**Unit 4 Week 1 - Comparing Points of View**

Essential Question:  What makes people view the same experience in different ways?

Key Topics (Standards) for Unit 4 - Days 1-5

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| 1.  Identify and Summarize Key Events  2.  Identify Narrator's Point of View  3.  Distinguish Literal from Nonliteral Language: Hyperbole  4.  Distinguish Literal from Nonliteral Language: Idioms | 5.  Compare and Contrast Point of View in Stories and Drama  6.  Open Syllable Pattern  7.  Form and Use Possessives |

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| **Spelling**  apron  began  briars  lady  music  potatoes  replied  ​vocabulary | **Vocabulary to Support Instructional Objectives**  point of view  format  traditional  quotations  directly  first-person  emphasize  respond constructively  linking words  ​idioms | **Academic Vocabulary**  "Cinderella's Very Bad Day"  toil (p. 4)  "Cinderella, Too Much for Words"  compose (p. 8)  detestable (p. 8) |

**Unit 4 Week 2 - Comparing Points of View**

Essential Question:  What makes people view the same experience in different ways?

Key Topics (Standards) for Unit 4 - Days 6-10

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| 1.  Identify and Summarize Key Events  2.  Distinguish Reader's Point of View from That of Characters in a       Story  3.  Distinguish Reader's Point of View from That of the Narrator | 4.  Compare and Contrast Points of View  5.  Consonant -le Syllable Pattern  ​6.  Form and Use the Comparative and Superlative |

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| **Spelling**  able  bicycle  fable  gentle  gobble  purple  single  ​terrible | **Vocabulary to Support Instructional Objectives**  recognize  script  section  clarify  stage directions  ​informal language | **Academic Vocabulary**  "Jack and the Beanstalk"  bargain (p. 12)  broad (p. 14)  dashed (p. 19)  snatched (p .16) |

**Unit 4 Week 3 - Comparing Points of View**

Essential Question:  What makes people view the same experience in different ways?

Key Topics (Standards) for Unit 4 - Days 11-15

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| 1.  Identify and Summarize Key Events  2.  Analyze the Effect of Nonliteral Language on Point of View  3.  Analyze How Illustrations Affect Mood and Reader's Point of View  4.  Compare Stories and Drama  5.  Vowel Team Syllable Pattern  6.  State a Clear Opinion | 7.  Plan and Organize an Opinion Text with Two Sources  8.  Use Sentences of Different Lengths  9.  Draft: Write a Strong Conclusion  10.  Revise and Edit  11.  Comparatives/Superlatives and Possessives |

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| **Spelling**  beans  boaster  feet  green  shook  sprouted  too  week | **Vocabulary to Support Instructional Objectives**  drama  details  characterization  demonstrate | **Academic Vocabulary**  "The True Jack"  claims (p. 25)  essentially (p. 22)  impulsive (p. 25) |