

- 4.1 The student will use effective oral communication skills in a variety of settings.
- 4.3 The student will read fiction and nonfiction with fluency and accuracy.
- 4.4 The student will read and demonstrate comprehension of fiction.
- 4.7 The student will write effective narratives, poems, and explanations.
- 4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure.

FIRST NINE WEEKS

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES		MYSTERY		
<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • participate in group discussions by <ul style="list-style-type: none"> ◦ offering comments that are relevant to the topic of discussion ◦ supporting opinions with appropriate examples and details ◦ taking turns speaking during a discussion • use context to clarify the meaning of unfamiliar words • use clues in the context of a sentence, paragraph, or reading selection to predict and explain the meanings of words that have more than one meaning (multiple meanings of words) • use context to select the applicable definition of a multiple-meaning word from a glossary or dictionary • use knowledge of word origins • read familiar text with fluency, accuracy, and expression <ul style="list-style-type: none"> • explain why the author wrote the piece (identify purpose), e.g., to entertain, inform, or persuade • find words or sentences that help identify the author's purpose • find setting details and other information that help identify the author's purpose • identify major events and supporting details • discuss the similarities and differences between text and previously read materials • identify sensory words that describe sights, sounds, smells, and tastes, and describe how they make the reader feel <ul style="list-style-type: none"> • apply knowledge of the writing domains of composing, written expression, and usage/mechanics • create a plan and organize thoughts to convey a central idea before writing • focus, organize, and elaborate to construct an effective message for the reader • purposefully shape and control language to affect readers • select specific information to guide readers more purposefully through the piece • use specific vocabulary and vivid word choice • include sentences of various lengths and beginnings to create a pleasant, informal rhythm • write several related paragraphs on a topic • use technology to gather information and aid in writing <ul style="list-style-type: none"> • use prepositional phrases • use subject-verb agreement (singular nouns with singular verbs; plural nouns with plural verbs) • use noun/pronoun agreement (pronoun agrees in number with its antecedent) • use the correct spelling of frequently used words, including common homonyms/homophones, e.g., <i>threw/through</i>. 	<p>Reading</p>	<ul style="list-style-type: none"> • Monitor/Clarify <ul style="list-style-type: none"> ➢ Ask yourself if what you are reading makes sense or if you are learning what you want to learn. ➢ If you don't understand something, reread, read ahead, or use the illustrations. • Fluency: Model reading (phrasing, attending to punctuation, expression, tone of voice and emphasis) • Writers craft: selected details and events to create suspense • Mystery plot map/organizer: Characters (detective, suspects, etc.), Setting, Mystery, Plot events, Evidence or Clues 	<p>Comprehension skills</p> <ul style="list-style-type: none"> • using knowledge of mysteries, book pictures, and title to make predictions • making inferences • drawing conclusions about characters • noting details • connecting and comparing with other mysteries • making judgments • visualizing 	<p>Phonics/Decoding Strategy</p> <ul style="list-style-type: none"> • Look carefully at the word. • Look for word parts you know and think about the sounds for the letters. • Blend the sounds to read the word. • Ask yourself: Is it a word I know? Does it make sense in what I am reading? • If not, ask yourself: What else can I try?
	<p>Mystery Concepts</p>	<p>Plot</p> <ul style="list-style-type: none"> • Crime or unexpected event • Clues or evidence about what really happened • One or more detectives trying to solve the crime • Detective work: such as finding evidence and questioning witnesses and suspects • Solution to mystery <p>Vocabulary</p> <ul style="list-style-type: none"> • Case, clue, evidence, solution • Criminal, detective, suspect, witness • Suspense and pacing 		
	<p>Writing: Mystery</p>	<ul style="list-style-type: none"> • Mystery format <ul style="list-style-type: none"> ➢ Detective; at least on suspect ➢ Setting ➢ Crime or unexplained event ➢ Solution to the mystery • Writing Process <ul style="list-style-type: none"> ➢ Prewriting/ Planning: Brainstorm a list of ideas after listening to a series of teacher-posed prompt questions ➢ Drafting/Composing: Plan clues related to motives, strange event, mistake by a character and using mystery plot map/organizer ➢ Revising/Written Expression: Use time-order words to help reader follow sequence of events ➢ Proofreading/Editing: Use checklist and proofreading marks ➢ Publishing: Share from author's chair; make as picture book 		