**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 Events2.  Identify Narrator's Point of View3.  Distinguish Literal from Nonliteral Language: Hyperbole4.  Distinguish Literal from Nonliteral Language: Idioms | 5.  Compare and Contrast Point of View in Stories and Drama6.  Open Syllable Pattern7.  Form and Use Possessives |

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| **Spelling**apronbeganbriarsladymusicpotatoesreplied​vocabulary | **Vocabulary to Support Instructional Objectives**point of viewformattraditionalquotationsdirectlyfirst-personemphasizerespond constructivelylinking 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 Events2.  Distinguish Reader's Point of View from That of Characters in a      Story3.  Distinguish Reader's Point of View from That of the Narrator | 4.  Compare and Contrast Points of View5.  Consonant -le Syllable Pattern​6.  Form and Use the Comparative and Superlative |

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| **Spelling**ablebicyclefablegentlegobblepurplesingle​terrible | **Vocabulary to Support Instructional Objectives**recognizescriptsectionclarifystage 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 Events2.  Analyze the Effect of Nonliteral Language on Point of View3.  Analyze How Illustrations Affect Mood and Reader's Point of View4.  Compare Stories and Drama5.  Vowel Team Syllable Pattern6.  State a Clear Opinion | 7.  Plan and Organize an Opinion Text with Two Sources8.  Use Sentences of Different Lengths9.  Draft: Write a Strong Conclusion10.  Revise and Edit11.  Comparatives/Superlatives and Possessives |

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| **Spelling**beansboasterfeetgreenshooksproutedtooweek | **Vocabulary to Support Instructional Objectives**dramadetailscharacterizationdemonstrate | **Academic Vocabulary**"The True Jack"claims (p. 25)essentially (p. 22)impulsive (p. 25) |