

BCS Literacy Vision

Unit 3**Genre Study 1: Realistic Fiction**

Essential Question: In what ways can you help your community?

Text Sets:

Read Aloud: "Books"

Shared Read: "Remembering Hurricane Katrina"

Anchor Text: Aguinaldo & "Partaking in Public Service"

Genre Study 2: Biography

Essential Question: How can one person make a difference?

Text Sets:

Read Aloud: "Nelson Mandela: Working for Freedom"

Shared Read: "Judy's Appalachia"

Anchor Text: *Delivering Justice* & "Keeping Freedom in the Family"

Culminating Task: Write a realistic fiction story about a character who experienced a time where they felt nervous about trying something new. At the beginning of your story, you introduce your character's problem. In the middle, your character works on the problem through one or more events. By the end, your character finds a solution to the problem. Be sure to include dialogue and sensory details in your story.

Genre Study 3: Argumentative Text

Essential Question: In what ways can advances in science be helpful or harmful?

Text Sets:

Read Aloud: "All About Organic"

Shared Read: "Food Fight"

Anchor Text: *A New Kind of Corn* & "The Pick of the Patch"

Culminating Task: Write an opinion essay about how much time you think students should be allowed to spend on screens. Your introduction should include your opinion. You should also include facts, reasons, and examples to support your opinion. Your conclusion should restate your reasons and evidence that support your claim or opinion.

Week 5

✓ Assessed Skill

Unit 3 Week 5	Comprehension / Genre / Author's Craft	Language Development
<p>Essential Question: In what ways can advances in science be helpful or harmful?</p>	<ul style="list-style-type: none"> ✓ Cite relevant evidence from text ✓ Make inferences to support understanding ✓ Identify author's point of view <p>Reread to monitor and adjust comprehension</p> <ul style="list-style-type: none"> ✓ Analyze the procedural text structure ✓ Identify and use maps and headings 	<p>Vocabulary Acquisition: Acquire and use academic vocabulary agriculture advancements characteristics concerns disagreed inherit prevalent resistance</p> <p>Vocabulary Strategy: ✓ Use Greek roots to define unfamiliar words</p> <p>Grammar: ✓ Identify and use irregular verbs</p>
<p>Text(s):</p> <p>Teach and Model</p> <p>Interactive Read Aloud: <i>All About Organic</i></p> <p>Shared Read: <i>Food Fight</i></p> <p>Practice and Apply</p> <p>Anchor Texts: <i>A New Kind of Corn</i> <i>The Pick of the Patch</i></p> <p>Leveled Readers A: <i>The Battle Against Pests</i> O: <i>The Battle Against Pests</i> ELL: <i>The Battle Against Pests</i> B: <i>The Battle Against Pests</i></p> <p>Optional Classroom Library Trade Books <i>Who Was Jackie Robinson?</i> <i>Cesar Chavez</i></p>	<p>Writing</p> <p>Writing process: ✓ Plan and draft an opinion essay</p> <p>Analytical writing: ✓ Write responses that demonstrate understanding</p> <p>Foundational Skills</p> <p>Phonics/Word Study: Decode words with compound parts</p> <p>Spelling Words: <u>Week 5</u> fishbowl lookout yardstick desktop campfire overhead waterproof. grandparent railroad snowstorm loudspeaker bookcase bedroom. blindfold newborn bedspread yourself overdo. clothesline undertake</p> <p>Fluency: Read fluently focusing on accuracy and a proper rate</p>	<p>Speaking and Listening</p> <ul style="list-style-type: none"> • Engage in collaborative discussions • Paraphrase portions of "All About Organic" • Present information about a crop's journey from the field to shipment <p>Research and Inquiry</p> <ul style="list-style-type: none"> • Read a diagram • Produce a slide show that illustrates the life cycle of a crop and its journey from the field to shipment

Weekly Standards:

(Grade-specific expectations for writing types are defined in standards 1-3 above.) [1 lesson]

4.FL.F.5.a Read grade-level text with purpose and understanding. [8 lessons]

4.FL.F.5.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [4 lessons]

4.FL.PWR.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context. [9 lessons]

4.FL.SC.6.i Write several cohesive paragraphs on a topic. [1 lesson]

4.FL.VA.7a.ii Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. [19 lessons]

4.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. [5 lessons]

4.FL.WC.4.a Spell grade-appropriate words correctly, consulting references as needed. [5 lessons]

4.FL.WC.4.b Write legibly in manuscript and cursive. [3 lessons]

4.RI.CS.5 Describe the overall structure of events, ideas, and concepts of information in a text or part of a text. [1 lesson]

4.RI.IKI.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. [11 lessons]

4.RI.IKI.8 Explain how an author uses reasons and evidence to support particular points in a text. [27 lessons]

4.RI.IKI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. [3 lessons]

4.RI.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in the text when drawing inferences from the text. [9 lessons]

4.RI.KID.2 Determine the main idea of a text and explain how it is supported by key details; summarize a text. [10 lessons]

4.RI.KID.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text. [9 lessons]

4.RL.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text. [3 lessons]

4.SL.CC.2 Paraphrase portions of a text presented in diverse media such as visual, quantitative, and oral formats. [4 lessons]

4.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. [1 lesson]

4.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. [1 lesson]

4.W.RBPK.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources. [3 lessons]

4.W.TTP.1.a Introduce a topic or text. [2 lessons]

4.W.TTP.1.b Develop an opinion with reasons that are supported by facts and details. [2 lessons]

4.W.TTP.1.c Create an organizational structure in which related ideas are grouped to support the writer's purpose. [1 lesson]

4.W.TTP.1.d Provide a concluding statement or section related to the opinion presented. [1 lesson]

4.W.TTP.1.e Link opinion and reasons using words and phrases. [1 lesson]

4.W.TTP.2.g Use precise language and domain-specific vocabulary to inform about or explain the topic. [1 lesson]

4.W.TTP.3.d Use a variety of transitional words and phrases to manage the sequence of events. [1 lesson]

Day 1	Instructional Plan
Student Learning Targets: 4.RL.KID.1, 4.SL.CC.2, 4.FL.VA.7a.ii, 4.RI.IKI.7, 4.RI.IKI.8, 4.FL.WC.4.a	
Introduce the Concept (Reading / Writing Companion) Talk About It	Students will: T214-T215 <ul style="list-style-type: none"> ○ Discuss the essential question: <i>In what ways can advances in science be helpful or harmful?</i> ○ Review the student learning goals ○ Discuss the photograph of the leaf and test tube in the laboratory. ○ Answer the questions: <i>What are the benefits and drawbacks of creating new technology?</i> ○ Considering the advantages and disadvantages that a scientific advance could have. Think of specific examples. ○ Complete the Blast assignment “Fertilizers: The Good and the Bad”
Listening Comprehension Interactive Read Aloud	Students will: T216-T217 <ul style="list-style-type: none"> ○ Listen to the passage “All About Organic” ○ Think about how different methods of farming can be helpful or harmful. ○ Add characteristics to the chart as they read more argumentative texts. ○ Summarize the most important information from “All About Organic” in their own words.
Read the Shared Read (Reading / Writing Companion) Teach / Model Close Reading Summarize Quick Write	Students will: T218-T221 <ul style="list-style-type: none"> ○ Think about the Essential Question, skim and scan to preview the text, and then write their questions. ○ In pairs use their notes to summarize the selection orally. Then write a summary in their writer’s notebooks.
Vocabulary Reading / Writing Companion	Students will: T222-T223 <ul style="list-style-type: none"> ○ In pairs identify the Greek roots in the words <i>technique</i>, <i>gene</i>, and <i>agriculture</i> from “Food Fight.” Then use their knowledge of Greek roots and context clues to write definitions.
Grammar Practice Book	Students will: T250 <ul style="list-style-type: none"> ○ Review Irregular verbs. ○ Participate in the activity “Use Past-Tense Verbs”: Ask partners to use past-tense verbs to talk about ways in which advances in science can be helpful or harmful. As they talk, students should listen to be sure they use past-tense verbs correctly.
Spelling Practice Book	Students will: T252 <ul style="list-style-type: none"> ○ Take the pre-test on compound words.

Day 2	Instructional Plan
Student Learning Targets: 4.RL.KID.1, 4.RI.IKI.7, 4.RI.IKI.8 , 4.RI.KID.3, 4.FL.WC.4.b, 4.FL.PWR.3.a, 4.FL.F.5.b, 4.W.RBPK.8, 4.FL.WC.4.a, 4.FL.VA.7a.ii	
Reread the Shared Read (Reading / Writing Companion) Guided Practice of Close Reading Text Features / Literary Elements Comprehension Skill Comprehension: Craft & Structure	Students will: T230-T231 <ul style="list-style-type: none"> ○ Work in pairs to explain how the author supports his opinion that GM foods are not a good idea. Reread the “Safety Issues” section of “Food Fight” to find out what objections some people have about the use of genetically modified crops. ○ Add features of argumentative texts to the argumentative text anchor chart. ○ With partners to find two text features in “Food Fight.” Partners should discuss what they learned from each feature. Independent Practice: read the online Differentiated Genre Passage, “Food for Thought.” add these features of argumentative texts to the argumentative text anchor chart. ○ Begin an anchor chart on Author’s Point of View. ○ Work in pairs to complete their graphic organizer. Have students find specific details in the text and list that evidence in their graphic organizer. ○ Work together to write a summary about the author’s point of view in “Food Fight.”
Respond to Reading Reading / Writing Companion	Students will: T232-T233 <ul style="list-style-type: none"> ○ Answer the question <i>How can you use the text features to explain how the author shows that there are two points of view about GM foods?</i> On page 68 of their Reading/Writing Companion - use the sentence starters to form their responses. Their first paragraph should state the main idea of their entire response. They should support that main idea with specific details, and present the details in an order that makes sense.
Study Skill / Research & Inquiry Reading / Writing Companion	Students will: T236-T237 <ul style="list-style-type: none"> ○ Listen as the teacher models Model making a simple diagram with labels to show a process sequence for making a sandwich ○ Review how to cite and record the sources they use to gather information for their slide shows about a main agricultural product in their state ○ Begin creating slide show
Grammar Practice Book	Students will: T250 <ul style="list-style-type: none"> ○ Review how irregular verbs differ from regular verbs. See Practice Book page 170 ○ Participate in the Activity Regular or Irregular: Have students in small groups each write down five present-tense verbs on scrap paper and place the pieces in a pile. Students will take turns selecting a paper, changing the verb to past tense, and telling whether it is a regular or an irregular verb.

Day 3	Instructional Plan
Student Learning Targets: 4.FL.VA.7a.ii, 4.RI.KID.1, 4.RI.KID.3, 4.RI.IKI.8, 4.RI.IKI.7, 4.FL.WC.4.a, 4.RI.KID.2	
Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading Take Notes About Text	Students will: T237A-T237D <ul style="list-style-type: none"> ○ Read “A New Kind of Corn”. Use copies of online Author’s Point of View Graphic Organizer 146 to take notes as they read. ○ Summarize the selection ○ Reread to develop a deeper understanding by answering the questions on pages 70–71 of the Reading/Writing Companion. ○ Analyze the prompt on page 72 of the Reading/Writing Companion: <i>How does the way the author presents two different points</i>

	<p><i>of view help you understand more about GM foods?</i></p> <ul style="list-style-type: none"> ○ Have partners or small groups share and discuss their responses to the chart and the sentence starter. Then direct students' attention to the sentence starters on page 72 of the Reading/Writing Companion. Have students use the sentence starters to guide their responses to the writing prompt. ○ With partners or small groups share and discuss their responses to the chart and the sentence starters on page 71 of the Reading/Writing Companion. Then review the sentence starters on page 72 of the Reading/Writing Companion, and use the sentence starters to guide their responses to the writing prompt.
<p>Grammar Minilesson Practice Book</p>	<p>Students will: T251</p> <ul style="list-style-type: none"> ○ Correct irregular verb usage - See Practice Book page 171 or online activity. ○ Participate in the activity "Use Verbs in Sentences": Have small groups write the helping verbs <i>was</i>, <i>has</i>, <i>have</i>, and <i>had</i> on index cards and place the cards in a pile. Students will take turns drawing a card and using the helping verb with another verb in a sentence. Other students tell whether the verb has the same form without the helping verb.
<p>Expand Vocabulary Practice Book</p>	<p>Students will: T255</p> <ul style="list-style-type: none"> ○ Review current vocabulary words, and use vocabulary to orally complete sentence stems ○ Recall that Greek roots can help them figure out the meaning of unfamiliar words - See Practice Book page 180.
<p>Day 4</p>	<p>Instructional Plan</p>
<p>Student Learning Targets: 4.FL.VA.7a.ii, 4.RI.KID.1, 4.RI.KID.3, 4.RI.IKI.8, 4.RI.KID.3, 4.RI.CS.5, 4.W.TTP.3.d, 4.W.TTP.1.b, 4.W.TTP.1.c, 4.W.TTP.1.d, 4.W.TTP.1.e, 4.W.PDW.5, 4.W.TTP.1.a, 4.FL.WC.4.a</p>	
<p>Read the Anchor Text (Literature Anthology) Author's Craft Respond to Text</p>	<p>Students will: T237A-T237D</p> <ul style="list-style-type: none"> ○ Reread sections of the anchor text. ○ Read and reread "The Pick of the Patch". Take notes and think about the Essential Question: <i>In what ways can advances in science be helpful or harmful?</i> Think about how this text compares with "A New Kind of Corn." ○ Turn to Reading/Writing Companion page 75. Examine features and examples of procedural text. ○ Listen as the teacher models how to recognize clues that identify the author is using procedural text features in "The Pick of the Patch." ○ Enter their responses about the procedural text at the bottom of Reading/Writing Companion page 75. Making sure to consider that the numbers of the steps tell readers in what sequence, or order, to perform the tasks.
<p>Writing Process: Expert Model & Plan Reading / Writing Companion</p>	<p>Students will: T242-T247</p> <ul style="list-style-type: none"> ○ Recall the argumentative texts they have read in this unit: "All About Organic," "Food Fight," and "A New Kind of Corn." Answer the questions: <i>What did you learn from these texts? What characteristics did the texts have in common? What opinions did they express?</i> ○ Students will now begin planning and writing an opinion essay: Create an opinion essay anchor chart. ○ Use the anthology text to identify the reasons and evidence the author includes to support the opinion. ○ Brainstorm a list of electronic things they use that have screens. (including watching videos, texting their family and friends, checking e-mail, playing games, and searching the Internet.) Then think about how much time they use with each electronic device. E the amount of time they spend looking at each device and record their times on Reading/Writing Companion page 79. ○ Evaluate the time they use electronics, form an opinion about how much time students should be allowed to spend on screens, and write an essay explaining why.

	<ul style="list-style-type: none"> ○ Make a plan and gather the information to support their opinion - use online Graphic Organizer 120 to plan their opinion essays. Write their opinion at the top and provide three reasons or examples that validate their opinion in the boxes below. ○ Preview the rubric on page 85 to help them understand what is expected of them for this assignment.
Grammar Practice Book	<p>Students will: T251</p> <ul style="list-style-type: none"> ○ Correct errors in sentences ○ Find a piece of their own writing in their writer's notebooks and correct irregular verbs. ○ See Practice Book page 172. ○ Participate in the activity "Play a Quiz Game": Have partners use irregular verbs to write five sentences each on the topic of how advances in science affect our lives. Ask student pairs to trade sentences. One reads a sentence aloud and the other names the irregular verb using a question (for example, "What is <i>grew</i>?"). Have partners take turns.
Spelling Practice Book	<p>Students will: T253</p> <ul style="list-style-type: none"> ○ Correct misspelled words: See Practice Book page 177.
Day 5	Instructional Plan
Student Learning Targets: 4.FL.WC.4.b, 4.FL.SC.6.i, 4.W.TTP.1.a, 4.W.TTP.1.b , 4.FL.WC.4.a, 4.FL.VA.7a.ii, 4.FL.WC.4.b, 4.RI.IK1.9, 4.W.RBPK.8, 4.FL.F.5.b	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	<p>Students will: T237A-T237D</p> <ul style="list-style-type: none"> ○ Reread the anchor text ○ Develop a deeper understanding of the text by annotating and answering questions on pages 73–74 of the Reading/Writing Companion
Fluency Reading / Writing Companion	<p>Students will: T257</p> <ul style="list-style-type: none"> ○ In groups choral read the same passage, mimicking the teacher's careful pronunciation and rate.
Writing Process: Draft Reading / Writing Companion	<p>Students will: T248-T249</p> <ul style="list-style-type: none"> ○ Read the example from "A New Kind of Corn" on page 81 of Reading/Writing Companion. Identify the author's opinion. ○ Write a draft of their opinion essay. Use their graphic organizers to group ideas together and turn those ideas into complete thoughts. ○ Work in pairs to identify their strong introduction and to confirm they included only the most relevant details.
Spelling Practice Book	<p>Students will: T253</p> <ul style="list-style-type: none"> ○ See Practice Book page 174 for a posttest.
Progress Monitoring	<p>Students will: T330-T331</p> <ul style="list-style-type: none"> ○ Complete the online assessment

Week 6

Week 6		
Unit 3 Week 6	Comprehension / Genre / Author's Craft	Language Development
Review, Extend, and Assess	<ul style="list-style-type: none"> • Review strategies and skills • Track progress • Cite relevant evidence from text • Summarize the text • Interpret information presented visually 	<p>Vocabulary Acquisition:</p> <ul style="list-style-type: none"> • Use context to determine the meaning of unfamiliar words • Use Greek roots to help determine the meaning of words
<p>Text(s):</p> <p>Reading Digitally: "Kids Lead the Way"</p> <p>Reader's Theater: <i>Nat Love, Western Hero</i></p>	Writing	Speaking and Listening
	<p>Writing process:</p> <ul style="list-style-type: none"> • <i>Complete an opinion essay</i> • <i>Share writing and choose a portfolio piece</i> <p>Analytical writing:</p> <ul style="list-style-type: none"> • Write an opinion • Write a summary 	<ul style="list-style-type: none"> • Paraphrase information presented digitally • Engage in collaborative discussions
	Foundational Skills	Research and Inquiry
	<p>Fluency: Read grade-level text fluently with appropriate prosody, accuracy, and rate.</p>	<ul style="list-style-type: none"> • Conduct and present research • Choose reliable websites • Gather relevant information from digital sources • Navigate links

Weekly Standards:

4.FL.F.5.a Read grade-level text with purpose and understanding. [1 lesson]

4.FL.F.5.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [1 lesson]

4.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase. [1 lesson]

4.FL.VA.7a.ii Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. [1 lesson]

4.FL.VA.7b.iii Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings. [1 lesson]

4.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings. [3 lessons]

4.RI.CS.5 Describe the overall structure of events, ideas, and concepts of information in a text or part of a text. [1 lesson]

4.RI.IKI.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. [2 lessons]

4.RI.IKI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. [1 lesson]

4.RI.RRTC.10 Read and comprehend stories and informational texts throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed. [3 lessons]

4.RL.CS.5 Explain major differences between poems, drama, and stories, and refer to the structural elements when writing or speaking about a text. [1 lesson]

4.RL.CS.6 Compare and contrast the point of view from which different stories are narrated. [1 lesson]

4.RL.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text. [2 lessons]

4.RL.RRTC.10 Read and comprehend stories and poems throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed. [1 lesson]

4.SL.CC.1 Prepare for collaborative discussions on 4th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly. [1 lesson]

4.SL.CC.2 Paraphrase portions of a text presented in diverse media such as visual, quantitative, and oral formats. [2 lessons]

4.SL.PKI.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. [4 lessons]

4.SL.PKI.5 Add multimedia, such as audio and visual elements, to presentations, when appropriate, to enhance the development of main ideas or themes. [3 lessons]

4.SL.PKI.6 Recognize that different situations call for formal vs. informal English, and use formal English when appropriate. [2 lessons]

4.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. [2 lessons]

4.W.PDW.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3. [4 lessons]

4.W.RBPK.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. [2 lessons]

4.W.RBPK.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources. [1 lesson]

4.W.TTP.1.d Provide a concluding statement or section related to the opinion presented. [1 lesson]

4.W.TTP.1.f Apply language standards addressed in the Foundational Literacy standards. [1 lesson]

4.W.TTP.2.g Use precise language and domain-specific vocabulary to inform about or explain the topic. [1 lesson]

Day 1	Instructional Plan
Student Learning Targets: 4.RI.IKI.7, 4.SL.CC.2, 4.W.PDW.6, 4.W.RBPK.7, 4.FL.F.5.a, 4.FL.F.5.b, 4.RL.CS.5 , 4.FL.VA.7a.i, 4.RL.KID.1, 4.RI.CS.5, 4.W.TTP.1.d, 4.W.PDW.5	
Reading Digitally OR Reader's Theater	Students will: T298-T299 <ul style="list-style-type: none"> ○ Scroll through the online article "Kids Lead the Way" ○ Discuss interactive features, such as the pie graph, links, and tips ○ Compare what they learned about people working together to help the Earth with what they have learned in other texts they have read in this unit about ways to solve community problems or show community spirit. ○ Independent study: ● Choose a Topic Students should brainstorm questions related to the article. For example, they might ask: <i>What groups in my community help the planet?</i> Then have students choose a question to research. Help them narrow it. ● Conduct Internet Research Review how to conduct an Internet search. Tell students to use reliable sources, such as sites ending in .edu or .gov. Tell them to verify the credentials of the author and check for a bibliography. ● Present Have groups hold a round-table discussion about ways kids can help the planet. ○ OR ○ Read <i>Nat Love, Western Hero</i> – Review the features of the play and Review the list of characters and discuss the setting. ○ Work on the Reader's Theater activities on the Reading Workstation Activity Card 30 throughout the week. ○ Listen and follow along as the teacher models how to read the play. ○ Work with a partner to add stage directions to their parts in the play. ○ Reread <i>Nat Love, Western Hero</i>, and pay attention to the two settings. Then answer the following questions: When and where does the story take place? How do the settings affect the characters and their actions? What mood does the setting help create in the story? When performing, what is the best way to show the surroundings?
Show What You Learned Reading / Writing Companion	Students will: T302-T303 <ul style="list-style-type: none"> ○ Read A Political pioneer: Ann Richards and answer text dependent questions.
Writing Process: Revise Reading / Writing Companion	Students will: T310-T311 <ul style="list-style-type: none"> ○ Revise the last sentence in the sample text on Reading/ Writing Companion page 82 to make the conclusion stronger. ○ Revise their drafts, focusing on revising their conclusions to make them stronger. Ensure that all of their facts, examples, and evidence are relevant.
Day 2	Instructional Plan
Student Learning Targets: 4.RI.IKI.7, 4.SL.CC.2, 4.W.PDW.6, 4.W.RBPK.7, 4.FL.F.5.a, 4.FL.F.5.b, 4.RL.CS.5, 4.FL.VA.7b.iii, 4.RL.KID.1, 4.RL.CS.6	
Reading Digitally OR Reader's Theater	Students will: T298-T301 <ul style="list-style-type: none"> ○ Scroll through the online article "Kids Lead the Way" ○ Discuss interactive features, such as the pie graph, links, and tips ○ Take notes using Graphic Organizer 142. After each section, partners will paraphrase the main ideas, giving text evidence. Focusing on understanding words with Latin and Greek suffixes, such <i>annual, elementary, and energy</i>. ○ Compare what they learned about people working together to help the Earth with what they have learned in other texts they have read in this unit about ways to solve community problems or show community spirit. ○ Independent study:

	<ul style="list-style-type: none"> ○ Choose a Topic Students should brainstorm questions related to the article. For example, they might ask: <i>What groups in my community help the planet?</i> Then have students choose a question to research. Help them narrow it. ○ Conduct Internet Research Review how to conduct an Internet search. Tell students to use reliable sources, such as sites ending in .edu or .gov. Tell them to verify the credentials of the author and check for a bibliography. ○ Present Have groups hold a round-table discussion about ways kids can help the planet. ○ OR ○ Discuss when the play takes place and briefly summarize the plot. ○ Work on the Reader's Theater activities on the Reading Workstation Activity Card 30 throughout the week. ○ Work with a partner to add stage directions to their parts in the play. ○ Reread <i>Nat Love, Western Hero</i>, and pay attention to the two settings. Then answer the following questions: ○ When and where does the story take place? How do the settings affect the characters and their actions? What mood does the setting help create in the story? When performing, what is the best way to show the surroundings?
Show What You Learned Reading / Writing Companion	Students will: T304-T305 <ul style="list-style-type: none"> ○ Read "Dog Park Rules" and answer questions about the text.
Writing Process: Peer Review Reading / Writing Companion	Students will: T312-T313 <ul style="list-style-type: none"> ○ Review the revising checklist on Reading/Writing Companion page 83. ○ Review the rubric on page 85 can also help with revision.

Day 3	Instructional Plan
Student Learning Targets: 4.FL.F.5.a, 4.FL.F.5.b, 4.RL.CS.5 , 4.FL.VA.7a.ii, 4.RI.IKI.7, 4.W.TTP.1.f, 4.W.PDW.5	
Extend Your Learning	Students will: T306-T307 <ul style="list-style-type: none"> ○ Review the different characteristics between an expository text and a biography: ○ Completing the Venn diagram on Reading/ Writing Companion page 92. ○ Participate in discussion about how words in the English language are often made up of word parts from other languages, such as Greek. Words with Greek roots are common in science and social studies. ○ looking up words and their origins in the dictionary. Point out how looking at a word's origin can help students identify common roots.
Writing Process: Edit and Proofread Reading / Writing Companion	Students will: T314-T315 <ul style="list-style-type: none"> ○ In pairs, edit and proofread drafts using the editing checklist as a guide.
Day 4	Instructional Plan
Student Learning Targets: 4.FL.F.5.a, 4.FL.F.5.b, 4.RL.CS.5, 4.W.TTP.2.g, 4.W.RBPK.7 , 4.W.RBPK.8 , 4.W.TTP.2.g	
Extend Your Learning	Students will: T308-T309 <ul style="list-style-type: none"> ○ Read and discuss the activity on Reading/Writing Companion page 94. ○ Research and draft their product maps for their state before drawing them

	<ul style="list-style-type: none"> ○ In partners, use the diagram to understand the life cycle of a plant. Then research information about how to grow a plant in order to begin working on their directions. Answer the question: <i>What words can we include when drafting the directions so it's clearer to understand?</i> ○ Use their research to write their directions and draw pictures next to each step
Writing Process: Publish, Present, and Evaluate Reading / Writing Companion	<p>Students will: T316-T317</p> <ul style="list-style-type: none"> ○ Prepare for publishing and presenting their work. ○ Improve their writing by using the rubric to identify areas that might need more work. See Reading/Writing Companion on page 85. ○ After evaluating their own opinion essays using the rubric, have them switch with a partner. Have them go through each point carefully and give the partner a score
Day 5	Instructional Plan
Student Learning Targets: 4.SL.PKI.4, 4.W.PDW.6, 4.RI.IKI.9, 4.SL.CC.1, 4.SL.PKI.6 , 4.SL.CC.2, 4.SL.PKI.5	
Writing Process: Publish, Present, and Evaluate Reading / Writing Companion	<p>Students will: T316-T317</p> <ul style="list-style-type: none"> ○ Prepare for publishing and presenting their work ○ Practice reading their writing aloud. ○ Record an audio or video presentation of their writing, then consult the Presenting Checklist before they share with the class. ○ Respond to the questions on page 85, noting where they need improvement, and setting writing goals. ○ Present their work to the class
Track Your Progress	<p>Students will: T318</p> <ul style="list-style-type: none"> ○ In pairs, review Reading/Writing Companion page 96 ○ Score each skill in the box provided.
Wrap Up the Unit	<p>Students will: T319</p> <ul style="list-style-type: none"> ○ Compare the information that they have learned during the course of this unit to answer the Big Idea Question. ○ Review their class notes and completed graphic organizers before discussions begin. They will meet in small groups to discuss. ○ Answer the question: <i>What are the five most important things we have learned about individuals and how they can help their community?</i>
Summative Assessment	<p>Students will: T330-T331</p> <ul style="list-style-type: none"> ○ Complete the Summative Assessment

BCS Literacy Vision

Unit 4**Genre Study 1: Narrative Nonfiction****Essential Question:** Why do we need government?**Text Sets:****Read Aloud:** "Speaking Out Against Child Labor"**Shared Read:** "A World Without Rules"**Anchor Text:** *See How They Run* & "The Birth of American Democracy"**Genre Study 2: Historical Fiction****Essential Question:** How do inventions and technology affect your life?**Text Sets:****Read Aloud:** "Good-bye Icebox!"**Shared Read:** "A Telephone Mix-Up"**Anchor Text:** *The Moon Over Star* & "Star Parties"**Culminating Task:** Write a narrative nonfiction essay about one of the historical figures in Tennessee. Explain how that person contributed to your state government. Use a cause and effect text structure. As you research, make sure you answer these questions: what effect did he or she have on your state government? What did he or she do to cause change? How do those changes affect your life today? Use details to support the main idea of your essay and include transition words.**Genre Study 3: Narrative Poetry****Essential Question:** How do writers look at success in different ways?**Text Sets:****Read Aloud:** "Sam's Box"**Shared Read:** "Sing to Me" and "The Climb"**Anchor Text:** "Swimming to the Rock," "The Moondust Footprint," "Genius," and "Winner"**Culminating Task:** Write a narrative poem about one of your achievements. Ask yourself these questions before you write: What feelings did you have before your achievement? What was the first thing that happened on the way to that achievement? What were you seeing, hearing, smelling while you were doing it? How did you feel when you finally achieved what you wanted to do? Make sure you include figurative language such as similes or metaphors. You should also try to use alliteration in your narrative poem.

Unit 4 Weeks 1-2	Comprehension / Genre / Author's Craft	Language Development																																										
<p>Essential Question: Why do we need government?</p>	<ul style="list-style-type: none"> ✓ Cite relevant evidence from text ✓ Make inferences to support understanding ✓ Describe how the cause-and-effect text structure contributes to the author's purpose <p>Ask and answer questions about text</p> <ul style="list-style-type: none"> ✓ Use context to understand and use the correct form of homophones and homographs ✓ Explain the author's use of text features 	<p>Vocabulary Acquisition: Acquire and use academic vocabulary amendments commitment compromise democracy eventually legislation privilege version</p> <p>Vocabulary Strategy:</p> <ul style="list-style-type: none"> ✓ Use Greek and Latin roots to determine meaning <p>Grammar:</p> <ul style="list-style-type: none"> ✓ Use pronouns and antecedents correctly ✓ Differentiate between types of pronouns 																																										
<p>Text(s):</p> <p>Teach and Model</p> <p>Interactive Read Aloud: "Speaking Out Against Child Labor"</p> <p>Shared Read: "A World Without Rules"</p> <p>Practice and Apply</p> <p>Anchor Text: <i>See How They Run</i> "The Birth of an American Democracy"</p> <p>Leveled Readers A: "A Day in the Senate" O: "A Day in the Senate" ELL: "A Day in the Senate" B: "A Day in the Senate"</p> <p>Optional Classroom Library Trade Books A More Perfect Union See How They Run</p>	<p>Writing</p> <p>Writing process:</p> <ul style="list-style-type: none"> ✓ Plan and draft a narrative nonfiction essay <p>Analytical writing:</p> <ul style="list-style-type: none"> ✓ Write responses that demonstrate understanding <p>Foundational Skills</p> <p>Phonics/Word Study: Decode words with inflectional endings • Decode words with inflectional endings: changing -y to -i</p> <p>Spelling Words:</p> <p>Week 1</p> <table border="0"> <tr> <td>tasted</td> <td>flagged</td> <td>flagging</td> <td>ripping</td> <td>ripped</td> <td>discussed</td> <td>forced</td> </tr> <tr> <td>skipped</td> <td>saving</td> <td>flipping</td> <td>tapping</td> <td>tasting</td> <td>tapped</td> <td>saved</td> </tr> <tr> <td>forcing</td> <td>flipped</td> <td>skipping</td> <td>discussing</td> <td>scared</td> <td>scaring</td> <td></td> </tr> </table> <p>Week 2</p> <table border="0"> <tr> <td>funnier</td> <td>carries</td> <td>cozily</td> <td>families</td> <td>easily</td> <td>sorriest</td> <td>pennies</td> </tr> <tr> <td>silliest</td> <td>prettily</td> <td>worried</td> <td>jumpier</td> <td>lazier</td> <td>replied</td> <td>emptier</td> </tr> <tr> <td>happiest</td> <td>varied</td> <td>merrier</td> <td>dizziest</td> <td>marries</td> <td>applied</td> <td></td> </tr> </table> <p>Fluency: Read fluently with phrasing, rate, and expression</p>	tasted	flagged	flagging	ripping	ripped	discussed	forced	skipped	saving	flipping	tapping	tasting	tapped	saved	forcing	flipped	skipping	discussing	scared	scaring		funnier	carries	cozily	families	easily	sorriest	pennies	silliest	prettily	worried	jumpier	lazier	replied	emptier	happiest	varied	merrier	dizziest	marries	applied		<p>Speaking and Listening</p> <p>Engage in collaborative discussions</p> <p>Paraphrase portions of "Speaking Out Against Child Labor"</p> <p>Present information about the branches of state government</p> <p>Research and Inquiry</p> <p>Explain the techniques of skimming and scanning</p> <p>Make a slideshow explaining the state branches of government</p>
tasted	flagged	flagging	ripping	ripped	discussed	forced																																						
skipped	saving	flipping	tapping	tasting	tapped	saved																																						
forcing	flipped	skipping	discussing	scared	scaring																																							
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silliest	prettily	worried	jumpier	lazier	replied	emptier																																						
happiest	varied	merrier	dizziest	marries	applied																																							

Weekly Standards

4.FL.F.5.a Read grade-level text with purpose and understanding. **[4 lessons]**

4.FL.F.5.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **[4 lessons]**

4.FL.PWR.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context. **[7 lessons]**

4.FL.SC.6.a Use relative pronouns and relative adverbs. **[10 lessons]**

4.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase. **[8 lessons]**

4.FL.VA.7a.ii Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. **[24 lessons]**

4.FL.VA.7b.iii Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings. **[1 lesson]**

4.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. **[4 lessons]**

4.FL.WC.4.a Spell grade-appropriate words correctly, consulting references as needed. **[4 lessons]**

4.FL.WC.4.b Write legibly in manuscript and cursive. **[1 lesson]**

4.RI.CS.5 Describe the overall structure of events, ideas, and concepts of information in a text or part of a text. **[22 lessons]**

4.RI.IKI.8 Explain how an author uses reasons and evidence to support particular points in a text. **[12 lessons]**

4.RI.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in the text when drawing inferences from the text. **[3 lessons]**

4.RI.KID.2 Determine the main idea of a text and explain how it is supported by key details; summarize a text. **[8 lessons]**

4.RI.KID.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text. **[5 lessons]**

4.RI.RRTC.10 Read and comprehend stories and informational texts throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed. **[1 lesson]**

4.RL.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text. **[13 lessons]**

4.SL.CC.2 Paraphrase portions of a text presented in diverse media such as visual, quantitative, and oral formats. **[2 lessons]**

4.W.PDW.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3. **[1 lesson]**

4.W.RBPK.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. **[1 lesson]**

Day 1	Instructional Plan
Student Learning Targets: 4.SL.CC.2, 4.RL.KID.1, 4.FL.VA.7a.i, 4.FL.VA.7a.ii, 4.RI.CS.5, 4.FL.SC.6.a, 4.FL.WC.4.a, 4.RL.KID.2	
Introduce the Concept (Reading / Writing Companion) Talk About It	Students will: T20-T21 <ul style="list-style-type: none"> ○ Discuss the essential question: <i>Why do we need government?</i> ○ Review student learning goals. ○ Discuss the photograph of the court. ○ Answer the questions: <i>What are the different roles government plays in our lives? Why do we need government?</i> ○ Discuss with a partner what they learned about government. ○ Complete the blast assignment "Vote for Me."
Listening Comprehension Interactive Read Aloud	Students will: T22-T23 <ul style="list-style-type: none"> ○ Discuss features of a narrative nonfiction text and start an anchor chart that includes the features of a narrative nonfiction text. ○ Restate the most important information in the interactive read aloud "Speaking Out Against Child Labor."
Read the Shared Read (Reading / Writing Companion) Teach / Model Close Reading Summarize Quick Write	Students will: T24-T27 <ul style="list-style-type: none"> ○ Answer questions about the text. ○ Read and determine the text structure of sections of the text. ○ Examine text features. ○ With a partner, summarize the selection orally. ○ Individually write their summary in their writer's notebook.
Vocabulary Reading / Writing Companion	Students will: T28-T29 <ul style="list-style-type: none"> ○ Locate the words on the Visual Vocabulary Cards in the text. Then review the definitions. ○ Look for familiar Latin roots within a word to figure out part of all of a word's meaning. ○ Identify the Latin root in <i>dentist</i> on page 101 of "A World Without Rules." ○ With a partner, identify the Latin roots in <i>report</i> and <i>inspect</i> and use the roots to help determine the words' meanings.
Grammar Practice Book	Students will: T58 <ul style="list-style-type: none"> ○ Determine the difference between a pronoun, personal pronoun, relative pronoun, and indefinite pronoun. ○ Participate in the activity "Use Pronouns": In small groups write three singular pronouns and three plural pronouns on index cards and place the cards in a pile. Take turns selecting a card, reading it aloud, and using the pronoun in a sentence.
Spelling Practice Book	Students will: T62 <ul style="list-style-type: none"> ○ Assess prior knowledge-inflectional endings. ○ Take the spelling pre-test.

Day 2	Instructional Plan
Student Learning Target: 4.RL.KID.1, 4.RI.KID.3, 4.RI.IKI.8 , 4.RI.RRTC.10, 4.RI.CS.5, 4.FL.WC.4.b, 4.W.PDW.6, 4.W.RBPK.7, 4.FL.SC.6.a	
<p>Reread the Shared Read (Reading / Writing Companion) Guided Practice of Close Reading Text Features / Literary Elements Comprehension Skill Comprehension: Craft & Structure</p>	<p>Students will: T36-T37</p> <ul style="list-style-type: none"> ○ Work in pairs to answer this question: <i>Why do we have traffic laws?</i> Reread the first paragraph under “A Community in Confusion” on page 101 to find the answer. Then pairs come up with two or more questions on their own and reread to find the answers. Discuss other sections of “A World Without Rules” about which they might want to ask questions. ○ Work with a partner to discuss the headings in “A World Without Rules.”. Ask: <i>How does the author’s choice of headings reflect the informal language that the author uses in the text?</i> ○ Discuss and add <i>headings</i> and <i>pronunciations</i> to the narrative nonfiction anchor chart. ○ Begin an anchor chart on Cause-and-Effect Text Structure. ○ Read the On Level Differentiated Genre Passage “Get Involved.” ○ With a partner complete the cause and effect graphic organizer for the section “A Community in Confusion” on page 101 of “A World Without Rules.” Then write a summary of the first paragraph. Some pairs can share their summaries. ○ Reread parts of “A World Without Rules” and analyze the techniques the author used to write the selection.
<p>Respond to Reading Reading / Writing Companion</p>	<p>Students will: T38-T39</p> <ul style="list-style-type: none"> ○ Analyze the prompt: <i>Why is “A World Without Rules” a good title for this selection?</i> ○ Skim page 101 of Reading/Writing Companion to locate the effects of inhabiting a world without rules. Discuss whether the author does a good job of explaining what life would be like with no rules. ○ Use the sentence starters on page 110 of Reading/Writing Companion to form their responses. Answer this prompt: <i>How does the author help you understand what it would be like to live in a world without rules?</i> Use the sentence starters to form their responses. The first paragraph should state a claim about what the author is saying in the text. It should include text evidence to support that claim.
<p>Study Skill / Research & Inquiry Reading / Writing Companion</p>	<p>Students will: T42-T43</p> <ul style="list-style-type: none"> ○ Listen and follow along as the teacher models how to skim page 101 of the Reading/Writing Companion. Also point out the headings, boldface words, and pronunciations. Discuss how text features give a good idea of what the text will be about. Review how to find reliable print and online resources about their topics. Write questions that they want to answer about their topic. ○ Make a slideshow. Work with partner to make a multimodal slideshow about the three branches of the U.S. government. This project will take two weeks. Start discussing their research plan.
<p>Grammar Practice Book</p>	<p>Students will: T58</p> <ul style="list-style-type: none"> ○ Explain how personal, relative, and indefinite pronouns differ. ○ Participate in the activity “Replace Nouns”: In small groups, write three sentences that contain nouns as subjects. Read the sentences aloud, then another student replaces the subjects with pronouns.

Day 3	Instructional Plan
Student Learning Target: 4.RI.KID.1, 4.RI.KID.3 , 4.FL.SC.6.a, 4.FL.VA.7a.i, 4.FL.VA.7a.ii	
Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading Take Notes About Text	Students will: T43A-T43M <ul style="list-style-type: none"> ○ Predict how the selection will help them answer the essential question. ○ Record causes and effects of different ways to organizing governments on the online Graphic Organizer 86. ○ Respond to questions as they read. ○ Determine the author's purpose.
Grammar Minilesson Practice Book	Students will: T59 <ul style="list-style-type: none"> ○ Review pronouns and antecedents. Always capitalize the pronoun <i>I</i>. ○ Complete Practice Book page 183. ○ Participate in the activity "Name the Antecedent": With a partner write three sentenced pairs. The first sentence should include an antecedent, and the second sentence should include a pronoun that refers to the antecedent. Trade papers and identify each pronoun and its antecedent.
Expand Vocabulary Practice Book	Students will: T67 <ul style="list-style-type: none"> ○ Using vocabulary words, complete the sentence stems. ○ See Practice Book page 192.

Day 4	Instructional Plan
Student Learning Target: 4.FL.VA.7a.ii, 4.RI.KID.1, 4.RI.KID.3 , 4.FL.SC.6.a, 4.FL.WC.4.a	
<p>Read the Anchor Text (Literature Anthology) Practice/Apply Close Reading Take Notes About the Text Respond to Text</p>	<p>Students will: T43A-T43M</p> <ul style="list-style-type: none"> ○ Answer the questions on pages 114-115 of the Reading/Writing Companion. ○ Predict how the selection will help them answer the Essential Question. ○ Record causes and effects of different ways to organizing governments on the online Graphic Organizer 86. ○ Respond to questions as they read. ○ Determine the author's purpose. ○ Summarize: <i>How can kids make their voices heard about community issues?</i> ○ Answer the questions on pages 114-115 of the Reading/Writing Companion. ○ Read the biography of the author and illustrator and answer the questions: <i>How can reviewing and revising your writing help make you a better writer? How might Elwood Smith's love of cartoon characters have influenced his style of drawing? What is something you love to do?</i>
<p>Grammar Practice Book</p>	<p>Students will: T59</p> <ul style="list-style-type: none"> ○ Correct errors in sentences. ○ Participate in the activity "Use Relative Pronouns": Have students in small groups each write <i>that, which, who, and whose</i> on index cards and place the cards in a pile. Tell them to shuffle the cards. Students will take turns selecting a card from the pile and giving a sentence using the relative pronoun on the card.
<p>Spelling Practice Book</p>	<p>Students will: T63</p> <ul style="list-style-type: none"> ○ Proofread and correct sentences. ○ See Practice Book page 189.
Day 5	Instructional Plan
Student Learning Target: 4.FL.VA.7a.ii, 4.RI.KID.1,4.RI.KID.3, 4.RI.IKI.8 , 4.FL.SC.6.a, 4.FL.WC.4.a	
<p>Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading</p>	<p>Students will: T43A-T43M</p> <ul style="list-style-type: none"> ○ Reread the text looking at the author's purpose. ○ Answer questions about the text.
<p>Writing Process: Expert Model Reading / Writing Companion</p>	<p>Students will: T50-T51</p> <ul style="list-style-type: none"> ○ Begin writing a narrative nonfiction essay.
<p>Spelling Practice Book</p>	<p>Students will: T63</p> <ul style="list-style-type: none"> ○ Take the spelling post-test.
<p>Grammar Practice Book</p>	<p>Students will: T59</p> <ul style="list-style-type: none"> ○ Complete the Daily Language Activity and Practice Book page 185 for assessment.

Weekly Standards

(Grade-specific expectations for writing types are defined in standards 1-3 above.) **[1 lesson]**

4.FL.F.5.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **[4 lessons]**

4.FL.PWR.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context. **[7 lessons]**

4.FL.SC.6.a Use relative pronouns and relative adverbs. **[10 lessons]**

4.FL.SC.6.i Write several cohesive paragraphs on a topic. **[1 lesson]**

4.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase. **[6 lessons]**

4.FL.VA.7a.ii Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. **[14 lessons]**

4.FL.VA.7b.iii Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings. **[1 lesson]**

4.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. **[4 lessons]**

4.FL.WC.4.a Spell grade-appropriate words correctly, consulting references as needed. **[5 lessons]**

4.FL.WC.4.b Write legibly in manuscript and cursive. **[2 lessons]**

4.RI.CS.5 Describe the overall structure of events, ideas, and concepts of information in a text or part of a text. **[7 lessons]**

4.RI.IKI.8 Explain how an author uses reasons and evidence to support particular points in a text. **[1 lesson]**

4.RI.IKI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. **[1 lesson]**

4.RI.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in the text when drawing inferences from the text. **[5 lessons]**

4.RI.KID.2 Determine the main idea of a text and explain how it is supported by key details; summarize a text. **[5 lessons]**

4.RI.KID.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text. **[5 lessons]**

4.RL.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text. **[6 lessons]**

4.SL.CC.2 Paraphrase portions of a text presented in diverse media such as visual, quantitative, and oral formats. **[1 lesson]**

4.SL.PKI.5 Add multimedia, such as audio and visual elements, to presentations, when appropriate, to enhance the development of main ideas or themes. **[1 lesson]**

4.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **[1 lesson]**

4.W.RBPK.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. **[1 lesson]**

4.W.RBPK.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources. **[1 lesson]**

4.W.TTP.2.d Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **[1 lesson]**

4.W.TTP.3.d Use a variety of transitional words and phrases to manage the sequence of events. **[1 lesson]**

Day 6	Instructional Plan
Student Learning Targets: 4.FL.VA.7a.ii, 4.RI.KID.1,4.RI.KID.3, 4.RI.IKI.8 , 4.FL.SC.6.a, 4.FL.WC.4.a	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T43A-T43M <ul style="list-style-type: none"> ○ Reread the text to identify features that will aid in their writing. ○ Identify how the text is organized. ○ Determine the author’s purpose in writing. ○ Respond to questions as they read.
Respond to Reading Reading / Writing Companion	Students will: T44-T45 <ul style="list-style-type: none"> ○ Read and analyze the prompt: <i>What is the author’s point of view about democracy and our right to vote?</i> ○ Read “Beware of Greeks Bearing Gifts” on page 272 in the Literature Anthology. Answer the question: <i>How does the author describe Greek democracy? What does the author want you to know about Greek democracy?</i> ○ Read page 275. Answer the questions: <i>What does “Getting Better All the Time” mean?</i> ○ Review pages 112-114 of the Reading/Writing Companion. With a partner or in small groups, refer to and discuss their completed charts and writing responses from those pages. Use the sentence starters on page 115 to help. ○ Focus on identifying Susan E. Goodman’s viewpoint and finding two or three examples of text evidence that support that viewpoint. As they summarize, state the viewpoint and then follow with the supporting evidence. Vary sentence length and structure, and use connecting words that clearly link ideas.
Writing Process: Plan Reading / Writing Companion	Students will: T52-T53 <ul style="list-style-type: none"> ○ With a partner or small group, brainstorm a list of people who have been active in state government. Write their ideas on Reading/Writing Companion page 123. ○ Choose one of the historical figures they brainstormed and write a narrative nonfiction essay on that person. The topic will be how that person contributed to state government. Record the person they chose on page 123. Then discuss how that person contributed to the government. ○ Identify the appropriate purpose of narrative nonfiction essays: to inform. ○ Make a plan and gather the information. Then, using the Graphic Organizer 86, to help plan the writing.
Grammar Practice Book	Students will: T60 <ul style="list-style-type: none"> ○ Determine the differences between subject pronouns and object pronouns in sentences. ○ See Practice Book page 193 or online activity. ○ Participate in the activity “Role-Play a Scene”: Reenact a favorite scene from a story the class has read. When role-playing, be sure to use subject and object pronouns. For those watching, listen for the pronouns.
Spelling Practice Book	Students will: T64 <ul style="list-style-type: none"> ○ Take the spelling pre-test.

Day 7	Instructional Plan
Student Learning Targets: 4.W.TTP.3.d, 4.W.RBPK.7, 4.W.RBPK.8, 4.FL.SC.6.a, 4.FL.VA.7a.i, 4.FL.VA.7a.ii, 4.RI.KID.3	
Read Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T45A-T45D <ul style="list-style-type: none"> ○ Read “The Birth of American Democracy” and think about the Essential Question: <i>Why do we need government?</i> ○ Compare “The Birth of American Democracy” and <i>See How They Run</i>. ○ Summarize the selection.
Writing Process: Plan Reading / Writing Companion	Students will: T54-T55 <ul style="list-style-type: none"> ○ Review cause and effect in text. ○ Take notes by paraphrasing from the text. Use the Cause-and-Effect Chart to begin showing relationships between events.
Grammar Practice Book	Students will: T60 <ul style="list-style-type: none"> ○ Review subject pronouns and object pronouns. ○ Work on identifying reflexive pronouns and interrogative pronouns. ○ Participate in the activity “Fill in the Blank”: With a partner write five reflexive pronouns on index cards and place them in a pile. Take turns drawing cards and giving a sentence with a blank where the pronoun should be. The other student should restate the sentence, filling in the pronoun.
Expand Vocabulary Practice Book	Students will: T67 <ul style="list-style-type: none"> ○ Study the Greek root of <i>demos</i> in the word <i>democracy</i>. With a partner, discuss the meanings of <i>democracy</i>, <i>demonstrate</i>, and <i>demolish</i>. Write these words and how they are related in meaning in their writer’s notebook. ○ See Practice Book page 203.

Day 8	Instructional Plan
Student Learning Targets: 4.FL.PWR.3.a, 4.FL.F.5.b, 4.FL.WC.4.b, 4.FL.SC.6.i, 4.W.TTP.2.d , 4.FL.SC.6.a, 4.FL.VA.7a.i, 4.FL.VA.7a.ii	
Reread Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T45A-T45D <ul style="list-style-type: none"> ○ Summarize the text. ○ Reread and answer questions on pages 116-118 of the Reading/ Writing Companion.
Phonics Practice Book	Students will: T48-T49 <ul style="list-style-type: none"> ○ Work on inflectional endings: Changing -y to -i.
Author’s Craft Reading / Writing Companion	Students will: T46-T47 <ul style="list-style-type: none"> ○ Review homophones and homographs. ○ Work in pairs to reread the text and find homophones and homographs. Then write them on page 119 in the Reading/Writing Companion.

<p>Writing Process: Draft Reading / Writing Companion</p>	<p>Students will: T56-T57</p> <ul style="list-style-type: none"> ○ Reread the passage from “Get Involved” on page 125 of the Reading/Writing Companion. Identify the action that the author describes. ○ Write a draft about a person who contributed to the state government. Use the cause-and-effect chart they created during the Plan phase to help, and include only relevant details. ○ With a partner, swap drafts and identify each other’s main ideas and discuss how the relevant details support the main ideas. \
<p>Grammar Practice Book</p>	<p>Students will: T61</p> <ul style="list-style-type: none"> ○ Identify and use pronouns correctly. ○ See Practice Book page 195 or online activity. ○ Participate in the activity “Use Pronouns”: Have students in small groups write five subject pronouns, five action verbs, and five object pronouns on index cards, and place them in three piles. Three students should each draw a card from one pile. A fourth student should use all three words in a sentence.
<p>Expand Vocabulary Practice Book</p>	<p>Students will: T67</p> <ul style="list-style-type: none"> ○ Read the second paragraph under the heading “Take Action!” from the On Level Differentiated Genre Passage “Get Involved!”. Complete the passage, then figure out the meaning of <i>petition</i> and <i>volunteer</i> using a print or online dictionary to confirm meanings. ○ See Practice Book page 204.
<p>Day 9</p>	<p>Instructional Plan</p>
<p>Student Learning Targets: 4.FL.PWR.3.a, 4.FL.F.5.b, 4.FL.WC.4.b, 4.RI.IK1.9, 4.FL.WC.4.b, 4.FL.SC.6.i,4.W.TTP.2.d, 4.FL.SC.6.a</p>	
<p>Fluency Practice Book</p>	<p>Students will: T49</p> <ul style="list-style-type: none"> ○ Review the importance of phrasing and expression when reading narrative nonfiction. Listen as the teacher models reading page 102 of “A World Without Rules” in the Reading/Writing Companion. ○ Practice fluency using the online Differentiated Genre Passage, “Get Involved!”
<p>Writing Process: Draft Reading / Writing Companion</p>	<p>Students will: T56-T57</p> <ul style="list-style-type: none"> ○ Continue working on their draft about a person who contributed to the state government. ○ With a partner, swap drafts and identify each other’s main ideas and discuss how the relevant details support the main ideas.
<p>Make Connections Reading / Writing Companion</p>	<p>Students will: T68</p> <ul style="list-style-type: none"> ○ Complete the activities on Reading/Writing Companion page 120, and discuss how the song, the Blast, and the other selections relate to why we need government. ○ See the connections between the song “Drill, Ye Tarriers” on Reading/Writing Companion page 120 and the texts. ○ Refer to their notes on the four-column chart as they respond to the writing prompt at the bottom of the page.
<p>Grammar Practice Book</p>	<p>Students will: T61</p> <ul style="list-style-type: none"> ○ Correct errors in sentences. ○ See Practice Book page 196. ○ Participate in the activity “Replace the Subject”: Have pairs each write a sentence about why people run for public office, using a noun in the subject that names a specific person or group. Then have each student read his or her sentence aloud twice, replacing the noun with a subject pronoun the second time.

Day 10	Instructional Plan
Student Learning Targets: 4.FL.WC.4.b, 4.FL.SC.6.i, 4.W.TTP.2.d, 4.FL.WC.4.a, 4.SL.PKI.5 , 4.FL.SC.6.a	
Writing Process: Draft Reading / Writing Companion	Students will: T56-T57 <ul style="list-style-type: none"> ○ Continue working on their draft. ○ With a partner, swap drafts and identify each other's main ideas and discuss how the relevant details support the main ideas.
Spelling Practice Book	Students will: T65 <ul style="list-style-type: none"> ○ Take the spelling post-test.
Research and Inquiry Reading / Writing Companion	Students will: T69 <ul style="list-style-type: none"> ○ Discuss each item on the Presenting Strategies checklist in the Reading/Writing Companion on page 121. ○ Review options for a digital slideshow or other visuals that would give the audience additional information about the topic. ○ Be part of the audience for other groups' presentations. The teacher will review with students the behaviors of an effective listener. Write any questions they have about the presentation to ask and discuss when the speaker is finished. ○ Participate in a discussion of each presentation, paraphrase, or summarize its key ideas. Use the points on the Presenting Checklist on page 121 of the Reading/Writing Companion to focus the discussion.
Grammar	Students will: T61 <ul style="list-style-type: none"> ○ Use the Daily Language Activity and Practice Book page 197 for assessment.
Progress Monitoring	Students will: T104-T105 <ul style="list-style-type: none"> ○ Complete the online assessment.

Weeks 3-4										
Unit 4 Weeks 3-4	Comprehension / Genre / Author's Craft	Language Development								
<p>Essential Question: How do inventions and technology affect your life?</p>	<ul style="list-style-type: none"> ✓ Cite relevant evidence from text ✓ Make inferences to support understanding ✓ Identify point of view in a story <p>Make, confirm, and revise predictions</p> <ul style="list-style-type: none"> ✓ Identify purpose of sidebar and inset text features ✓ Analyze how setting and dialogue develop plot 	<p>Vocabulary Acquisition: Acquire and use academic vocabulary</p> <table style="width: 100%; border: none;"> <tr> <td>decade</td> <td>directing</td> <td>engineering</td> <td>gleaming</td> </tr> <tr> <td>scouted</td> <td>squirmed</td> <td>technology</td> <td>tinkering</td> </tr> </table> <p>Vocabulary Strategy: ✓ Use synonyms and context clues to determine word meanings</p> <p>Grammar: ✓ Determine correct pronoun and verb agreement t ✓ Locate and punctuate possessive pronouns</p>	decade	directing	engineering	gleaming	scouted	squirmed	technology	tinkering
decade	directing	engineering	gleaming							
scouted	squirmed	technology	tinkering							
<p>Text(s):</p> <p>Teach and Model</p> <p style="padding-left: 20px;">Interactive Read Aloud: "Good-bye Icebox!"</p> <p style="padding-left: 20px;">Shared Read: "A Telephone Mix-Up"</p> <p>Practice and Apply</p> <p style="padding-left: 20px;">Anchor Text(s): The Moon over Star "Star Patties"</p> <p>Leveled Readers A: Ron's Radio O: The Freedom Machine ELL: The Freedom Machine B: A Better Way</p> <p>Optional Classroom Library Trade Books The Wollstonecraft Detective Agency Sky Boys</p>	<p>Writing</p>	<p>Speaking and Listening</p>								
	<p>Writing process: Revise, edit, and publish a narrative nonfiction essay</p> <p>Analytical writing: ✓ Write responses that demonstrate understanding</p>	<p>Engage in collaborative discussions</p> <p>Paraphrase portions of "Good-bye Icebox!"</p> <p>Present a persuasive flyer for a community project</p>								
	<p>Foundational Skills</p>	<p>Research and Inquiry</p>								
	<p>Phonics/Word Study: Decode words with soft /i/, /ū/, and /u/ Decode words with diphthongs /oi/ and /ou/ Spelling Words: Week 3 mood stoop zoom crew stew ruler produce issue tutor truth bruised juicy suits group you'll huge crook wool used should Week 4 noises voices rejoice annoy destroy voyage mound south pound hound pouch thousand wound grouch cowboy gown frown howling flower tower</p> <p>Fluency: Read fluently with expression and accuracy</p>	<p>Research examples of persuasive language.</p> <p>Create a flyer persuading the community to work on a project</p>								

Weekly Standards:

4.FL.F.5.a Read grade-level text with purpose and understanding. [4 lessons]

4.FL.F.5.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [6 lessons]

4.FL.PWR.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context. [7 lessons]

4.FL.SC.6.g Use commas and quotation marks to mark direct speech and quotations from a text. [10 lessons]

4.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase. [8 lessons]

4.FL.VA.7a.ii Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. [5 lessons]

4.FL.VA.7a.iii Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. [2 lessons]

4.FL.VA.7b.iii Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings. [21 lessons]

4.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. [5 lessons]

4.FL.WC.4.a Spell grade-appropriate words correctly, consulting references as needed. [5 lessons]

4.FL.WC.4.b Write legibly in manuscript and cursive. [1 lesson]

4.RI.IKI.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. [1 lesson]

4.RI.IKI.8 Explain how an author uses reasons and evidence to support particular points in a text. [1 lesson]

4.RI.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in the text when drawing inferences from the text. [3 lessons]

4.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including those that refer to significant characters and situations found in literature and history. [1 lesson]

4.RL.CS.6 Compare and contrast the point of view from which different stories are narrated. [25 lessons]

4.RL.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text. [23 lessons]

4.RL.KID.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character's thoughts, words, or actions. [3 lessons]

4.RL.RRTC.10 Read and comprehend stories and poems throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed. [1 lesson]

4.SL.CC.2 Paraphrase portions of a text presented in diverse media such as visual, quantitative, and oral formats. [1 lesson]

4.W.RBPK.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. [1 lesson]

4.W.TTP.3.d Use a variety of transitional words and phrases to manage the sequence of events. [1 lesson]

Day 1	Instructional Plan
Student Learning Targets: 4.RI.IKI.7, 4.RL.KID.1, 4.SL.CC.2, 4.RL.KID.3, 4.RL.CS.4, 4.RL.CS.6, 4.FL.VA.7a.iii, 4.FL.VA.7b.iii, 4.FL.SC.6.g, 4.FL.WC.4.a	
Introduce the Concept (Reading / Writing Companion) Talk About It	Students will: T118-T119 <ul style="list-style-type: none"> ○ Discuss the essential question: How do inventions and technology affect your life? ○ Review student learning goals. ○ Discuss the photograph of the man with the artificial leg. ○ Answer the questions: <i>How do you think inventions and technology help to make our lives better? What technology or invention do you rely on the most? Why?</i> ○ Complete the blast assignment "Technology Today".
Listening Comprehension Interactive Read Aloud	Students will: T120-T121 <ul style="list-style-type: none"> ○ Discuss the features of historical fiction. ○ Create an anchor chart that includes features of historical fiction. ○ Summarize the story "Good-bye Icebox!" in their own words.
Read the Shared Read (Reading / Writing Companion) Teach / Model Close Reading Summarize Quick Write	Students will: T122-T125 <ul style="list-style-type: none"> ○ Use the left column of page 132 to write their questions, list interesting words they would like to learn, and note key details in the text. ○ Read and answer questions throughout the text. ○ After their initial reads, in pairs, summarize the selection orally using their notes. Then write a summary in their writer's notebooks only including important events.
Vocabulary Reading / Writing Companion	Students will: T126-T127 <ul style="list-style-type: none"> ○ Work in pairs to find the meanings of the words <i>forsee</i>, <i>installed</i>, and <i>magnificence</i> in "A Telephone Mix-Up." Go back to the text and use synonyms as context clues.
Grammar Reading / Writing Companion	Students will: T156 <ul style="list-style-type: none"> ○ Study pronoun-verb agreement. ○ Participate in the activity "Create Sentences": Have students in small groups each write ten action verbs and the subject pronouns <i>he</i>, <i>she</i>, <i>it</i>, <i>I</i>, <i>we</i>, <i>you</i>, and <i>they</i> on index cards. Have them place the cards in two piles and take turns drawing a card from each pile and correctly using both words in the same sentence.
Spelling Reading / Writing Companion	Students will: T160 <ul style="list-style-type: none"> ○ Take the pre-test on long e spelling words.

Day 2	Instructional Plan
Student Learning Targets: 4.RL.KID.1, 4.RL.KID.3, 4.RL.RRTC.10, 4.RL.CS.6, 4.FL.WC.4.b, 4.RI.IKI.8 , 4.W.RBPK.7, 4.FL.SC.6.g	
Reread the Shared Read (Reading / Writing Companion) Guided Practice of Close Reading Text Features / Literary Elements Comprehension Skill Comprehension: Craft & Structure	Students will: T122-T125 <ul style="list-style-type: none"> ○ Work in pairs to predict how the people of Centerburg will react to the arrival of the telephone. Reread the text, focusing on how the telephone static would cause a mix-up. ○ Record their predictions and any supporting evidence. With a partner, compare their evidence and their predictions. ○ Listen and follow along as the teacher models finding the characteristics that identify a work of historical fiction on page 139 of “A Telephone Mix-Up.” ○ Work with partners to find and list three examples from “A Telephone Mix-Up” that identify it as historical fiction. Share their work with a partner or with the class. ○ Work with partners to complete the graphic organizer to identify details from the story that reveal the point of view. Then write a paragraph detailing the point of view in “A Telephone Mix-Up,” using the details in their graphic organizers as evidence. ○ Reread parts of “A Telephone Mix-Up” and analyze the techniques the author used in writing the selection.
Respond to Reading Reading / Writing Companion	Students will: T136-T137 <ul style="list-style-type: none"> ○ Analyze the prompt: <i>How does the author use a historical setting to develop the plot of the story?</i> ○ Reread page 133 of “A Telephone Mix-Up.” Find details that indicate the historical setting. ○ With a partner, complete the sentence starters on page 142 of the Reading/Writing Companion. ○ Use the sentence starters to form their responses. The first paragraph should state the historical setting of the story. Remaining paragraphs should describe how the setting affects the author’s development of plot and characters. Cite details from the text.
Study Skill / Research & Inquiry Reading / Writing Companion	Students will: T140-T141 <ul style="list-style-type: none"> ○ Discuss persuasive language, such as <i>bandwagon</i>, <i>facts</i>, and <i>endorsement</i>. ○ With a partner create a flyer for a community project. Discuss their ideas for a project and the types of persuasive language to be used. Research an idea and ask what facts will be needed and how the idea will help the community.
Grammar Practice Book	Students will: T156 <ul style="list-style-type: none"> ○ Review pronoun-verb agreement. ○ Identify the verbs <i>have</i> and <i>be</i> as irregular. ○ Participate in the activity “Use Pronouns with Have”: Ask partners to use subject pronouns with the verb <i>have</i> to talk about how technology affects their lives. They might discuss how computers make it easier to connect with friends. Students should listen to be sure they use pronouns with <i>have</i> correctly.

Day 3	Instructional Plan
Student Learning Targets: 4.RI.KID.1, 4.RL.CS.6 , 4.FL.SC.6.g, 4.FL.VA.7a.i, 4.FL.VA.7a.ii,4.FL.VA.7b.iii	
Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading Take Notes About Text	Students will: T141A-T141Q <ul style="list-style-type: none"> ○ Predict how the selection will help them answer the Essential Question. ○ Take notes by filling in online Graphic Organizer 146 to record details related to point of view. ○ Read and answer questions about the text and text features.

	<ul style="list-style-type: none"> ○ Look at the illustration on pages 288-289. Answer the questions: <i>How does the illustration help introduce the narrator, Mae, to the reader? What is Mae looking at? What do you think she is thinking about?</i> ○ Generate a question of their own and share it with a partner. Continue reading to find their answer. Paraphrase the text to support their answer. ○ Reread and confirm or revise their predictions. ○ Answer the Essential Question.
Grammar Minilesson Practice Book	Students will: T157 <ul style="list-style-type: none"> ○ Understand punctuation in dialogue. ○ See Practice Book page 207 or online activity. ○ Participate in the activity “Describe a Comic Strip”: In small groups, select a comic strip from the newspaper. Place the strips in a bag, take turns selecting a strip from the bag and using subject pronouns with the verb <i>be</i> to describe what the character or characters are doing.
Expand Vocabulary Practice Book	Students will: T165 <ul style="list-style-type: none"> ○ Review the current and most recent vocabulary words. Orally complete each sentence stem.
Day 4	Instructional Plan
Student Learning Targets: 4.FL.VA.7a.i, 4.FL.VA.7b.iii, 4.RI.KID.1, 4.RL.CS.6, 4.FL.SC.6.g, 4.FL.WC.4.a, 4.RL.IKI.7	
Read the Anchor Text (Literature Anthology) Practice/Apply Close Reading Take Notes About the Text Respond to Text	Students will: T141A-T141Q <ul style="list-style-type: none"> ○ Predict how the selection will help them answer the Essential Question. ○ Take notes by filling in online Graphic Organizer 146 to record details related to point of view. ○ Read and answer questions about the text and text features. ○ Look at the illustration on pages 288-289. Answer the questions: <i>How does the illustration help introduce the narrator, Mae, to the reader? What is Mae looking at? What do you think she is thinking about?</i> ○ Generate a question of their own and share it with a partner. Continue reading to find their answer. Paraphrase the text to support their answer. ○ Reread and confirm or revise their predictions. ○ Answer the Essential Question. ○ Summarize the selection using the Point of View chart. ○ Reread to develop a deeper understanding of the text by answering the questions on pages 144-146 of the Reading/Writing Companion. ○ Review the writing prompt and sentence frames.
Grammar Practice Book	Students will: T157 <ul style="list-style-type: none"> ○ Correct errors in the sentences. ○ Participate in the activity “Finish the Sentence”: Have students in small groups each write two sentence starters that begin with a subject pronoun followed by a form of <i>be</i> or <i>have</i>. Have them take turns reading their sentence starters aloud and choosing another student to complete the sentence.
Spelling Practice Book	Students will: T161 <ul style="list-style-type: none"> ○ Circle and correct each misspelled word. They can use print or electronic dictionaries or other resources to help them. ○ See Practice Book page 213.

Day 5	Instructional Plan
Student Learning Targets: 4.FL.VA.7a.i, 4.FL.VA.7b.iii,4.RI.KID.1, 4.RL.CS.6, 4.W.TTP.3.d , 4.FL.SC.6.g, 4.FL.WC.4.a,	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T141A-T141Q <ul style="list-style-type: none"> ○ Reread the story and answer a variety of questions using text evidence.
Writing Process: Revise Reading / Writing Companion	Students will: T148-T149 <ul style="list-style-type: none"> ○ Review the revisions of the paragraph on Reading/Writing Companion page 126. Make sure there are logical transitions. ○ Brainstorm transition words that would be helpful in this assignment. ○ Revise their drafts, focusing on transitions.
Spelling Practice Book	Students will: T161 <ul style="list-style-type: none"> ○ Take the spelling post-test.
Grammar Practice Book	Students will: T157 <ul style="list-style-type: none"> ○ Use the Daily Language Activity and Practice Book page 205-208 for assessment. ○ Participate in the activity “Play Charades”: In groups write down three action verbs on scrap paper and place the pieces in a pile. Students will take turns selecting a paper and acting out the verb, as the others guess what the student is doing. Have them begin their guesses with <i>He is</i> or <i>She is</i>.

Weekly Standards

4.FL.F.5.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **[2 lessons]**

4.FL.F.5.c Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. **[2 lessons]**

4.FL.PWR.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context. **[7 lessons]**

4.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase. **[10 lessons]**

4.FL.VA.7a.ii Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. **[5 lessons]**

4.FL.VA.7b.iii Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings. **[12 lessons]**

4.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. **[5 lessons]**

4.FL.WC.4.a Spell grade-appropriate words correctly, consulting references as needed. **[5 lessons]**

4.FL.WC.4.b Write legibly in manuscript and cursive. **[1 lesson]**

4.RI.IKI.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. **[1 lesson]**

4.RI.IKI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. **[1 lesson]**

4.RI.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in the text when drawing inferences from the text. **[5 lessons]**

4.RL.CS.6 Compare and contrast the point of view from which different stories are narrated. **[14 lessons]**

4.RL.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text. **[8 lessons]**

4.RL.KID.2 Determine a theme of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text. **[1 lesson]**

4.SL.PKI.5 Add multimedia, such as audio and visual elements, to presentations, when appropriate, to enhance the development of main ideas or themes. **[1 lesson]**

4.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **[2 lessons]**

4.W.PDW.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3. **[1 lesson]**

Day 6	Instructional Plan
Student Learning Targets: 4.RI.KID.1, 4.RL.CS.6, 4.W.PDW.5 , 4.FL.WC.4.a, 4.FL.VA.7a.i, 4.FL.VA.7a.ii, 4.FL.VA.7b.iii	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T141A-T141Q <ul style="list-style-type: none"> ○ Analyze the author's purpose. ○ Analyze the author's use of dialogue.
Respond to Reading Reading / Writing Companion	Students will: T142-T143 <ul style="list-style-type: none"> ○ Answer the prompt: <i>How does the author use a historical event to develop the plot of the story? What is the prompt asking you to do?</i> ○ Note text evidence on Literature Anthology page 290. ○ Review pages 144-146 of the Reading/Writing Companion. ○ Identify Mae's and Grampa's different point of view about the space program. Synthesize how the two characters' distinct points of view drive the plot and cause their relationship to develop. Vary sentence structure by combining short sentences and adding phrases and clauses to others.
Writing Process: Peer Conferencing Reading / Writing Companion	Students will: T148-T149 <ul style="list-style-type: none"> ○ Brainstorm rules for peer conferencing as a class and write them on an anchor chart. ○ Review and give feedback on each other's drafts. ○ Revise their drafts based on feedback from their partner. Share how their partners' feedback helped improve their narrative nonfiction.
Grammar Practice Book	Students will: T158 <ul style="list-style-type: none"> ○ Identify possessive pronouns. ○ Participate in the activity "Replace Possessive Nouns": Ask partners to write five sentences using possessive nouns and then trade sentences with another pair. One partner should read a sentence aloud; the other should restate the sentence using the correct possessive pronoun in place of the possessive noun.
Spelling Practice Book	Students will: T162 <ul style="list-style-type: none"> ○ Take the spelling pre-test on words with the diphthongs /oi/ and /ou/.

Day 7	Instructional Plan
Student Learning Targets: 4.W.PDW.5, 4.FL.WC.4.a, 4.FL.VA.7a.i, 4.FL.VA.7a.ii,4.FL.VA.7b.iii	
Read Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T143A-T143D <ul style="list-style-type: none"> ○ Read and reread “Star Parties.” ○ Take notes and think about the Essential Question: <i>How do inventions and technology affect your life?</i> ○ Think about how this text compares with <i>Moon Over Star</i>. ○ Discuss how these texts are similar and different. ○ Summarize the selection.
Writing Process: Edit and Revise Reading / Writing Companion	Students will: T150-T151 <ul style="list-style-type: none"> ○ Edit and proofread their drafts. ○ Review the Editing Checklist on Reading/Writing Companion page 128 ○ In pairs, edit and proofread each other’s drafts using the Editing Checklist as a guide.
Grammar Practice Book	Students will: T158 <ul style="list-style-type: none"> ○ Explain how possessive pronouns function in a sentence. ○ Understand that stand-alone possessive pronouns are not used directly before a noun. ○ Participate in the activity “Restate the Sentence”: Have partners each write five sentences beginning with a subject pronoun and a form of <i>have</i>. Have them read their sentences aloud. Then have them restate the sentence using a standalone possessive pronoun.
Expand Vocabulary Practice Book	Students will: T164 <ul style="list-style-type: none"> ○ Use surrounding words to figure out unfamiliar words. ○ See Practice Book page 227.
Day 8	Instructional Plan
Student Learning Targets: 4.RI.IKI.7, 4.W.PDW.6, 4.FL.VA.7a.i, 4.FL.VA.7a.ii,4.FL.VA.7b.iii	
Reread Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T143A-T143D <ul style="list-style-type: none"> ○ Reread page 307. Answer the question: <i>Why did the author include detailed information about the McDonald Observatory?</i> ○ Reread to develop a deeper understanding of the text by annotating and answering questions on pages 148-150 of the Reading/ Writing Companion.
Author’s Craft Reading / Writing Companion	Students will: T144-T145 <ul style="list-style-type: none"> ○ Turn to Reading/Writing Companion page 151 to review sidebars and insets. ○ Listen and follow along as the teacher models identifying the inset and its purpose in “Star Parties” on Literature Anthology page 308.
Writing Process: Draft Reading / Writing Companion	Students will: T152-T153 <ul style="list-style-type: none"> ○ Prepare for publishing and presenting their work.

	<ul style="list-style-type: none"> Choose to print it out manually or digitally. If a photograph of the subject is available online or in a newspaper, duplicate it and add it to their essays. If not, draw a facsimile of the person. Practice reading their writing aloud, allow time to record an audio or video presentation of their narratives. Consult the Presenting Checklist before they share with the class.
Grammar Practice Book	<p>Students will: T159</p> <ul style="list-style-type: none"> Determine whether a word needs an apostrophe or not. Possessive nouns need an apostrophe; possessive pronouns and stand-alone possessive pronouns do not need an apostrophe. Participate in the activity "Use Possessive Pronouns": In groups write five possessive pronouns and five stand-alone possessive pronouns on index cards. Take turns drawing a card, saying the pronoun, and choosing another student to use that pronoun in a sentence.
Expand Vocabulary Practice Book	<p>Students will: T165</p> <ul style="list-style-type: none"> Read On-Level Differentiated Genre Passage "Leonardo's Mechanical Knight." Use synonyms to figure out meanings of other unfamiliar words in the passage. See Practice Book page 228.
Day 9	Instructional Plan
Student Learning Targets: 4.FL.PWR.3.a, 4.FL.F.5.c, 4.FL.WC.4.b, 4.RI.IK1.9 , 4.W.PDW.6	
Fluency Practice Book	<p>Students will: T147</p> <ul style="list-style-type: none"> Listen as the teacher models reading excerpt on page 148 of "Star Parties" in the Reading/Writing Companion. Practice fluency using the online Differentiated Genre Passage, "Leonardo's Mechanical Knight."
Writing Process: Edit and Proofread Reading / Writing Companion	<p>Students will: T152</p> <ul style="list-style-type: none"> Prepare for publishing and presenting their work. Choose to print it out manually or digitally. If a photograph of the subject is available online or in a newspaper, duplicate it and add it to their essays. If not, draw a facsimile of the person. Practice reading their writing aloud, allow time to record an audio or video presentation of their narratives. Consult the Presenting Checklist before they share with the class.
Make Connections Reading / Writing Companion	<p>Students will: T166</p> <ul style="list-style-type: none"> Share and discuss responses to the "Technology Today" Blast. Complete the activities on Reading/Writing Companion page 152 and discuss how the photograph, the Blast, and the selections they have just read relate to the impact of technology on people's lives. Groups will use the chart to take notes. Refer to their notes on the four-column chart as they respond to the writing prompt at the bottom of the page.
Grammar Practice Book	<p>Students will: T159</p> <ul style="list-style-type: none"> Make corrections to sentences posted on the board. See Practice Book page 220. Participate in the activity "Listen for Possessive Pronouns": Partners should each select a paragraph from a book. Take turns reading their paragraphs aloud, one sentence at a time. The other partner should identify any possessive pronouns he or she hears in the sentence.

Day 10	Instructional Plan
Student Learning Targets: 4.SL.PKI.5, 4.W.PDW.6, 4.FL.WC.4.a	
Writing Process: Publish and Present Reading / Writing Companion	Students will: T154-T155 <ul style="list-style-type: none"> ○ Prepare for publishing and presenting their work. ○ Choose to print it out manually or digitally. If a photograph of the subject is available online or in a newspaper, duplicate it and add it to their essays. If not, draw a facsimile of the person. Practice reading their writing aloud, allow time to record an audio or video presentation of their narratives. Consult the Presenting Checklist before they share with the class.
Spelling Practice Book	Students will: T163 <ul style="list-style-type: none"> ○ Take the spelling post-test.
Research and Inquiry Reading / Writing Companion	Students will: T167 <ul style="list-style-type: none"> ○ Prepare in order to best present their work. ○ Practice presenting their persuasive flyer by reading it to a partner and offering one another feedback. ○ Write down any questions that they have during the presentation to help them remember what they want to ask when the speaker is finished. ○ Participate in a discussion of the presentation. Paraphrase or summarize the key ideas of their classmate's flyer. Students can use the frames on the bottom of Reading/Writing Companion page 153 to focus the discussion.
Grammar	Students will: T159 <ul style="list-style-type: none"> ○ Use the Daily Language Activity and Practice Book page 221 for assessment.
Progress Monitoring	Students will: T202-T203 <ul style="list-style-type: none"> ○ Complete the online assessment.

Week 5		
Week 5 (combined with Week 6)	Comprehension / Genre / Author's Craft	Language Development
<p>Essential Question: How do writers look at success in different ways?</p>	<ul style="list-style-type: none"> ✓ Cite relevant evidence from text ✓ Make inferences to support understanding ✓ Infer the theme in a poem using text evidence ✓ Identify stanza and repetition in a poem ✓ Analyze character and plot in a poem ✓ Identify and analyze elements of narrative poetry 	<p>Vocabulary Acquisition: Acquire and use academic vocabulary triumph attain dangling hovering stanza connotation denotation repetition</p> <p>Vocabulary Strategy: ✓ Use a dictionary or context clues to determine the connotation or denotation of a word</p> <p>Grammar: ✓ Identify and use pronouns and homophones</p>
<p>Text(s):</p> <p>Teach and Model</p> <p style="padding-left: 20px;">Interactive Read Aloud: "Sam's Box"</p> <p style="padding-left: 20px;">Shared Read: "Sing to Me" and "The Climb"</p> <p>Practice and Apply</p> <p style="padding-left: 20px;">Anchor Texts: "Swimming to the Rock" and "The Moondust Footprint" "Genius" and "Winner"</p> <p>Leveled Readers A: Try, Try Again O: The Math-lete ELL: The Math-lete B: The Final</p> <p>Optional Classroom Library Trade Books The Wollstonecraft Detective Agency Sky Boys</p>	<p>Writing</p> <p>Writing process: ✓ Plan and draft a narrative poem</p> <p>Analytical writing: ✓ Write responses that demonstrate understanding.</p>	<p>Speaking and Listening</p> <p>Engage in collaborative discussions</p> <p>Paraphrase portions of "Sam's Box"</p> <p>Present information via a podcast or recording of an interview of a person who has helped your community</p>
	<p>Foundational Skills</p> <p>Phonics/Word Study: Decode words with Variant Vowel /oʊ/</p> <p>Spelling Words: caught laws drawn strawberry straw awe shawl alter halt talking walker chalk stalk small caller squall cough fought thought false</p> <p>Fluency: Read fluently with proper rate and expression</p>	<p>Research and Inquiry</p> <p>Conduct an interview</p> <p>Produce a podcast or recording of an interview of a person who has helped your community</p>

Weekly Standards:

(Grade-specific expectations for writing types are defined in standards 1-3 above.) **[1 lesson]**

4.FL.F.5.a Read grade-level text with purpose and understanding. **[4 lessons]**

4.FL.F.5.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **[11 lessons]**

4.FL.PWR.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context. **[9 lessons]**

4.FL.SC.6.i Write several cohesive paragraphs on a topic. **[1 lesson]**

4.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase. **[11 lessons]**

4.FL.VA.7a.iii Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. **[8 lessons]**

4.FL.VA.7b.i Explain the meaning of simple similes and metaphors in context. **[2 lessons]**

4.FL.VA.7b.iii Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings. **[5 lessons]**

4.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. **[4 lessons]**

4.FL.WC.4.a Spell grade-appropriate words correctly, consulting references as needed. **[5 lessons]**

4.FL.WC.4.b Write legibly in manuscript and cursive. **[3 lessons]**

4.RI.IK1.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. **[1 lesson]**

4.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including those that refer to significant characters and situations found in literature and history. **[1 lesson]**

4.RL.CS.5 Explain major differences between poems, drama, and stories, and refer to the structural elements when writing or speaking about a text. **[4 lessons]**

4.RL.CS.6 Compare and contrast the point of view from which different stories are narrated. **[1 lesson]**

4.RL.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text. **[22 lessons]**

4.RL.KID.2 Determine a theme of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text. **[22 lessons]**

4.RL.KID.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character's thoughts, words, or actions. **[3 lessons]**

4.SL.CC.1 Prepare for collaborative discussions on 4th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly. **[1 lesson]**

4.SL.CC.2 Paraphrase portions of a text presented in diverse media such as visual, quantitative, and oral formats. **[4 lessons]**

4.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **[1 lesson]**

4.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **[1 lesson]**

4.W.RBPK.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. **[1 lesson]**

4.W.RBPK.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources. **[1 lesson]**

4.W.TTP.2.d Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **[1 lesson]**

4.W.TTP.3.a Orient the reader by establishing a situation, using a narrator, and/or introducing characters. **[1 lesson]**

4.W.TTP.3.d Use a variety of transitional words and phrases to manage the sequence of events. **[1 lesson]**

4.W.TTP.3.f Use precise words and phrases and use sensory details to convey experiences and events. **[1 lesson]**

Day 1	Instructional Plan
Student Learning Targets: 4.RI.IKI.7, 4.RL.KID.1, 4.RL.KID.2, 4.RL.KID.3, 4.SL.CC.2, 4.FL.VA.7a.i, 4.FL.VA.7b.iii, 4.FL.WC.4.a	
Introduce the Concept (Reading / Writing Companion) Talk About It	Students will: T214-T215 <ul style="list-style-type: none"> ○ Discuss the essential question: <i>How do writers look at success in different ways?</i> ○ Review student learning goals. ○ Discuss the photograph of the boy playing baseball. ○ Answer the questions: <i>Is success always a positive thing? Why or why not? What are some stories that you can think of in which the character triumphs or attains some kind of success?</i> ○ Generate words and phrases related to success. ○ Discuss and share how you define success. Complete the graphic organizer, generating additional related words and phrases. ○ Complete the blast assignment “Defining Success”.
Listening Comprehension Interactive Read Aloud	Students will: T216-T217 <ul style="list-style-type: none"> ○ Listen to a poem about a boy who succeeds in writing poetry. ○ Think about how the passage answers the Essential Question. ○ Add characteristics of narrative poetry to the anchor chart. ○ Listen and follow along as the teacher reads the poem aloud. Preview the comprehension strategy, Stanza and Repetition. ○ Briefly retell the poem “Sam’s Box” in their own words.
Read the Shared Read (Reading / Writing Companion) Teach / Model Close Reading Summarize Quick Write	Students will: T218-T221 <ul style="list-style-type: none"> ○ Think about the Essential Question, skim and scan to preview the text, and set a purpose for reading. ○ Use the left column of page 156 of the Reading/Writing Companion to note their purpose for reading, interesting words they find, and key details they identify. ○ In pairs, talk about why they can relate to the theme of the poems. Write a brief review of each poem, including whether they would recommend it to a friend, and why or why now. Students may decide to digitally record their reviews.
Vocabulary Reading / Writing Companion	Students will: T222-T223 <ul style="list-style-type: none"> ○ Use visual vocabulary cards to become familiar with this weeks’ words. ○ Compare the meanings of the words <i>denotation</i> and <i>connotation</i>. ○ Identify the denotation and connotation of the word <i>screech</i> from “The Climb.” Consult a dictionary to determine the precise denotation. Look for context clues to help determine the word’s connotation.
Grammar Practice Book	Students will: T250 <ul style="list-style-type: none"> ○ Identify homophones, including some pronouns that are homophones (example: <i>their/there/they’re; your/you’re; its/it’s</i>). ○ Participate in the activity “Use Homophones”: Ask partners to each write five sentences using homophones. Students should take turns reading their sentences aloud. The other partner should name the homophone and then create a sentence using the companion homophone.
Spelling Practice Book	Students will: T252 <ul style="list-style-type: none"> ○ Take the pre-test assessment on the variant vowel /ô/ sound.

Day 2	Instructional Plan
Student Learning Targets: 4.RL.CS.5, 4.RL.KID.2 , 4.FL.WC.4.b, 4.FL.VA.7b.i, 4.SL.CC.1, 4.W.RBPK.7	
<p>Reread the Shared Read (Reading / Writing Companion) Guided Practice of Close Reading Text Features / Literary Elements Comprehension Skill Comprehension: Craft & Structure</p>	<p>Students will: T218-T221</p> <ul style="list-style-type: none"> ○ Identify the stanzas and the words that are repeated in “The Climb” on pages 158-159. Explain how the repetition creates a rhythmic effect and enhances the emotional impact of the poem. ○ Reread “Sing to Me” on page 157. ○ Identify the repeated words and phrases in the poem and the features that make it a narrative poem. With a partner discuss what they found. Then in pairs, share their work with the class. Independent Practice Read the online Differentiated Genre Passage, “Spelling Bee” and “The Principal’s Office.” ○ Work in pairs to complete the graphic organizer for “Sing to Me” as they find key details and use the details to determine the theme of the poem. ○ With a partner, write a summary of “Sing to Me,” including the poem’s theme. Share the summaries. ○ Reread parts of the poems “Sing to Me” and “The Climb” to analyze the techniques the poet used.
<p>Respond to Reading Reading / Writing Companion</p>	<p>Students will: T232-T233</p> <ul style="list-style-type: none"> ○ Analyze the prompt: <i>How do the poets use imagery to help you picture the different ways people can be successful?</i> Ask: <i>What is the prompt asking?</i> ○ Skim page 157 in the Reading/Writing Companion to locate words that help them visualize. ○ Skim “The Climb” for imagery also. ○ With a partner, complete the sentence starters on page 166 in the Reading/Writing Companion. ○ Answer this question: <i>How does visualizing help you understand how people achieve success in “Sing to Me” and “The Climb”?</i> The first paragraph should state the main idea of their response. Specific details should support the main idea. Use a variety of sentence length and connecting words to link ideas.
<p>Study Skill / Research & Inquiry Reading / Writing Companion</p>	<p>Students will: T236-T237</p> <ul style="list-style-type: none"> ○ Listen as the teacher conducts a model interview. Discuss key points of the interview. ○ Begin their “Interview a Community Helper” project by planning whom to interview, what questions to ask, and where and when the interview will take place. Then contact the person and conduct the interview. Discuss their plans. They will be working on this project over the next two weeks.
<p>Grammar Practice Book</p>	<p>Students will: T250</p> <ul style="list-style-type: none"> ○ Identify homophones. Review pronouns that are also homophones (example: their/there/they’re; your/you’re; its/it’s). ○ Participate in the activity “Spell the Homophone”: Have students in small groups each write three sentences using <i>their</i>, <i>they’re</i>, and <i>there</i>. Then have them take turns reading a sentence aloud. The other students should tell how to spell the homophone.

Day 3	Instructional Plan
Student Learning Targets: 4.FL.VA.7a.i, 4.FL.VA.7b.iii, 4.RL.KID.1, 4.RL.KID.2 , 4.RL.KID.3, 4.W.TTP.2.d	
<p>Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading</p>	<p>Students will: T237A-T237D</p> <ul style="list-style-type: none"> ○ Read the poems “Swimming to the Rock” and “The Moon dust Footprint”. Use copies of online Theme Graphic Organizer 129

Take Notes About Text	Students will: T237A-237D <ul style="list-style-type: none"> ○ Use important details and their Theme Charts to summarize what happens in each poem. ○ Answer questions on Reading/Writing Companion pages 168-169. ○ Complete the sentence starters on page 170. Find words in each poem that express the narrator’s feelings about success. Use a varying sentence length and structure and connecting words that clearly link ideas.
Grammar Minilesson Practice Book	Students will: T251 <ul style="list-style-type: none"> ○ Compare contractions and possessives. ○ See Practice Book page 231 or online activity. ○ Participate in the activity “Use It’s and Its”: Have partners each write six sentences using <i>it’s</i> and <i>its</i> three times each. Then have them take turns reading a sentence aloud. The other student should tell whether the homophone is being used as a contraction or as a possessive pronoun.
Expand Vocabulary Practice Book	Students will: T255 <ul style="list-style-type: none"> ○ Review this week’s vocabulary by orally completing sentences. ○ Discuss the meaning of and examples of <i>denotations</i> and <i>connotations</i>. ○ See Practice Book page 240.
Day 4	Instructional Plan
Student Learning Targets: 4.FL.VA.7a.iii, 4.RL.KID.1, 4.RL.KID.2, 4.RL.KID.3, 4.RL.CS.5, 4.RL.CS.6, 4.W.PDW.5, 4.W.TTP.3.a, 4.W.TTP.3.d, 4.FL.WC.4.a, 4.RL.CS.4	
Read the Anchor Text (Literature Anthology) Author’s Craft Respond to Text	Students will: T239A-T239B <ul style="list-style-type: none"> ○ Reread sections of the anchor text. Examine how the poet helps you visualize how the narrator feels as she watches her father and brothers swim. Identify the words or phrases that the poet uses to express the mood and feeling of the narrator. ○ Read and reread the poems “Genius” and “Winner,” taking notes and think about the Essential Question. Think about how the poems compare to “Swimming to the Rock” and “The Moondust Footprint”. Discuss how the texts are similar and different. ○ Turn to Reading/Writing Companion page 173. Examine features and examples of narrative poems. ○ Listen and follow along as the teacher models identifying the main character’s thoughts and feelings that develop the plot and the climax in “Genius.” ○ With a partner, reread “Winner” and identify words that reveal how the father feels about his son. Enter their responses in the Reading/Writing Companion on page 173.
Writing Process: Expert Model & Plan Reading / Writing Companion	Students will: T242-T247 <ul style="list-style-type: none"> ○ After reading the narrative poems “Swimming to the Rock” and “The Moondust Footprint,” begin writing their own narrative poems. Recall other narrative poems they have read or heard. Share what they remember about the poetry’s structure, message, or topic. ○ Create a narrative poetry anchor chart. ○ Reread “The Moondust Footprint” and identify the characteristics of narrative poetry. Write the answers on page 176 of the Reading/Writing Companion. ○ Make a list of successful or proud moments in your life. Consider sports, academic accomplishments, or personal goals at home or at school. ○ Choose one of the achievements from the freewriting section to write a narrative poem. Record it on page 177 of the Reading/Writing Companion. Consider your purpose for writing and the audience while planning, explaining, and adding details to your poem.

	<ul style="list-style-type: none"> ○ Make a plan and organize information. Answer the questions on page 179 of the Reading/Writing Companion to help you organize the details in sequential order. Also, identify the characters and settings of their topic.
Grammar Practice Book	<p>Students will: T251</p> <ul style="list-style-type: none"> ○ Correct errors in sentences. ○ Participate in the activity "Use You're and Your": Have partners each write six sentences using <i>your</i> and <i>you're</i> three times each. Then have them take turns reading a sentence aloud. The other student should tell whether the homophone is being used as a contraction or as a possessive pronoun.
Spelling Practice Book	<p>Students will: T253</p> <ul style="list-style-type: none"> ○ Correct spelling errors and take turns reading each sentence with a partner.
Day 5	Instructional Plan
Student Learning Targets: 4.FL.WC.4.a, 4.FL.WC.4.b, 4.FL.SC.6.i, 4.FL.F.5.b, 4.RL.CS.4	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	<p>Students will: T237A-T237D</p> <ul style="list-style-type: none"> ○ Reread the anchor text. Answer the question: <i>How do writers look at success in different ways?</i> Complete questions on Reading/Writing Companion page 171-172 ○ Discuss responses to the "Defining Success" Blast. ○ Complete the activities on Reading/Writing Companion page 174 and discuss how Douglas Malloch's description of success, the Blast, and the poems you have just read relate to the different ways writers look at success. ○ See the connections between the lyrics of the song on Reading/Writing Companion page 76 and the texts. ○ Refer to their notes on the four-column chart as they respond to the writing prompt at the bottom of the page.
Fluency Reading / Writing Companion	<p>Students will: T257</p> <ul style="list-style-type: none"> ○ Take turns reading aloud the entire poem, "Sing to Me," on page 157 in the Reading/ Writing Companion.
Writing Process: Draft Reading / Writing Companion	<p>Students will: T248-T249</p> <ul style="list-style-type: none"> ○ Compare figurative language, like similes and metaphors. ○ Using the sentences on page 179 of Reading/Writing Companion, circle the two unlike things that the writer compares. Identify the different types of figurative language as a simile or metaphor. Write a simile and metaphor of your own. ○ Write a draft of a narrative poem, including the simile or metaphor just created. Review the graphic organizer they created during the Plan phase as they write their drafts.
Spelling Practice Book	<p>Students will: T253</p> <ul style="list-style-type: none"> ○ Take the spelling post-test.
Grammar	<p>Students will: T251</p> <ul style="list-style-type: none"> ○ Use the Daily Language Activity and Practice Book page 233 for assessment.
Progress Monitoring	<p>Students will: T292-T293</p> <ul style="list-style-type: none"> ○ Complete the online assessment.

Week 6

Week 6		
Unit 4 Week 6 (combined with Week 5)	Comprehension / Genre / Author’s Craft	Language Development
Review, Extend, and Assess	Review strategies and skills Track progress Cite relevant evidence from text Summarize the text Interpret information presented visually	Vocabulary Acquisition: Use context to determine the meaning of unfamiliar words Use and explain homophones and homographs Explore related words based on a Latin root
	Writing	Speaking and Listening
Text(s): Reading Digitally: “Log on to Online Learning” Reader’s Theater: <i>All the Money in the World</i>	Writing process: Complete a narrative poem Share writing and choose a portfolio piece Analytical writing: Write an opinion Write a summary	Paraphrase information presented digitally Engage in collaborative discussions
	Foundational Skills	Research and Inquiry
	Fluency: Read grade-level text fluently with appropriate prosody, accuracy, and rate	Conduct and present research Use key words and analyze search results Gather relevant information from digital sources Navigate links

Weekly Standards:

4.FL.F.5.a Read grade-level text with purpose and understanding. [1 lesson]

4.FL.F.5.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [1 lesson]

4.FL.F.5.c Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. [1 lesson]

4.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase. [2 lessons]

4.FL.VA.7a.ii Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. [4 lessons]

4.FL.VA.7a.iii Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. [4 lessons]

4.FL.VA.7b.iii Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings. [1 lesson]

4.RI.CS.5 Describe the overall structure of events, ideas, and concepts of information in a text or part of a text. [1 lesson]

4.RI.IKI.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. [3 lessons]

4.RI.IKI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. [1 lesson]

4.RI.KID.2 Determine the main idea of a text and explain how it is supported by key details; summarize a text. [1 lesson]

4.RI.RRTC.10 Read and comprehend stories and informational texts throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed. [1 lesson]

4.RL.CS.5 Explain major differences between poems, drama, and stories, and refer to the structural elements when writing or speaking about a text. [1 lesson]

4.RL.CS.6 Compare and contrast the point of view from which different stories are narrated. [1 lesson]

4.RL.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text. [4 lessons]

4.RL.KID.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character's thoughts, words, or actions. [1 lesson]

4.SL.CC.1 Prepare for collaborative discussions on 4th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly. [1 lesson]

4.SL.CC.2 Paraphrase portions of a text presented in diverse media such as visual, quantitative, and oral formats. [1 lesson]

4.SL.PKI.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. [4 lessons]

4.SL.PKI.5 Add multimedia, such as audio and visual elements, to presentations, when appropriate, to enhance the development of main ideas or themes. [2 lessons]

4.SL.PKI.6 Recognize that different situations call for formal vs. informal English, and use formal English when appropriate. [3 lessons]

4.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. [3 lessons]

4.W.PDW.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3. [3 lessons]

4.W.RBPK.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. [2 lessons]

4.W.RBPK.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources. [1 lesson]

4.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency. [1 lesson]

4.W.TTP.3.g Apply language standards addressed in the Foundational Literacy standards. [1 lesson]

Day 1	Instructional Plan
Student Learning Targets: 4.RI.IKI.7, 4.SL.CC.2,4.W.PDW.6, 4.W.RBPK.7, 4.FL.F.5.a, 4.FL.F.5.b,4.FL.F.5.c, 4.FL.VA.7a.ii, 4.FL.VA.7a.iii, 4.RL.KID.1, 4.RI.CS.5, 4.W.PDW.5	
Reading Digitally OR Reader's Theater	Students will: T298-T299 <ul style="list-style-type: none"> ○ Discuss the features of an online article. ○ Listen and follow along as the teacher reads the article aloud. Take notes on Graphic Organizer 67. With a partner, paraphrase the main ideas using evidence to support their answer. ○ Write a summary of the article, comparing and contrasting schools. Discuss their summaries. ○ OR ○ Discuss the features of the play <i>All the Money in the World</i> ○ Review the features of a play.
Show What You Learned Reading / Writing Companion	Students will: T302-T303 <ul style="list-style-type: none"> ○ Read "Dust Bowl Blues" and answer test questions about the text.
Writing Process: Revise Reading / Writing Companion	Students will: T310-T311 <ul style="list-style-type: none"> ○ In pairs, revise the text on Reading/Writing Companion page 180 to include more alliteration. ○ Revise their drafts, focusing on including alliteration.
Day 2	Instructional Plan
Student Learning Targets: 4.RI.IKI.7, 4.SL.CC.2,4.W.PDW.6, 4.W.RBPK.7, 4.FL.F.5.a, 4.FL.F.5.b,4.FL.F.5.c, 4.FL.VA.7b.iii, 4.RL.KID.1,4.RL.CS.5, 4.RL.CS.6, 4.W.PDW.5	
Reading Digitally OR Reader's Theater	Students will: T298-T301 <ul style="list-style-type: none"> ○ Reread parts of the online article, paying attention to text structure and author's craft. Discuss the questions. ○ Write a summary comparing and contrasting cyber school and traditional school. Discuss the summaries. ○ Reread and answer this question: <i>According to the author, do cyber schools make the grade?</i> ○ Compare what they learned about different points of view people have regarding cyber school with what they have learned about different points of view on other topics in texts they have read in this unit. ○ Independent Study: <ul style="list-style-type: none"> ▪ Choose a Topic Students should brainstorm questions related to the article. For example: <i>What technology is needed to take an online class?</i> ▪ Then have students choose a question to research. ▪ Conduct Internet Research Review how to conduct an Internet search: Type in the URL for a search engine. Select strong key words, enter the key words, click Search, then click on a link on the results page to go to a site. Verify that you use reliable sites and sources in your research. ▪ Present Have groups give an informational or persuasive presentation on cyber schools. ○ OR ○ Listen and follow along as the teacher models how to read the play. ○ Practice their parts in the play. In pairs, echo read or chorally read their parts. ○ Discuss each of the characters' traits using text evidence and what information the Narrator gives about the play.

Show What You Learned Reading / Writing Companion	Students will: T304-T305 <ul style="list-style-type: none"> ○ Read “Flying’ Free” and answer text dependent questions.
Writing Process: Peer Review Reading / Writing Companion	Students will: T312-T313 <ul style="list-style-type: none"> ○ Restate the routine for peer review. Brainstorm a list of rules for peer conferencing. Use sentence starters from Reading/Writing Companion on page 181. ○ Use the revising checklist on Reading/Writing Companion page 181. Implement suggestions. Look at the rubric on page 183 to help them with revision.

Day 3	Instructional Plan
Student Learning Targets: 4.FL.F.5.a, 4.FL.F.5.b, 4.FL.F.5.c, 4.FL.VA.7a.iii, 4.RL.KID.3, 4.W.TTP.3.g, 4.W.PDW.5, 4.RL.CS.4	
Extend Your Learning	Students will: T306-T307 <ul style="list-style-type: none"> ○ Review the differences between homophones and homographs. ○ Complete the definitions on Reading/ Writing Companion page 190 using an online or print dictionary. ○ Reread “Dust Bowl Blues” and “Flying Free” in order to identify the historical settings and how they impacted the characters. Complete the chart on Reading/Writing Companion page 191. ○ Use alliteration and assonance to write new names and silly sentences. Share the names and sentences.
Writing Process: Edit and Proofread Reading / Writing Companion	Students will: T314-T315 <ul style="list-style-type: none"> ○ Edit and proofread each other’s drafts using the Editing Checklist on Reading/Writing Companion page 181 as a guide.

Day 4	Instructional Plan
Student Learning Targets: 4.FL.F.5.a, 4.FL.F.5.b,4.FL.F.5.c, 4.FL.VA.7a.ii, 4.W.RBPK.7 , 4.SL.PKI.4	
Extend Your Learning	Students will: T308-T309 <ul style="list-style-type: none"> ○ Reread “Dust Bowl Blues” and “Flying Free” and discuss the activity on Reading/ Writing Companion page 192. ○ Identify one or two facts from the text that interested them. Use sources to research more about these facts and then write about the topic in the genre of their choosing (ex journal entry, letter, newspaper article). ○ Write a narrative poem based on an important historical figure in our state. Read the directions and expectations on Reading/ Writing Companion page 193. Use a graphic organizer to help plan. Choose facts and draft lines of a poem based on those facts. Share the narrative poems and discuss why they chose the person they did.
Writing Process: Publish, Present, and Evaluate Reading / Writing Companion	Students will: T316-T317 <ul style="list-style-type: none"> ○ Prepare for publishing and presenting their work. ○ Decide whether to publish digitally or manually. Decide if you wish to illustrate the poem. ○ Practice reading the poem aloud to a partner.

	<ul style="list-style-type: none"> ○ Improve their writing by using the rubric to identify areas that might need more work. See Reading/Writing Companion on page 183.
Day 5	Instructional Plan
Student Learning Targets: 4.SL.PKI.4, 4.W.RW.10, 4.RI.IKI.9 , 4.SL.CC.1	
Writing Process: Publish, Present, and Evaluate Reading / Writing Companion	<p>Students will: T316-T317</p> <ul style="list-style-type: none"> ○ Prepare for publishing and presenting their work. ○ Decide whether to publish digitally or manually. Decide if you wish to illustrate the poem. ○ Practice reading the poem aloud to a partner. ○ Improve their writing by using the rubric to identify areas that might need more work. See Reading/Writing Companion on page 183. ○ Present their work to the class.
Track Your Progress	<p>Students will: T318</p> <ul style="list-style-type: none"> ○ In pairs, review Reading/Writing Companion page 194. ○ Score each skill in the box provided.
Wrap Up the Unit	<p>Students will: T319</p> <ul style="list-style-type: none"> ○ Compare the information that they have learned during the course of the unit in order to answer the Big Idea question. ○ Review their class notes and completed graphic organizers before discussions begin. They will meet in small groups to discuss. ○ Answer the question: <i>What are the five most important things we have learned about how different writers approach similar topics?</i>
Summative Assessment	<p>Students will: T330-T331</p> <ul style="list-style-type: none"> ○ Complete the summative assessment.

BCS Literacy Vision

Unit 5**Genre Study 1: Expository Text Informational Text**

Essential Question: What can you discover when you look closely at something?

Text Sets:

Read Aloud: “Stick Like a Gecko”

Shared Read: “Your World Up Close”

Anchor Text: *A Drop of Water* & “The Incredible Shrinking Potion”

Genre Study 2: Realistic Fiction

Essential Question: In what ways do people show they care about each other?

Text Sets:

Read Aloud: “A Special Birthday Hug”

Shared Read: “Sadie’s Game”

Anchor Text: *Mama, I’ll Give You the World* & “Miami by Way of Fujian”

Culminating Task: Write an explanatory essay about an object, either living or non-living, that you would like to see up close or learn more about. You will research the object and then describe what you learned about it when you closely observed it.

Genre Study 3: Expository Text Informational Text

Essential Question: How can learning about the past help you understand the present?












Text Sets:

Read Aloud: “Pictures from Long Ago”

Shared Read: “The Founding of Jamestown”

Anchor Text: *Rediscovering Our Spanish Beginnings* & “History’s Mysteries”

Culminating Task: Write an expository essay about a Native American group that lived in Tennessee before European exploration. Create an outline to organize your essay. Make sure to use supporting details to tell about your group. Finish with a strong conclusion that summarizes the main ideas in your essay.

Weeks 1-2	Comprehension / Genre / Author's Craft	Language Development
<p>Essential Question: What can you discover when you look closely at something?</p>	<ul style="list-style-type: none">  Cite relevant evidence from text  Make inferences to support understanding  Evaluate author's use of sequence text structure  Summarize key ideas and details  Identify and analyze author's use of imagery  Identify purpose of photographs and captions 	<p>Vocabulary Acquisition: Acquire and use academic vocabulary cling dissolves gritty humid magnify microscope mingle typical</p> <p>Vocabulary Strategy:  Use antonyms to determine the meaning of unfamiliar words Identify and use homophones correctly</p> <p>Grammar:  Identify and use adjectives correctly  Use articles before singular or plural nouns</p>
<p>Text(s):</p> <p>Teach and Model</p> <p>Interactive Read Aloud: Stick Like a Gecko Shared Read: Your World Up Close</p> <p>Practice and Apply</p> <p>Anchor Text: A Drop of Water "The Incredible Shrinking Potion"</p> <p>Leveled Readers A: Secrets of the Ice O: Secrets of the Ice ELL: Secrets of the Ice B: Secrets of the Ice</p> <p>Optional Classroom Library Trade Books Hornets: Incredible Insect Architects Micro Monsters</p>	<p>Writing</p> <p>Writing process:  Plan and draft an explanatory essay</p> <p>Analytical writing:  Write responses that demonstrate understanding</p> <p>Foundational Skills</p> <p>Phonics/Word Study: Decode words with closed syllables Decode words with open syllables</p> <p>Spelling Words: Week 1 blanket blossom dipper distant foggy fossil member noddad planner plastic rumbles slender summer swallow tablet thriller traffic welcome willow witness</p> <p>Week 2 famous radar razor vacancy beside beyond defend delay demand prevent secret veto bison diver cider silence clover spoken stolen tulip</p> <p>Fluency: Read fluently, with expression, proper intonation, and phrasing</p>	<p>Speaking and Listening</p> <p>Engage in collaborative discussions</p> <p>Paraphrase portions of "Stick Like a Gecko"</p> <p>Present information about the water cycle</p> <p>Research and Inquiry</p> <p>Examine the parts of a diagram</p> <p>Make a diagram of the water cycle, including labels, arrows, and descriptions</p>

Weekly Standards

4.FL.F.5.a Read grade-level text with purpose and understanding. [2 lessons]

4.FL.F.5.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [4 lessons]

4.FL.PWR.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context. [7 lessons]

4.FL.SC.6.g Use commas and quotation marks to mark direct speech and quotations from a text. [10 lessons]

4.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase. [12 lessons]

4.FL.VA.7b.iii Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings. [15 lessons]

4.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. [4 lessons]

4.FL.WC.4.a Spell grade-appropriate words correctly, consulting references as needed. [5 lessons]

4.FL.WC.4.b Write legibly in manuscript and cursive. [1 lesson]

4.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings. [2 lessons]

4.RI.CS.5 Describe the overall structure of events, ideas, and concepts of information in a text or part of a text. [8 lessons]

4.RI.IKI.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. [6 lessons]

4.RI.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in the text when drawing inferences from the text. [3 lessons]

4.RI.KID.2 Determine the main idea of a text and explain how it is supported by key details; summarize a text. [17 lessons]

4.RI.KID.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text. [24 lessons]

4.RI.RRTC.10 Read and comprehend stories and informational texts throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed. [1 lesson]

4.RL.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text. [2 lessons]

4.SL.CC.2 Paraphrase portions of a text presented in diverse media such as visual, quantitative, and oral formats. [1 lesson]

4.W.RBPK.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources. [1 lesson]

Day 1	Instructional Plan
Student Learning Targets: 4.RI.IKI.7, 4.RI.KID.2, 4.SL.CC.2, 4.RI.CS.5, 4.FL.VA.7a.i, 4.FL.VA.7b.iii, 4.FL.SC.6.g, 4.FL.WC.4.a	
Introduce the Concept (Reading / Writing Companion) Talk About It	Students will: T20-T21 <ul style="list-style-type: none"> ○ Discuss the essential question: <i>What can you discover when you look closely at something?</i> ○ Review student learning goals. ○ Discuss the photograph of the peacock and its feathers. ○ Answer the questions: <i>If you had the chance, what would you look at up close? What would you hope to discover?</i> ○ Complete the blast assignment “How Old is Your Water?”.
Listening Comprehension Interactive Read Aloud	Students will: T22-T23 <ul style="list-style-type: none"> ○ Discuss features of an expository text and start an anchor chart that includes the features of an expository text. ○ Restate the most important information in the interactive read aloud “Stick Like a Gecko”.
Read the Shared Read (Reading / Writing Companion) Teach / Model Close Reading Summarize Quick Write	Students will: T24-T27 <ul style="list-style-type: none"> ○ Answer questions about the text. ○ Read and determine the text structure of sections of the text. ○ Examine text features. ○ With a partner, summarize the selection orally. ○ Individually write their summary in their writer’s notebook. Only include the most important details.
Vocabulary Reading / Writing Companion	Students will: T28-T29 <ul style="list-style-type: none"> ○ Use context clues to figure out the meaning of unknown words. ○ In pairs, find the meanings of <i>unique</i> and <i>weak</i> in “Your World Up Close.” Review the text for antonyms that can be used as context clues.
Grammar Practice Book	Students will: T58 <ul style="list-style-type: none"> ○ Identify adjectives in sentences. ○ Participate in the activity “Describe with Adjectives”: Have students in small groups cut out pictures from a magazine. Tell students to put the cut-outs in a bag and take turns drawing pictures from the bag. For each image, the students should say two sentences using adjectives to describe the image.
Spelling Practice Book	Students will: T62 <ul style="list-style-type: none"> ○ Take the spelling pre-test.
Day 2	Instructional Plan
Student Learning Target: 4.RL.KID.1, 4.RI.KID.2, 4.RI.KID.3, 4.RI.IKI.7, 4.RI.RRTC.10, 4.RI.CS.5, 4.RI.IKI.7, 4.FL.WC.4.b, 4.W.RBPK.8, 4.FL.SC.6.g	
Reread the Shared Read (Reading / Writing Companion) Guided Practice of Close Reading Text Features / Literary Elements Comprehension Skill	Students will: T36-T37 <ul style="list-style-type: none"> ○ Work in pairs to summarize the most important ideas on page 5 of “Your World Up Close.” ○ Reread page 4 of “Your World Up Close” and list text features on the page. ○ Read the online Differentiated Genre Passage, “At Your Fingertips.”

Comprehension: Craft & Structure	<ul style="list-style-type: none"> ○ Reread page 3 of “Your World Up Close” and fill in the graphic organizers with details about the development of photomicrography. Using the graphic organizer, summarize how photomicrography developed over time. Share their summaries. ○ Review parts of “Your World Up Close” to analyze the techniques the author uses in the selection.
Respond to Reading Reading / Writing Companion	<p>Students will: T38-T39</p> <ul style="list-style-type: none"> ○ Analyze the prompt: <i>How does the author’s use of text structure and text features help you understand how electron microscopes help scientists?</i> ○ Skim pages 3–5 of “Your World Up Close” to locate text features as well as signals to identify the text structure. ○ Use the words and phrases in the sentence starters on Reading/Writing Companion page 12 to form their responses. Use a variety of sentence lengths and connecting words to link their ideas and continue their responses on a separate piece of paper.
Study Skill / Research & Inquiry Reading / Writing Companion	<p>Students will: T42-T43</p> <ul style="list-style-type: none"> ○ Listen and follow along as the teacher reads and follows the butterfly life cycle diagram on page 13 of the Reading/Writing Companion. ○ Identify and cite sources they use as they research the water cycle. ○ In pairs, work on this project over the next two weeks. Discuss their research plan, including reliable internet sources that should be used. Review the essential elements of diagrams, and whether one-word labels or multi-line captions would be more beneficial.
Grammar Practice Book	<p>Students will: T58</p> <ul style="list-style-type: none"> ○ Review adjectives and how to order adjectives in a sentence. ○ Participate in the activity “Order the adjectives”: Have students in small groups list adjectives that fit in each of the following categories: opinion, size, age, and color. They should display the list and then take turns selecting three adjectives and saying them in the proper order.

Day 3	Instructional Plan
Student Learning Target: 4.FL.VA.7a.i, 4.FL.VA.7b.iii, 4.RI.KID.1, 4.RI.KID.3 , 4.FL.SC.6.g	
Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading Take Notes About Text	<p>Students will: T43A-T43S</p> <ul style="list-style-type: none"> ○ Predict how the selection will help them answer the Essential Question. ○ Record details about the order of events when water molecules interact in the Sequence Graphic Organizer 88. ○ Respond to questions as they read.
Grammar Minilesson Practice Book	<p>Students will: T58</p> <ul style="list-style-type: none"> ○ Practice correctly using quotation marks. ○ Participate in the activity “Place the Punctuation”: Have partners look in a book to find a passage that includes dialogue. One partner will read a sentence aloud, and the other partner will say where the quotations marks and commas should be. Have students take turns.
Expand Vocabulary Practice Book	<p>Students will: T66</p> <ul style="list-style-type: none"> ○ Review last week’s and this week’s target vocabulary by completing sentence stems.

	<ul style="list-style-type: none"> ○ Complete Practice Book page 252.
Day 4	Instructional Plan
Student Learning Target: 4.FL.VA.7a.i, 4.FL.VA.7b.iii, 4.RI.KID.1, 4.RI.KID.3 , 4.RL.KID.1, 4.FL.SC.6.g, 4.FL.WC.4.a, 4.RI.KID.2	
Read the Anchor Text (Literature Anthology) Practice/Apply Close Reading Take Notes About the Text Respond to Text	Students will: T43A-T43S <ul style="list-style-type: none"> ○ Read about how water molecules change. ○ Predict how the selection will help them answer the Essential Question. ○ Record details about the order of events when water molecules interact in the Sequence Graphic Organizer 88. ○ Respond to questions as they read. ○ Summarize the text using the sequence diagram to help. ○ Reread <i>A Drop of Water</i> and answer the questions on pages 14-16 of the Reading/Writing Companion.
Grammar Practice Book	Students will: T59 <ul style="list-style-type: none"> ○ Correct errors in sentences. ○ Participate in the activity “Play a Quiz Game”: Partners should write five sentences containing proper adjectives and trade sentences with another pair. One partner should read a sentence aloud; the other should identify the proper adjective using a question form (for example, “What is <i>French</i>?”).
Spelling Practice Book	Students will: T63 <ul style="list-style-type: none"> ○ Proofread and correct sentences.
Day 5	Instructional Plan
Student Learning Target: 4.FL.VA.7a.i, 4.FL.VA.7b.iii, 4.RI.KID.1, 4.RI.KID.3, 4.RI.KID.2, 4.FL.SC.6.g, 4.FL.WC.4.a, 4.RI.IKI.7	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T43A-T43S <ul style="list-style-type: none"> ○ Reread the text looking at the text features, photos, and author’s point of view of an expository text.
Writing Process: Expert Model Reading / Writing Companion	Students will: T50-T51 <ul style="list-style-type: none"> ○ Create an anchor chart with the features of an explanatory essay. ○ Analyze the anthology text looking at the elements of an explanatory essay.
Spelling Practice Book	Students will: T63 <ul style="list-style-type: none"> ○ Take the spelling post-test.
Grammar Practice Book	Students will: T59 <ul style="list-style-type: none"> ○ Complete the Daily Language Activity and Practice Book page 245 for assessment.

Weekly Standards

(Grade-specific expectations for writing types are defined in standards 1-3 above.) **[1 lesson]**

4.FL.F.5.a Read grade-level text with purpose and understanding. **[2 lessons]**

4.FL.F.5.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **[3 lessons]**

4.FL.PWR.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context. **[7 lessons]**

4.FL.SC.6.g Use commas and quotation marks to mark direct speech and quotations from a text. **[1 lesson]**

4.FL.SC.6.i Write several cohesive paragraphs on a topic. **[1 lesson]**

4.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase. **[12 lessons]**

4.FL.VA.7b.iii Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings. **[15 lessons]**

4.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. **[4 lessons]**

4.FL.WC.4.a Spell grade-appropriate words correctly, consulting references as needed. **[5 lessons]**

4.FL.WC.4.b Write legibly in manuscript and cursive. **[2 lessons]**

4.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings. **[1 lesson]**

4.RI.CS.5 Describe the overall structure of events, ideas, and concepts of information in a text or part of a text. **[5 lessons]**

4.RI.IKI.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. **[1 lesson]**

4.RI.IKI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. **[3 lessons]**

4.RI.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in the text when drawing inferences from the text. **[5 lessons]**

4.RI.KID.2 Determine the main idea of a text and explain how it is supported by key details; summarize a text. **[4 lessons]**

4.RI.KID.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text. **[10 lessons]**

4.RL.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text. **[3 lessons]**

4.SL.PKI.5 Add multimedia, such as audio and visual elements, to presentations, when appropriate, to enhance the development of main ideas or themes. **[1 lesson]**

4.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **[1 lesson]**

4.W.RBPK.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources. **[1 lesson]**

4.W.TTP.2.c Include formatting, features, illustrations, and multimedia, when needed, to provide clarity to the reader. **[1 lesson]**

4.W.TTP.2.d Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **[1 lesson]**

Day 6	Instructional Plan
Student Learning Targets: 4.FL.VA.7a.i, 4.FL.VA.7b.iii, 4.RI.KID.1, 4.RI.KID.3, 4.RI.CS.5 , 4.FL.WC.4.a	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T43A-T43S <ul style="list-style-type: none"> ○ Reread the text to identify features that will aid in their writing. ○ Answer questions about the text.
Respond to Reading Reading / Writing Companion	Students will: T44-T45 <ul style="list-style-type: none"> ○ Read and analyze the prompt: <i>Why does the author begin and end the selection with a drop of water?</i> ○ Turn to page 364 of the Literature Anthology. Answer the question: <i>How does the author present the information about what happens to a drop of water?</i> ○ Turn to page 379, choral-read the last paragraph. Answer the question: <i>Why does the author mention a drop of water?</i> ○ Review pages 14–16 of the Reading/Writing Companion. With a partner or in small groups, refer to and discuss their completed charts and writing responses from those pages. ○ Focus on finding text features throughout the selection, not just the headings, photos, and captions. As they summarize, their main idea should be supported by key details. Vary sentence length and structure, and use connecting words that clearly link ideas.
Writing Process: Plan Reading / Writing Companion	Students will: T52-T53 <ul style="list-style-type: none"> ○ Brainstorm a list of objects that you would like to see up close and learn more about. Jot down ideas on Reading/Writing Companion page 25. ○ Choose one object or process from their brainstorming list and write an explanatory essay about his/her chosen topic. Record the topic they chose on page 25. Volunteers can share their topic for writing. ○ Identify the appropriate purpose of explanatory text: to inform or teach. ○ Make a plan and gather the information. Choose the main idea and research supporting details, and fill in the Main Idea and Details Graphic Organizer 35.
Grammar Practice Book	Students will: T60 <ul style="list-style-type: none"> ○ Recognize articles (a, an, the) as a type of adjective. ○ Participate in the activity “Name the Article”: Have small groups write sentences containing articles about why pioneers moved west. Then have each student read a sentence aloud, and have the other students in the group name each article that is used in the sentence.
Spelling Practice Book	Students will: T64 <ul style="list-style-type: none"> ○ Take the spelling pre-test.

Day 7	Instructional Plan
Student Learning Targets: 4.RL.KID.1, 4.RI.IKI.9, 4.W.RBPK.8, 4.FL.VA.7a.i, 4.FL.VA.7b.iii	
Read Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T45A-T45D <ul style="list-style-type: none"> ○ Read “The Incredible Shrinking Potion”. ○ Compare the texts. ○ Summarize the selection.
Writing Process: Plan Reading / Writing Companion	Students will: T54-T55 <ul style="list-style-type: none"> ○ List reliable sources for their essays on Reading/Writing Companion page 26. Include proper bibliographical information for each source. ○ Use their online Main Idea and Details Graphic Organizer to take notes from the sources. Work with partners to identify any gaps in information or details. Focus on only the most important details and events that pertain to their topic. Eliminate any details that are not relevant.
Grammar Practice Book	Students will: T60 <ul style="list-style-type: none"> ○ Review how articles function and how to use them before singular and plural nouns. ○ Participate in the activity “Use Adjectives”: Ask students in small groups to each write five singular or plural common nouns on index cards and put the cards in a pile. They will take turns picking a card and saying a sentence that includes the noun and a demonstrative adjective before the noun.
Expand Vocabulary Practice Book	Students will: T66 <ul style="list-style-type: none"> ○ Study homophones. Use context clues to figure out the correct meaning.

Day 8	Instructional Plan
Student Learning Targets: 4.RL.KID.1, 4.RI.IKI.9, 4.FL.PWR.3.a, 4.FL.F.5.a, 4.FL.WC.4.b, 4.FL.SC.6.g,4.FL.SC.6.i, 4.W.TTP.2.c,4.W.TTP.2.d, 4.FL.VA.7a.i, 4.FL.VA.7b.iii	
Reread Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T45A-T45D <ul style="list-style-type: none"> ○ Analyze the text structure. ○ Reread and answer questions on pages 18–21 of the Reading/ Writing Companion.
Phonics Practice Book	Students will: T48-T49 <ul style="list-style-type: none"> ○ Work on recognizing open syllables (long vowel sound) in words. Transition to longer words when possible.
Author’s Craft Reading / Writing Companion	Students will: T46-T47 <ul style="list-style-type: none"> ○ Work in pairs to identify imagery in the first paragraph on Literature Anthology page 384. Answer the question: <i>What words help you picture the table and Isabel’s actions?</i> ○ Discuss the questions on Reading/Writing Companion page 21. Identify additional examples of imagery and discuss the author’s use of imagery helps them visualize the story.

<p>Writing Process: Draft Reading / Writing Companion</p>	<p>Students will: T56-T57</p> <ul style="list-style-type: none"> ○ Read the paragraph from “Your World Up Close” on page 27 of the Reading/Writing Companion. Identify the main idea in the first sentence, and details that follow. This paragraph should be used as a model for their personal explanatory essay. ○ Write a draft of an explanatory essay about an object or a process up close. Use the Main Idea and Details Graphic Organizer to help. ○ With a partner, analyze each other’s drafts, and examine how information is categorized by identifying the topic sentence, the main idea, and supporting details of each paragraph.
<p>Grammar Practice Book</p>	<p>Students will: T61</p> <ul style="list-style-type: none"> ○ Use articles (a, an, the) and demonstrative adjectives (those, these, this, that) correctly. ○ See Practice Book page 255 or online activity. ○ Participate in the activity “Create a Sentence”: Have students in small groups <i>write a, an, the, this, that, these, and those</i> on index cards. Each student picks a card and uses the article or demonstrative adjective correctly in a sentence. Encourage students to create sentences about why people moved west.
<p>Expand Vocabulary Practice Book</p>	<p>Students will: T67</p> <ul style="list-style-type: none"> ○ Read the On Level Differentiated Genre Passage “At Your Fingertips.” Complete the passage, then find clues for <i>entire</i>, <i>specific</i>, and <i>alter</i> using a print or online dictionary to confirm meanings. <p>See Practice Book page 264.</p>
<p>Day 9</p>	<p>Instructional Plan</p>
<p>Student Learning Targets: 4.FL.PWR.3.a, 4.FL.F.5.a, 4.FL.WC.4.b, 4.RI.IK1.9, 4.FL.WC.4.b, 4.FL.SC.6.g,4.FL.SC.6.i, 4.W.TTP.2.c,4.W.TTP.2.d</p>	
<p>Fluency Practice Book</p>	<p>Students will: T48-T49</p> <ul style="list-style-type: none"> ○ Practice fluency using the online Differentiated Genre Passage, “At Your Fingertips.”
<p>Writing Process: Draft Reading / Writing Companion</p>	<p>Students will: T56-T57</p> <ul style="list-style-type: none"> ○ Read the paragraph from “Your World Up Close” on page 27 of the Reading/Writing Companion. Identify the main idea in the first sentence, and details that follow. This paragraph should be used as a model for their personal explanatory essay. ○ Write a draft of an explanatory essay about an object or a process up close. Use the Main Idea and Details Graphic Organizer to help. ○ With a partner, analyze each other’s drafts, and examine how information is categorized by identifying the topic sentence, the main idea, and supporting details of each paragraph.
<p>Make Connections Reading / Writing Companion</p>	<p>Students will: T68</p> <ul style="list-style-type: none"> ○ Complete the activities on Reading/Writing Companion page 22 and discuss how the series of action photographs, the Blast, and the selections they have just read relate to how people respond to natural disasters. ○ See the connections between the photograph of a horse running on Reading/Writing Companion page 22 and the texts. ○ Refer to their notes on the four-column chart as they respond to the writing prompt at the bottom of the page.
<p>Grammar Practice Book</p>	<p>Students will: T61</p> <ul style="list-style-type: none"> ○ Correct errors in the sentences. ○ See Practice Book page 256.

	<ul style="list-style-type: none"> o Participate in the activity "Answer the Question": Have students in small groups each write down two questions on index cards about why people moved west. Students will take turns selecting a card and answering the question using an article in the sentence.
Day 10	Instructional Plan
Student Learning Targets: 4.SL.PKI.5, 4.FL.WC.4.b, 4.FL.SC.6.g, 4.FL.SC.6.i, 4.W.TTP.2.c, 4.W.TTP.2.d	
Writing Process: Draft Reading / Writing Companion	<p>Students will: T56-T57</p> <ul style="list-style-type: none"> o Continue working on their draft. Use the Main Idea and Details Graphic Organizer to help. o With a partner, analyze each other's drafts, and examine how information is categorized by identifying the topic sentence, the main idea, and supporting details of each paragraph.
Spelling Practice Book	<p>Students will: T65</p> <ul style="list-style-type: none"> o Take the spelling post-test.
Research and Inquiry Reading / Writing Companion	<p>Students will: T69</p> <ul style="list-style-type: none"> o Discuss each item on the Presenting Strategies checklist in the Reading/Writing Companion on page 23. o Review options to present their water cycle diagrams to the class, such as displaying the diagram on the wall, making a digital presentation, or creating a combination of media with an audio or video commentary. Students will need to explain each step in the water cycle, pointing to labels and arrows, so that the audience can understand that it is a never-ending sequence. o Be part of the audience for other groups' presentations. The teacher will review with students the behaviors of an effective listener. Write any questions they have about the specific kind of erosion being explained and demonstrated as they listen to classmates' presentations. o Participate in a discussion of each presentation, paraphrase, or summarize its key ideas. Use the points on the Presenting Checklist on page 22 of the Reading/Writing Companion to focus the discussion.
Grammar	<p>Students will: T61</p> <ul style="list-style-type: none"> o Use the Daily Language Activity and Practice Book page 257 for assessment.
Progress Monitoring	<p>Students will: T104-T105</p> <ul style="list-style-type: none"> o Complete the online assessment.

Week 3 (4 in Q4)	Comprehension / Genre / Author's Craft	Language Development
<p>Essential Question: In what ways do people show they care about each other?</p>	<ul style="list-style-type: none"> ✓ Cite relevant evidence from text ✓ Make inferences to support understanding ✓ Identify the story's problem and how it is solved Visualize characters, events, or settings ✓ Use story clues to make inferences about characters, settings, and plot events ✓ Recognize an author's use of literary elements, such as foreshadowing 	<p>Vocabulary Acquisition: Acquire and use academic vocabulary bouquet emotion encircle express fussy portraits sparkled whirl</p> <p>Vocabulary Strategy: ✓ Identify and explain similes and metaphors</p> <p>Grammar: ✓ Use comparative and superlative adjectives correctly ✓ Use comparative and superlative adjectives with more and most correctly</p>
<p>Text(s):</p> <p>Teach and Model</p> <p style="padding-left: 20px;">Interactive Read Aloud: A Special Birthday Hug</p> <p style="padding-left: 20px;">Shared Read: "Sadie's Game"</p> <p>Practice and Apply</p> <p style="padding-left: 20px;">Anchor Text(s): <i>Mama, I'll Give You the World</i> "Miami by Way of Fujian"</p> <p>Leveled Readers A: Saving Stolen Treasure O: The Perfect Present ELL: The Perfect Present B: First Edition</p> <p>Optional Classroom Library Trade Books <i>Project Mulberry</i> <i>The Midnight Fox</i></p>	<p>Writing</p> <p>Writing process: ✓ Revise, edit, and publish an explanatory essay</p> <p>Analytical writing: ✓ Write responses that demonstrate understanding</p> <p>Foundational Skills</p> <p>Phonics/Word Study: Decode words with vowel teams Decode words with r-controlled vowel syllables</p> <p>Spelling Words:</p> <p>Week 1 brain staircase domain praise trainer oatmeal beneath repeat reveal increase sneak boast afloat croak discount speed sleeve sheep baboon compound</p> <p>Week 2 grocer pepper barber grader polar tanker singer enter odor collar zipper powder danger cheddar popular harbor anchor elevator victor daughter</p> <p>Fluency: Read fluently, with expression, proper intonation, and phrasing</p>	<p>Speaking and Listening</p> <p>Engage in collaborative discussions</p> <p>Paraphrase portions of "A Special Birthday Hug"</p> <p>Present information about a cultural celebration</p> <p>Research and Inquiry</p> <p>Create a research plan</p> <p>Produce a poster or digital poster for a cultural festival</p>

Weekly Standards:

4.FL.F.5.a Read grade-level text with purpose and understanding. [2 lessons]

4.FL.F.5.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [3 lessons]

4.FL.F.5.c Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. [2 lessons]

4.FL.PWR.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context. [7 lessons]

4.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase. [7 lessons]

4.FL.VA.7b.i Explain the meaning of simple similes and metaphors in context. [26 lessons]

4.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. [5 lessons]

4.FL.WC.4.a Spell grade-appropriate words correctly, consulting references as needed. [5 lessons]

4.FL.WC.4.b Write legibly in manuscript and cursive. [1 lesson]

4.RI.IKI.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. [1 lesson]

4.RL.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text. [6 lessons]

4.RL.KID.2 Determine a theme of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text. [1 lesson]

4.RL.KID.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character's thoughts, words, or actions. [31 lessons]

4.RL.RRTC.10 Read and comprehend stories and poems throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed. [1 lesson]

4.SL.CC.2 Paraphrase portions of a text presented in diverse media such as visual, quantitative, and oral formats. [2 lessons]

4.W.RBPK.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. [1 lesson]

4.W.RBPK.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources. [1 lesson]

4.W.TTP.2.f Link ideas within categories of information using words and phrases. [1 lesson]

Day 1	Instructional Plan
Student Learning Targets: 4.RI.IKI.7, 4.SL.CC.2, 4.RL.KID.3, 4.SL.CC.2, 4.FL.VA.7a.i, 4.FL.VA.7b.i, 4.RL.KID.3, 4.FL.WC.4.a	
Introduce the Concept (Reading / Writing Companion) Talk About It	Students will: T118-T119 <ul style="list-style-type: none"> ○ Discuss the essential question: <i>In what ways do people show they care about each other?</i> ○ Review student learning goals. ○ Discuss the photograph of the boy helping his grandfather. ○ Answer the questions: <i>How do you think the boy in the photo feels about the man? Which emotion does he express in the photo? What are some ways that you demonstrate how much you care about your friends and family?</i> ○ Complete the blast assignment "Lending a Helping Hand".
Listening Comprehension Interactive Read Aloud	Students will: T120-T121 <ul style="list-style-type: none"> ○ Discuss the features of realistic fiction. ○ Create an anchor chart that includes features of realistic fiction. ○ Preview the comprehension strategy "Visualize" ○ Paraphrase the story "A Special Birthday Hug" in their own words.
Read the Shared Read (Reading / Writing Companion) Teach / Model Close Reading Summarize Quick Write	Students will: T122-T125 <ul style="list-style-type: none"> ○ Use the left column of page 34 to write their predictions and questions, list interesting words they would like to learn, and note key details in the text. ○ Read and answer questions about the text. ○ After their initial reads, in pairs, summarize the selection orally using their notes. Discuss whether the prediction that they wrote on page 34 was confirmed. Then write a summary in their writer's notebooks only including important events.
Vocabulary Reading / Writing Companion	Students will: T126-T127 <ul style="list-style-type: none"> ○ Define similes and metaphors, two types of figurative language. ○ Work in pairs to determine whether each example is a simile or a metaphor: "...as fussy as a mother cat cleaning her kittens"; "Mama was her sun..."; "...as though she were a queen." Then discuss what is being compared in each example.
Grammar Reading / Writing Companion	Students will: T156 <ul style="list-style-type: none"> ○ Study comparative and superlative adjectives. ○ Participate in the activity "Change the Adjective": Have partners each list five adjectives on index cards and place the cards in a pile. Have pairs take turns drawing a card and changing the adjective to its comparative and superlative forms (for example: <i>bright, brighter, brightest</i>).
Spelling Reading / Writing Companion	Students will: T160 <ul style="list-style-type: none"> ○ Take the pre-test on words with vowel teams.

Day 2	Instructional Plan
Student Learning Targets: 4.RL.KID.1, 4.RL.KID.3 , 4.RL.RRTC.10, 4.FL.WC.4.b, 4.W.RBPK.7, 4.W.RBPK.8	
<p>Reread the Shared Read (Reading / Writing Companion) Guided Practice of Close Reading Text Features / Literary Elements Comprehension Skill Comprehension: Craft & Structure</p>	<p>Students will: T134-T135</p> <ul style="list-style-type: none"> ○ Work in pairs to visualize how Richie looks as he jogs towards Sadie on page 36 Reread the scene, listing the words in the text that help them picture the scene. ○ Reread pages 35-36 of “Sadie’s Game,” listing two examples that show the story is realistic fiction. ○ Read the online Differentiated Genre Passage “The Stray Dog.” ○ Begin an anchor chart on “plot: problem and solution” (the story’s problem, solution, resolution). ○ Work together in pairs to write a plot summary of “Sadie’s Game,” highlighting the problem, the steps the characters take to solve the problem, and the resolution. The summary should also illustrate traits revealed about the characters as they work towards a resolution. ○ Reread parts of “Sadie’s Game” and analyze the techniques the author used in writing the selection.
<p>Respond to Reading Reading / Writing Companion</p>	<p>Students will: T136-T137</p> <ul style="list-style-type: none"> ○ Analyze the prompt: <i>How does the author develop the relationship between Sadie and Richie throughout the story?</i> ○ Skim page 34-37 of Reading/Writing Companion to locate text and illustrations that identify a relationship between Sadie and her brother. ○ Answer the question: <i>How do these questions help you explain what the author did to develop the relationship between Sadie and Richie?</i> ○ Use the sentence starters on Reading/Writing Companion page 44 to form their responses. Their first paragraph should state the rising action events that stem from the problem in the beginning of the story. Remaining paragraphs should tell the climax, falling action, and resolution of the story. Cite evidence from the text to support their ideas.
<p>Study Skill / Research & Inquiry Reading / Writing Companion</p>	<p>Students will: T140-T141</p> <ul style="list-style-type: none"> ○ Look at Reading/Writing Companion page 45. Look at local cultural festivals. ○ Create a poster for a cultural festival. This will take two weeks. Make sure to tell <i>what</i> is being celebrated, <i>when</i> it will take place, and <i>where</i> it will be held. Include colorful illustrations and directions to the event. Use books and websites to learn more about state and local cultural celebrations.
<p>Grammar Practice Book</p>	<p>Students will: T156</p> <ul style="list-style-type: none"> ○ Review adjectives that compare (comparative and superlative). ○ Explain how they are different. ○ Participate in the activity “Play an Adjective Game”: Partners should write five sentences using comparative adjectives and trade sentences with another pair of students. One partner should read a sentence aloud; the other should identify the adjective using a question form (for example, “What is <i>bigger</i>?”).

Day 3	Instructional Plan
Student Learning Targets: 4.FL.VA.7b.i, 4.RL.KID.1,4.RL.KID.3, 4.FL.VA.7a.i, 4.RL.CS.4	
Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading Take Notes About Text	Students will: T141A-141Q <ul style="list-style-type: none"> ○ Predict how the selection will help them answer the Essential Question. ○ Take notes by filling in online Graphic Organizer 75 to record the story character, setting, plot, problem, and solution. ○ Read and answer text dependent questions. ○ Reread the text and find examples of figurative language. ○ Determine the author's purpose.
Grammar Minilessson Practice Book	Students will: T157 <ul style="list-style-type: none"> ○ Use commas in a letter appropriately. ○ See Practice Book page 267 or online activity. ○ Participate in the activity "Punctuation in Letters": Have partners write short letters with greetings and closings to one another. Each student will read the letter and write a short thank-you note in response. Monitor student activity and check student letters for correct greetings, closings, and abbreviations.
Expand Vocabulary Practice Book	Students will: T165 <ul style="list-style-type: none"> ○ Review the target vocabulary words. Orally complete each sentence stem.
Day 4	Instructional Plan
Student Learning Targets: 4.FL.VA.7b.i, 4.RL.KID.1, 4.RL.KID.3, 4.FL.WC.4.a, 4.RL.CS.6	
Read the Anchor Text (Literature Anthology) Practice/Apply Close Reading Take Notes About the Text Respond to Text	Students will: T141A-T141Q <ul style="list-style-type: none"> ○ Predict how the selection will help them answer the Essential Question. ○ Take notes by filling in online Graphic Organizer 75 to record the story character, setting, plot, problem, and solution. ○ Read and answer text dependent questions. ○ Reread the text and find examples of figurative language. ○ Determine the author's purpose. ○ Use the details from their Problem and Solution Graphic Organizer to summarize. ○ After writing a summary, reread <i>Mama, I'll Give You the World</i> and answer the questions on pages 46-48 of the Reading/Writing Companion.
Grammar Practice Book	Students will: T157 <ul style="list-style-type: none"> ○ Correct errors in the sentences. ○ Participate in the activity "Create Sentences": Have partners each list three things they like and three things they dislike (for example, movies, games, kinds of food). Have partners trade lists. Each partner should say sentences using the items from the list and the adjectives <i>good, better, best, bad, worse, and worst</i>.

Spelling Practice Book	Students will: T161 <ul style="list-style-type: none"> ○ Circle and correct each misspelled word. They can use print or electronic dictionaries or other resources to help them. ○ See Practice Book page 273.
Day 5	Instructional Plan
Student Learning Targets: 4.FL.VA.7b.i, 4.RL.KID.1, 4.RL.KID.3, 4.W.TTP.2.f, 4.FL.WC.4.a, 4.RL.CS.6, 4.RL.CS.4	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T141A-T141Q <ul style="list-style-type: none"> ○ Answer the question: Reread page 389. <i>How does the author use figurative language to help you understand Mama and Luisa's relationship?</i> ○ Understand the author's purpose and how the author uses figurative language in the story.
Writing Process: Revise Reading / Writing Companion	Students will: T148-T149 <ul style="list-style-type: none"> ○ Review revisions of the paragraph on Reading/Writing Companion page 28. Make sure there are linking words and phrases that connect ideas. ○ Read aloud the second and third paragraphs of page 364 of A Drop of Water in the Literature Anthology. Identify the linking words and phrases (<i>at last</i> and <i>because</i>). ○ Revise their drafts, focusing on their use of linking words and phrases.
Spelling Practice Book	Students will: T161 <ul style="list-style-type: none"> ○ Take the spelling post-test.
Grammar Practice Book	Students will: T157 <ul style="list-style-type: none"> ○ Use the Daily Language Activity and Practice Book page 269 for assessment. ○ Participate in the activity "Play a Guessing Game": Have students in small groups write ten common or proper nouns on index cards and place them in a pile. Each student will pick a card and give hints about the noun using comparative and superlative adjectives. The student who has the most correct answers wins.