems of native Americans written about nature
- Students will research information on Sacagawea and why she is important in history and her relation to the Lewis and Clark expedition.
- Students will a movie on the Museum of Natural History in New York City.

## 1. Overview

The students will determine the theme, analyze story elements and point of view, and identify idioms. They will analyze persuasive techniques, paraphrase the text, tell a story, explain the lesson or theme in a story, and summarize a fiction story. They will recognize and understand idioms, recognize a point of view, express theme of a story, summarize as the story is read, use details to determine the theme, compare and contrast points of view of two narrators, and write an opinion paragraph.

### FOCUS STANDARDS

- RL2 Determine a theme of a story, drama, or poem from details in the text; summarize the text
- RL4 Determine the meaning of words and phrases as they are used in a text including those that allude to significant characters found in mythology (e.g. Herculean)
- RF 4a Read on-level text with purpose and understanding
- RF4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- W2c Link ideas within categories of information using words and phrases (e.g. another, for, example, also, because)
- W9a Apply grade 4 standards to literature (e.g. describe in depth a character, setting or event in a story or drama, drawing on specific details in the text [e.g. a character's thoughts words or actions])
- SL1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation another information known about the topic to explore ideas under discussion
- SL1c Pose and response to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others
- L2d Spell grade-appropriate words correctly, consulting references as needed
- L4a Use context (e.g. definitions, examples, or restatements in text) as a clue to the meaning of a word phrase

### SUPPORTING STANDARDS

SL.4.2, SL.4.4, L.4.6, RL.4.1, RL.4.2, RL.4.10, RF.4.4.4a, W.4.10, RL.4.3, RF.4.4b, RF.4.4c, L.4.5b, RL.4.6, L.4.5c, L.4.4a, W.4.1a, W.4.1d, W.4.9a, SL.4.1c, SL.4.1c, RI.4.7, RI.4.10, RF.4.4a, RF.4.4c, RF.4.4b, SL.4.1a, SL.4.1d

## 2. Resources

### TEACHING RESOURCES

#### Senderos

- Media: Focus Mural, interactive board lessons, text books and workbooks
- Text "El mundo segun Humphrey" y "Cambiar de canal"
- Teacher's guide
- <https://www-k6.thinkcentral.com>

### ADDITIONAL SUPPORTING RESOURCES

- Internet Resources, research, read and discuss information searched about theme. (media)  
Example: <http://mediasmarts.ca/media-literacy-101#MediaMinuteIntro>  
Example: <https://kids.usa.gov/watch-videos/money/index.shtml> (money)

## 3. Activities for Understanding

### SUGGESTIONS

- Students will listen to a story and paraphrase part of the text that is read (Diversion y juegos en el campo) with the help of a partner.
- Students will summarize using the most important details of the story.
- Students will bring in newspapers to compare and contrast how media can vary from one source to another.
- Students will use the other internet media to express how media works to inform us about important happenings in the world and nearby.
- Students will name different programs that are important source of the media.
- Students will pick a source of media to give important information of an important event in their life.

## 1. Overview

The students will analyze cause and effect in a biography, draw and make generalizations, and use graphic organizers for informational text. They will study the United States constitution, use vocabulary in context clues, infer and predict details from a story, work on cause and effect, listen and answer essential questions, use specific vocabulary words which are domain specific, write a chronological chart, write an opinion paragraph and compare two texts.

### FOCUS STANDARDS

- RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text
- RL.7 Interpret information presented visually, orally, or quantitatively (e.g. in charts, in graphs, diagrams, time lines, animation, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears
- RF.3f recognize when a strong vowel (a, e, o) and a soft vowel (i, u) form a hiatus and not a diphthong. Put the correct written diacritical accent above the vowel with the force of pronunciation. (hacia, baul y raiz)
- RF.4a Read on level text with purpose and understanding
- W.1.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g. headings) illustrations, and multimedia when useful to aiding comprehension
- W.2e Provide a concluding statement or section related to the information or explanation presented
- SL.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion
- SL.4 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 understanding pace
- L.5b Recognize and explain the meaning of common idioms, adages, and proverbs
- L.6 Acquire and use accurately grade appropriate general academic and domain specific words and phrases including those that signal precise actions, emotions or states of being (e.g. quizzed, whined, stammered, and that are basic to a particular topic)

### SUPPORTING STANDARDS

RI.4.4, L.4.6, RI.4.1, RI.4.3, RI.4.5, RI.4.10, RF.4.4a, W.4.10, RI.4.8, L.4.5c, RF.4.4b, L.4.4a, L.4.6, W.4.1a, W.4.1b, W.4.1d, W.4.9b, SL.4.1a, SL.4.1c, SL.4.1d, RI.4.7, RF.4.9, W.4.8, L.4.5b, SL.4.4, SL.4.5, RF.4.3a, RF.4.3b,

## 2. Resources

### TEACHING RESOURCES

#### Senderos

- Media: Focus Mural, interactive board lessons, text books and workbooks
- Text books "¡ Yo podría hacerlo!" Ester Moris logra que las mujeres voten y "El rol de la Constitución "
- <https://www-k6.thinkcentral.com>

### ADDITIONAL SUPPORTING RESOURCES

- Internet Resources, research, read and discuss information searched about Citizens Rights
- Cognate Wall for vocabulary words
- Writing Prompts
- Information of rights as citizens (<http://kidworldcitizen.org/2015/02/02/human-rights-lessons-kids/>)
- More information ([mrbarckclassroom.weebly.com/uploads/2/5/1/9/.../citizenship\\_powerpoint.ppt](http://mrbarckclassroom.weebly.com/uploads/2/5/1/9/.../citizenship_powerpoint.ppt) )
- Discuss Bill of Rights, USA Constitution and Preamble

## 3. Activities for Understanding

### SUGGESTIONS

- Students will research information on government branches and discuss which branch is the one responsible on passing laws for citizens and country.
- Students will research and identify the people that designed the Constitution of the USA.
- Students will read and discuss the United States Constitution, Preamble, and Bill of Rights.
- Students will **research information women's rights to vote.**
- Students will read, discuss information on the voting process.

## 1. Overview

The students will use text features to understand a text, recognize and understand similes, focus on sequential structure of a text, learn about the life cycle of plants and trees, analyze poetic structures, prepare for discussion in class, define vocabulary words using context clues, use graphic organizers, use stress when reading, use and recognize similes, analyze text structure, construct a chronological time line using information that has been researched, and write an opinion paragraph.

### FOCUS STANDARDS

- RL7 Interpret information presented visually, orally, or quantitatively (e.g. in charts, in graphs, diagrams, time lines, animation, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears
- RL10 By the end of the year, read and comprehend informational texts, including historical/social studies, science, and technical texts, in the grade 4-5 text complexity band proficiency, with scaffolding as needed at the high end of the range
- RF3e1 Count number of syllables
- RF3e3 Categorize the word accent by its tonic syllable
- W2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
- W9b Apply grade 4 reading standards to informational text (e.g. explain how an author uses reasons and evidence to support particular points in a text)
- SL1c Pose and response to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others
- SL3 Identify the reasons and evidence a speaker provides to support particular points
- L2h Recognize that the written accent is used in all words that are stressed on the third to the last syllable
- L3b Choose the correct punctuation mark to produce the desired effect

### SUPPORTING STANDARDS

SL.4.2, RI.4.7, RI.4.4, RI.4.5, RF.4.4c, RI.4.7, RI.4.10, RF.4.4a, W.4.10, RF.4.4c, RI.4.1, RI.4.3, RI.4.7, L.4.4, L.4.8, L.4.5a, W.4.1a, W.4.1d, W.4.8, W.4.9b, SL4.1a, SL.4.1c, RL.4.9, L.4.5a, L4.4b, L4.4c, SL.4.1c, SL.4.3, SL.4.6, RF.4.3a, RF.4.4b, L.4.5c

## 2. Resources

### TEACHING RESOURCES

#### Senderos

- Media: Focus Mural, interactive board lessons, text books and workbooks
- Text: "El árbol eterno: **"Vida y un momento de una secoya roja y "Árbol altísimo"**
- <https://www-k6.thinkcentral.com>

### ADDITIONAL SUPPORTING RESOURCES

- Internet Resources, research, read and discuss information searched about theme.
- **Wordbook: "ciclo de Vida"** <http://worldbookonline.com/eeh/article?id=ar831507&st=ciclo+de+vida>
- **Wordbook: "plantas"** [http://worldbookonline.com/eeh/browsearticles?class=plantas\\_y\\_animales-plantas](http://worldbookonline.com/eeh/browsearticles?class=plantas_y_animales-plantas)

## 3. Activities for Understanding

### SUGGESTIONS

- **Students will research the definition of "ciclo de Vida":**  
<http://worldbookonline.com/eeh/article?id=ar831507&st=ciclo+de+vida>
- Students will research information on the bald cypress and magnolia flower and where are they found.
- Students will design a project comparing the magnolia tree and the bald cypress.

## 1. Overview

The students will read a narrative nonfiction, compare and contrast ways that animal behave, distinguish fact and opinion, distinguish authors choice of words, learn about marine animals, use maps and diagrams to help students understand informational text, recount an experience, paraphrase a text, define vocabulary works in context, use graphic organizer, practice intonation and stress correctly when reading, and analyze a text independently.

### FOCUS STANDARDS

- RI 5 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
- RI 9 Integrate information from two text on the same topic in order to write or speak about the subject knowledge
- RF3c Recognize the necessary changes in the pronunciation and written expression when you add a affix to the word (e. g. Lento, lentamente, rapido, rapidisima)
- RF3d Use the umlaut (two dots over the vowels as a pronunciation guide)
- W4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audiences.
- W8 Recall relevant information form experience or gather relevant information form print and digital source, take notes and categorize information and understanding.
- SL2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL4 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 understanding pace.
- L1k Identify and use copulative conjunctions (y/e ni, que) alternative between two(o/u) adversary (pero, aunque, sino, sin embargo) casuals (pues, porque, como, puesto, que).
- L2f Use the comma before and after an explanation that is put into the sentence (e.g. Ella, enter mis amigas, el la mas simpatico.)

### SUPPORTING STANDARDS

SL4.2, SL.4.4, L.4.6, RI .4.5, RI .4.10, RF.4.4a, W.4.10, RI .4.4.7, RF.4.4b, RI .4.8, L.4.3a, RI .4.8, RI .4.5, W.41a, W.4.1b, W.4.1d, SL.4.1a, SL.4.1c, RI .4.7, L.4.4a, W.4.9b, RF.4.3a, L.4.4c, L.4.2, W.4.7, W.4.2b,

## 2. Resources

### TEACHING RESOURCES

#### Senderos

- Media: Focus Mural, interactive board lessons, text books and workbooks
- Text: "Owen y Mzee: La verdadera historia de una extraordinaria Amistad" y "Reserva marina"
- <https://www-k6.thinkcentral.com>

### ADDITIONAL SUPPORTING RESOURCES

- Internet Resources, research, read and discuss information searched about theme. (animal behavior
- Internet Resources, research, read and discuss information searched about theme.
- Cognate Wall for vocabulary words
- Vocabulary card in context
- [www.worldbookonline.com](http://www.worldbookonline.com)

## 3. Activities for Understanding

### SUGGESTIONS

- Students will research information on wild animals and domestic animals.
- Students will talk about their pet if they have one. Describe their pets conduct and special action.
- Students will research specific animals that live in different kinds of environment.
- Student will discuss how animals differ from humans.
- Students will describe the needs that animals have to survive.
- Students will describe the needs human have to survive and compare to animals.
- Students will chose an animal to inform about and make a poster to present in class (use a rubric as a guide).

## UNIT 5: Lesson 25 Inventions

## 1. Overview

The students will paraphrase a text, identify reason and evidence, acquire vocabulary and define in context, and **explain author's purpose using** questions as guides. They will use a graphic organizer, analyze fiction genre, distinguish between formal and informal language, and practice fluent reading.

FOCUS  
STANDARDS

- RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- RF.3b Know the difference between homonyms words by their function and meaning and recognize the accents that make them different from other words
- RF.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- W.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g. headings) illustrations, and multimedia when useful to aiding comprehension.
- W.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- SL.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- SL.4 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.
- L.2f Use the comma before and after an explanation that is used as part of the sentence (ejemplo: Ella, entre mis amigas, es la más simpática).
- L.3a Choose words and phrases to convey ideas precisely.

SUPPORTING  
STANDARDS

SL.4.2, L.4.6, RL.4.1, RL.4.3, RL.4.7, RF.4.4a, W.4.10, RL.4.2, RF.4.4c, L.4.5b, RL.4.10, L.4.5c, W.4.1a, W.4.1d, W.4.9a, SL.4.1c, W.4.3d, L.4.6, RI.4.7, RI.4.10, RF.4.4b, 4.4c, W.4.10, RL.4.7, SL.4.6, L.4.3c

## 2. Resources

### TEACHING RESOURCES

#### Senderos

- Title: Senderos:
- Teachers guide
- **Text: "Cuanto se divertían" and "¡Juguetes! Historias increíbles sobre grandes inventos"**

### ADDITIONAL SUPPORTING RESOURCES

#### Senderos

- Focus Mural
- **Wordbooks: "inventores"** <http://worldbookonline.com/eeh/search?st1=inventores&x=27&y=10>
- **Wordbooks: "Benjamin Franklyn"** <http://worldbookonline.com/eeh/article?id=ar830811&st=benjamin+franklin>

## 3. Activities for Understanding

### SUGGESTIONS

- Students **will research the definition of "invento"**:  
<http://worldbookonline.com/eeh/search?st1=inventores&x=27&y=10>
- Students will read about Benjamin Franklin and his inventions  
<http://worldbookonline.com/eeh/article?id=ar830811&st=benjamin+franklin>
- Students will write an essay explaining how certain inventions makes their life easier.

## UNIT 6: lesson 26 Language

## 1. Overview

The students will read fluently, paraphrase portions of a text, and listen for details and main idea of a text. They will write a predictive paragraph, know how to distinguish a non-fiction narrative from other genre, and compare text to text, to self and text to world. They will write a fantasy story, and distinguish root words that come from Greek descent.

FOCUS  
STANDARDS

- RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g. verse, rhythm, meter) and drama (e.g. casts of characters, settings, descriptions, dialogues, stage directions) when writing or speaking about a text.
- RF.3a Use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- RF.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive reading.
- W.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related **ideas are grouped to support the writer's purpose.**
- W.4b Provide reasons that are supported by facts and details.
- SL.1a Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- L.2d Spell grade-appropriate words correctly, consulting references as needed
- L.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. telegraph, photograph, autograph).

SUPPORTING  
STANDARDS

SL.4.2, L.4.6, RI.4.2, RI.4.10, RF.4.4a, W.4.10, RI.4.1, RI.4.2, L.4.5b, L.4.4a, RI.4.5, RI.4.2, RI.4.3, RI.4.7, RF.4.4b, W.4.2d, W.4.2e, W.4.9b, SL.4.1c, L.4.3a, L.4.4c, RF.4.4b, L.4.2d, L.4.1g, W.4.3a, W.4.6, W.4.3b, W.4.3d, RL.4.1, RI.4.7, SL.4.1a, SL.4.1c, SL.4.4

## 2. Resources

### TEACHING RESOURCES

Senderos:

- Teachers guide
- **Text: "Cuento fantástico" and "Conectar con el tema principal: no-ficción narrativa y Poesía"**
- Louisiana Believes
- Teachers tool box
- Brain pop
- Read works.org
- Reading A-Z
- EdHelper.com

### ADDITIONAL SUPPORTING RESOURCES

- Focus Mural
- **Students' Text books and workbooks**
- Grammar and writing assessments
- Text related questions
- Daily assessments
- Internet research

### 3. Activities for Understanding

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#### SUGGESTIONS

- Students will research and discuss what language is and express what language they speak and from what country are they (if not from the USA).
- Students will have a survey on which is the language that is spoken more in the world.
- Students will conduct a school wide survey to see which different languages our students speak.
- Students will define what is fantasy and name some movies that are fantasies, and why they like them
- Students will define fiction and non-fiction genre and make a list of some stories or books they have read that are from these two categories.
- Students will complete a chart on their favorite non-fiction book.
- Students will review alphabet in Spanish to compare with the English alphabet phonetic sound.
- Students will express how speaking the same language helps to understand one another
- Students will use their tablets, phones or lap tops to communicate with a partner during a supervised chat section.

## UNIT 6: Lesson 27 Amphibians

## 1. Overview

The students will use cognate wall for the purpose of language use in English and Spanish, develop background knowledge, review vocabulary, know conclusion and identify generalization. They will use a graphic organizer, express answers to essential questions, and separate phrases in a sentence according to its punctuation. They will review analogies, write to inform, divide words in syllables, and decode words in relation to their phonic pronunciation.

**FOCUS  
STANDARDS**

- RI.2 determine the main idea of a text and explain how it is supported by key details, summarize the text.
- RI.10 by the end of the year, read and comprehend informational texts, including historical/social studies, science, and technical texts, in the grade 4-5 text complexity band proficiency, with scaffolding as needed at the high end of the range.
- RF.3a Use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- RF.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.8 Recall relevant information from experience or gather relevant information from print and digital source, take notes and categorize information and understanding.
- SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.4 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 understanding pace.
- L.2g write words correctly that have a relations with (b-v; c-s; z-x; c-k-qu;g-j; r-rr\_and silent letters (H/h; u in the syllables gue, gui, que, qui) of grade level words.
- L.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

SUPPORTING  
STANDARDS

SL.4.2, L.4.6, RL.4.1, RL.4.2, RL.4.10, RF.4.4a, W.4.10, RL.4.3, RF.4.4c, L.4.5b, RL.4.6, L.4.5c, W.4.1a, W.4.1d, W.4.9a, SL.4.1c, W.4.3d, L.4.6, RI.4.7, RI.4.10, RF.4.4b, 4.4c, RI.4.10

## 2. Resources

## TEACHING RESOURCES

Senderos:

- Teachers guide
- **Text: "Texto principal: No ficción narrativa" and "Conectar con el tema principal: Poesia"**
- Reading books to write
- Louisiana Believes
- Teachers tool box
- Brain pop
- Read works.org
- Reading A-Z
- EdHelper.com

## ADDITIONAL SUPPORTING RESOURCES

- Focus Mural
- **Students' Text books and workbooks**
- Grammar and writing assessments
- Text related questions
- Daily assessments
- Internet research

### 3. Activities for Understanding

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#### SUGGESTIONS

- Students will study the South America continent and locate the Galapagos Islands and express how these islands were formed.
- Students will express what is the meaning of amphibians and reptiles? Name some examples
- Students will research what animals live on this island and write a list of each one.
- Students will research on reason some amphibians have been disappearing lately.
- Students will read, discuss what contamination is and what the effects on animals and humans are.
- Students will get together and find out a way to stop contamination specially to save amphibians and reptiles.
- Students will research on frogs and how this population is declining due to contamination and other factors
- Students will research and express why frogs are important in our environment.
- Students will research internet and find names of famous frogs in different movies or shows
- Student will watch Princes and the Frog

## UNIT 6: lesson 28 Crying

## 1. Overview

The students will use cognate wall for the purpose of language use in English and Spanish, develop background knowledge, review vocabulary, know conclusion and identify generalization. They will use a graphic organizer, express answers to essential questions, and separate phrases in a sentence according to its punctuation. They will review analogies, write to inform, divide words in syllables, and decode words in relation to their phonic pronunciation.

FOCUS  
STANDARDS

- RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- RI.8 Explain how an author uses reasons and evidence to support particular points in a text.
- RF.4.a Read on level text with purpose and understanding
- RF.4b Read on level prose and poetry orally with accuracy, appropriate rate and expression no successive reading.
- W.2d Use precise language and domain -specific vocabulary to inform about or explain the topic
- W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- SL.1c Pose and response to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- SL.4 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 understanding pace
- L.3a Choose words and phrases to convey ideas precisely.
- L.4b Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. telegraph, photograph, autograph).

SUPPORTING  
STANDARDS

SL.4.1c, SL.4.2, L.4.6, RL.4.1, RL.4.2, RL.4.10, RF.4.4a, W.4.10, RL.4.3, RF.4.4c, L.4.5b, RL.4.6, L.4.5c, W.4.1a, W.4.1d, W.4.9a, SL.4.1c, W.4.3d, L.4.6, RI.4.7, RI.4.10, RF.4.4b, RF.4.4c, RI.4.8, RI.4.2, RI.4.7, RF.4.8, RF.4.4a, SL4.4

## 2. Resources

### TEACHING RESOURCES

Senderos:

- Teachers guide
- **Text:** "Texto principal: No ficción **narrativa**" "Conectar con el tema principal: Teatro del lector y Conectar con Poesía"
- Reading books to write
- Louisiana Believes
- Teachers tool box
- Brain pop
- [www.worldbookonline.com](http://www.worldbookonline.com)

### ADDITIONAL SUPPORTING RESOURCES

- Focus Mural
- **Students' Text books and workbooks**
- Grammar and writing assessments
- Text related questions
- Daily assessments
- Internet research

### 3. Activities for Understanding

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SUGGESTIONS

- Students will research for the definition of “Sistema solar”, “planeta Tierra”  
<http://worldbookonline.com/eeh/article?id=ar831332&st=sistema+solar>  
<http://worldbookonline.com/eeh/article?id=ar830616&st=planeta+tierra>
- Students will make a sketch of the “planet Tierra” using the information from the article.
- Students (in pairs) will make an oral exposition of their projects.

## 1. Overview

The students will identify sequence of things that happen, review vocabulary in context clues, use graphic organizer. They will write a paragraph, summarize, compare texts, write a persuasive paragraph, and review pronouns.

### FOCUS STANDARDS

- RL.2 Determine a theme of a story, drama or poem from details in the text, summarize the text.
- RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text **(e.g. a character's thoughts, words, or actions)**.
- RF.3a Use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- RF.4b Read on level prose and poetry orally with accuracy, appropriate rate and expression no successive reading.
- W.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.6 With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others, demonstrate sufficient commands of keyboards skills to type a minimum of one page in a single sitting.
- SL.1b Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- L.2d Spell grade-appropriate words correctly, consulting references as needed
- L.4c Consult reference materials (E.G. dictionaries, glossaries, thesauruses) both print and digital, to determine or clarify the precise meaning of key words and phrases.

### SUPPORTING STANDARDS

RL.4.2, W.4.3a, L.4.6, RL.4.10, RF.4.4a, W.4.3c, W.4.10, RF.4.4b, W.4.3a, RL.4.1, RI.4.7, RI.4.10, RF.4.4a, SL.4.1d, W.4.1b, W.4.1c, W.4.3a, L.4.4c

## 2. Resources

### TEACHING RESOURCES

Senderos:

- Teachers guide
- Text: "Fabula" and "Carta" and "Poesia"
- **Wordbook: "insectos"** <http://worldbook.planetasaber.com/encyclopedia/default.asp?idreg=553689&ruta=Buscador>
- **Wordbook: "moscas"** <http://worldbookonline.com/eeh/article?id=ar830485&st=moscas>

### ADDITIONAL SUPPORTING RESOURCES

- Focus Mural
- **Students' Text books and workbooks**
- Grammar and writing assessments
- Text related questions
- Internet research

## 3. Activities for Understanding

### SUGGESTIONS

- Students will read an article and summarize it:  
<http://worldbook.planetasaber.com/encyclopedia/default.asp?idreg=553689&ruta=Buscador>
- **Students will research about "las moscas"** and its importance in our world.  
<http://worldbookonline.com/eeh/article?id=ar830485&st=moscas>
- Students will pick an insect they would like to research on and prepare an oral report.