

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.

Weekly Standards

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.e Produce complete sentences; recognize and correct inappropriate fragments and run-ons. **[1 lesson]**

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.h Use a comma before a coordinating conjunction in a compound sentence. **[10 lessons]**

4.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase. **[5 lessons]**

4.FL.VA.7b.i Explain the meaning of simple similes and metaphors in context. **[16 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. **[2 lessons]**

4.RL.IKI.9 Compare and contrast the treatment of similar themes, topics, and patterns of events in stories from different cultures. **[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. **[2 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. **[16 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.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. **[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]**

4.W.TTP.2.h Apply language standards addressed in the Foundational Literacy standards. **[1 lesson]**

Unit 5 Week 4



Day 6		Instructional Plan	
Student Learning Targets: 4.FL.VA.7b.i, 4.RL.KID.1, 4.RL.KID.2, 4.RL.KID.3, 4.W.PDW.5, 4.FL.SC.6.h, 4.FL.WC.4.a, 4.RL.CS.4			
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading		Students will: T141A-T141Q <ul style="list-style-type: none"> ○ Analyze the figurative language. author's purpose. ○ Analyze the imagery that the author used. 	
Respond to Reading Reading / Writing Companion		Students will: T142-T143 <ul style="list-style-type: none"> ○ Answer the prompt: <i>Why is Mama, I'll Give You the World a good title for this story?</i> ○ Review pages 46–48 of the Reading/Writing Companion. Discuss their completed charts and writing responses. ○ Complete the sentence starters on page 49 of the Reading/Writing Companion. Focus on two or three ways the author connects the text to the title. Support their main idea with key details from the author's choice of words, figurative language, and the illustrations. Vary sentence length and structure, and connecting words that clearly link ideas. 	
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 using checklist on Reading/Writing Companion page 29. ○ Revise their drafts based on feedback from their partner. Share how their partners' feedback helped improve their personal essays. 	
Grammar Practice Book		Students will: T158 <ul style="list-style-type: none"> ○ Identify comparing adjectives that require <i>more</i> or <i>most</i>. ○ Participate in the activity "Compare with Adjectives": Have partners list as many two- or three-syllable adjectives as they can. Have them list words related to the theme of looking closely at things. They will take turns choosing a word from the list and using it with <i>more</i> or <i>most</i> in a sentence to compare things. 	
Spelling Practice Book		Students will: T162 <ul style="list-style-type: none"> ○ Take the spelling pre-test on words with r-controlled vowel syllables. 	
Day 7		Instructional Plan	
Student Learning Targets: 4.FL.SC.6.e, 4.FL.SC.6.g, 4.W.TTP.2.h, 4.W.PDW.5 , 4.FL.SC.6.h, 4.FL.VA.7a.i, 4.FL.VA.7b.i			
Read Paired Selection (Literature Anthology) Practice / Apply Close Reading		Students will: T143A-T143D <ul style="list-style-type: none"> ○ Read and reread "Miami by Way of Fujian," ○ Take notes and think about the Essential Question: <i>In what ways do people show they care about each other?</i> ○ Think about how this text compares with "Mama, I'll Give You the World." ○ Discuss how these texts are similar and different. ○ Summarize the selection. 	
Writing Process: Edit and Revise		Students will: T150-T151	

Reading / Writing Companion	<ul style="list-style-type: none"> ○ Edit and proofread their drafts. ○ Review the Editing Checklist on Reading/Writing Companion page 30 ○ In pairs, edit and proofread each other's drafts using the Editing Checklist as a guide.
Grammar Practice Book	<p>Students will: T158</p> <ul style="list-style-type: none"> ○ Review comparing adjectives that require <i>more</i> or <i>most</i>. ○ Participate in the activity "Form Comparative Adjectives": Have students in small groups write five two- or three-syllable adjectives on scraps of paper and place them in a pile. One student draws a scrap of paper and picks another student to form a comparative adjective.
Expand Vocabulary Practice Book	<p>Students will: T164</p> <ul style="list-style-type: none"> ○ With partners, find idioms in any text. Then explain the meaning of each to the class. ○ See Practice Book page 287.

Day 8	Instructional Plan
Student Learning Targets: 4.RL.KID.1, 4.RL.KID.3 , 4.FL.WC.4.b, 4.W.PDW.6 , 4.FL.SC.6.h, 4.FL.VA.7a.i, 4.FL.VA.7b.i	
Reread Paired Selection (Literature Anthology) Practice / Apply Close Reading	<p>Students will: T143A-T143D</p> <ul style="list-style-type: none"> ○ Reread paragraphs 8 and 9 on page 405. Answer the question: <i>What is the author's purpose for including this information about Mami and Papi?</i> ○ Summarize the text. ○ Reread to develop a deeper understanding of the text by annotating and answering questions on pages 50–52 of the Reading/Writing Companion.
Author's Craft Reading / Writing Companion	<p>Students will: T144-T145</p> <ul style="list-style-type: none"> ○ Turn to Reading/Writing Companion page 53. ○ Listen and follow along as the teacher models makes an inference about Mariels' mom from the "Miami by Way of Fujian" excerpt on page 53 of the Reading/Writing Companion. ○ In pairs, make inferences about Xing Hua and Mei Jing from the excerpt on page 51 of the Reading/Writing Companion. Enter your responses on page 53 of the Reading/Writing Companion. Volunteers can their responses with the class.
Writing Process: Draft Reading / Writing Companion	<p>Students will: T152-T153</p> <ul style="list-style-type: none"> ○ Prepare for publishing and presenting their work. ○ Include illustrations, photos, diagrams, or other appropriate visuals. Adding a multimedia element will also strengthen the presentation. Rehearse the presentation. They may choose to record an audio or video presentation of their essay. Consult the Presenting Checklist before they share with the class.
Grammar Practice Book	<p>Students will: T159</p> <ul style="list-style-type: none"> ○ Review how to correctly combine sentences (simple sentences, appositives, conjunctions)

	<ul style="list-style-type: none"> Participate in the activity “Combine Sentences”: Have partners each write two sentences about the same topic. Then have them trade sentences and combine the sentences using an appositive, appositive phrase, adverb, adjective, or conjunction. Have students read the new sentences aloud.
Expand Vocabulary Practice Book	Students will: T165 <ul style="list-style-type: none"> Read On-Level Differentiated Genre Passage “The Stray Dog.” Explain the meaning of the simile and metaphor “he felt like a huge sack of marbles” and “as warm as a block of ice.” See Practice Book page 288.
Day 9	Instructional Plan
Student Learning Targets: 4.FL.PWR.3.a, 4.FL.F.5.b, 4.FL.WC.4.b, 4.RL.IKI.9, 4.W.PDW.6 , 4.FL.SC.6.h, 4.FL.SC.6.h	
Fluency Practice Book	Students will: T147 <ul style="list-style-type: none"> Listen as the teacher models reading the first two paragraphs of “Miami by Way of Fujian” using appropriate intonation and phrasing. Practice fluency using the online Differentiated Genre Passage, “The Stray Dog.”
Writing Process: Edit and Proofread Reading / Writing Companion	Students will: T152-T153 <ul style="list-style-type: none"> Prepare for publishing and presenting their work. Include illustrations, photos, diagrams, or other appropriate visuals. Adding a multimedia element will also strengthen the presentation. Rehearse the presentation. They may choose to record an audio or video presentation of their essay. Consult the Presenting Checklist before they share with the class.
Make Connections Reading / Writing Companion	Students will: T166 <ul style="list-style-type: none"> Share and discuss responses to the “Lending a Helping Hand” Blast. Complete the activities on Reading/Writing Companion page 54 and discuss how the poem, the Blast, and the selections they have just read relate to how people show they care about each other. 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	Students will: T159 <ul style="list-style-type: none"> Make corrections to sentences posted on the board. See Practice Book page 280. Participate in the activity “Write Silly Sentences”: Have students in small groups each write two silly sentences. Then have students pass their sentences to the next person on their right. That student should combine the sentences and then read the new silly sentence aloud.
Day 10	Instructional Plan
Student Learning Targets: 4.SL.CC.2, 4.SL.PKI.4, 4.FL.WC.4.a, 4.FL.WC.4.b, 4.W.PDW.6 , 4.FL.SC.6.h	
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.

	<ul style="list-style-type: none"> ○ Include illustrations, photos, diagrams, or other appropriate visuals. Adding a multimedia element will also strengthen the presentation. Rehearse the presentation. They may choose to record an audio or video presentation of their essay. 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. ○ Discuss options to present the posters to the class, such as displaying them on the wall, making a digital presentation, or a combination of media with audio or video commentary. It needs to include information and visuals about history, customs, traditions, and foods associate with a cultural celebration. ○ 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 presented Students can use the frames on the bottom of Reading/Writing Companion page 55 to focus the discussion.
Grammar	Students will: T159 <ul style="list-style-type: none"> ○ Use the Daily Language Activity and Practice Book page 281 for assessment.
Progress Monitoring	Students will: T202-T203 <ul style="list-style-type: none"> ○ Complete the online assessment.

Unit 5 Week 5 (Combine with Week 6)	Comprehension / Genre / Author's Craft	Language Development																							
<p>Essential Question: How can learning about the past help you understand the present?</p>	<ul style="list-style-type: none"> ✓ Cite relevant evidence from text ✓ Make inferences to support understanding ✓ Identify author's use of sequence text structure <p>Summarize key details in a text</p> <ul style="list-style-type: none"> ✓ Analyze the author's purpose ✓ Use sidebars and maps to better understand the main text 	<p>Vocabulary Acquisition: Acquire and use academic vocabulary expedition archaeology era document evidence tremendous uncover permanent</p> <p>Vocabulary Strategy: ✓ Use context clues to determine the meanings of proverbs and adages</p> <p>Grammar: ✓ Use comparative adjectives good and bad</p>																							
<p>Text(s):</p> <p>Teach and Model</p> <p style="padding-left: 20px;">Interactive Read Aloud: Pictures from Long Ago</p> <p style="padding-left: 20px;">Shared Read: "The Founding of Jamestown"</p> <p>Practice and Apply</p> <p style="padding-left: 20px;">Anchor Texts: Rediscovering Our Spanish Beginnings "History's Mysteries"</p> <p>Leveled Readers A: Treks Through Time O: Treks Through Time ELL: Treks Through Time B: Treks Through Time</p> <p>Optional Classroom Library Trade Books Hornets: Incredible Insect Architects Micro Monsters</p>	<p>Writing</p>	<p>Speaking and Listening</p>																							
	<p>Writing process: ✓ Plan and draft an expository essay</p> <p>Analytical writing: ✓ Write responses that demonstrate understanding</p>	<p>Engage in collaborative discussions Paraphrase portions of "Pictures from Long Ago" Present information about Spanish settlements in Texas in the 1700s</p>																							
	<p>Foundational Skills</p>	<p>Research and Inquiry</p>																							
	<p>Phonics/Word Study: Decode words with consonant + -le syllables</p> <p>Spelling Words: Week 5</p> <table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td>pebble</td><td>humble</td><td>double</td><td>gamble</td><td>trouble</td><td>uncle</td> </tr> <tr> <td>needle</td><td>fiddle</td><td>cuddle</td><td>cradle</td><td>jungle</td><td>single</td> </tr> <tr> <td>marble</td><td>ramble</td><td>tackle</td><td>ankle</td><td>freckle</td><td>buckle</td> </tr> <tr> <td>hustle</td><td>tangle</td><td></td><td></td><td></td><td></td> </tr> </table> <p>Fluency: Read fluently with proper rate and expression</p>	pebble	humble	double	gamble	trouble	uncle	needle	fiddle	cuddle	cradle	jungle	single	marble	ramble	tackle	ankle	freckle	buckle	hustle	tangle				
pebble	humble	double	gamble	trouble	uncle																				
needle	fiddle	cuddle	cradle	jungle	single																				
marble	ramble	tackle	ankle	freckle	buckle																				
hustle	tangle																								

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. [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.h Use a comma before a coordinating conjunction in a compound sentence. [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. [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. [5 lessons]

4.FL.VA.7b.ii Recognize and explain the meaning of common idioms and proverbs. [6 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. [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. [29 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.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. [4 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. [6 lessons]

4.RI.KID.2 Determine the main idea of a text and explain how it is supported by key details; summarize a text. [23 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. [2 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.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.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.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.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. [2 lessons]

4.W.TTP.2.e Provide a conclusion related to the information or explanation presented. [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.SL.CC.1, 4.RI.KID.2 , 4.SL.CC.2, 4.RI.KID.3, 4.RI.CS.5, 4.FL.VA.7b.ii, 4.FL.SC.6.h, 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 can learning about the past help you understand the present?</i> ○ Review student learning goals. ○ Discuss the photograph of the diver. ○ Answer the questions: <i>How can archaeology help you understand the past? What can an artifact teach us about history? How can learning about the past help us understand the present?</i> ○ Generate words and phrases related to the past. Complete the Concept Web. ○ Complete the blast assignment “Live and Learn”.
Listening Comprehension Interactive Read Aloud	Students will: T216-T217 <ul style="list-style-type: none"> ○ Listen to a passage about a kind of picture writing that tells us about the lives of people long ago. ○ Think about how the passage answers the Essential Question. ○ Add characteristics of an expository texts to the anchor chart. ○ Listen and follow along as the teacher reads the text aloud. Preview the comprehension strategy, Summarize. ○ Restate the most important information from “Pictures from Long Ago” 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 write a question they have about Jamestown. ○ Use the left column of page 58 of the Reading/Writing Companion to note other questions they have, interesting words they find, and key details they identify. ○ Read and answer text dependent questions. ○ With a partner, summarize the selection orally using the notes. Then write a summary in the writer’s notebooks. Only include the most important information.
Vocabulary Reading / Writing Companion	Students will: T222-T223 <ul style="list-style-type: none"> ○ Recognize proverbs and adages. ○ With partners, figure out the meaning of <i>He that will not work, shall not eat</i> and <i>Every man for himself</i> on page 60. Use context clues to determine the meaning of each proverb or adage.
Grammar Practice Book	Students will: T250 <ul style="list-style-type: none"> ○ Correctly compare with the adjective <i>good</i> (<i>better, best</i>). ○ Participate in the activity “Use, Good, Better, Best”: Ask partners to use the adjectives <i>good, better, and best</i> to talk about books they have been read about historical subjects. Tell them to compare the books. As they talk, students should listen to be sure they use <i>good, better, and best</i> correctly.
Spelling Practice Book	Students will: T252 <ul style="list-style-type: none"> ○ Take the pre-test assessment on words with consonant +le syllables.

Day 2	Instructional Plan
Student Learning Targets: 4.RI.KID.2, 4.RI.IKI.7, 4.RI.CS.5, 4.RL.KID.1, 4.FL.WC.4.b, 4.W.RBPK.8, 4.FL.SC.6.h	
Reread the Shared Read (Reading / Writing Companion) Guided Practice of Close Reading Text Features / Literary Elements Comprehension Skill Comprehension: Craft & Structure	Students will: T218-T221 <ul style="list-style-type: none"> ○ Review features of expository text (especially sidebars and maps). ○ Work in pairs to summarize the selection “Taking a Closer Look” on page 61 of “The Founding of Jamestown.” Then go back and summarize other sections once they finish summarizing “Taking a Closer Look.” ○ Work in pairs to reread “The Real-Life Pocahontas” and discuss how the sidebar provides additional information that helps them better understand “The Founding of Jamestown.” Then locate the map on page 61 and discuss how it supports the main text. ○ Independent Practice Read the online Differentiated Genre Passage, “Eastern Influence.” ○ Reread “The Real-Life Pocahontas” page 60, and fill in the graphic organizer with details that signal a sequence of events in Pocahontas’s life. Work with a partner, and write a summary of what happened to Pocahontas over the course of her life. Share their summaries. ○ Reread parts of “The Founding of Jamestown” and analyze the techniques the author used to write the selection.
Respond to Reading Reading / Writing Companion	Students will: T232-T233 <ul style="list-style-type: none"> ○ Analyze the prompt: <i>How does the author use text features to help you understand the importance of Jamestown? Ask: What is the prompt asking?</i> ○ In pairs, complete the sentence starters on Reading/Writing Companion on page 68.
Study Skill / Research & Inquiry Reading / Writing Companion	Students will: T236-T237 <ul style="list-style-type: none"> ○ Listen as the teacher models how to locate and use reliable print and online resources. Discuss with students the key words they could input to find information about Spanish settlements in Texas in the 1700s. Remind students of the questions they will be looking to answer: where settlements were established, when they were built, who founded the settlements, if there are any historical sites, etc. ○ Review how to cite and record any sources used to gather information for their maps. ○ Make a map. Include the essential elements of a map, including a title, symbols on the map, and the map key.
Grammar Practice Book	Students will: T250 <ul style="list-style-type: none"> ○ Review how to use <i>good, better, and best</i> in a sentence. ○ Correctly compare with the adjective <i>bad (worse, worst)</i>. See Practice Book page 290. Participate in the activity “Use Bad, Worse, Worst”: Ask partners to use the adjectives <i>bad, worse, and worst</i> to talk about and compare movies or television shows they have seen in the past. As they talk, students should listen to be sure they use <i>bad, worse, and worst</i> correctly.

Day 3	Instructional Plan
Student Learning Targets: 4.RI.KID.1, 4.RI.KID.3, 4.RI.CS.5, 4.RI.IKI.7, 4.W.TTP.2.d, 4.W.TTP.2.f, 4.FL.SC.6.h, 4.FL.VA.7a.ii	
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 <i>Rediscovering Our Spanish Beginnings</i>. Use copies of online Sequence Graphic Organizer 88 to take notes and record events about Ponce de Leon.

	<ul style="list-style-type: none"> ○ Summarize the information in “A Fearsome Fort.”. ○ Reread to develop a deeper understanding by answering the questions on pages 70-71 of the Reading/Writing Companion. ○ Answer the writing prompt. Use the responses from the Reading/Writing Companion to cite text evidence and support the response. ○ Respond to the questions: <i>How does the author’s use of text features help you understand how history has shaped America’s culture. Ask: What is the prompt asking you to do?</i> ○ Complete the sentence starters on page 72 of the Reading/Writing Companion. Focus on finding evidence in the text features to develop their response to the prompt. Identify sequence words and key details in the text that help them understand how history has influenced American culture. Use varying sentence length and structure and pay attention to connecting words that clearly link ideas.
Grammar Minilesson Practice Book	Students will: T251 <ul style="list-style-type: none"> ○ Review ways to correctly combine sentences. ○ See Practice Book page 291 or online activity. ○ Participate in the activity “Use Appositives”: Have partners each write three sentences using appositives or appositive phrases to give more information about people from history (<i>George Washington/our first president</i>). Have partners take turns using each name/appositive combination in a sentence.
Expand Vocabulary Practice Book	Students will: T255 <ul style="list-style-type: none"> ○ Review last week’s and this week’s vocabulary by orally completing sentences ○ Read the On Level Differentiated Genre Passage “Eastern Influence.” ○ Complete the passage and find clues for “Hard work pays off.” ○ See Practice Book page 300.
Day 4	Instructional Plan
Student Learning Targets: 4.RI.KID.1, 4.RI.KID.3, 4.RI.CS.5, 4.RI.KID.2, 4.RI.IKI.8, 4.RI.IKI.9 , 4.W.PDW.5, 4.W.RW.10, 4.W.RBPK.8, 4.FL.SC.6.h, 4.FL.WC.4.a	
Read the Anchor Text (Literature Anthology) Author’s Craft Respond to Text	Students will: T237A-T237D <ul style="list-style-type: none"> ○ Reread sections of the anchor text. Respond to these questions: <i>How does the author use text features to help you understand our Spanish beginnings?</i> and <i>How does the author use sidebars to connect the past and present?</i> ○ Read and reread “History’s Mysteries,” take notes and think about the Essential Question. Think about how this text compares with <i>Our Spanish Beginnings</i>. Discuss how the texts are similar and different. ○ Summarize the selection. ○ Turn to Reading/Writing Companion page 75. Review the key points about an author’s purpose, or reason, for writing. ○ Listen and follow along as the teacher models identifying author’s purpose in the second paragraph on Reading/Writing Companion page 73 from “History’s Mysteries.” ○ With a partner identify the author’s purpose in the last paragraph in Reading/Writing Companion on page 73. Enter their responses on Reading/Writing Companion page 75.
Writing Process: Expert Model & Plan Reading / Writing Companion	Students will: T242-T247 <ul style="list-style-type: none"> ○ After reading the expository texts <i>Rediscovering Our Spanish Beginnings</i> and “History’s Mysteries,” begin writing their own expository essays about a topic. Recall other expository texts we have read in class. ○ Create an expository essay anchor chart. ○ Use the anthology text to analyze how to write expository essays.

	<ul style="list-style-type: none"> ○ Answer the questions on Reading/Writing Companion page 78. ○ Brainstorm a list of Native American groups in their state. Research information using books about your state's history, tribal maps, and websites. ○ Write an expository essay about a Native American group that lived in their state before European exploration. Choose one Native American group to write about and complete the sentence starter on page 79. ○ Make a plan and gather the information. ○ Think about the Native American group that they chose and write down two ideas about the group that they want to research or focus on in their essays. Write their main ideas on Reading/Writing Companion page 80. ○ Use digital or print resources to research their topics. Only use reliable sources generated by trusted experts. Take notes in their own words, organize the main idea and supporting details into an outline.
Grammar Practice Book	<p>Students will: T251</p> <ul style="list-style-type: none"> ○ Correct errors in sentences. ○ Participate in the activity "Combine Sentences": Have students in small groups each write three sentences that use adjectives to describe a historical person or event. Then have them combine their sentences into one sentence and read their new sentence aloud.
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.b, 4.FL.SC.6.i, 4.W.TTP.2.c , 4.W.TTP.2.d, 4.W.TTP.2.e, 4.FL.SC.6.h, 4.FL.WC.4.a, 4.RI.IK1.9, 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 and summarize. ○ Answer 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"> ○ Take turns reading aloud "The Real-Life Pocahontas" on page 60 in the Reading/ Writing Companion.
Writing Process: Draft Reading / Writing Companion	<p>Students will: T248-T249</p> <ul style="list-style-type: none"> ○ Reread the paragraph from "The Founding of Jamestown" on page 81 of Reading/Writing Companion. Use the paragraph as a model for their own paragraphs. ○ Write a draft of an expository essay about a Native American group that lived in their state before European exploration. Review the main idea and details chart they created during the Plan phase as they write their drafts.
Spelling Practice Book	<p>Students will: T253</p> <p>Take the spelling post-test.</p>
Grammar	<p>Students will: T251</p> <ul style="list-style-type: none"> ○ Use the Daily Language Activity and Practice Book page 293 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 5 Week 6 (Combine 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. Understand and explain proverbs and adages.
Text(s): Reading Digitally: “Help in a Box” Reader’s Theater: The Camera in the Attic	Writing	Speaking and Listening
	Writing process: Complete an expository essay. 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. Search for images and multimedia sources. Gather relevant information from digital sources.

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. [1 lesson]

4.FL.VA.7b.i Explain the meaning of simple similes and metaphors in context. [1 lesson]

4.FL.VA.7b.ii Recognize and explain the meaning of common idioms and proverbs. [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.FL.WC.4.a Spell grade-appropriate words correctly, consulting references as needed. [1 lesson]

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. [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.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. [4 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. [2 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. [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. [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. [4 lessons]

4.SL.PKI.6 Recognize that different situations call for formal vs. informal English, and use formal English when appropriate. [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. [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. [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.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.2.e Provide a conclusion related to the information or explanation presented. [1 lesson]

4.W.TTP.2.h Apply language standards addressed in the Foundational Literacy standards. [1 lesson]

Day 1	Instructional Plan
<p>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.i, 4.RL.KID.1, 4.RI.CS.5, 4.W.TTP.2.e, 4.W.PDW.5</p>	
<p>Reading Digitally OR Reader's Theater</p>	<p>Students will: T298-T300</p> <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 78. With a partner, paraphrase the main ideas using evidence to support their answer. ○ Reread parts of the article paying attention to text structure and author's craft. Discuss these questions: <i>How do the subheads for the different sections help you better understand the text? What most surprised you about the "By the Numbers" feature?</i> ○ Compare what they learned about the challenges in Haiti with what they have learned in other texts they have read in this unit about the different ways people have responded to challenges around the world. ○ Independent Study: <ul style="list-style-type: none"> ▪ Choose a Topic Students should brainstorm questions related to the article. For example: <i>What can I do to help victims of natural disasters?</i> ▪ Then have students choose a question to research. ▪ Conduct Internet Research Review how to conduct an Internet search. Remind students that they can search for images or multimedia using key words plus <i>images, audio, or video</i>. ▪ Present Have groups give an informational or persuasive presentation about helping victims of natural disasters. ○ OR ○ Discuss the features of the play <i>The Camera in the Attic</i>. ○ Read the play and note examples of life during the 1800s. ○ Compare and contrast 1875 and the 1990s.
<p>Show What You Learned Reading / Writing Companion</p>	<p>Students will: T302-T303</p> <ul style="list-style-type: none"> ○ Read "Marvelous Magnets" and answer test questions about the text.
<p>Writing Process: Revise Reading / Writing Companion</p>	<p>Students will: T310-T311</p> <ul style="list-style-type: none"> ○ Revise their drafts, focusing on adding a more effective conclusion.

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.i, 4.RL.KID.1, 4.RL.KID.2, 4.W.PDW.5	
<p>Reading Digitally OR Reader's Theater</p>	<p>Students will: T298-T301</p> <ul style="list-style-type: none"> ○ Reread parts of the online article, paying attention to text structure and author's craft. Discuss the questions. ○ Reread parts of the article paying attention to text structure and author's craft. Discuss these questions: <i>How do the subheads for the different sections help you better understand the text? What most surprised you about the "By the Numbers" feature?</i> ○ Compare what they learned about the challenges in Haiti with what they have learned in other texts they have read in this unit about the different ways people have responded to challenges around the world. ○ Independent Study: <ul style="list-style-type: none"> ▪ Choose a Topic Students should brainstorm questions related to the article. For example: <i>What can I do to help victims of natural disasters?</i> ▪ Then have students choose a question to research. ▪ Conduct Internet Research Review how to conduct an Internet search. Remind students that they can search for images or multimedia using key words plus <i>images, audio, or video.</i> ▪ Present Have groups give an informational or persuasive presentation about helping victims of natural disasters. ○ OR ○ Discuss the features of the play <i>The Camera in the Attic.</i> ○ Read the play and note examples of life during the 1800s. ○ Compare and contrast 1875 and the 1990s.
<p>Show What You Learned Reading / Writing Companion</p>	<p>Students will: T304-T305</p> <ul style="list-style-type: none"> ○ Read "Marvelous Magnets" and answer text dependent questions.
<p>Writing Process: Peer Review Reading / Writing Companion</p>	<p>Students will: T310-T311</p> <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 83. ○ Use the revising checklist on Reading/Writing Companion page 83. Implement suggestions. Look at the rubric on page 85 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.7b.ii, 4.FL.VA.7b.iii, 4.RL.KID.3 , 4.W.RBPK.8, 4.FL.WC.4.a, 4.W.TTP.2.h,4.W.PDW.5	
Extend Your Learning	Students will: T306-T307 <ul style="list-style-type: none"> ○ Review the elements of a plot involving a problem and solution. Review the definitions of <i>conflict</i>, <i>rising action</i>, <i>climax</i>, <i>falling action</i>, and <i>resolution</i>. ○ Complete the rest of the chart on Reading/ Writing Companion page 92 using the same story. ○ Identify antonyms and proverbs and adages on Reading/Writing Companion page 93.
Writing Process: Edit and Proofread Reading / Writing Companion	Students will: T312-T313 <ul style="list-style-type: none"> ○ Edit and proofread each other's drafts using the Editing Checklist on Reading/Writing Companion page 84 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.SL.PKI.5, 4.W.RBPK.7 , 4.FL.WC.4.b, 4.W.PDW.6	
Extend Your Learning	Students will: T308-T309 <ul style="list-style-type: none"> ○ Read and discuss the activity on Reading/ Writing Companion page 94. ○ Work with partners or small groups to research and use the graphic organizer to plan the digital brochure. Consider which photographs and illustrations they should include with their writing. ○ Create a poster on saving sand dunes, explaining why sand dunes are important and what actions people might take to save them. ○ Read and discuss the directions on Reading/ Writing Companion page 95. They will conduct an experiment using a magnet plus some other materials. ○ Predict whether the item is magnetic. Work in pairs to identify what they observe and write an explanation on the chart. Discuss whether they are surprised by what they discovered from one experiment before moving on to the next. Write down observations and explanations for each item.
Writing Process: Publish, Present, and Evaluate Reading / Writing Companion	Students will: T314-T315 <ul style="list-style-type: none"> ○ Prepare for publishing and presenting their work. ○ Supply a visual to accompany their work. (Photos, drawings, or charts can make the essay more interesting and appealing.) ○ Rehearse by whisper-reading their writing, remembering to smile, and standing up straight. ○ Improve their writing by using the rubric to identify areas that might need more work. See Reading/Writing Companion on page 85.

Day 5	Instructional Plan
Student Learning Targets: 4.FL.WC.4.b, 4.W.PDW.6 , 4.W.RW.10, 4.RI.IKI.9, 4.SL.CC.1	
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. ○ Supply a visual to accompany their work. (Photos, drawings, or charts can make the essay more interesting and appealing.) ○ Rehearse by whisper-reading their writing, remembering to smile, and standing up straight. ○ Improve their writing by using the rubric to identify areas that might need more work. See Reading/Writing Companion on page 85. ○ Present their work to the class.
Track Your Progress	Students will: T318 <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	Students will: T319 <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>Why is it important to think about how things change?</i>
Summative Assessment	Students will: T330-T331 <ul style="list-style-type: none"> ○ Complete the summative assessment.

BCS Literacy Vision

Unit 6**Genre Study 1: Narrative Nonfiction**

Essential Question: How have our energy resources changed over the years?

Text Sets:

Read Aloud: "Light Through the Ages"

Shared Read: "The Great Energy Debate"

Anchor Text: *Energy Island* & "Of Fire and Water"

Genre Study 2: Historical Fiction

Essential Question: How do traditions connect people?

Text Sets:

Read Aloud: "Reading the Sky"

Shared Read: "A Surprise Reunion"

Anchor Text: *The Game of Silence* & "Native Americans: Yesterday and Today"

Culminating Task: Write a narrative nonfiction essay explaining what you could do to conserve natural resources. Make sure to use sequence words in your story. Include facts, details, examples, and statistics to give readers evidence about the topic.

Genre Study 3: Free Verse Poetry

Essential Question: What shapes a person's identity?











Text Sets:

Read Aloud:

Shared Read: "Climbing Blue Hill," "My Name is Ivy," and "Collage"

Anchor Text: "the drum," "Birdfoot's Grampa," and "My Chinatown" & "Growing Up" and "My People"

Culminating Task: Write a free verse poem about a person who is important to you. Use figurative language to create pictures for your reader. Make sure you use precise language so the reader can picture the subject clearly.

Unit 6 Weeks 1-2	Comprehension / Genre / Author's Craft	Language Development
<p>Essential Question: How have our energy resources changed over the years?</p>	<ul style="list-style-type: none">  Cite relevant evidence from text  Make inferences to support understanding  Identify main idea and key details in a text <p>Ask and answer questions to help understand difficult sections of text</p> <ul style="list-style-type: none">  Identify the elements of a Greek myth  Identify and use text features, such as sidebars 	<p>Vocabulary Acquisition: Acquire and use academic vocabulary</p> <p>coincidence consequences consume converted efficient incredible installed renewable</p> <p>Vocabulary Strategy:  Use prefixes to determine the meaning of unfamiliar words</p> <p>Grammar:  Identify and use adverbs correctly  Use adverbs to compare two or more actions</p>
<p>Text(s):</p> <p>Teach and Model</p> <p>Interactive Read Aloud: Light Through the Ages Shared Read: "The Great Energy Debate"</p> <p>Practice and Apply</p> <p>Anchor Text: Energy Island "Of Fire and Water"</p> <p>Leveled Readers A: Power Plant O: Power Plant ELL: Power Plant B: Power Plant</p> <p>Optional Classroom Library Trade Books The Forever Forest You Wouldn't Want to Live Without Electricity!</p>	<p>Writing</p> <p>Writing process:  Plan and draft a narrative nonfiction essay</p> <p>Analytical writing:  Write responses that demonstrate understanding</p> <p>Foundational Skills</p> <p>Phonics/Word Study: Decode words with the final /ən/ sound Decode homophones (words with the same pronunciation but different meanings)</p> <p>Spelling Words: Week 1 shaken sunken eleven woven widen ridden proven often robin cousin raisin muffin penguin button reason cotton wagon dragon common skeleton</p> <p>Week 2 root route tail tale wade weighed prince prints doe dough moose mousse we've weave who's whose bolder boulder patience patients</p> <p>Fluency: Read fluently with accuracy, rate, and intonation</p>	<p>Speaking and Listening</p> <p>Engage in collaborative discussions</p> <p>Paraphrase portions of "Light Through the Ages"</p> <p>Present information about renewable and nonrenewable resources</p> <p>Research and Inquiry</p> <p>Research renewable and nonrenewable resources using key words</p> <p>Design a game or crossword puzzle about renewable and nonrenewable resources</p>

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. [9 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. [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. [29 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. [11 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.5 Describe the overall structure of events, ideas, and concepts of information in a text or part of a text. [2 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. [2 lessons]

4.RI.IKI.8 Explain how an author uses reasons and evidence to support particular points in a text. [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. [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. [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. [25 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. [6 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. [5 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.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.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.3.c Use dialogue and description to develop experiences and events or show the responses of characters to situations. [1 lesson]

Day 1	Instructional Plan
Student Learning Targets: 4.RI.IKI.7, 4.RI.KID.3, 4.SL.CC.2, 4.FL.VA.7a.ii, 4.FL.VA.7c, 4.RI.KID.2, 4.FL.SC.6.a, 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>How have our energy resources changed over the years?</i> ○ Review student learning goals. ○ Discuss the photograph of the skyscraper and fountain. ○ Answer the questions: <i>What are some ways you can help conserve, or use less, energy from nonrenewable resources?</i> ○ Discuss with a partner what they learned about energy resources. ○ Complete the blast assignment “Fueling the Future”.
Listening Comprehension Interactive Read Aloud	Students will: T22-T23 <ul style="list-style-type: none"> ○ Discuss features of a narrative nonfiction and start an anchor chart that includes the features of narrative nonfiction texts. ○ Restate the most important information in the interactive read aloud “Light Through the Ages”.
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"> ○ Use Latin and Greek prefixes to determine the meaning of unknown words. ○ With a partner, use Greek and Latin prefixes to define <i>preplan</i>, <i>nonrenewable</i>, and <i>hypercritical</i> in “The Great Energy Debate.” Write a definition and example sentence for each word.
Grammar Practice Book	Students will: T58 <ul style="list-style-type: none"> ○ Define and identify adverbs. ○ Participate in the activity “Find the Adverb”: Ask partners to select a paragraph from a book with sentences containing adverbs. Taking turns, partners should read aloud the paragraph one sentence at a time. At the end of each sentence, the other partner should identify any adverb used in the sentence.
Spelling Practice Book	Students will: T62 <ul style="list-style-type: none"> ○ Assess prior knowledge-/en/ sounds. ○ Take the spelling pre-test.

Day 2	Instructional Plan
Student Learning Target: 4.RI.KID.3, 4.RI.RRTC.10, 4.RI.KID.2 , 4.FL.WC.4.b, 4.RL.KID.1, 4.W.PDW.6, 4.W.RBPK.8, 4.FL.SC.6.a	
Reread the Shared Read (Reading / Writing Companion) Guided Practice of Close Reading Text Features / Literary Elements Comprehension Skill Comprehension: Craft & Structure	Students will: T36-T37 <ul style="list-style-type: none"> ○ Work in pairs to reread the “The Great Energy Debate” and ask questions about unfamiliar concepts they come across – about different energy resources, debating, and specific vocabulary from the article. Reread to find answers to their questions. ○ Work with a partner to find and list two text features in “The Great Energy Debate.”. Explain how each feature helped them understand the text. ○ Read the On Level Differentiated Genre Passage “Energy from the Sea.” ○ With a partner complete the main idea and details graphic organizer for the first paragraph on page 102. Then write a summary of the first paragraph. Some pairs can share their summaries. ○ Reread parts of “The Great Energy Debate” and analyze the techniques the author used to write the selection.
Respond to Reading Reading / Writing Companion	Students will: T38-T39 <ul style="list-style-type: none"> ○ Analyze the prompt: <i>How does the author organize the information about renewable and nonrenewable energy sources?</i> ○ Skim page 102 in the Reading/Writing Companion to identify key details that describe the pros and cons of renewable and nonrenewable energy sources. ○ Use the words and phrases in the sentence starters on page 110 of Reading/Writing Companion to form their responses. The first paragraph should tell how the author introduces the text and what the author wants reading to know about renewable and nonrenewable energy sources. The next two paragraphs should provide text evidence that supports the student’s claim. Cite specific details from the text. 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	Students will: T42-T43 <ul style="list-style-type: none"> ○ Listen and follow along as the teacher models how to use search terms to find information in a search engine. ○ Design a game or puzzle. In pairs or groups decide whether they want to design a game or crossword puzzle about energy resources. Brainstorm and plan. Make a list of key words to use in a search engine to gather information. This will take two weeks to complete.
Grammar Practice Book	Students will: T58 <ul style="list-style-type: none"> ○ Review how adverbs function in a sentence. Explain how to place adverbs in a sentence. ○ Participate in the activity “Write a Sentence”: Have partners talk about traditions their families have. Then have each student write a sentence describing one of the traditions. The sentence must include an adverb. Have students read their sentences aloud to the class. Ask a volunteer to identify the adverb.

Day 3	Instructional Plan
Student Learning Target: 4.FL.VA.7a.ii, 4.RI.KID.1, 4.RI.KID.2 , 4.RI.KID.3, 4.FL.SC.6.a, 4.FL.VA.7a.ii, 4.FL.VA.7c	
Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading Take Notes About Text	Students will: T43A-T43S <ul style="list-style-type: none"> ○ Predict how the selection will help them answer the essential question. ○ Use the main idea and details graphic organizer 141 to take notes.

	<ul style="list-style-type: none"> ○ Respond to questions as they read.
Grammar Minilessons Practice Book	<p>Students will: T59</p> <ul style="list-style-type: none"> ○ Review how adverbs function in a sentence and how to place adverbs. Review the relative adverbs that tell <i>where</i>, <i>when</i>, and <i>why</i>. ○ Review how to use <i>good</i> and <i>well</i> correctly. ○ Participate in the activity “Choose a Modifier”: Have small groups of students write ten nouns and ten verbs on separate index cards. Then have each student take a card and say whether an adjective or an adverb would modify the word on the card. Have the student use the word and a modifier in a sentence.
Expand Vocabulary Practice Book	<p>Students will: T67</p> <ul style="list-style-type: none"> ○ Review last week’s and this week’s vocabulary words by orally completing each sentence stem. ○ See Practice Book page 312.
Day 4	Instructional Plan
Student Learning Target: 4.FL.VA.7a.ii, 4.RI.KID.1, 4.RI.KID.2 , 4.RI.KID.3, 4.FL.SC.6.a, 4.FL.WC.4.a	
Read the Anchor Text (Literature Anthology) Practice/Apply Close Reading Take Notes About the Text Respond to Text	<p>Students will: T43A-T435</p> <ul style="list-style-type: none"> ○ Predict how the selection will help them answer the essential question. ○ Use the main idea and details graphic organizer 141 to take notes. ○ Respond to questions as they read. ○ Notice that the author uses illustrations and sidebars to provide useful information for the text. ○ Identify how the text is organized. ○ Read the biography of the author. Answer the questions: <i>Why do you think Drummond’s background as a journalist might help him find stories like this one? How do Drummond’s illustrations help you understand what is happening on the island of Samsø? If you could email a question to Allan Drummond about energy or writing a children’s books, what would you ask?</i> ○ Determine the author’s purpose in writing.
Grammar Practice Book	<p>Students will: T59</p> <ul style="list-style-type: none"> ○ Correct errors in sentences. ○ Participate in the activity “Play Charades”: Have students in small groups each write down five adverb-action verb combinations (quickly ran) on scrap paper and place the pieces in a pile. Students will take turns selecting a paper and acting out the adverb-verb combination as the others guess what the words are.
Spelling Practice Book	<p>Students will: T63</p> <ul style="list-style-type: none"> ○ Proofread and correct sentences.
Day 5	Instructional Plan
Student Learning Target: 4.FL.VA.7a.ii, 4.RI.KID.1, 4.RI.KID.2, 4.RI.KID.3 , 4.W.TTP.3.c, 4.FL.SC.6.a, 4.FL.WC.4.a	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	<p>Students will: T43A-T43S</p> <ul style="list-style-type: none"> ○ Reread the text looking at the text features of a narrative nonfiction. ○ Describe the purpose of dialogue in the story.

	<ul style="list-style-type: none">○ Discuss the text structure.○ Look at the author's word choice and purpose for writing.
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 a narrative nonfiction.○ Analyze the anthology text looking at author's craft and elements of a narrative nonfiction story. Reread page 459. Answer questions on page 122 of the Reading/Writing Companion.
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 305 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. **[3 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. **[5 lessons]**

4.FL.SC.6.f Use correct capitalization. **[10 lessons]**

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

4.FL.SC.6.h Use a comma before a coordinating conjunction in a compound sentence. **[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. **[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. **[20 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. **[9 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. **[3 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.8 Explain how an author uses reasons and evidence to support particular points in a text. **[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. **[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. **[9 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. **[6 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. **[1 lesson]**

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

4.SL.CC.3 Identify the reasons and evidence a speaker provides to support particular points. **[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.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. **[2 lessons]**

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]**

Day 6	Instructional Plan
<p>Student Learning Targets: 4.FL.VA.7a.ii, 4.RI.KID.1, 4.RI.KID.2, 4.RI.KID.3, 4.RL.KID.1, 4.RI.CS.5, 4.RI.IKI.8, 4.W.RBPK.8, 4.FL.SC.6.a, 4.FL.SC.6.f, 4.FL.SC.6.g, 4.FL.SC.6.h, 4.FL.WC.4.a</p>	
<p>Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading</p>	<p>Students will: T43A-T43S</p> <ul style="list-style-type: none"> ○ Reread the text to identify features that will aid in their writing. ○ Respond to questions as they read. ○ Notice that the author uses illustrations and sidebars to provide useful information for the text. ○ Identify how the text is organized. ○ Read the biography of the author. Answer the questions: <i>Why do you think Drummond's background as a journalist might help him find stories like this one? How do Drummond's illustrations help you understand what is happening on the island of Samsø? If you could email a question to Allan Drummond about energy or writing a children's books, what would you ask?</i> ○ Determine the author's purpose in writing.
<p>Respond to Reading Reading / Writing Companion</p>	<p>Students will: T44-T45</p> <ul style="list-style-type: none"> ○ Read and analyze the prompt: <i>How does the author organize the text to tell you about wind energy and the people of Energy Island?</i> ○ Reread page 460-465 of Literature Anthology, while identifying text evidence that shows how the author organizes the text. ○ 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. ○ Discuss how the author mixes factual information about renewable and nonrenewable resources into a narrative, as well as the author's use of specific words and phrases. Analyze how energy use and islanders' attitudes changed over the course of the story and point out how the author shows this change through speech bubbles. Vary sentence length and structure by combining short sentences to make compound sentences.
<p>Writing Process: Plan Reading / Writing Companion</p>	<p>Students will: T52-T53</p> <ul style="list-style-type: none"> ○ Brainstorm a list of natural resources often used. Write them on Reading/Writing Companion page 123. Share with the class. ○ Think about why conserving resources helps society. Choose a natural resource and write a narrative nonfiction essay about how to save this resource. Record the natural resource they chose on page 123. Discuss ideas for how they might be able to use less of it. ○ Identify the appropriate purpose of narrative texts: to inform and entertain. ○ Make a plan and gather the information. Then, using the graphic organize 63 choose one central idea and find relevant facts and details.
<p>Grammar Practice Book</p>	<p>Students will: T60</p> <ul style="list-style-type: none"> ○ Recognize comparing adverbs (-er/-est and more/most). ○ Participate in the activity "Compare with Adverbs": Have partners brainstorm a list of as many animals as they can think of. Then have them take turns choosing two animals from the list and saying sentences about the animals using adverbs that compare. For example, a student might say, "A kangaroo can jump higher than an elephant can."
<p>Spelling Practice Book</p>	<p>Students will: T64</p> <ul style="list-style-type: none"> ○ Take the spelling pre-test on homophones.

Day 7	Instructional Plan
Student Learning Targets: 4.W.TTP.3.a, 4.W.TTP.3.d, 4.W.RBPK.8, 4.FL.SC.6.a, 4.FL.SC.6.f, 4.FL.SC.6.g, 4.FL.SC.6.h, 4.FL.VA.7a.ii, 4.FL.VA.7c, 4.RI.IKI.9	
Read Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T45A-T45B <ul style="list-style-type: none"> ○ Read “Of Fire and Water”. Answer questions throughout the text. ○ Compare this text with <i>Energy Island</i>. Discuss how they are similar and different. ○ Summarize the selection.
Writing Process: Plan Reading / Writing Companion	Students will: T54-T55 <ul style="list-style-type: none"> ○ Circle the sequence words in the paragraph on Reading/Writing Companion page 124. Consider the order of events and ideas in their concept web and write 1 for first, 2 for next, 3 for then, and so on. Explain that when two ideas happen at the same time, they can use a sequence word such as <i>while</i> or <i>at the same time</i>. ○ Use the ideas in the Concept Web to guide their research. Avoid copying information from sources word for word; instead, paraphrase, or put the information in their own words.
Grammar Practice Book	Students will: T60 <ul style="list-style-type: none"> ○ Review how to compare using adverbs. Explain when to use <i>more</i> and <i>most</i> with adverbs. ○ Understand how to use irregular adverbs (<i>well</i> and <i>badly</i>) correctly in context. ○ Participate in the activity “Change the Adverb”: Have students in small groups each write two sentences – one using <i>well</i> and one using <i>badly</i>. Then have students take turns reading their sentence aloud and choosing another student to change the adverb in the sentence to <i>better</i>, <i>best</i>, <i>worse</i>, and <i>worst</i>.
Expand Vocabulary Practice Book	Students will: T67 <ul style="list-style-type: none"> ○ Review prefixes and understand how prefixes can help with unfamiliar words. ○ Discuss the meanings of <i>unsustainable</i> and <i>nonrenewable</i> and use a dictionary to check the meanings.
Day 8	Instructional Plan
Student Learning Targets: 4.RL.KID.2 , 4.FL.PWR.3.a, 4.FL.F.5.b, 4.FL.VA.7a.ii, 4.FL.WC.4.b, 4.FL.SC.6.i, 4.W.TTP.2.d, 4.W.PDW.5, 4.FL.SC.6.a, 4.FL.SC.6.f, 4.FL.SC.6.g, 4.FL.SC.6.h, 4.FL.VA.7c	
Reread Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T45A-T45D <ul style="list-style-type: none"> ○ Analyze the text structure. ○ 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 homophones and Latin suffixes.
Author’s Craft Reading / Writing Companion	Students will: T46-T47 <ul style="list-style-type: none"> ○ Review the elements of a myth.

	<ul style="list-style-type: none"> ○ Read paragraphs 2 and 3 on page 478 of “Of Fire and Water” and point out how people got fire (this myth attempts to explain something from nature and human history). ○ Work in pairs to identify additional myth elements in “Water vs. Wisdom” and writing their responses on Reading/Writing Companion page 119.
Writing Process: Draft Reading / Writing Companion	<p>Students will: T56-T57</p> <ul style="list-style-type: none"> ○ Read the paragraph on page 125 of the Reading/Writing Companion. Identify specific details that the author describes. ○ Using the passage as a model, write a similar paragraph that might be included in their essay on page 125. ○ With a partner, identify different kinds of specific details in each other’s drafts and discuss how these details support the main ideas.
Grammar Practice Book	<p>Students will: T61</p> <ul style="list-style-type: none"> ○ Review punctuation and capitalization. ○ See Practice Book page 315 or online activity. ○ Participate in the activity “Capitalize the Title”: Have students in small groups list subjects and predicates on separate index cards. Have them take turns choosing two cards (two subjects, two predicates, or one of each) and using the words in a complete sentence.
Expand Vocabulary Practice Book	<p>Students will: T67</p> <ul style="list-style-type: none"> ○ Read the On Level Differentiated Genre Passage “Energy from the Sea”. Complete the passage, then find clues for <i>geothermal</i>, <i>preview</i> and <i>disbelief</i> using a print or online dictionary to confirm meanings. ○ See Practice Book page 324.
Day 9	Instructional Plan
Student Learning Targets: 4.FL.PWR.3.a, 4.FL.F.5.b, 4.FL.VA.7a.ii, 4.FL.WC.4.b, 4.SL.CC.2, 4.SL.CC.3, 4.FL.SC.6.i, 4.W.TTP.2.d , 4.W.PDW.5, 4.FL.SC.6.a, 4.FL.SC.6.f, 4.FL.SC.6.g, 4.FL.SC.6.h	
Fluency Practice Book	<p>Students will: T48-T49</p> <ul style="list-style-type: none"> ○ Practice fluency using the online Differentiated Genre Passage, “Energy from the Sea.”
Writing Process: Draft Reading / Writing Companion	<p>Students will: T56-T57</p> <ul style="list-style-type: none"> ○ Review the concept web they created during the Plan phase as they write their drafts. They can use the sample paragraphs they just wrote on page 125. ○ With a partner, identify different kinds of specific details in each other’s drafts and discuss how these details support the main ideas.
Make Connections Reading / Writing Companion	<p>Students will: T68</p> <ul style="list-style-type: none"> ○ In small groups, complete the activities on Reading/Writing Companion page 120 and discuss how the oil painting, the Blast, and the selections they have just read relate to how our energy resources have changed. ○ See the connections between the oil painting 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.
Grammar Practice Book	<p>Students will: T61</p> <ul style="list-style-type: none"> ○ Correct errors in sentences. ○ See Practice Book page 316.

	<ul style="list-style-type: none"> o Participate in the activity “Use Adverbs that Compare”: Have partners each write down five simple sentences that contain adverbs. (I yelled <i>loudly</i>.) Then have the other partner say each sentence aloud, changing the adverb so it compares two or more actions. (I yelled <i>more loudly than</i> you did.)
Day 10	Instructional Plan
Student Learning Targets: 4.FL.WC.4.b, 4.FL.SC.6.i, 4.W.TTP.2.d , 4.W.PDW.5, 4.FL.SC.6.a, 4.FL.SC.6.f,4.FL.SC.6.g, 4.FL.SC.6.h, 4.FL.WC.4.a	
Writing Process: Draft Reading / Writing Companion	<p>Students will: T56-T57</p> <ul style="list-style-type: none"> o Continue working on their draft. o Review the concept web they created during the Plan phase as they write their drafts. They can use the sample paragraphs they just wrote on page 125. o With a partner, identify different kinds of specific details in each other’s drafts and discuss how these details support the main ideas.
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 121. o Discuss how it is important to include all the important information, rules, and steps when explaining the rules for how to play a game or do a puzzle. 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 sentence starters on the bottom of page 121 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 317 for assessment.
Progress Monitoring	<p>Students will: T104-T105</p> <ul style="list-style-type: none"> o Complete the online assessment.

Weeks 3-4																																															
Unit 6 Weeks 3-4	Comprehension / Genre / Author's Craft	Language Development																																													
<p>Essential Question: How do traditions connect people?</p>	<ul style="list-style-type: none"> ✓ Cite relevant evidence from text ✓ Make inferences to support understanding ✓ Use text evidence to infer the story's theme Reread to monitor and adjust comprehension ✓ Analyze an author's use of text features, including maps and images ✓ Evaluate an author's use of literary elements, such as dialogue 	<p>Vocabulary Acquisition: Acquire and use academic vocabulary</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 20%;">ancestors</td> <td style="width: 20%;">despised</td> <td style="width: 20%;">endurance</td> <td style="width: 20%;">forfeit</td> <td style="width: 20%;">honor</td> </tr> <tr> <td>intensity</td> <td>irritating</td> <td>retreated</td> <td></td> <td></td> </tr> </table> <p>Vocabulary Strategy: ✓ Use context clues or a dictionary to determine the connotation and denotation of words</p> <p>Grammar: <ul style="list-style-type: none"> ✓ Use negative words correctly ✓ Use prepositions correctly </p>	ancestors	despised	endurance	forfeit	honor	intensity	irritating	retreated																																					
ancestors	despised	endurance	forfeit	honor																																											
intensity	irritating	retreated																																													
<p>Text(s):</p> <p>Teach and Model</p> <p style="padding-left: 20px;">Interactive Read Aloud:</p> <p style="padding-left: 20px;">Shared Read: "A Surprise Reunion"</p> <p>Practice and Apply</p> <p style="padding-left: 20px;">Anchor Text(s): The Game of Silence "Native Americans: Yesterday and Today"</p> <p>Leveled Readers A: Maple Sugar Moon O: Grandfather's Basket ELL: Grandfather's Basket B: A Song for Marie and Ajidamo</p> <p>Optional Classroom Library Trade Books A Jar of Dreams The Birchbark House</p>	<p>Writing</p> <p>Writing process: ✓ Revise and edit a narrative nonfiction essay</p> <p>Analytical writing: ✓ Write responses that demonstrate understanding</p>	<p>Speaking and Listening</p> <p>Engage in collaborative discussions Paraphrase portions of "Reading the Sky" Present information about a Native American group</p>																																													
	<p>Foundational Skills</p> <p>Phonics/Word Study: Decode words with prefixes Decode words with suffixes</p> <p>Spelling Words:</p> <p>Week 3</p> <table style="width: 100%; border: none;"> <tr> <td>discourage</td> <td>disappoint</td> <td>disbelief</td> <td>distrust</td> <td>disloyal</td> <td>misnumber</td> </tr> <tr> <td>mislabel</td> <td>misplace</td> <td>misstep</td> <td>nonfat</td> <td>nonfiction</td> <td>nonstop</td> </tr> <tr> <td>nonsense</td> <td>unable</td> <td>uncertain</td> <td>uncomfortable</td> <td></td> <td>unclean</td> </tr> <tr> <td>uncover</td> <td>unplug</td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Week 4</p> <table style="width: 100%; border: none;"> <tr> <td>wireless</td> <td>sunny</td> <td>furry</td> <td>really</td> <td>hairy</td> <td>barely</td> <td>tasteless</td> </tr> <tr> <td>handful</td> <td>lifeless</td> <td>fitness</td> <td>hopefully</td> <td>happiness</td> <td></td> <td>fullness</td> </tr> <tr> <td>sorrowful</td> <td>gently</td> <td>sickness</td> <td>joyfully</td> <td>aimless</td> <td>breathless</td> <td>certainly</td> </tr> </table> <p>Fluency: Read fluently with accuracy and expression</p>	discourage	disappoint	disbelief	distrust	disloyal	misnumber	mislabel	misplace	misstep	nonfat	nonfiction	nonstop	nonsense	unable	uncertain	uncomfortable		unclean	uncover	unplug					wireless	sunny	furry	really	hairy	barely	tasteless	handful	lifeless	fitness	hopefully	happiness		fullness	sorrowful	gently	sickness	joyfully	aimless	breathless	certainly	<p>Research and Inquiry</p> <p>Research a Native American group Create an encyclopedia entry with a map</p>
discourage	disappoint	disbelief	distrust	disloyal	misnumber																																										
mislabel	misplace	misstep	nonfat	nonfiction	nonstop																																										
nonsense	unable	uncertain	uncomfortable		unclean																																										
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wireless	sunny	furry	really	hairy	barely	tasteless																																									
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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. [10 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. [5 lessons]

4.FL.SC.6.d Form and use prepositional phrases. [2 lessons]

4.FL.SC.6.e Produce complete sentences; recognize and correct inappropriate fragments and run-ons. [10 lessons]

4.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase. [7 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. [3 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. [8 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.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. [2 lessons]

4.RL.IKI.9 Compare and contrast the treatment of similar themes, topics, and patterns of events in stories from different cultures. [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. [27 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. [4 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.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.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.RL.KID.3, 4.SL.CC.2, 4.FL.VA.7a.i, 4.RL.KID.2, 4.FL.VA.7c, 4.FL.SC.6.e, 4.FL.WC.4.a, 4.FL.VA.7a.i	
Introduce the Concept (Reading / Writing Companion) Talk About It	Students will: T118-T119 <ul style="list-style-type: none"> ○ Discuss the essential question: <i>How do traditions connect people?</i> ○ Review student learning goals. ○ Discuss the photograph of the dancer. ○ Watch the online Weekly Opener Video: Old and New. Discuss the different traditions that are shown. ○ Complete the blast assignment “Living Your Past”.
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. ○ Preview the comprehension strategy “Reread.” ○ Paraphrase the story “Reading the Sky” 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 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. 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 connotations and denotations of the words <i>snatched</i> and <i>sure-footed</i> on page 133, and <i>slender</i> on page 134.
Grammar Reading / Writing Companion	Students will: T156 <ul style="list-style-type: none"> ○ Study how to use negatives correctly in sentences. ○ Participate in the activity “Change the Sentence”: Have students in small groups each write five statements giving basic information about themselves (for example, “I have brown hair.”) Have students exchange papers. Students should then read aloud the statements they were given, changing them to negatives.
Spelling Reading / Writing Companion	Students will: T160 <ul style="list-style-type: none"> ○ Take the pre-test on prefixes.

Day 2	Instructional Plan
Student Learning Targets: 4.RL.KID.1, 4.RL.KID.2, 4.RL.KID.3 , 4.RL.RRTC.10, 4.FL.WC.4.b, 4.W.RBPK.7, 4.W.RBPK.8, 4.FL.SC.6.e	
<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 explain why Lewis and Clark need Chief Cameahwait's help. Look at the second paragraph on page 134 of "A Surprise Reunion." Reread the passage and discuss what Captain Lewis tells Chief Cameahwait. ○ Listen and follow along as the teacher models finding text evidence that identifies "A Surprise Reunion" as a historical fiction. ○ Understand that historical fiction also uses dialogue to show what the characters are thinking and saying to one another. Dialogue in historical fiction is made up, though it can be based on primary sources, such as letters and journals. ○ Work with partners to find and list two examples from "A Surprise Reunion" that identify it as historical fiction. Share their work with a partner or with the class. ○ Review theme and begin an anchor chart on Theme. ○ Identify additional details that reveal the theme. Work together in pairs to write a paragraph that states the theme. ○ Reread parts of "A Surprise Reunion" 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 communicate the message that family is important?</i> ○ Skim page 135 of "A Surprise Reunion" to identify how the characters think and feel about family. ○ Answer the question: <i>How does paying attention to dialogue help you understand what is important to the characters?</i> ○ Use the sentence starters on Reading/Writing Companion page 142 to form their responses. Their first paragraph should state what the author uses dialogue to do. The next two paragraphs should cite specific examples of dialogue that show how characters feel about family.
<p>Study Skill / Research & Inquiry Reading / Writing Companion</p>	<p>Students will: T140-T141</p> <ul style="list-style-type: none"> ○ Review a research plan (writing down a topic, brainstorming sources, make a list of details about your topic that you want to research) ○ Write an Encyclopedia Entry – In pairs or groups create an encyclopedia entry that includes a map of the region, showing where a specific Native American group lives. Prepare to find what their group's traditions are, why this group settled where it did, and how long the group has been living there. This project will take two weeks. Share thoughts and questions about the information they want to write about.
<p>Grammar Practice Book</p>	<p>Students will: T156</p> <ul style="list-style-type: none"> ○ Review negatives and how to change a statement to a make it negative. ○ Participate in the activity "Create Negatives": Have pairs of students write five sentences about how changes in our energy sources have improved our lives. Have students create negatives by using the word <i>not</i> in their sentences. Have students read their sentences aloud to each other.

Day 3	Instructional Plan
Student Learning Targets: 4.FL.VA.7a.iii, 4.RL.KID.1,4.RL.KID.2, 4.FL.SC.6.e, 4.FL.VA.7a.i	
Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading Take Notes About Text	Students will: T141A-T141M <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 55 related to the story's theme. ○ Read and answer questions about the text. ○ Determine the theme in the story. ○ 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.
Grammar Minilesson Practice Book	Students will: T157 <ul style="list-style-type: none"> ○ Correctly use negatives. Recognize that you don't use double negatives. ○ See Practice Book page 327 or online activity. ○ Participate in the activity "Fix the Double Negative": Divide students into small groups. Give each group ten sentences: five with double negatives and five that use negatives correctly. Have groups decide if each sentence contains a double negative and correct the sentence if necessary.
Expand Vocabulary Practice Book	Students will: T165 <ul style="list-style-type: none"> ○ Review last week's and this week's vocabulary words. Orally complete each sentence stem.
Day 4	Instructional Plan
Student Learning Targets: 4.FL.VA.7a.iii, 4.RL.KID.1, 4.RL.KID.2 , 4.FL.SC.6.e, 4.FL.WC.4.a	
Read the Anchor Text (Literature Anthology) Practice/Apply Close Reading Take Notes About the Text Respond to Text	Students will: T141A-T141M <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 55 related to the story's theme. ○ Read and answer questions about the text. ○ Determine the theme in the story. ○ 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. ○ Read the biography about the author and answer the questions: <i>How might Louise Erdrich's heritage have influenced her decision to set this story in an Ojibwe Village? Think about your own heritage. What stories could you tell about it? How do the illustrations help you visualize the characters and events in the story?</i>
Grammar Practice Book	Students will: T157 <ul style="list-style-type: none"> ○ Correct errors in the sentences. ○ Participate in the activity "Use contractions": Have students in small groups write five negative contractions on separate index cards and place the cards in a pile. Each student will choose a card and use the contraction in a sentence about energy resources of the past.
Spelling Practice Book	Students will: T156 <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 333.

Day 5	Instructional Plan
Student Learning Targets: 4.FL.VA.7a.iii, 4.RL.KID.1, 4.RL.KID.2, 4.W.TTP.2.f , 4.W.PDW.5, 4.FL.SC.6.e, 4.FL.WC.4.a	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T141A-T141M <ul style="list-style-type: none"> ○ Read and answer text dependent questions. ○ Understand the author's purpose and the author choice of words and phrases in the story.
Writing Process: Revise Reading / Writing Companion	Students will: T148-T149 <ul style="list-style-type: none"> ○ Review the revisions to the paragraph on Reading/Writing Companion page 126. ○ Revise their drafts, focusing on linking words. Brainstorm some linking words that could be helpful.
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 329 for assessment.

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. [1 lesson]

4.FL.F.5.c Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. [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.d Form and use prepositional phrases. [10 lessons]

4.FL.SC.6.g Use commas and quotation marks to mark direct speech and quotations from a text. [11 lessons]

4.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase. [6 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. [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. [5 lessons]

4.FL.WC.4.a Spell grade-appropriate words correctly, consulting references as needed. [6 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.2 Determine the main idea of a text and explain how it is supported by key details; summarize a text. [1 lesson]

4.RL.IKI.9 Compare and contrast the treatment of similar themes, topics, and patterns of events in stories from different cultures. [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. [11 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. [13 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.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. [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. [1 lesson]

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

Day 6	Instructional Plan
Student Learning Targets: 4.FL.VA.7a.iii, 4.RL.KID.1, 4.RL.KID.2, 4.W.PDW.5, 4.FL.SC.6.d, 4.FL.SC.6.g, 4.FL.WC.4.a, 4.FL.VA.7a.i, 4.RL.CS.4	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T141A-T141M <ul style="list-style-type: none"> ○ Reread the text and analyze the author's purpose ○ Analyze the author's use of repetition and sensory language.
Respond to Reading Reading / Writing Companion	Students will: T142-T143 <ul style="list-style-type: none"> ○ Answer the prompt: <i>How do you know that family is important to the story's message?</i> ○ Review pages 144–146 of the Reading/Writing Companion. In small groups refer to and discuss their completed charts and writing responses from those pages. Then direct students' attention to the sentence starters on page 147 ○ Reread to find sensory details and descriptions that help them understand the theme of family in the story. They should note specific details and state why they are important to the story's message.
Writing Process: Peer Conferencing Reading / Writing Companion	Students will: T148-T149 <ul style="list-style-type: none"> ○ Review the routine for peer review of writing. ○ Review and give feedback on each other's drafts. Making sure to follow the routine and the agreed-upon rules. Reflect on partner feedback and write on page 127 about how they intend to use the feedback. ○ Use the rubric on page 129 to help with revision. After completing their revisions, share how their partners' feedback helped improve their essays.
Grammar Practice Book	Students will: T158 <ul style="list-style-type: none"> ○ Review Prepositions. See Practice Book page 337 or online activity. ○ Participate in the activity "Use Prepositions": Ask partners to use prepositions to talk about where things are located in the classroom (for example, "Mr. Smith's desk is near the window"). As one partner talks, have the other partner listen and then identify the preposition in the sentence.
Spelling Practice Book	Students will: T162 <ul style="list-style-type: none"> ○ See Practice Book page 342 for a practice test on Suffixes
Day 7	Instructional Plan
Student Learning Targets: 4.FL.WC.4.a, 4.FL.SC.6.g, 4.W.TTP.3.g , 4.FL.SC.6.d, 4.FL.SC.6.g	
Read Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T143A-T143D <ul style="list-style-type: none"> ○ Read and reread "Native Americans: Yesterday and Today," ○ Take notes and think about the Essential Question: <i>How do traditions connect people?</i> ○ Think about how this text compares with <i>The Game of Silence</i> ○ Discuss how these texts are similar and different.
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

	<ul style="list-style-type: none"> ○ In pairs, edit and proofread each other's drafts using the Editing Checklist as a guide.
Grammar Practice Book	<p>Students will: T158</p> <ul style="list-style-type: none"> ○ Review how prepositions function in a sentence. ○ List as many prepositions as they can. ○ Participate in the activity "Use Prepositional Phrases": Have partners take turns using prepositional phrases to talk about where things are located in the school building. Have the other partner identify the prepositional phrase used in the sentence.
Expand Vocabulary Practice Book	<p>Students will: T164</p> <ul style="list-style-type: none"> ○ Study and then name other words that come from mythology and add them to their writer's notebook ○ See Practice Book page 347.

Day 8	Instructional Plan
Student Learning Targets: 4.RI.IK1.7, 4.FL.PWR.3.a, 4.FL.F.5.a, 4.FL.F.5.c, 4.W.PDW.6 , 4.FL.SC.6.d, 4.FL.SC.6.g, 4.FL.WC.4.a, 4.FL.VA.7a.i	
Reread Paired Selection (Literature Anthology) Practice / Apply Close Reading	<p>Students will: T143A-T143D</p> <ul style="list-style-type: none"> ○ 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	<p>Students will: T144-T145</p> <ul style="list-style-type: none"> ○ Turn to Reading/Writing Companion page 151. ○ In partners discuss how the map helps them to see which Native American group had to travel the farthest, and then share their findings with the class. ○ Enter their responses on Reading/Writing Companion page 151
Writing Process: Draft Reading / Writing Companion	<p>Students will: T152-T153</p> <ul style="list-style-type: none"> ○ Once their drafts are final, they will prepare for publishing and presenting their work. ○ Choose a format for publishing: print or digital. Either format should incorporate illustrations, photos, graphs, or maps. Adding a multimedia element can also strengthen their presentations. consult the Presenting Checklist before they present their essays to the class. ○ Use the rubric on the Reading/Writing Companion page 129 to improve their writing by using the rubric to identify areas that might need further work.
Grammar Practice Book	<p>Students will: T159</p> <ul style="list-style-type: none"> ○ Review Quotations. See Practice Book page 339 or online activity. ○ Participate in the activity "Punctuate the Dialogue": Have partners choose a story that includes dialogue. Have them take turns reading each sentence of dialogue aloud. The partner who is listening should say where the quotation marks and punctuation belong in the sentence.
Expand Vocabulary Practice Book	<p>Students will: T165</p> <ul style="list-style-type: none"> ○ Read On Level Differentiated Genre Passage "The Generation Belt."

	<ul style="list-style-type: none"> ○ Use context clues to determine the connotation of other words in the passage, and then use a print or online dictionary to look up the denotation. ○ See Practice Book page 348
Day 9	Instructional Plan
Student Learning Targets: 4.FL.PWR.3.a, 4.FL.F.5.a, 4.FL.F.5.c, 4.FL.WC.4.b, 4.RI.IK1.9, 4.W.PDW.6 , 4.FL.SC.6.d, 4.FL.SC.6.g, 4.FL.WC.4.a, 4.FL.VA.7a.i	
Fluency Practice Book	<p>Students will: T147</p> <ul style="list-style-type: none"> ○ Listen as the teacher models reading the first two paragraphs on page 133 of “A Surprise Reunion.” ○ Practice fluency using the online Differentiated Genre Passage, “The Generation Belt”
Writing Process: Edit and Proofread Reading / Writing Companion	<p>Students will: T152-T153</p> <ul style="list-style-type: none"> ○ Prepare for publishing and presenting their work ○ Choose a format for publishing: print or digital. Either format should incorporate illustrations, photos, graphs, or maps. Adding a multimedia element can also strengthen their presentations. consult the Presenting Checklist before they present their essays to the class. ○ Use the rubric on the Reading/Writing Companion page 129 to improve their writing by using the rubric to identify areas that might need further work.
Make Connections Reading / Writing Companion	<p>Students will: T166</p> <ul style="list-style-type: none"> ○ Share and discuss students’ responses to the “Living Your Past” 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 way traditions connect people. Have groups 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 ○ Find a piece of their own writing in their writer’s notebook and correct preposition errors. ○ See Practice Book page 340.
Day 10	Instructional Plan
Student Learning Targets: 4.SL.PKI.4, 4.SL.PKI.5 , 4.W.PDW.6 , 4.FL.SC.6.d, 4.FL.SC.6.g, 4.FL.WC.4.a, 4.FL.VA.7a.i	
Writing Process: Publish and Present Reading / Writing Companion	<p>Students will: T154-T155</p> <ul style="list-style-type: none"> ○ Prepare for publishing and presenting their work ○ Choose a format for publishing: print or digital. Either format should incorporate illustrations, photos, graphs, or maps. Adding a multimedia element can also strengthen their presentations. consult the Presenting Checklist before they present their essays to the class. ○ Use the rubric on the Reading/Writing Companion page 129 to improve their writing by using the rubric to identify areas that might need further work.

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 encyclopedia entries and maps.○ 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 its key ideas, and use correct grammar when speaking. Use the frames on the bottom of Reading/Writing Companion page 153 to focus the discussion.
Progress Monitoring	Students will: T202-T203 <ul style="list-style-type: none">○ Complete the online assessment.

Week 5		
Unit 6 Week 5	Comprehension / Genre / Author's Craft	Language Development
<p>Essential Question: What shapes a person's identity?</p>	<ul style="list-style-type: none"> ✓ Cite relevant evidence from text ✓ Make inferences to support understanding ✓ Analyze and explain the theme in a poem ✓ Identify examples of imagery and personification ✓ Evaluate the author's voice in a poem ✓ Determine literary elements of free verse 	<p>Vocabulary Acquisition: Acquire and use academic vocabulary gobble individuality mist roots metaphor personification imagery free verse</p> <p>Vocabulary Strategy: ✓ Analyze figurative language</p> <p>Grammar: ✓ Identify sentences using prepositions</p>
<p>Text(s):</p> <p>Teach and Model</p> <p style="padding-left: 20px;">Interactive Read Aloud: Papa's Pastry Shop One Day</p> <p style="padding-left: 20px;">Shared Read: "Climbing Blue Hill," "My Name is Ivy," "Collage"</p> <p>Practice and Apply</p> <p style="padding-left: 20px;">Anchor Texts: "the drum," "Birdfoot's Grampa," "My Chinatown" "Growing Up" "My People"</p> <p>Leveled Readers A: Hooked O: Homesick for America Samoa ELL: Homesick for America Samoa B: Saving Snowdrop</p> <p>Optional Classroom Library Trade Books A Jar of Dreams The Birchbark House</p>	<p>Writing</p> <p>Writing process: ✓ Plan and draft a free verse poem</p> <p>Analytical writing: ✓ Write responses that demonstrate understanding</p>	<p>Speaking and Listening</p> <ul style="list-style-type: none"> • Engage in collaborative discussions • Paraphrase portions of "Papa's Pastry Shop" • Present information about an interview with family members to discuss inherited and learned family traits
	<p>Foundational Skills</p> <p>Phonics/Word Study: Decode words with prefixes and suffixes</p> <p>Spelling Words: Week 5 unchanged unnamed restate reverse infrequent prepaid displease action oversized prejudge intersect establishment deflate semiweekly happily kindness finally fearful invisible interstate</p> <p>Fluency: Read fluently with accuracy and appropriate phrasing</p>	<p>Research and Inquiry</p> <p>Conduct an interview Interview family members to discuss inherited and learned family traits</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. [2 lessons]

4.FL.F.5.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [8 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.d Form and use prepositional phrases. [20 lessons]

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

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. [1 lesson]

4.FL.VA.7b.i Explain the meaning of simple similes and metaphors in context. [34 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. [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.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.RL.CS.5 Explain major differences between poems, drama, and stories, and refer to the structural elements when writing or speaking about a text. [22 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. [18 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. [35 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.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.TTP.3.f Use precise words and phrases and use sensory details to convey experiences and events. [7 lessons]

Day 1	Instructional Plan
<p>Student Learning Targets: 4.RI.IKI.7, 4.RL.KID.2, 4.RL.CS.5, 4.SL.CC.2, 4.FL.VA.7b.i, 4.RL.KID.2, 4.RL.CS.5, 4.FL.VA.7b.i, 4.FL.SC.6.d, 4.FL.WC.4.a, 4.FL.VA.7b.ii, 4.RL.IKI.9</p>	
<p>Introduce the Concept (Reading / Writing Companion) Talk About It</p>	<p>Students will: T214-T215</p> <ul style="list-style-type: none"> ○ Discuss the Essential Question: <i>What shapes a person's identity?</i> ○ Review student learning goals. ○ Discuss the photograph of the boys. ○ Answer the questions: <i>How would you describe your individuality? How are you like your friends and family? How are you different? What do you know about your roots and how they have shaped you?</i> ○ Review and begin "Becoming Bessie" Blast assignment
<p>Listening Comprehension Interactive Read Aloud</p>	<p>Students will: T216-T217</p> <ul style="list-style-type: none"> ○ Start a free verse poetry anchor chart and add characteristics of the genre. ○ Listen to the teacher read two free verse poems. ○ Think about other texts that you have read or they have read independently that were free verse poems. ○ Retell the poems "Papa's Pastry Shop" and "One Day" in their own words.
<p>Read the Shared Read (Reading / Writing Companion) Teach / Model Close Reading Summarize Quick Write</p>	<p>Students will: T218-T221</p> <ul style="list-style-type: none"> ○ Think about the Essential Question, read the titles of the poems, look at the illustrations, and write their reasons for reading poetry. ○ Make notes in the left column of page 156 of any other questions they have, interesting words they find, and key details they identify. ○ Read the text and answer questions.
<p>Vocabulary Reading / Writing Companion</p>	<p>Students will: T222-T223</p> <ul style="list-style-type: none"> ○ Review vocabulary words using the Visual Vocabulary Cards ○ Work in pairs to identify the central metaphor in the poem "My Name Is Ivy" on page 158.
<p>Grammar Practice Book</p>	<p>Students will: T250</p> <ul style="list-style-type: none"> ○ Review Prepositions : See Practice Book page 349 or online activity. ○ Participate in the activity "Prepositional Phrases": In small groups, have each student write three prepositional phrases on scrap paper and place the pieces in a pile. Students will take turns selecting a paper and using the prepositional phrase to create a sentence.
<p>Spelling Practice Book</p>	<p>Students will: T252</p> <ul style="list-style-type: none"> ○ Take the Post-test on Prefixes and Suffixes

Day 2	Instructional Plan
Student Learning Targets: 4.RL.KID.1, 4.RL.CS.5 , 4.RL.KID.2, 4.FL.VA.7b.i, 4.FL.WC.4.b, 4.FL.SC.6.d	
Reread the Shared Read (Reading / Writing Companion) Guided Practice of Close Reading Text Features / Literary Elements Comprehension Skill Comprehension: Craft & Structure	Students will: T218-T221 <ul style="list-style-type: none"> ○ Work with partners to reread “My Name Is Ivy” on page 158. Identify the descriptive words used to create imagery in the poem. Work together to identify examples of personification in the poem. ○ Add characteristics of free verse to the free verse poetry anchor chart. ○ Work with partners to identify features of free verse poetry in the poem “Collage” on page 159. ○ Work in pairs to complete a graphic organizer for “My Name Is Ivy” on page 158, going back into the text to find key details and using the details to determine the theme of the poem. ○ Write a summary of “My Name Is Ivy,” including the poem’s theme. ○ Reread parts of the poems “Climbing Blue Hill,” “My Name Is Ivy,” and “Collage,” and analyze techniques the poets used.
Respond to Reading Reading / Writing Companion	Students will: T232-T233 <ul style="list-style-type: none"> ○ Analyze the prompt: Read the prompt aloud: <i>How do poets use imagery to show how experiences shape a person’s identity?</i>
Study Skill / Research & Inquiry Reading / Writing Companion	Students will: T236-T237 <ul style="list-style-type: none"> ○ Listen as the teacher models doing an interview. discuss important behavior during an interview, and the interaction of interviewer and interviewee. ○ With their partner, they will plan whom to interview, determine what questions to ask, contact the person, and conduct the interview. Have pairs discuss their plan. This project will take 2 weeks.
Grammar Practice Book	Students will: T250 <ul style="list-style-type: none"> ○ Review how to combine sentences that have prepositional phrases. See Practice Book page 350. ○ Participate in the activity “Move the Phrase”: Have students in small groups each write a sentence that begins with a prepositional phrase. Then have them pass their sentences one person to the right. That person reads the sentence aloud and then restates it, changing the position of the prepositional phrase.

Day 3	Instructional Plan
Student Learning Targets: 4.FL.SC.6.d, 4.FL.VA.7b.i, 4.RL.KID.1, 4.RL.KID.2 , 4.RL.CS.5, 4.W.TTP.3.f, 4.FL.SC.6.d, 4.FL.WC.4.a, 4.FL.VA.7b.i, 4.FL.VA.7b.iii	
Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading Take Notes About Text	Students will: T237A-T237D <ul style="list-style-type: none"> ○ Predict how the poems that will be read will help them answer the Essential Question. ○ Take notes on Theme Graphic Organizer 126. as they read ○ Use details from their Theme Chart to summarize “My Chinatown.” ○ Reread to develop a deeper understanding of the poems and answer questions on Reading/Writing Companion pages 168–169. ○ Review the writing prompt and sentence starters and use their responses from the Reading/Writing Companion to support their answers. ○ Analyze the prompt: “<i>How do the poets use imagery to communicate how the things people do shape who they are?</i>”

	<ul style="list-style-type: none"> ○ Review pages 168–169 of the Reading/Writing Companion. In partners, refer to and discuss their completed charts and writing responses from those pages. Then use the sentence starters on page 170 to guide their responses. ○ Focus on finding words in each poem that express a way to identify a person. Use varying sentence length and structure, and attention to connecting words that clearly link ideas.
Grammar Minilesson Practice Book	<p>Students will: T251</p> <ul style="list-style-type: none"> ○ Review using commas with phrases. See Practice Book page 351 or online activity. ○ Participate in the activity “Find Phrases”: Have partners take turns looking in a book to find sentences that include phrases. One partner should read the sentence aloud, and the other partner should say where the comma or commas belong in the sentence.
Expand Vocabulary Practice Book	<p>Students will: T255</p> <ul style="list-style-type: none"> ○ Orally complete sentence stems. ○ Read On Level Differentiated Genre Passage “Me, As a Mountain.” find clues for the meaning of “I am the Rocky Mountains,” and “my hair a mist.” ○ See Practice Book page 360.
Day 4	Instructional Plan
Student Learning Targets: 4.FL.SC.6.d, 4.FL.VA.7b.i, 4.RL.KID.1, 4.RL.KID.2, 4.RL.CS.5 , 4.W.TTP.3.f, 4.FL.VA.7a.iii, 4.FL.VA.7b.i, 4.W.TTP.3.f, 4.FL.SC.6.d, 4.FL.WC.4.a, 4.FL.VA.7b.iii	
Read the Anchor Text (Literature Anthology) Author’s Craft Respond to Text	<p>Students will: T239A-T239B</p> <ul style="list-style-type: none"> ○ Reread sections of the anchor text ○ Read “Growing Up” and “My People,” take notes and think about the Essential Question: What shapes a person’s identity? ○ Compare these poems with “The Drum,” “Birdfoot’s Grampa,” and “My Chinatown.” ○ Reread the other stanzas of “Growing Up” on page 504 of the Literature Anthology and identify words and phrases that help them picture and/or connect ideas. ○ Enter their responses on Reading/Writing Companion page 173.
Writing Process: Expert Model & Plan Reading / Writing Companion	<p>Students will: T242-T247</p> <ul style="list-style-type: none"> ○ After reading “Birdfoot’s Grampa,” students will now begin writing their own free verse poems. ○ List features of free verse poetry on an anchor chart ○ Reread “Birdfoot’s Grampa” on page 501 of the Literature Anthology. Answer the questions <i>Does this poem have any words that rhyme? Does it have a regular pattern of rhythm or meter?</i> Explain how they know this selection is a free verse poem, using the anchor chart to help them. ○ Have students write their answer to the first question on page 176 of the Reading/Writing Companion. Have students write their answers to the second question on page 176 of the Reading/Writing Companion.
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 sentences. ○ See Practice Book page 352.

	<ul style="list-style-type: none"> ○ Participate in the activity “Role Play a Scene”: Have students reenact a favorite scene from a story the class has read recently. As students role-play, be sure they use many prepositional phrases. As other students watch, have them listen for the prepositional phrases.
Spelling Practice Book	Students will: T253 <ul style="list-style-type: none"> ○ Circle and correct each misspelled words. See Practice Book page 357
Day 5	Instructional Plan
Student Learning Targets: 4.FL.WC.4.b, 4.FL.SC.6.d, 4.FL.SC.6.i, 4.W.PDW.5, 4.FL.WC.4.a, 4.FL.VA.7b.i, 4.FL.VA.7b.iii, 4.FL.WC.4.b, 4.RI.IKI.9, 4.FL.F.5.b, 4.W.TTP.3	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T237A-T237D <ul style="list-style-type: none"> ○ Reread the anchor text and answer questions.
Fluency Reading / Writing Companion	Students will: T257 <ul style="list-style-type: none"> ○ Take turns reading aloud Reading/Writing Companion page 175
Writing Process: Draft Reading / Writing Companion	Students will: T248-T249 <ul style="list-style-type: none"> ○ Read aloud the poem on page 179 of the Reading/ Writing Companion. Identify which consonant sound is repeated. ○ Use the poem on page 179 as a model for writing two to three lines for their own poems in which they incorporate alliteration. ○ Write a draft of a free verse poem about a person who is important to them. Review the Idea Web they created during the Plan phase as they write their drafts. Make sure to use similes, metaphors, and alliteration to create a vivid picture of the person they are writing about. ○ In pairs, identify examples of figurative language and alliteration in each other’s drafts and analyze how these literary elements bring the subject of the poem to life.
Spelling Practice Book	Students will: T253 <ul style="list-style-type: none"> ○ Take the spelling post-test.
Progress Monitoring	Students will: T292-T293 <ul style="list-style-type: none"> ○ Complete the online assessment.

Week 6

Week 6		
Unit 6 Week 6	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 Describe how language contributes to voice Explain personification
Text(s): Reading Digitally: "Charge!" Reader's Theater: "Little Talk; But I Wonder"	Writing	Speaking and Listening
	Writing process: Complete a free verse 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 Paraphrase information and cite sources 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.ii Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. [1 lesson]

4.FL.WC.4.a Spell grade-appropriate words correctly, consulting references as needed. [1 lesson]

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. [5 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.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. [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.2 Determine a theme of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text. [2 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. [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. [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. [2 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.a Orient the reader by establishing a situation, using a narrator, and/or introducing characters. [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.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.RL.CS.5, 4.FL.VA.7a.ii, 4.RL.KID.1, 4.RI.KID.2, 4.W.TTP.3.f	
Reading Digitally OR Reader's Theater	Students will: T298-T300 <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 using Graphic Organizer 67. ○ With partners, paraphrase the main ideas, giving text evidence. Discuss words with Greek and Latin prefixes, such as <i>automobile</i>, <i>international</i>, and <i>cooperating</i>. ○ Write a summary of the article and discuss with a partner. OR <ul style="list-style-type: none"> ○ Follow along and listen as the teacher models reading choral reading. ○ Practice their parts in the choral readings.
Show What You Learned Reading / Writing Companion	Students will: T302-T303 <ul style="list-style-type: none"> ○ Read "Renewable and Nonrenewable Energy" and answer test questions about the text.
Writing Process: Revise Reading / Writing Companion	Students will: T310-T311 <ul style="list-style-type: none"> ○ Revise the poem on Reading/Writing Companion page 180 by adding precise details. ○ Revise their own drafts, focusing on their use of precise words to describe the subject of their poems.
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.RL.CS.5 , 4.RL.KID.1, 4.RL.KID.2, 4.RL.KID.3, 4.W.PDW.5	
Reading Digitally OR Reader's Theater	Students will: T298-T301 <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 using Graphic Organizer 67. ○ With partners, paraphrase the main ideas, giving text evidence. Discuss words with Greek and Latin prefixes, such as <i>automobile</i>, <i>international</i>, and <i>cooperating</i>. ○ Write a summary of the article and discuss with a partner. ○ Compare what they learned about the new ways to fuel cars with what they have learned in this unit about the ways people build on old ideas. ○ Independent Study: ○ Choose a Topic Students should brainstorm questions related to the article. For example, they might ask: <i>What other energy sources could cars use?</i> Then have students choose a question to research. Help them narrow it. ○ Conduct Internet Research Review how to conduct an Internet search. Remind students that whenever they use a website for research, they should paraphrase what they find and record the bibliographical information. ○ Present Have groups present a round-table discussion on the different fuels cars could use. Discuss with students the difference between formal and informal discourse, and remind them to adjust their speech as appropriate. OR <ul style="list-style-type: none"> ○ Follow along and listen as the teacher models reading choral reading.

	<ul style="list-style-type: none"> ○ Practice their parts in the choral readings. ○ Throughout the week, have students work on the Reader's Theater activities on Reading Workstation Activity Card 30.
Show What You Learned Reading / Writing Companion	<p>Students will: T304-T305</p> <ul style="list-style-type: none"> ○ Read "Fighting for the Alamo", and answer questions about the text.
Writing Process: Peer Review Reading / Writing Companion	<p>Students will: T310-T311</p> <ul style="list-style-type: none"> ○ Restate the routine for peer review. Using the sentence starters on Reading/Writing Companion page 181 ○ In partners, Review the Revising Checklist on Reading/Writing Companion page 181 and the rubric on page 183, provide feedback and Implement suggestions

Day 3	Instructional Plan
Student Learning Targets: 4.FL.F.5.a, 4.FL.F.5.b, 4.FL.F.5.c, 4.RL.CS.5, 4.RL.KID.1, 4.RL.KID.2, 4.RL.CS.6, 4.FL.WC.4.a, 4.W.PDW.5	
Extend Your Learning	<p>Students will: T306-T307</p> <ul style="list-style-type: none"> ○ Review the elements of a Venn diagram ○ Add one difference and one similarity to the diagram on Reading/Writing Companion page 190. ○ Read the poem, "the drum" and answer the questions on page 191.
Writing Process: Edit and Proofread Reading / Writing Companion	<p>Students will: T312-T313</p> <ul style="list-style-type: none"> ○ Edit and proofread each other's drafts using the editing checklist on Reading/Writing Companion page 182
Day 4	Instructional Plan
Student Learning Targets: 4.FL.F.5.a, 4.FL.F.5.b, 4.FL.F.5.c, 4.RL.CS.5, 4.RI.IK1.7 , 4.W.TTP.3.a, 4.FL.WC.4.b, 4.W.PDW.6	
Extend Your Learning	<p>Students will: T308-T309</p> <ul style="list-style-type: none"> ○ Discuss that "Fighting for the Alamo" is an example of historical fiction. ○ Read and discuss the activity on Reading/ Writing Companion page 192. ○ Scroll through the online <i>Time For Kids</i> article "Charge!" and complete the activity on Reading/Writing Companion page 193 ○ In pairs or group share their answers with another pair or group. They should compare their work and discuss what they did well and possible improvements or clarifications they might have.
Writing Process: Publish, Present, and Evaluate Reading / Writing Companion	<p>Students will: T314-T315</p> <ul style="list-style-type: none"> ○ Prepare for publishing and presenting their work. ○ Choose a format for presenting (print or digital) for the final presentation of their free verse poems ○ Review the rubric in Reading/Writing Companion page 183. ○ After evaluating their own free verse poems using the rubric, exchange poems with a partner. Go through each bulleted point carefully and give the partner a score. ○ Answer the two questions on page 183, giving thoughtful appraisals about what they feel they did well and what they can make better.

Day 5	Instructional Plan
Student Learning Targets: 4.FL.WC.4.b, 4.W.PDW.6 , 4.W.RW.10, 4.RI.IKI.9, 4.SL.CC.1, 4.SL.PKI.4, 4.W.RBPK.7, 4.W.RBPK.8, 4.SL.PKI.5	
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. ○ Choose a format for presenting (print or digital) for the final presentation of their free verse poems ○ Review the rubric in Reading/Writing Companion page 183. ○ After evaluating their own free verse poems using the rubric, exchange poems with a partner. Go through each bulleted point carefully and give the partner a score. ○ Answer the two questions on page 183, giving thoughtful appraisals about what they feel they did well and what they can make better.
Track Your Progress	Students will: T318 <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	Students will: T319 <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 they begin their discussions. They will meet in small groups to discuss. ○ Answer the question: <i>Why is it important to learn about the past?</i>
Summative Assessment	Students will: T330-T331 <ul style="list-style-type: none"> ○ Complete the summative assessment.