

# Grade 4 Focus Wall

# Module 1: What Makes Us Who We Are?

# Made for you by:

## Abbey Behnke Grade 4, WI

Instructional Focus Areas:

- Foundational Skills
- Vocabulary
- Writing
- Small Group Instruction
- Student Accountability



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**Essential  
Question**



**Reading**



**Small Group  
Instruction**



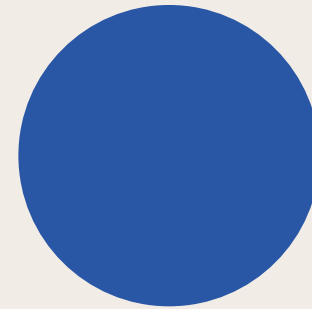
**Vocabulary**



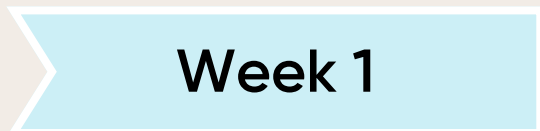
**Foundational  
Skills**



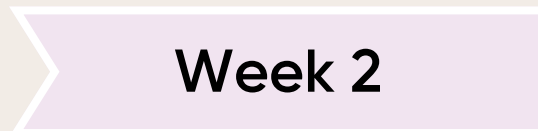
**Writing**



**Communication**



**Week 1**



**Week 2**



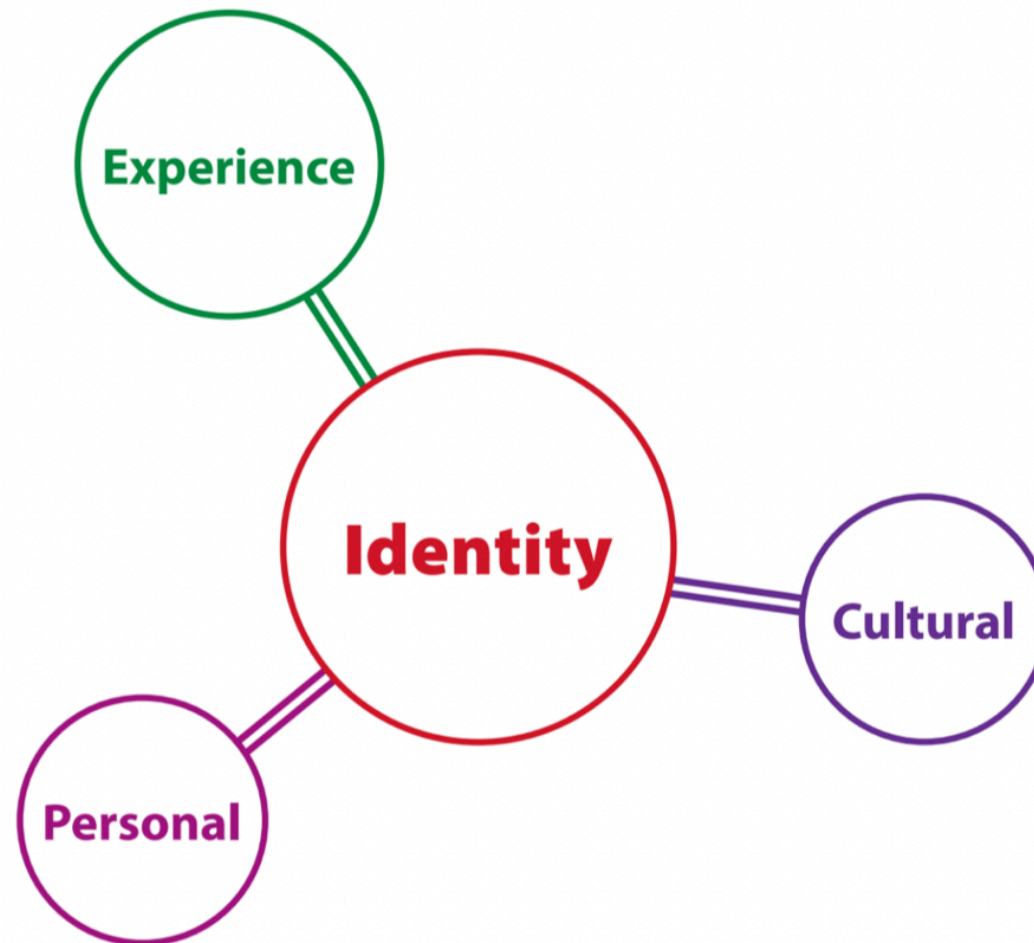
**Week 3**

# Essential Question

How do your experiences help shape your identity?



# Knowledge Map



# Big Idea Words

Week 1

- identity
- experience
- pursuit
- wisdom



# Critical Vocabulary

Week 1

- cynic
- defiance
- profound
- inadvertently
- consumed
- descended
- obliged
- mundane
- considered
- disdain



# Vocabulary

Week 1

Vocabulary Strategy:

- Context clues

Generative Vocabulary:

- Prefixes un-, in-, im-, re-



# Texts of the Week

Week 1

## The Story of You

Genre: Informational Text  
Type: myBook

## Flora and Ulysses: The Illuminated Adventures

Genre: Fantasy  
Type: myBook

## Michael's Melody

Genre: Realistic Fiction  
Type: Read Aloud

# Reading Skills & Strategies

Week 1

## Skills:

- Central Idea
- Text and Graphic Features
- Figurative Language

## Strategies:

- Ask and Answer Questions
- Author's Purpose



# Reading Anchor Charts

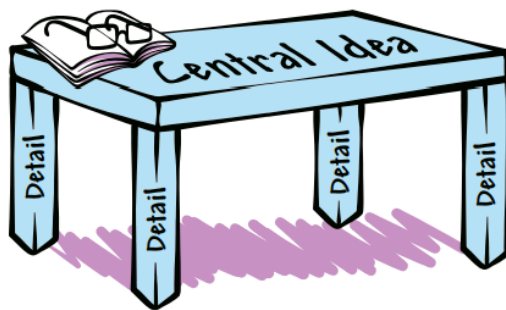
Week 1

## CENTRAL IDEA

The **Central Idea** is what the text is mostly about.

Look for **text clues**.

- Headings
- Visuals
- First or Last Sentence
- Repeated Words



Evaluate **details** to determine **key ideas** that support the central idea.

- Examples
- Facts
- Evidence
- Description

## TEXT FEATURES

**Kinds of Type** show emphasis or indicate a title.

**Boldface**

*italic*

**CAPITAL LETTERS**

**HEADINGS** | Subheadings

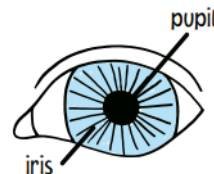
name the topic of each section of text.

break down the topic into subtopics.

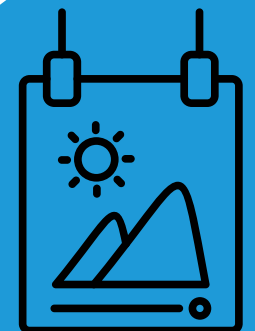
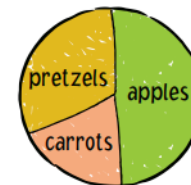
## GRAPHIC FEATURES

Visuals such as diagrams, graphs, maps, charts, or illustrations help explain ideas in the text.

**Diagrams** are pictures with labels.



**Charts** organize information.



# Reading Anchor Charts

Week 1

## Figurative Language

**Figurative Language** creates a special effect or feeling or makes a point. This includes “figures of speech” that compare, exaggerate, or mean something different from what is expected.

**Simile** A comparison of two things using “like” or “as”



**Metaphor** A comparison of two things by saying one thing is another thing

You must be a walking encyclopedia to know all those facts.



**Personification** Gives human qualities or characteristics to an animal or object



**Alliteration** A sound device used to repeat the same consonant sound at the beginning of nearby words

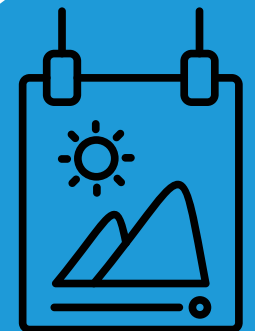


**Assonance** A sound device used to repeat the same vowel sounds in nearby words



**Sensory Language**

Words that appeal to the five senses



# Reading Anchor Charts

Week 1

## ASK AND ANSWER

### QUESTIONS

Asking and answering questions before, during, and after reading helps you

- make predictions.
- clarify things that might seem unclear.
- think more deeply about the text.

When is this happening?

Who is this person?

What will this be about?

Where in the text can I find an answer to my question?

Why did the author write this?

## Author's Purpose

An author's purpose is his or her reason for writing a text. Knowing the purpose helps you recognize the author's message.

If the author's purpose is to . . .

**PERSUADE**



then the author wants

readers to think or act in a certain way.

**INFORM**



then the author wants

to share information about a topic.

**ENTERTAIN**



then the author wants

readers to enjoy a story.

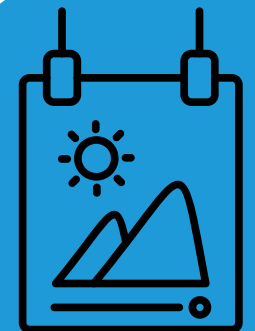
How can you figure out the author's purpose?

**FIRST...**

think about the genre.

**THEN...**

ask questions about what you read and find answers.



# Foundational Skills

Week 1

Decoding:

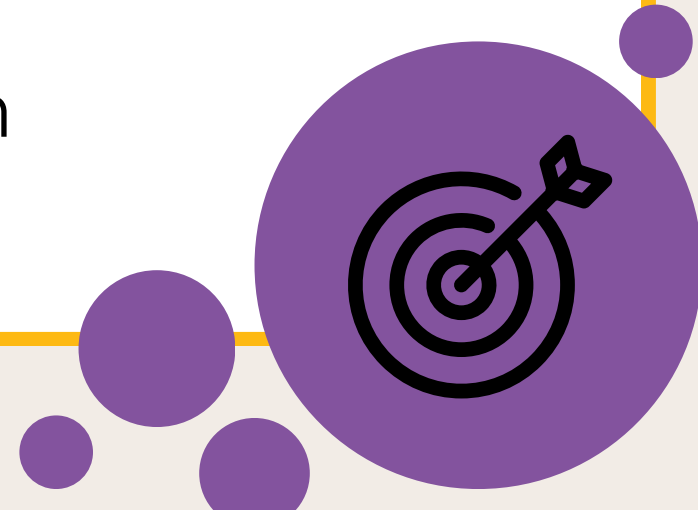
- Short and Long a sounds

Spelling:

- Words with Short and Long a

Fluency:

- Accuracy and Self-Correction



# Spelling Pattern Words

Week 1

1. blade

2. gray

3. past

4. quake

5. magic

6. delay

7. amaze

8. drain

9. maybe

10. break

11. sale

12. hang

13. stain

14. glass

15. raft

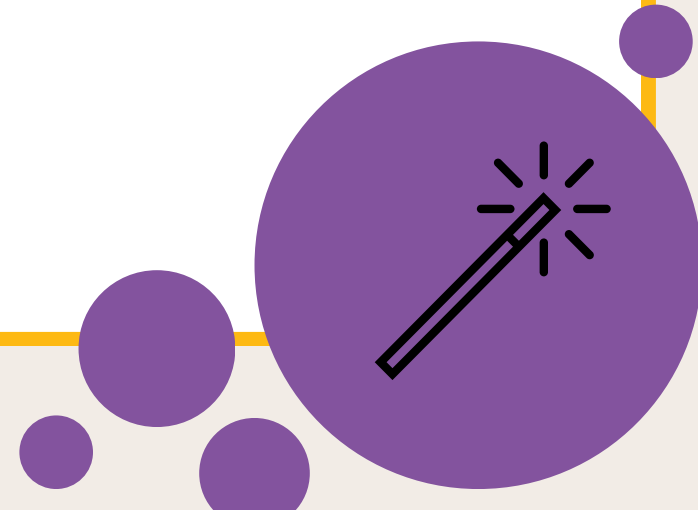
16. jail

17. crayon

18. fact

19. stale

20. steak



# Writing Process

Week 1

**Genre:** Narrative, Personal Narrative

**Focus Statement:** All of our experiences help us grow and learn.

**Prompt:** WRITE a personal narrative about a time you learned a lesson from something that happened to you.

- Introduce the Focal Text
- Review Vocabulary
- The Writing Process
- Prewriting I: Choose a Topic



# Writing Prompt

Week 1

**Genre:** Narrative, Personal Narrative

**Focus Statement:** All of our experiences help us grow and learn.

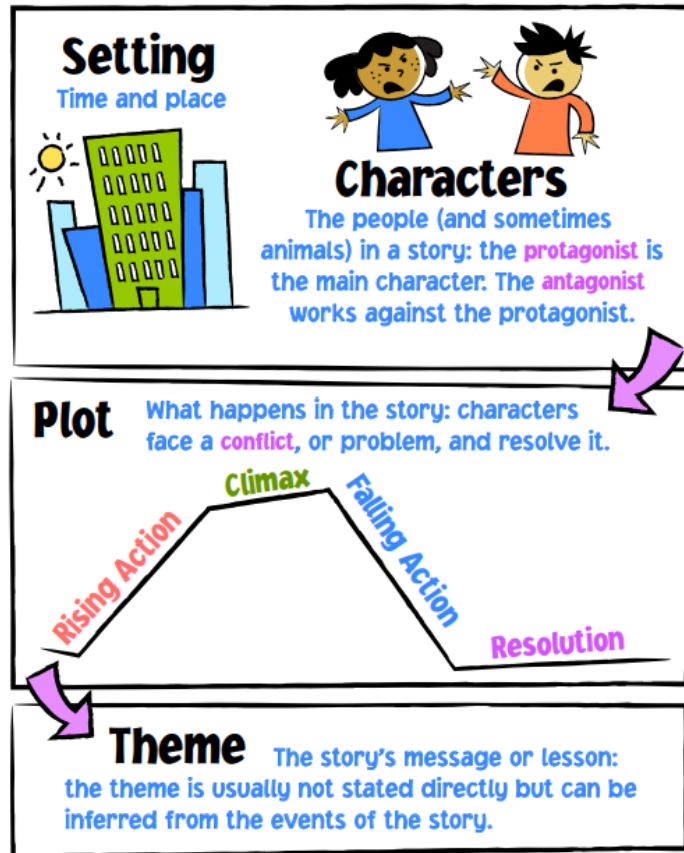
- **READ** this sentence: All of our experiences help us grow and learn.
- **THINK** about a time you learned a lesson from something that happened to you.
- **WRITE** a personal narrative about that time. Use descriptive language.



# Writing Anchor Chart

Week 1

## Narrative Elements



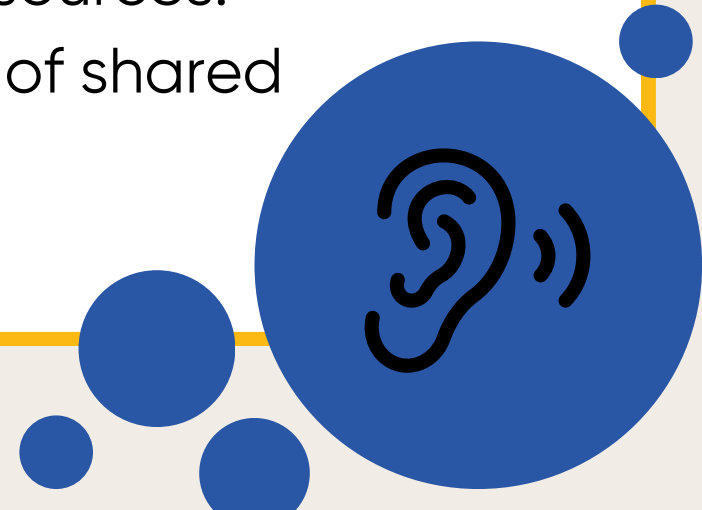
# Inquiry and Research

Week 1

## Create Listen to Me Project

Students will work in groups to collect stories from classmates or neighbors for an oral history project and ask questions to focus their thinking.

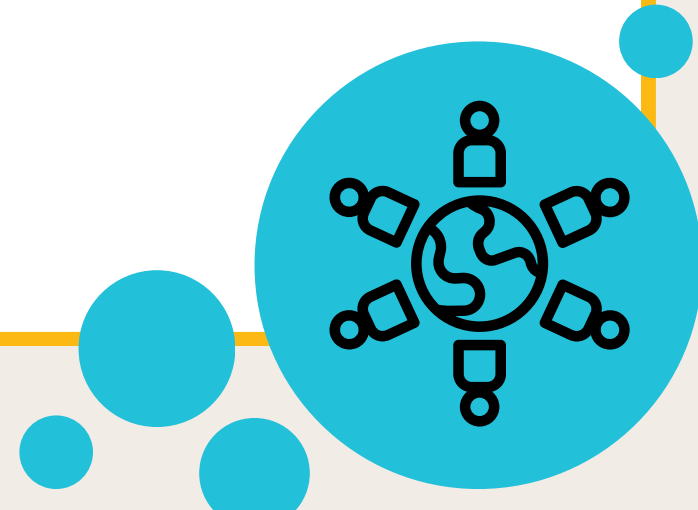
- Participate in shared research projects.
- Gather information and evidence from sources.
- Work collaboratively to develop a plan of shared responsibilities.



# Critical Vocabulary

Week 2

- heritage
- ancient
- resolutions
- doubts
- relying
- clumsy
- awkward



# Vocabulary

Week 2

Vocabulary Strategy:

- Context clues

Generative Vocabulary:

- Prefixes mis-, pre-, dis-



# Texts of the Week

Week 2



## Yes! We are Latinos

Genre: Narrative Poetry  
Type: myBook



## The Year of the Rat

Genre: Realistic Fiction  
Type: myBook



# Reading Skills & Strategies

Week 2

## Skills:

- Elements of Poetry
- Point of View
- Characters

## Strategies:

- Monitor & Clarify



# Reading Anchor Charts

Week 2

## Elements of Poetry

Poetry can tell a story, describe a situation, or appeal to the senses.

### Structure

- Line break** → where each line of text ends
- Stanza** → a group of lines within a poem

### Literary Devices

- Rhyming words** → words with the same ending sound at the end of lines or stanzas
- Rhythm** → a pattern of stressed syllables that create a **beat**
- Imagery** → words that create images that appeal to the senses
- Alliteration** → the same sound or letter at the beginning of words or lines
- Onomatopoeia** → a word that imitates the sound it represents, like **buzz** and **THUD**
- Repetition** → lines or words that are repeated to stress importance

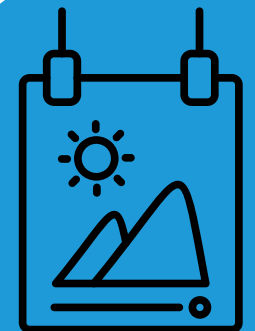
## Point of View

Who is telling the story?



A story told in **first-person point of view** has a character in the story as the narrator. Readers learn about other characters from what they say to the narrator.

A story told in **third-person point of view** has an outside narrator. The narrator can tell readers what all of the characters are saying, doing, and thinking.

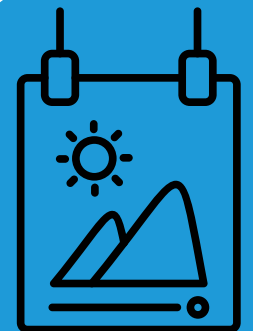
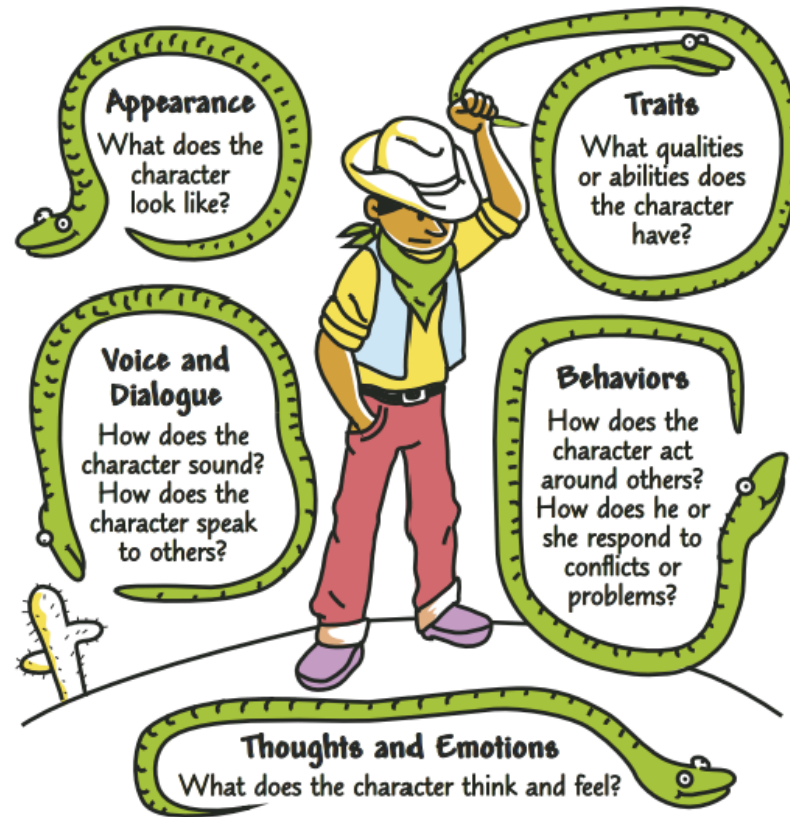


# Reading Anchor Charts

Week 2

## CHARACTER

Major characters are central to a story. Minor characters support the major characters. Authors bring their characters and subjects to life in five key ways.



# Reading Anchor Charts

Week 2

## Monitor and Clarify



**ASK:** Do I understand what I just read?

No

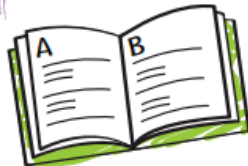


Yes

KEEP READING!

**When you don't understand a word . . .**

- decode it again.
- look for context clues.
- replace it with another word.
- look it up in a dictionary or glossary.

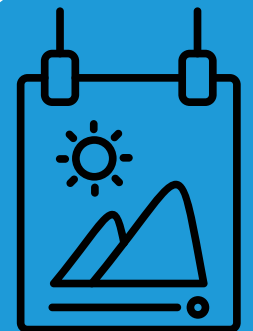


**When a section of text is confusing . . .**

- make notes about what confuses you.
- think about what you know.
- reread and look for details you might have missed.
- look at images and text features.



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# Foundational Skills

Week 2

Decoding:

- Short and Long e

Spelling:

- Short and Long e

Fluency:

- Reading Rate



# Spelling Pattern Words

Week 2

- |            |             |            |
|------------|-------------|------------|
| 1. west    | 10. believe | 19. reason |
| 2. steep   | 11. speck   | 20. chief  |
| 3. member  | 12. kept    |            |
| 4. gleam   | 13. cheap   |            |
| 5. fresh   | 14. pretend |            |
| 6. freedom | 15. greed   |            |
| 7. speed   | 16. shelf   |            |
| 8. steam   | 17. least   |            |
| 9. beast   | 18. eager   |            |



# Writing Process

Week 2

**Genre:** Narrative, Personal Narrative

**Focus Statement:** All of our experiences help us grow and learn.

**Prompt:** WRITE a personal narrative about a time you learned a lesson from something that happened to you.

- Prewriting II: Narrative Structure
- Drafting I: Begin the Draft
- Drafting II: Elements of a Narrative
- Drafting III: Finalize the Draft
- Revising I: Grammar and Punctuation



# Writing Anchor Charts

Week 2

## 5+1 Ways to Begin a Story

<p><b>Action</b> an exciting event</p>  <p>My bike sped toward the lake!</p>	<p><b>Reaction</b> a response to an event</p>  <p>The crowd cheered.</p>
<p><b>Dialogue</b> what characters say</p>  <p>"When are we launching?" "Our spaceship will launch soon."</p>	<p><b>Setting</b> the time and place of a story</p>  <p>The ocean sparkled under the summer sun.</p>
<p><b>Glimpse of Character</b> a character's traits</p>  <p>Grandpa loved every animal he met.</p>	<p><b>Combination</b> two or more ways (such as action and reaction)</p>  <p>The ball sailed toward the goal, and we all held our breath.</p>

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# Inquiry and Research

Week 2

## Continue Listen to Me Project

Students will work in groups to collect stories from classmates or neighbors for an oral history project and ask questions to focus their thinking.

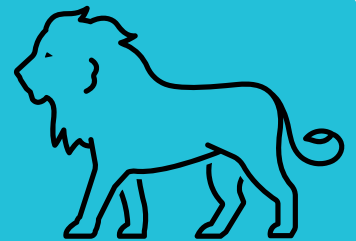
- Record notes and use them to draft oral histories.



# Critical Vocabulary

Week 3

- cautiously
- trickle
- marveled
- mighty
- distant
- proclaimed
- majestic
- sumptuous
- hoard



# Vocabulary

Week 3

Vocabulary Strategy:

- Context Clues

Generative Vocabulary:

- Suffixes -y, -ly



# Text of the Week

Week 3



Genre: Folktale  
Type: myBook



# Reading Skills & Strategies

Week 3

Skills:

- Theme

Strategies:

- Retell
- Literary Elements
- Author's Craft



# Reading Anchor Charts

Week 3

## THEME

The **theme** is the main message, lesson, or moral of the text.

The theme can be stated in text. Fables and myths might tell the theme at the end.

The theme can be implied. Use text clues to figure it out.

- ♥ What happens to the characters?
- ♥ How do the characters react?
- ♥ What do the characters learn?
- ♥ How do the characters grow or change?

**ASK:** What is the author trying to teach me?

**EXAMPLES**

- More can be achieved by working together.
- It is best to tell the truth.
- Don't give up.

## RETELL

Retelling a story helps you understand it better.

**Tip:** Think about **WHO**, **WHAT**, **BUT**, and **HOW** to help you retell a story.

**WHO**  
Who is the main character?

**WHAT**  
What does the main character want?

**BUT**  
What problem does the main character face?

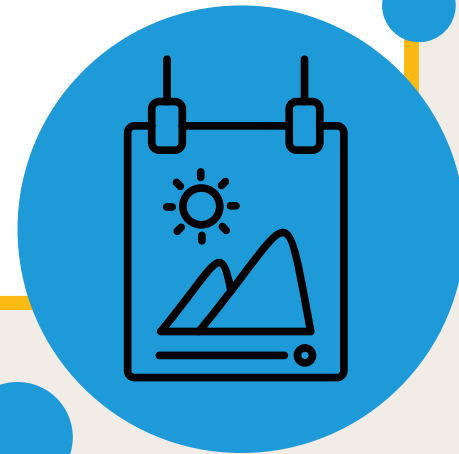
**HOW**  
How is the problem resolved at the end?

**Tell about**

- important characters
- setting
- events in order—beginning, middle, and end
- conflict and resolution

**Use sequence words**

FIRST → NEXT  
THEN → LATER  
FINALLY



# Reading Anchor Charts

Week 3

## Literary Elements

Literary elements are the pieces that make up a story.

### Characters:

the people and animals in a story



- What do they say and think?
- What do they do?
- What do other characters say and think about them?

### Setting:

where and when the story takes place



- affects the plot because certain events happen in certain settings
- affects the plot by creating its mood

### Plot:

#### Conflict

the main problem that the characters face

#### Resolution

how the conflict or problem is solved

### Events:

things that happen in a story

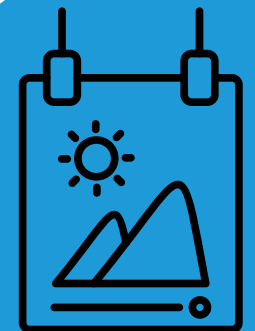
- to **change** a character
- to **affect** the mood
- to **build** the plot

## AUTHOR'S CRAFT

Author's Craft is the language and technique a writer uses to

- make his or her writing interesting.
- communicate ideas to the reader.

Technique	What is it?	Example
Voice	the author's writing style that makes his or her writing unique	A writer uses certain words to show his or her style. An author's voice may change, depending on the genre of the text.
Mood	the emotions and feelings of the reader while reading a text	<b>mystery</b> = suspense or surprise <b>fantasy</b> = wonder or excitement <b>article</b> = serious or thoughtful
Anecdote	a short, funny, or interesting story related to a character or events	While on a school field trip, a teacher tells her students about a field trip she once took with her classmates.
Language	vocabulary, precise nouns, sensory words, and vivid verbs that make the text more interesting	Selma ate popcorn. Each <b>kernel</b> of the <b>buttery</b> popcorn <b>crunched loudly</b> in Selma's mouth.
Hyperbole	exaggerations that make things sound bigger, better, or more than what they truly are	That's a good idea. That's the best idea I have ever heard <b>in my life!</b>



# Foundational Skills

Week 3

Decoding:

- Short and Long i

Spelling:

- Words with short i and Long i

Fluency:

- Expression



# Spelling Pattern Words

Week 3

1. skill

2. crime

3. grind

4. tonight

5. brick

6. flight

7. live

8. chill

9. delight

10. build

11. ditch

12. decide

13. witness

14. wind

15. district

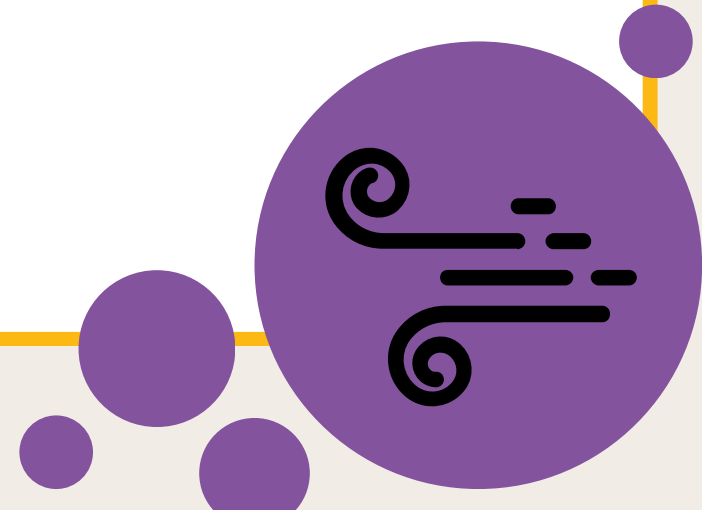
16. inch

17. sigh

18. fright

19. remind

20. splice



# Writing Process

Week 3

**Genre:** Narrative, Personal Narrative

**Focus Statement:** All of our experiences help us grow and learn.

**Prompt:** WRITE a personal narrative about a time you learned a lesson from something that happened to you.

- Revising II: Conference
- Revising III: Sentence Sense and Direct Address
- Editing I: Peer Edit
- Publish
- Share



# Inquiry and Research

Week 3

## Complete Listen to Me Project

Students will work in groups to collect stories from classmates or neighbors for an oral history project and ask questions to focus their thinking.

- Combine oral histories in one document.
- Participate in a presentation of oral histories.

