California Content Standard Alignment: Hoopoe Teaching Stories: Fatima the Spinner and the Tent English Standards Grade Four	Making Predictions	Developing Reading and Speaking Vocabulary	Creating a Book	Drawing Parts of the Story	Using Words and Phrases - Playing Charades	Developing Comprehension	Story Scramble	Compare and Contrast	Dialogue Writing	Retelling with Puppets	Developing Reflection and Analogical Thinking	Fun with Weaving & Spinning	Parts and Whole	Writing and Retelling with Poetry	Creating Thoughtshots	Prepared Readers' Theater
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.		X			X											X
Word Recognition																
1.1 Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.		Х			Х											Х
Vocabulary and Concept Development																
1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.																
1.3 Use knowledge of root words to determine the meaning of unknown words within a passage.																
1.4 Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., international).																
1.5 Use a thesaurus to determine related words and concepts.																
1.6 Distinguish and interpret words with multiple meanings.					Χ											

F	California Content Standard Alignment: Hoopoe Teaching Stories: atima the Spinner and the Tent English Standards Grade Four	Making Predictions	Developing Reading and Speaking Vocabulary	Creating a Book	Drawing Parts of the Story	Using Words and Phrases - Playing Charades	Developing Comprehension	Story Scramble	Compare and Contrast	Dialogue Writing	Retelling with Puppets	Developing Reflection and Analogical Thinking	Fun with Weaving & Spinning	Parts and Whole	Writing and Retelling with Poetry	Creating Thoughtshots	Prepared Readers' Theater
St ap co an pr so <i>Ki</i> qu stu ind ap	Reading Comprehension adents read and understand grade-level-propriate material. They draw upon a variety of imprehension strategies as needed (e.g., generating difference) difference responding to essential questions, making edictions, comparing information from several arces). The selections in (Recommended Literature, indergarten Through Grade Twelve) illustrate the ality and complexity of the materials to be read by idents. In addition to their regular school reading, idents read one-half million words annually, cluding a good representation of grade-level-propriate narrative and expository text (e.g., classic difference contemporary literature, magazines, newspapers, line information).	х	Х	X	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	×
	Structural Features of Informational Materials																
	2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.							х	Х		X						
	Comprehension and Analysis of Grade-Level- Appropriate Text																
	2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).	Х	Х	х	Х	Х	Х	Х	Х	Х	Х	Х			Х	Х	х
	2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.	х			Х		Х	Х			Х	X					
	2.4 Evaluate new information and hypotheses by testing them against known information and ideas.						X	Х									
	2.5 Compare and contrast information on the same topic after reading several passages or articles.																
	2.6 Distinguish between cause and effect and between fact and opinion in expository text.																
	2.7 Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).			Х									Х	Х			

F	California Content Standard Alignment: Hoopoe Teaching Stories: Fatima the Spinner and the Tent English Standards Grade Four	Making Predictions	Developing Reading and Speaking Vocabulary	Creating a Book	Drawing Parts of the Story	Using Words and Phrases - Playing Charades	Developing Comprehension	Story Scramble	Compare and Contrast	Dialogue Writing	Retelling with Puppets	Developing Reflection and Analogical Thinking	Fun with Weaving & Spinning	Parts and Whole	Writing and Retelling with Poetry	Creating Thoughtshots	Prepared Readers' Theater
St sig di ar se Li ill	D Literary Response and Analysis udents read and respond to a wide variety of gnificant works of children's literature. They stinguish between the structural features of the text d the literary terms or elements (e.g., theme, plot, tting, characters). The selections in (Recommended terature, Kindergarten Through Grade Twelve) ustrate the quality and complexity of the materials be read by students.	X					X		X		X	X					X
	Structural Features of Literature																
	3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.	Х															
	Narrative Analysis of Grade-Level-Appropriate Text																
	3.2 Identify the main events of the plot, their causes, and the influence of each event on future actions.	Х			Х		Х				Х						Х
	3.3 Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.	Х			Χ		X		Χ		Χ	Χ					x
	3.4 Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).  3.5 Define figurative language (e.g., simile, metaphor,																
L	hyperbole, personification) and identify its use in literary works.																
St pa sh St pi	O Writing Strategies udents write clear, coherent sentences and tragraphs that develop a central idea. Their writing ows they consider the audience and purpose. udents progress through the stages of the writing ocess (e.g., prewriting, drafting, revising, editing ccessive versions).									Х					Х	Х	

California Content Standard Alignment: Hoopoe Teaching Stories: Fatima the Spinner and the Tent English Standards Grade Four	Making Predictions	Developing Reading and Speaking Vocabulary	Creating a Book	Drawing Parts of the Story	Using Words and Phrases - Playing Charades	Developing Comprehension	Story Scramble	Compare and Contrast	Dialogue Writing	Retelling with Puppets	Developing Reflection and Analogical Thinking	Fun with Weaving & Spinning	Parts and Whole	Writing and Retelling with Poetry	Creating Thoughtshots	Dronored Desdore' Thester
Organization and Focus																
1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.									Х					Х	х	
1.2 Create multiple-paragraph compositions:															Х	
a. Provide an introductory paragraph.															Х	
b. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.															х	
c. Include supporting paragraphs with simple facts, details, and explanations.															Х	
d. Conclude with a paragraph that summarizes the points. (e. Use correct indention.)															Х	
1.3 Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, posing and answering a question).														Х	х	
Penmanship																
1.4 Write fluidly and legibly in cursive or joined italic.									Χ					Χ	Х	
Research and Technology																
1.5 Quote or paraphrase information sources, citing them appropriately.																
1.6 Locate information in reference texts by using organizational features (e.g., prefaces, appendixes).																
1.7 Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.																
1.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.																
1.9 Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive).																

California Content Standard Alignment: Hoopoe Teaching Stories: Fatima the Spinner and the Tent English Standards Grade Four	Making Predictions	Developing Reading and Speaking Vocabulary	Creating a Book	Drawing Parts of the Story	Using Words and Phrases - Playing Charades	Developing Comprehension	Story Scramble	Compare and Contrast	Dialogue Writing	Retelling with Puppets	Developing Reflection and Analogical Thinking	Fun with Weaving & Spinning	Parts and Whole	Writing and Retelling with Poetry	Creating Thoughtshots	Prepared Readers' Theater
Evaluation and Revision	<u> </u>															
1.10 Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.									X					X		
2.0 Writing Applications (Genres and Their Characteristics) Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0									Х					Х	Х	
Using the writing strategies of grade four outlined in Writing Standard 1.0, students:									Х					Х	Х	
2.1 Write narratives:									Х					Х	Χ	
a. Relate ideas, observations, or recollections of an event or experience.									Х					Х	Х	
b. Provide a context to enable the reader to imagine the world of the event or experience.									X					X	Χ	
c. Use concrete sensory details.									Х					Х	Χ	
d. Provide insight into why the selected event or experience is memorable.									Х					X	Х	
2.2 Write responses to literature:									Χ					Х	Χ	
a. Demonstrate an understanding of the literary work.									Χ					Χ	Χ	
b. Support judgments through references to both the text and prior knowledge.									Х						X	
2.3 Write information reports:																
a. Frame a central question about an issue or situation.																
b. Include facts and details for focus.																
c. Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources).																
2.4 Write summaries that contain the main ideas of the reading selection and the most significant details.																

California Content Standard Alignment: Hoopoe Teaching Stories: Fatima the Spinner and the Tent English Standards Grade Four	Making Predictions	Developing Reading and Speaking Vocabulary	Creating a Book	Drawing Parts of the Story	Using Words and Phrases - Playing Charades	Developing Comprehension	Story Scramble	Compare and Contrast	Dialogue Writing	Retelling with Puppets	Developing Reflection and Analogical Thinking	Fun with Weaving & Spinning	Parts and Whole	Writing and Retelling with Poetry	Creating Thoughtshots	Prepared Readers' Theater
WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.									X					X		
1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.									Х					Х	Х	
Sentence Structure																
1.1 Use simple and compound sentences in writing and speaking.									Х						Х	
1.2 Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.															Х	
Grammar																
1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.															X	
Punctuation																
1.4 Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.															Х	
1.5 Use underlining, quotation marks, or italics to identify titles of documents.																
Capitalization																
1.6 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.																
Spelling																
1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.									Х					Х	Х	

California Content Standard Alignment: Hoopoe Teaching Stories: Fatima the Spinner and the Tent English Standards Grade Four	Making Predictions	Developing Reading and Speaking Vocabulary	Creating a Book	Drawing Parts of the Story	Using Words and Phrases - Playing Charades	Developing Comprehension	Story Scramble	Compare and Contrast	Dialogue Writing	Retelling with Puppets	Developing Reflection and Analogical Thinking	Fun with Weaving & Spinning	Parts and Whole	Writing and Retelling with Poetry	Creating Thoughtshots	Prepared Readers' Theater
1.0 Listening and Speaking Strategies Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.	X			×		×	×	X		X	×		X			X
Comprehension																
1.1 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.	Х			Х		Х	Х	Х			Х		Х			
1.2 Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.				Х		Х	Х	Х		Х	Х					Х
1.3 Identify how language usages (e.g., sayings, expressions) reflect regions and cultures.																
1.4 Give precise directions and instructions.							Χ									
Organization and Delivery of Oral Communication																
1.5 Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence.				Х		X	X	X		X	X					Х
1.6 Use traditional structures for conveying information (e.g., cause and effect, similarity and difference, posing and answering a question).	Х			Х		Х	Х	Х		Х	Х					
1.7 Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.				Х		Х	Х	Х		Х	Х					Х
1.8 Use details, examples, anecdotes, or experiences to explain or clarify information.				Х		Х	Х	Х		Х	Х		Х			
1.9 Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.				Х		Χ	Χ	Χ		Χ	Χ		Χ			Х
Analysis and Evaluation of Oral Media Communication																
1.10 Evaluate the role of the media in focusing attention on events and in forming opinions on issues.																

F	California Content Standard Alignment: Hoopoe Teaching Stories: atima the Spinner and the Tent English Standards Grade Four	Making Predictions	Developing Reading and Speaking Vocabulary	Creating a Book	Drawing Parts of the Story	Using Words and Phrases - Playing Charades	Developing Comprehension	Story Scramble	Compare and Contrast	Dialogue Writing	Retelling with Puppets	Developing Reflection and Analogical Thinking	Fun with Weaving & Spinning	Parts and Whole	Writing and Retelling with Poetry	Creating Thoughtshots	Prepared Readers' Theater
or in sta of an	Speaking Applications (Genres and Their haracteristics) Students deliver brief recitations and all presentations about familiar experiences or erests that are organized around a coherent thesis itement. Student speaking demonstrates a command standard American English and the organizational delivery strategies outlined in Listening and eaking Standard 1.0.	x			X		x	X	X		X	X			X		X
	Using the speaking strategies of grade four outlined in Listening and Speaking Standard 1.0, students:				Х		Х	Х	Х		Х	Х					Х
	2.1 Make narrative presentations:				Х		Х	Х	Х		Х	Х					Х
	a. Relate ideas, observations, or recollections about an event or experience.				Х		Х	Х	Х		Х	Х					Х
	b. Provide a context that enables the listener to imagine the circumstances of the event or experience.				Х							Х					Х
	c. Provide insight into why the selected event or experience is memorable.	Х			Χ		Х					Χ			X		Х
	2.2 Make informational presentations:																Χ
	a. Frame a key question.																
	b. Include facts and details that help listeners to focus.																
	<ul><li>c. Incorporate more than one source of information (e.g., speakers, books, newspapers, television or radio reports).</li><li>2.3 Deliver oral summaries of articles and books that contain the main ideas of the event or article and the</li></ul>																
	most significant details.  2.4 Recite brief poems (i.e., two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.														X		X