

BCS Literacy Vision

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

Essential Question: How do people respond to natural disasters?

Text Sets:

Read Aloud: "Avalanche!"

Shared Read: "A World of Change"

Anchor Text: *Earthquakes* & "Weathering the Storm"

Genre Study 2: Realistic Fiction

Essential Question: How do your actions affect others?

Text Sets:

Read Aloud: "Say Something!"

Shared Read: "The Talent Show"

Anchor Text: *Experts, Incorporated* & "Speaking Out to Stop Bullying"

Culminating Task: Think about a time in your life when you tried hard to do something. Expand this idea into a personal narrative. What was the experience? Why was it hard for you? Make sure you organize your personal narrative and use signal words. You also want to include sensory details to help readers see, hear, smell, taste, and feel what you did. You want to end with a strong, satisfying conclusion that supports your purpose for writing.

Genre Study 3: Argumentative Text

Essential Question: How can starting a business help others?

Text Sets:

Read Aloud: "Kids Can Help"

Shared Read: "Dollars and Sense"

Anchor Text: *Kids in Business* & "Starting a Successful Business"

Culminating Task: Write an opinion essay about the amount of recess time you think students should be allowed to have during the week. Consider your audience when writing. Will it be students or the principal? You want to include a strong introduction that gets the reader's attention by clearly stating an opinion, or claim, about a topic. Support your claim with reasons, facts, and evidence and use transition words to connect ideas.

Unit 1 Weeks 1-2	Comprehension / Genre / Author's Craft	Language Development
<p>Essential Question: How do people respond to natural disasters?</p>	<ul style="list-style-type: none"> ✓ Cite relevant evidence from text. ✓ Make inferences to support understanding. ✓ Identify author's use of compare-and-contrast text structure. <p>Reread to monitor and adjust comprehension.</p> <ul style="list-style-type: none"> ✓ Explain the author's purpose and message within a text. ✓ Analyze the author's use of text features to achieve specific purposes. 	<p>Vocabulary Acquisition: Acquire and use academic vocabulary alter collapse crisis destruction hazard severe substantial unpredictable</p> <p>Vocabulary Strategy: ✓ Use context to determine the meaning of multiple meaning words.</p> <p>Grammar: ✓ Give examples of the four types of sentences. ✓ Identify the subject and predicate in a sentence.</p>
<p>Text(s):</p> <p>Teach and Model</p> <p style="padding-left: 20px;">Interactive Read Aloud: "Avalanche" Shared Read: "A World of Change"</p> <p>Practice and Apply</p> <p style="padding-left: 20px;">Anchor Text: <i>Earthquakes</i> "Weathering the Storm"</p> <p>Leveled Readers A: Changing Landscapes O: Changing Landscapes ELL: Changing Landscapes B: Changing Landscapes</p> <p>Optional Classroom Library Trade Books</p> <p>Volcanoes Natural Disasters Through Infographics</p>	<p>Writing</p> <p>Writing process: ✓ Plan and draft a personal narrative.</p> <p>Analytical writing: ✓ Write responses that demonstrate understanding.</p> <p>Foundational Skills</p> <p>Phonics/Word Study: Spelling Words: Week 1 flat grim sum cash mill plum band hint bluff bell plot crunch left dock build shelf blot gym wealth odd Week 2 major clay stray today bail rail drain faint claim pale face graze cane slate ache steak break eight they obey</p> <p>Fluency: Read fluently with intonation, rate, and expression.</p>	<p>Speaking and Listening</p> <p>Engage in collaborative conversation. Paraphrase portions of "Avalanche!" Present information about erosion.</p> <p>Research and Inquiry</p> <p>Explain how to read directions Write directions for a science experiment about erosion.</p>

Weekly Standards

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

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. **[6 lessons]**

4.FL.SC.6.e Produce complete sentences; recognize and correct inappropriate fragments and run-ons. **[12 lessons]**

4.FL.SC.6.f Use correct capitalization. **[2 lessons]**

4.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase. **[20 lessons]**

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

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

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

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

4.RI.CS.5 Describe the overall structure of events, ideas, and concepts of information in a text or part of a text. **[17 lessons]**

4.RI.CS.6 Compare and contrast two accounts of the same event or topic; describe the differences in focus and the information provided. **[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. **[8 lessons]**

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. **[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. **[21 lessons]**

4.SL.CC.2 Paraphrase portions of a text presented in diverse media such as visual, quantitative, and oral formats. **[7 lessons]**

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

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

Day 1	Instructional Plan
Student Learning Targets: 4.RI.IKI.7, 4.RL.KID.1 , 4.SL.CC.2, 4.FL.VA.7a.i, 4.RI.CS.5, 4.RI.CS.4, 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: How do people respond to natural disasters? ○ Review student learning goals. ○ Discuss the photograph. ○ Answer the questions: <i>How do people respond when there is a crisis or natural disaster? What are some of the hazards of responding to a natural disaster?</i> ○ Discuss with a partner what they learned about responding to natural disasters. ○ Complete the blast assignment "Masters of Disaster".
Listening Comprehension Interactive Read Aloud	Students will: T22-T23 <ul style="list-style-type: none"> ○ Discuss features of an expository text and start an anchor chart that includes the features of an expository text. ○ Restate the most important information in the interactive read aloud "Avalanche!".
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 the words and phrases near a multiple-meaning word to figure out its meaning. ○ Find the meanings of <i>place</i> and <i>shore</i> on pages 4–5 of "A World of Change."
Grammar Practice Book	Students will: T58 <ul style="list-style-type: none"> ○ Determine the difference between a sentence and a fragment. ○ Participate in the activity "Identifying Sentences": Partners take turns reading aloud different passages from a book. The first partner reads some complete sentences and then just parts of other sentences. The second partner should identify if what is read is a sentence or sentence fragment.
Spelling Practice Book	Students will: T62 <ul style="list-style-type: none"> ○ Assess prior knowledge-short vowels ○ Take the spelling pre-test.

Day 2	Instructional Plan
Student Learning Target: 4.RL.KID.1, 4.RI.RRTC.10, 4.RI.CS.5, 4.RI.KID.3 , 4.FL.WC.4.b, 4.RI.KID.3, 4.RI.CS.5, 4.FL.SC.6.e	
Reread the Shared Read (Reading / Writing Companion) Guided Practice of Close Reading Text Features / Literary Elements Comprehension Skill Comprehension: Craft & Structure	Students will: T30-T37 <ul style="list-style-type: none"> ○ Work in pairs to explain what happens to rock during weathering. Reread the “Slow and Steady” section on page 3 of “A World of Change” to find out what happens to rock during weathering. Discuss other sections of “A World of Change” that they might want to reread. ○ Reread the section “Fast and Powerful” on page 4. List details in a Venn diagram to compare and contrast volcanoes and landslides. Work together to summarize how they compared and contrasted landslides and volcanoes. Some pairs can share their summaries with the class. ○ Reread parts of “A World of Change” 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 help the reader understand and plan for fast changes and slow changes to Earth’s surface?</i> ○ Skim pages 3–5 of “A World of Change” to locate text features as well as signals to identify the text structure. ○ Use the words and phrases in the sentence starters to form their responses. Use a variety of sentence lengths and connecting words to link their ideas and continue their responses on a separate piece of paper.
Study Skill / Research & Inquiry Reading / Writing Companion	Students will: T42-43 <ul style="list-style-type: none"> ○ Listen and follow along as the teacher reads the directions to the erosion experiment on page 13 of the Reading/Writing Companion. ○ Identify and cite sources they use as they research another erosion experiment. ○ Break the task into small steps. Listen as the teacher reviews the essential elements of directions and the use of photos to clarify information. They should begin each step with an imperative or command.
Grammar Practice Book	Students will: T58 <ul style="list-style-type: none"> ○ Learn about the four sentence types. ○ Participate in the activity “Say the ending”: In pairs each select one paragraph from a newspaper, magazine, or book. Tell them to take turns reading a random sentence from their selection. The other student must say which punctuation mark goes at the end of the sentence that was read.

Day 3	Instructional Plan
Student Learning Target: 4.FL.SC.6.e, 4.FL.VA.7a.i, 4.RL.KID.1 , 4.RI.KID.3 , 4.RI.CS.5	
Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading Take Notes About Text	Students will: T43A-T43K <ul style="list-style-type: none"> ○ Predict how the selection will help them answer the essential question. ○ Use the compare and contrast graphic organizer. ○ Respond to questions as they read.

Grammar Minilesson Practice Book	Students will: T59 <ul style="list-style-type: none"> ○ Write sentences correctly using capital letters and end punctuation. ○ Label each sentence with the correct sentence type. ○ Participate in the activity “On the Spot”: In small groups pick a theme, such as “playground.” Take turns choosing another student in the group to say a theme-related sentence. The student who chooses decides which end punctuation mark the student being chosen has to use.
Expand Vocabulary Practice Book	Students will: T67 <ul style="list-style-type: none"> ○ Review high frequency words on Practice Book page 12.
Day 4	Instructional Plan
Student Learning Target: 4.FL.VA.7a.i, 4.RL.KID.1, 4.RI.KID.3, 4.RI.CS.5, 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: T43A-T43K <ul style="list-style-type: none"> ○ Record details to compare and contrast earthquakes and tsunamis. ○ Identify how the text is organized. ○ Compare and contrast Earth’s plates and boiling milk. ○ Study maps and how they can support a reader’s understanding of a text. ○ Discuss the effect of an author inserting a first-hand account feature in the middle of an expository text. ○ Compare and contrast how the topic is depicted in a primary versus a secondary source. ○ Generate a question about the text and share it with a partner. ○ Read the biography of the author. Answer the questions: <i>Sneed B. Collard’s parents were biologists. How might that have led him to be interested in writing about science for kids? What might have inspired Sneed B. Collard to write about earthquakes? If you could talk to Collard in person, what would you ask him about earthquakes, tsunamis, or being a science writer?</i> ○ Determine the author’s purpose in writing.
Grammar Practice Book	Students will: T59 <ul style="list-style-type: none"> ○ Correct errors in sentences.
Spelling Practice Book	Students will: T63 <ul style="list-style-type: none"> ○ Proofread and correct sentences.
Day 5	Instructional Plan
Student Learning Target: 4.FL.VA.7a.i, 4.RL.KID.1, 4.RI.KID.3, 4.RI.CS.5, 4.RI.CS.6, 4.RI.IK1.7, 4.RI.CS.5, 4.W.TTP.3.d, 4.FL.SC.6.e	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T43A-T43K <ul style="list-style-type: none"> ○ Reread the text looking at the text features of an expository text. ○ Describe the differences in focus and the information provided. ○ Discuss the diagram and how it supports the text. ○ Look at headings and author’s word choice.

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 personal narrative.○ Analyze the anthology text looking at author's craft and elements of a narrative nonfiction story.
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 5 for assessment.

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

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. [\[6 lessons\]](#)

4.FL.SC.6.e Produce complete sentences; recognize and correct inappropriate fragments and run-ons. [\[12 lessons\]](#)

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. [\[14 lessons\]](#)

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.RI.CS.5 Describe the overall structure of events, ideas, and concepts of information in a text or part of a text. [\[10 lessons\]](#)

4.RI.CS.6 Compare and contrast two accounts of the same event or topic; describe the differences in focus and the information provided. [\[1 lesson\]](#)

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. [\[6 lessons\]](#)

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. [\[1 lesson\]](#)

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. [\[4 lessons\]](#)

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. [\[7 lessons\]](#)

4.SL.PKI.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. [\[1 lesson\]](#)

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.TTP.3.b Organize an event sequence that unfolds naturally and logically. [\[1 lesson\]](#)

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

Day 6	Instructional Plan
Student Learning Targets: 4.FL.VA.7a.i, 4.RL.KID.1 , 4.RI.KID.3 , 4.RI.CS.5, 4.RI.CS.6 , 4.RI.IK1.7, 4.FL.SC.6.e, 4.FL.WC.4.a	
<p>Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading</p>	<p>Students will: T43A-T43K</p> <ul style="list-style-type: none"> ○ Reread the text to identify features that will aid in their writing. ○ Record details to compare and contrast earthquakes and tsunamis. ○ Identify how the text is organized. ○ Compare and contrast Earth's plates and boiling milk. ○ Study maps and how they can support a reader's understanding of a text. ○ Discuss the effect of an author inserting a first-hand account feature in the middle of an expository text. ○ Compare and contrast how the topic is depicted in a primary versus a secondary source. ○ Generate a question about the text and share it with a partner. ○ Read the biography of the author. Answer the questions: <i>Sneed B. Collard's parents were biologists. How might that have led him to be interested in writing about science for kids? What might have inspired Sneed B. Collard to write about earthquakes? If you could talk to Collard in person, what would you ask him about earthquakes, tsunamis, or being a science writer?</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 use text features to help you understand how earthquakes affect people?</i> ○ Turn to page 13 of the Literature Anthology. Answer the question: <i>How do the photo, caption, and firsthand account add to the main text?</i> ○ Turn to page 16, read aloud the first paragraph, and look at the photo. Answer the questions: <i>What triggered, or started, the tsunami? What does the photo show?</i> ○ Review pages 14–16 of the Reading/Writing Companion. With a partner or in small groups, refer to and discuss their completed charts and writing responses from those pages. ○ Focus on finding text features throughout the selection, not just the headings, photos, and captions. As they summarize, their main idea should be supported by key details. Vary sentence length and structure, and use connecting words that clearly link ideas.
<p>Writing Process: Plan Reading / Writing Companion</p>	<p>Students will: T52-T53</p> <ul style="list-style-type: none"> ○ Write about times they tried their hardest to do something difficult. Note: Freewriting is a way to gather ideas for their personal narratives, and they should not worry about making mistakes or having complete sentences. Jot down ideas on Reading/Writing Companion page 25. ○ Choose one of the experiences they wrote about in the freewriting section and write a personal narrative on that hardship. Record the experience they chose on page 25. Volunteers can share their topic for writing. ○ Identify the appropriate purpose of narrative texts: to entertain, or to share an experience that happened. ○ Make a plan and gather the information. Then, using the graphic organizer, list the sequence of events in their experience.
<p>Grammar Practice Book</p>	<p>Students will: T60</p> <ul style="list-style-type: none"> ○ Determine subjects and predicates in sentences. ○ Participate in the activity "Pass the Sentences": Students in small groups each write two sentences on an index card. Each person passes the card to the next person. That person must read the sentences aloud and identify the simple subject and predicate in each sentence.

Spelling Practice Book	Students will: T64 <ul style="list-style-type: none"> ○ Take the spelling pre-test.
Day 7	Instructional Plan
Student Learning Targets: 4.W.TTP.3.b, 4.FL.SC.6.e, 4.FL.VA.7a.i	
Read Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T45A-T45B <ul style="list-style-type: none"> ○ Read “Weathering the Storm”. ○ Compare the texts. ○ Summarize the selection.
Writing Process: Plan Reading / Writing Companion	Students will: T54-T55 <ul style="list-style-type: none"> ○ Organize their ideas, using words such as <i>first, earlier, then, finally</i>, and so on. Answer the questions about their experience on Reading/Writing Companion page 26. ○ Use their online Sequence Graphic Organizer 2 to put the events in time order. Work with partners to identify any gaps in information or details. Focus on only the most important details and events that pertain to their topic. Eliminate any details that are not relevant.
Grammar Practice Book	Students will: T60 <ul style="list-style-type: none"> ○ Work on identifying compound subjects and compound predicates. ○ Participate in the activity “Create Compound Subjects and Predicates”: Ask partners to write three sentences each. Have them trade papers and rewrite each other’s sentences so they include a compound subject and predicate. Have them read aloud the new sentences.
Expand Vocabulary Practice Book	Students will: T66 <ul style="list-style-type: none"> ○ Study homographs. Use context clues to figure out the correct meaning.

Day 8	Instructional Plan
Student Learning Targets: 4.RI.IKI.8, 4.FL.PWR.3.a, 4.FL.F.5.b, 4.FL.WC.4.b, 4.FL.SC.6.i, 4.W.TTP.3.f, 4.FL.SC.6.e, 4.FL.VA.7a.i	
Reread Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T45A-T45B <ul style="list-style-type: none"> ○ Analyze the text structure. ○ Reread and answer questions on pages 18–21 of the Reading/ Writing Companion.
Phonics Practice Book	Students will: T48-T49 <ul style="list-style-type: none"> ○ Work on long /a/ words including those that have different spellings <i>a, ay, ai, a_e, ea, ei, eigh</i>, and <i>ey</i>.
Author’s Craft Reading / Writing Companion	Students will: T46-T47 <ul style="list-style-type: none"> ○ Work in pairs to reread paragraph 2 on Reading/Writing Companion page 18 and identify the purpose of the last sentence. Answer the question: <i>What words and phrases help you figure out the author’s purpose?</i>

<p>Writing Process: Draft Reading / Writing Companion</p>	<p>Students will: T56-T57</p> <ul style="list-style-type: none"> ○ Read the excerpt from “Weathering the Storm” on page 27 of the Reading/Writing Companion. Identify sensory details in the selection. ○ Close their eyes and imagine what they felt, heard, saw, and touched when they tried hard to do something. Then use what they imagined as they write a paragraph on page 27 that uses sensory words. ○ Review the Sequence Chart they created during the Plan phase as they write their drafts. They can use the paragraphs they just wrote that include sensory details. Write the events in the order they happened. End their personal narratives with strong conclusions that summarize their experience or how the experience changed their lives. ○ With a partner, identify the sequence and sensory details in each other’s drafts, and discuss how the details in each help the reader understand how the writer felt during the experience.
<p>Grammar Practice Book</p>	<p>Students will: T61</p> <ul style="list-style-type: none"> ○ Punctuate compound subjects and predicates. ○ See Practice Book page 15 or online activity. ○ Participate in the activity “Say a Complete Sentence”: 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.
<p>Expand Vocabulary Practice Book</p>	<p>Students will: T67</p> <ul style="list-style-type: none"> ○ Read the On Level Differentiated Genre Passage “Rising Waters”. Complete the passage, then find clues for <i>safe</i> and <i>plants</i> using a print or online dictionary to confirm meanings. ○ See Practice Book page 24.
<p>Day 9</p>	<p>Instructional Plan</p>
<p>Student Learning Targets: 4.FL.PWR.3.a, 4.FL.F.5.b, 4.FL.WC.4.b, 4.RI.IK1.9, 4.FL.SC.6.i, 4.W.TTP.3.f, 4.FL.SC.6.e</p>	
<p>Fluency Practice Book</p>	<p>Students will: T49</p> <ul style="list-style-type: none"> ○ Practice fluency using the online Differentiated Genre Passage, “Rising Waters.”
<p>Writing Process: Draft Reading / Writing Companion</p>	<p>Students will: T56-T57</p> <ul style="list-style-type: none"> ○ Review the Sequence Chart they created during the Plan phase as they write their drafts. They can use the paragraphs they just wrote that include sensory details. Write the events in the order they happened. End their personal narratives with strong conclusions that summarize their experience or how the experience changed their lives. ○ With a partner, identify the sequence and sensory details in each other’s drafts, and discuss how the details in each help the reader understands how the writer felt during the experience.
<p>Make Connections Reading / Writing Companion</p>	<p>Students will: T68</p> <ul style="list-style-type: none"> ○ Complete the activities on Reading/Writing Companion page 22 and discuss how the photograph, the Blast, and the selections they have just read relate to how people respond to natural disasters. ○ See the connections between the photograph of the Coast Guard officer in a rescue helicopter on Reading/Writing Companion page 22 and the texts. ○ Refer to their notes on the four-column chart as they respond to the writing prompt at the bottom of the page.
<p>Grammar Practice Book</p>	<p>Students will: T61</p> <ul style="list-style-type: none"> ○ Correct answers in subjects and predicates. ○ See Practice Book page 16.

	<ul style="list-style-type: none"> ○ Participate in the activity “Identify sentence parts”: Ask partners to select a paragraph from a book. Have them take turns reading a sentence from the paragraph aloud. Have the student reading ask the other student to identify the simple subject and predicate in the sentence.
Day 10	Instructional Plan
Student Learning Targets: 4.SL.PKI.4, 4.SL.PKI.5, 4.FL.WC.4.b, 4.FL.SC.6.i, 4.W.TTP.3.f , 4.FL.SC.6.e	
Writing Process: Draft Reading / Writing Companion	Students will: T56-T57 <ul style="list-style-type: none"> ○ Continue working on their draft. ○ Review the Sequence Chart they created during the Plan phase as they write their drafts. They can use the paragraphs they just wrote that include sensory details. Write the events in the order they happened. End their personal narratives with strong conclusions that summarize their experience or how the experience changed their lives. ○ With a partner, identify the sequence and sensory details in each other’s drafts, and discuss how the details in each help the reader understand how the writer felt during the experience
Spelling Practice Book	Students will: T65 <ul style="list-style-type: none"> ○ Take the spelling post-test.
Research and Inquiry Reading / Writing Companion	Students will: T69 <ul style="list-style-type: none"> ○ Discuss each item on the Presenting Strategies checklist in the Reading/Writing Companion on page 23. ○ Review options to present their erosion science experiments, such as a live demonstration, a video, or a combination of media with an audio or video commentary. They will need to explain which type of erosion they chose, elements required to do the experiment, the sequence of steps to follow, and the final results. ○ 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. ○ Participate in a discussion of each presentation, paraphrase, or summarize its key ideas. Use the points on the Presenting Checklist on page 23 of the Reading/Writing Companion to focus the discussion.
Grammar	Students will: T61 <ul style="list-style-type: none"> ○ Use the Daily Language Activity and Practice Book page 17 for assessment.
Progress Monitoring	Students will: T104-T105 <ul style="list-style-type: none"> ○ Complete the online assessment.

Weeks 3-4		
Unit 1 Weeks 3-4	Comprehension / Genre / Author's Craft	Language Development
<p>Essential Question: How do your actions affect others?</p>	<ul style="list-style-type: none"> ✓ Cite relevant evidence from text ✓ Make inferences to support understanding ✓ Identify the problem and solution in plot Make predictions using context clues ✓ Distinguish between fact and opinion ✓ Identify how dialogue is used in a story 	<p>Vocabulary Acquisition: Acquire and use academic vocabulary accountable advise desperately hesitated humiliated inspiration self-esteem uncomfortably</p> <p>Vocabulary Strategy: ✓ Use context clues to understand idioms and homophones.</p> <p>Grammar: Create compound sentences ✓ Identify types of clauses in complex sentences</p>
<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: "The Talent Show"</p> <p>Practice and Apply</p> <p style="padding-left: 20px;">Anchor Text(s): <i>Experts, Incorporated</i> "Speaking Out to Bullying"</p> <p>Leveled Readers A: The Dream Team O: Rosa's Garden ELL: Rosa's Garden B: Saving Grasshopper</p> <p>Optional Classroom Library Trade Books The Fastest Boy in the World Flying the Dragon</p>	<p style="text-align: center;">Writing</p> <p>Writing process: ✓ Revise, edit, and publish a personal narrative</p> <p>Analytical writing: ✓ Write responses that demonstrate understanding</p>	<p style="text-align: center;">Speaking and Listening</p> <p>Engage in collaborative discussions Paraphrase portions of "Say Something" Present information about bullying and anti-bullying laws</p>
	<p style="text-align: center;">Foundational Skills</p> <p>Phonics/Word Study: Spelling Words:</p> <p>Week 3 evening zebra breathe league squeaky healer sleek indeed reef deed speech wheeze concrete scheme belief chief honey donkey family weary</p> <p>Week 4 climb minding pies die height sigh fright slight drive file kite prime pride slice twice wipe pry sly shy spy</p> <p>Fluency: Read fluently with accuracy, rate, and correct phrasing</p>	<p style="text-align: center;">Research and Inquiry</p> <p>Learn how to format a business letter Write a business letter to a state representative</p>

Weekly Standards:

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

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

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

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

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

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

4.FL.SC.6.h Use a comma before a coordinating conjunction in a compound sentence. [12 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. [1 lesson]

4.FL.VA.7b.ii Recognize and explain the meaning of common idioms and proverbs. [13 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. [6 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.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.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text. [8 lessons]

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

4.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. [30 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. [14 lessons]

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

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

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

4.W.TTP.3.e Provide a conclusion that follows from the narrated experiences or events. [1 lesson]

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

Day 1	Instructional Plan
Student Learning Targets: 4.RI.IKI.7, 4.SL.CC.2, 4.RL.KID.3 , 4.RL.CS.5, 4.FL.VA.7c, 4.FL.SC.6.e, 4.FL.SC.6.h	
Introduce the Concept (Reading / Writing Companion) Talk About It	Students will: T118-T119 <ul style="list-style-type: none"> ○ Discuss the essential question: How do your actions affect others? ○ Review student learning goals. ○ Discuss the photograph. ○ Answer the questions: <i>How would you feel if you were sitting next to these girls? When have your actions affected your friends?</i> ○ Complete the blast assignment “Friends Forever”.
Listening Comprehension Interactive Read Aloud	Students will: T120-T121 <ul style="list-style-type: none"> ○ Discuss the features of realistic fiction. ○ Create an anchor chart that includes features of realistic fiction. ○ Preview the comprehension strategy “Make Predictions” ○ Paraphrase the story “Say Something” in their own words.
Read the Shared Read (Reading / Writing Companion) Teach / Model Close Reading Summarize Quick Write	Students will: T122-T125 <ul style="list-style-type: none"> ○ Use the left column of page 34 to write their predictions and questions, list interesting words they would like to learn, and note key details in the text. ○ Study how dialogue is used in the text. ○ After their initial reads, in pairs, summarize the selection orally using their notes. Discuss whether the prediction that they wrote on page 34 was confirmed. Then write a summary in their writer’s notebooks only including important events.
Vocabulary Reading / Writing Companion	Students will: T126-T127 <ul style="list-style-type: none"> ○ Work in pairs to find the meanings of the idioms <i>cat got your tongue</i> and <i>standing up for myself</i> in “The Talent Show.”
Grammar Reading / Writing Companion	Students will: T156 <ul style="list-style-type: none"> ○ Study simple and compound sentences. ○ Participate in the activity “Add to Simple Sentences”: Have students in small groups each write a simple sentence and pass it one person to the right. That person adds an independent clause to create a compound sentence. Have students read aloud their compound sentences.
Spelling Reading / Writing Companion	Students will: T160 <ul style="list-style-type: none"> ○ Take the pre-test on long e spelling words.

Day 2	Instructional Plan
Student Learning Targets: 4.RL.KID.1, 4.RL.KID.3, 4.RL.RRTC.10, 4.FL.WC.4.b, 4.FL.SC.6.g, 4.W.TTP.1.b, 4.W.RBPK.7, 4.W.RBPK.8	
<p>Reread the Shared Read (Reading / Writing Companion) Guided Practice of Close Reading Text Features / Literary Elements Comprehension Skill Comprehension: Craft & Structure</p>	<p>Students will: T134-T135</p> <ul style="list-style-type: none"> ○ Work in pairs to predict how Maura will solve a future problem. Reread the text, focusing on how Maura has handled problems in the past and how she handles her most recent problem. ○ Record their predictions and any supporting evidence. With a partner, compare their evidence and their predictions. ○ Listen and follow along as the teacher models finding the characteristics that identify a work of realistic fiction on page 35 of “The Talent Show.” ○ Understand that realistic fiction also uses dialogue, or the exact words characters say when they talk to each other. ○ Work with partners to find and list two examples from “The Talent Show” that identify it as realistic fiction. Share their work with a partner or with the class. ○ Discuss how realistic fiction is different from other fiction genres they may have read, such as fantasy. ○ Read the online Differentiated Genre Passage “Stormy Weather.” ○ Begin an anchor chart on Problem and Solution. ○ Reread “The Talent Show.” Find additional plot elements that lead to the resolution, like the climax and falling action. Discuss each event once they complete the graphic organizer on page 43 of the Reading/Writing Companion. ○ Work together in pairs to write a paragraph that paraphrases the events in the text that lead to the solution. Include a concluding sentence in their paragraphs. ○ Reread parts of “The Talent Show” 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 organize the story events to show the rising action, climax, falling action, and solution?</i> ○ Skim page 35 of “The Talent Show” to identify the problem. ○ Reread the dialogue on page 36. Answer the question: <i>What does Maura say that shows you how she feels?</i> ○ Use the sentence starters to form their responses. Their first paragraph should state the rising action events that stem from the problem in the beginning of the story. Remaining paragraphs should tell the climax, falling action, and resolution of the story. Cite evidence from the text to support their ideas.
<p>Study Skill / Research & Inquiry Reading / Writing Companion</p>	<p>Students will: T140-T141</p> <ul style="list-style-type: none"> ○ Look at Reading/Writing Companion page 45. Look at the parts of a business letter. ○ Identify a law they want to know more about and write a letter to a state representative or public official asking for more information or sharing their thoughts about the law. Share their thoughts and questions about the laws they want to write about.
<p>Grammar Practice Book</p>	<p>Students will: T156</p> <ul style="list-style-type: none"> ○ Review simple and compound sentences. ○ Explain how they are different. ○ Participate in the activity “Create themed sentences”: Ask students in small groups to pick a theme, such as music. Have each student create a theme-related compound sentence using a coordinating conjunction. Have students take turns reading their sentences aloud.

Day 3	Instructional Plan
Student Learning Targets: 4.RL.KID.1, 4.RL.KID.3, 4.FL.SC.6.e, 4.FL.SC.6.h, 4.FL.VA.7a.i, 4.FL.VA.7b.ii	
<p>Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading Take Notes About Text</p>	<p>Students will: T141A-T141K</p> <ul style="list-style-type: none"> ○ Predict how the selection will help them answer the Essential Question. ○ Take notes by filling in online Graphic Organizer 75 to record the character, setting, plot, problem, and solution. ○ Identify the dialogue on page 25. Answer the questions: <i>Who is speaking? What does the dialogue tell us about the narrator?</i> ○ Determine the problem in the story. ○ Reread the text and find examples of figurative language. ○ 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.
<p>Grammar Minilesson Practice Book</p>	<p>Students will: T157</p> <ul style="list-style-type: none"> ○ Use a comma and a coordinating conjunction to join two independent clauses and form a compound sentence. ○ See Practice Book page 27 or online activity. ○ Participate in the activity “Explain Punctuation”: Ask partners to each write two compound sentences—one using a coordinating conjunction and one using a semicolon. Have them trade sentences, read each other’s sentences aloud, and explain the punctuation in each sentence.
<p>Expand Vocabulary Practice Book</p>	<p>Students will: T165</p> <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.RL.KID.1, 4.RL.KID.3, 4.FL.SC.6.e, 4.FL.SC.6.h, 4.FL.WC.4.a	
<p>Read the Anchor Text (Literature Anthology) Practice/Apply Close Reading Take Notes About the Text Respond to Text</p>	<p>Students will: T141A-T141K</p> <ul style="list-style-type: none"> ○ Predict how the selection will help them answer the Essential Question. ○ Take notes by filling in online Graphic Organizer 75 to record the character, setting, plot, problem, and solution. ○ Identify the dialogue on page 25. Answer the questions: <i>Who is speaking? What does the dialogue tell us about the narrator?</i> ○ Determine the problem in the story. ○ Reread the text and find examples of figurative language. ○ 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. ○ Use your charts to paraphrase the plot of the text. Answer the question: <i>How are the problems of the characters solved?</i> ○ Read the biography about the author and answer the questions: <i>How did Sarah Weeks learn about the behaviors of kids? How did the pictures in the story help you to visualize what Sarah has written? Sarah Weeks says she writes about things she has experienced. What have you experienced that you would like to write about?</i> ○ Use the details from their Problem and Solution Graphic Organizer to summarize.
<p>Grammar Practice Book</p>	<p>Students will: T157</p> <ul style="list-style-type: none"> ○ Correct errors in the sentences. ○ Find a piece of their own writing in their writer’s notebook and correct errors in simple and compound sentences.

	<ul style="list-style-type: none"> ○ Participate in the activity “Use conjunctions”: List coordinating conjunctions on the board. Have students in small groups write compound sentences using each conjunction once. Ask a volunteer from each group to read the group’s sentences aloud. Have the class identify the conjunctions.
Spelling Practice Book	Students will: T161 <ul style="list-style-type: none"> ○ Circle and correct each misspelled word. They can use print or electronic dictionaries or other resources to help them. ○ See Practice Book page 33.
Day 5	Instructional Plan
Student Learning Targets: 4.RL.KID.1, 4.RL.KID.3, 4.W.TTP.3.e, 4.W.TTP.3.f, 4.FL.SC.6.e, 4.FL.SC.6.h	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T141A-T141K <ul style="list-style-type: none"> ○ Think about the whole story. Answer the question: <i>Why does the author put this event at the beginning of the story?</i> ○ Answer the question: Reread page 27. <i>How does the author use dialogue to make the characters seem real? Use text evidence to support your answer.</i> ○ Understand the author’s purpose and how the author uses dialogue and figurative language in the story.
Writing Process: Revise Reading / Writing Companion	Students will: T148-T149 <ul style="list-style-type: none"> ○ Take turns reading their conclusions to the paragraph on Reading/Writing Companion page 28. ○ Revise their drafts, focusing on a strong conclusion. Use sensory details and sequence, even in their conclusions, if possible.
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 29 for assessment. ○ Participate in the activity “Describe pictures”: Ask partners to cut out five pictures from a magazine. Have them take turns writing two simple sentences to describe a picture. The other student combines the sentences to form a compound sentence and reads aloud the new sentence.

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.a Use relative pronouns and relative adverbs. **[10 lessons]**

4.FL.SC.6.e Produce complete sentences; recognize and correct inappropriate fragments and run-ons. **[2 lessons]**

4.FL.SC.6.h Use a comma before a coordinating conjunction in a compound sentence. **[11 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. **[1 lesson]**

4.FL.VA.7b.ii Recognize and explain the meaning of common idioms and proverbs. **[14 lessons]**

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

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

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

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

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

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

4.SL.CC.2 Paraphrase portions of a text presented in diverse media such as visual, quantitative, and oral formats. **[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.TTP.1.b Develop an opinion with reasons that are supported by facts and details. **[3 lessons]**

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

Day 6	Instructional Plan
Student Learning Targets: 4.RL.KID.1, 4.RL.KID.3, 4.W.PDW.5, 4.FL.SC.6.a, 4.FL.SC.6.h	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T141A-T141K <ul style="list-style-type: none"> ○ Analyze the author’s purpose. ○ Analyze the author’s use of dialogue.
Respond to Reading Reading / Writing Companion	Students will: T142-T143 <ul style="list-style-type: none"> ○ Answer the prompt: <i>How does the author use dialogue to help you understand how Rodney feels as he struggles and then comes up with an idea?</i> ○ Note text evidence on Literature Anthology page 29 ○ Review pages 46–48 of the Reading/Writing Companion. ○ Identify the problem and solution in the story. Analyze the dialogue to determine how Rodney feels. Vary sentence structure by combining short sentences to make compound sentences.
Writing Process: Peer Conferencing Reading / Writing Companion	Students will: T148-T149 <ul style="list-style-type: none"> ○ Brainstorm rules for peer conferencing as a class and write them on an anchor chart. ○ Review and give feedback on each other’s drafts. ○ Revise their drafts based on feedback from their partner. Share how their partners’ feedback helped improve their personal narratives.
Grammar Practice Book	Students will: T158 <ul style="list-style-type: none"> ○ Identify dependent and independent clauses. Underline the subordinating conjunction if it is a dependent clause. ○ Participate in the activity “Complete the sentences”: Have partners each write five dependent clauses using subordinating conjunctions. Taking turns, have one partner read a clause from the list while the other partner completes the sentence by adding an independent clause.
Spelling Practice Book	Students will:T162 <ul style="list-style-type: none"> ○ Take the spelling pre-test on long i words.
Day 7	Instructional Plan
Student Learning Targets: 4.FL.SC.6.h, 4.W.TTP.3.g, 4.FL.SC.6.a, 4.FL.SC.6.h, 4.FL.VA.7a.i, 4.FL.VA.7b.ii	
Read Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T143A-T143D <ul style="list-style-type: none"> ○ Read and reread “Speaking Out to Stop Bullying,” ○ Take notes and think about the Essential Question: <i>How do your actions affect others?</i> ○ Think about how this text compares with <i>Experts, Incorporated</i>. ○ Discuss how these texts are similar and different.

<p>Writing Process: Edit and Revise Reading / Writing Companion</p>	<p>Students will: T150-T151</p> <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.
<p>Grammar Practice Book</p>	<p>Students will: T158</p> <ul style="list-style-type: none"> ○ Determine the difference between a relative pronoun and relative adverb. ○ Participate in the activity "Use relative pronouns": Have students in small groups choose a theme, such as science, and write the relative pronouns on index cards. They should take turns drawing a card and saying aloud a theme-related complex sentence using the relative pronoun.
<p>Expand Vocabulary Practice Book</p>	<p>Students will: T164</p> <ul style="list-style-type: none"> ○ Correct homophones that are used incorrectly. ○ See Practice Book page 47.

Day 8	Instructional Plan
<p>Student Learning Targets: 4.RI.IKI.8, 4.SL.PKI.5, 4.FL.SC.6.a, 4.FL.SC.6.h, 4.FL.VA.7a.i, 4.FL.VA.7b.ii</p>	
<p>Reread Paired Selection (Literature Anthology) Practice / Apply Close Reading</p>	<p>Students will: T143A-T143D</p> <ul style="list-style-type: none"> ○ Reread page 37. Answer the question: <i>How does the author support the statement that bullying is one of the toughest issues facing students today? Use text evidence to support your answer.</i> ○ Reread to develop a deeper understanding of the text by annotating and answering questions on pages 50–52 of the Reading/Writing Companion.
<p>Author's Craft Reading / Writing Companion</p>	<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 how to identify fact and opinion in "Speaking Out to Stop Bullying" on Literature Anthology page 37.
<p>Writing Process: Publish, Present, & Evaluate Reading / Writing Companion</p>	<p>Students will: T152-T153</p> <ul style="list-style-type: none"> ○ Prepare for publishing and presenting their work. ○ Create a visual for their published pieces. Choose to print it out manually or digitally. Practice reading their writing aloud, allow time to record an audio or video presentation of their narratives. Consult the Presenting Checklist before they share with the class.
<p>Grammar Practice Book</p>	<p>Students will: T159</p> <ul style="list-style-type: none"> ○ Determine whether a clause needs a comma and write two complex sentences that include relative adverbs.

	<ul style="list-style-type: none"> Participate in the activity “Use a comma or not”: Ask partners to take turns saying complex sentences that begin or end with a dependent clause using the conjunctions before, when, or because. The other partner should tell whether or not a comma should be used in the sentence.
Expand Vocabulary Practice Book	Students will: T165 <ul style="list-style-type: none"> Read On-Level Differentiated Genre Passage “Stormy Weather.” Write the meaning of the idiom and compare answers with other pairs. See Practice Book page 48.
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.SL.PKI.5 , 4.FL.SC.6.a, 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 five paragraphs of <i>Experts, Incorporated</i> in the Reading/Writing Companion. Practice fluency using the online Differentiated Genre Passage, “Stormy Weather.”
Writing Process: Publish, Present, & Evaluate Reading / Writing Companion	Students will: T152-T153 <ul style="list-style-type: none"> Prepare for publishing and presenting their work. Create a visual for their published pieces. Choose if they want to print it out manually or digitally. Practice reading their writing aloud, allow time to record an audio or video presentation of their narratives. Consult the Presenting Checklist before they share with the class.
Make Connections Reading / Writing Companion	Students will: T166 <ul style="list-style-type: none"> Share and discuss responses to the “Friends Forever” Blast. Complete the activities on Reading/Writing Companion page 54 and discuss how the photograph, the Blast, and the selections they have just read relate to how we affect other people. 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. Find a piece of their own writing in their writer’s notebook and correct errors in complex sentences. See Practice Book page 40.
Day 10	Instructional Plan
Student Learning Targets: 4.SL.CC.1 , 4.SL.PKI.5, 4.FL.WC.4.a	
Writing Process: Publish and Present Reading / Writing Companion	Students will: T154-T155 <ul style="list-style-type: none"> Prepare for publishing and presenting their work. Create a visual for their published pieces. Choose if they want to print it out manually or digitally. Practice reading their writing aloud, allow time to record an audio or video presentation of their narratives. Consult the Presenting Checklist before they share with the class.

Spelling Practice Book	Students will: T163 <ul style="list-style-type: none">○ Take the spelling post-test.
Research and Inquiry Reading / Writing Companion	Students will: T167 <ul style="list-style-type: none">○ Prepare to best present their work.○ Practice presenting their letter by reading it to a partner and offering one another feedback.○ Understand the law they chose, and write a few extra facts about it on an index card to help them give information and answer questions during their presentation.○ Write down any questions that they have during the presentation to help them remember what they want to ask when the speaker is finished.○ Participate in a discussion of the presentation. Paraphrase or summarize the key ideas of their classmate's letter. Students can use the frames on the bottom of Reading/Writing Companion page 55 to focus the discussion.
Progress Monitoring	Students will: T202-T203 <ul style="list-style-type: none">○ Complete the online assessment.

Week 5		
Unit 1 Week 5	Comprehension / Genre / Author's Craft	Language Development
<p>Essential Question: How can starting a business help others?</p>	<ul style="list-style-type: none"> ✓ Cite relevant evidence from text ✓ Make inferences to support understanding ✓ Identify main ideas and details <p>Reread to monitor and adjust comprehension</p> <ul style="list-style-type: none"> ✓ Analyze the procedural text structure ✓ Identify and use graphs and headings 	<p>Vocabulary Acquisition: Acquire and use academic vocabulary Innovative compassionate enterprise undertaking exceptional funds process routine</p> <p>Vocabulary Strategy: ✓ Identify and use suffixes</p> <p>Grammar: ✓ Identify and correct run-on sentences</p>
<p>Text(s):</p> <p>Teach and Model</p> <p style="padding-left: 20px;">Interactive Read Aloud: "Kids Can Help"</p> <p style="padding-left: 20px;">Shared Read: "Dollars and Sense"</p> <p>Practice and Apply</p> <p style="padding-left: 20px;">Anchor Texts: <i>Kids in Business</i> "Starting a Successful Business"</p> <p>Leveled Readers A: Think Big O: Think Big ELL: Think Big B: Think Big</p> <p>Optional Classroom Library Trade Books <i>Volcanoes</i> <i>Natural Disasters Through Infographics</i></p>	Writing	Speaking and Listening
	<p>Writing process: ✓ Plan and draft an opinion essay</p> <p>Analytical writing: ✓ Write responses that demonstrate understanding</p>	<p>Engage in collaborative discussions Paraphrase portions of "Kids Can Help" Present biographical information about a state-specific entrepreneur</p>
	Foundational Skills	Research and Inquiry
	<p>Phonics/Word Study: Decode words with long o</p> <p>Spelling Words: Week 5 bolt mold toll shadow flow mows lower blown quote mole stone stove chose sole stole goal groan load roasting woe</p> <p>Fluency: Read fluently, focusing on proper phrasing and rate</p>	<p>Identify and use primary and secondary sources. Produce a biographical sketch of an entrepreneur from your state Include a bibliography</p>

Weekly Standards:

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

4.FL.F.5.a Read grade-level text with purpose and understanding. **[6 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.F.5.c Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. **[1 lesson]**

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. **[17 lessons]**

4.FL.SC.6.e Produce complete sentences; recognize and correct inappropriate fragments and run-ons. **[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. **[11 lessons]**

4.FL.VA.7a.ii Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. **[6 lessons]**

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

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

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

4.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings. **[11 lessons]**

4.RI.CS.5 Describe the overall structure of events, ideas, and concepts of information in a text or part of a text. **[6 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. **[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. **[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. **[22 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. **[7 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. **[15 lessons]**

4.SL.CC.2 Paraphrase portions of a text presented in diverse media such as visual, quantitative, and oral formats. **[5 lessons]**

4.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **[3 lessons]**

4.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **[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. **[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.1.a Introduce a topic or text. **[2 lessons]**

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

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

4.W.TTP.2.b Group related information in paragraphs and sections. **[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.1 , 4.SL.CC.2, 4.FL.F.5.a, 4.FL.F.5.c, 4.FL.VA.7a.ii, 4.RI.KID.2 , 4.FL.VA.7a.ii, 4.RI.CS.4, 4.FL.SC.6.e, 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: How can starting a business help others? ○ Review student learning goals. ○ Discuss the photograph of the bakery. ○ Answer the questions: <i>What kinds of businesses would you like to start or see in your community? How would they help? In what ways would they be innovative?</i> ○ Generate words and phrases related to starting a business. ○ Describe how businesses they know help the community. Discuss what businesses they would like to see in their community and why. ○ Complete the blast assignment “Helping Others is Good Business”.
Listening Comprehension Interactive Read Aloud	Students will: T216-T217 <ul style="list-style-type: none"> ○ Listen to a passage that tells ways that kids can make a difference. ○ Think about how the passage answers the Essential Question. ○ Add characteristics of an argumentative essay to the anchor chart. ○ Listen and follow along as the teacher reads the text aloud. Preview the comprehension strategy, Reread. ○ Restate the most important information from “Kids Can Help” in their own words.
Read the Shared Read (Reading / Writing Companion) Teach / Model Close Reading Summarize Quick Write	Students will: T218-T221 <ul style="list-style-type: none"> ○ Think about the Essential Question, skim and scan to preview the text, and set a purpose for reading. ○ Use the left column of page 58 of the Reading/Writing Companion to note their purpose for reading, interesting words they find, and key details they identify. ○ Discuss their personal connections to the article “Dollars and Sense”. Talk about which company they believe is successfully helping others the most and why. Provide details to support their responses. Students may decide to digitally record presentations of summaries.
Vocabulary Reading / Writing Companion	Students will: T222-T223 <ul style="list-style-type: none"> ○ Use the example sentences on page 42 to talk with a partner about each word. ○ Identify and define the suffixes in the words <i>immediately</i>, <i>traditionally</i>, and <i>necessity</i> from “Dollars and Sense.” ○ Use suffixes and context clues from pages 59–60 to determine each word’s meaning.
Grammar Practice Book	Students will: T250 <ul style="list-style-type: none"> ○ Correct run-on sentences and comma splices by separating into two sentences or combining the clauses correctly. ○ Participate in the activity “Form a sentence”: Have students in a group create a list of ways in which starting a business can help others. Then have students take turns using one of the ideas on the list to create a compound sentence. Students should then explain why their sentence is not a run-on.
Spelling Practice Book	Students will: T252 <ul style="list-style-type: none"> ○ Take the pre-test assessment on long o words.

Day 2	Instructional Plan
Student Learning Targets: 4.RL.KID.1, 4.RI.IKI.7, 4.RI.KID.2, 4.RL.KID.1, 4.RI.IKI.8, 4.FL.WC.4.b, 4.RI.IKI.7, 4.W.RBPK.8, 4.FL.SC.6.e	
Reread the Shared Read (Reading / Writing Companion) Guided Practice of Close Reading Text Features / Literary Elements Comprehension Skill Comprehension: Craft & Structure	Students will: T230-T231 <ul style="list-style-type: none"> ○ Work together to reread paragraphs 3 and 4 on page 60 to find out why the Hard Rock Café raises money for charity. Support their answers with details from the text. Share their answers with the class. Discuss other sections of “Dollars and Sense” that they might want to reread for clarification. ○ Find and list two text features in “Dollars and Sense.” With a partner discuss what they learned from each feature. Then in pairs, share their work with the class. Independent Practice Read the online Differentiated Genre Passage, “A Helping Hand.” ○ Work in pairs to complete the graphic organizer on page 67 as they identify key details in the section “Hearts and Soles” on pages 59–60. ○ Reread parts of “Dollars and Sense” 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’s use of text features help support the author’s claim that businesses can help others and make a profit?</i> Ask: <i>What is the prompt asking?</i>
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 how they might use primary and secondary sources in a biographical sketch about a state business leader. Brainstorm questions they would need to research answers to: who the person is, what business he or she started and/or is involved in, and how that business helps the economy, or money system, of the state. ○ Begin their biographical sketch project. Include both primary and secondary sources, slides and/or a video, and a bibliography.
Grammar Practice Book	Students will: T250 <ul style="list-style-type: none"> ○ Identify different types of run-on sentences. Correct the sentences. See Practice Book page 50. ○ Participate in the activity “Use conjunctions and commas”: Ask each student to write five simple sentences about a topic on index cards. Then have them pick two cards and create a compound sentence using a coordinating conjunction and a comma. Have students read their sentence aloud to a partner.

Day 3	Instructional Plan
Student Learning Targets: 4.RL.KID.1, 4.W.TTP.2.f, 4.FL.VA.7a.i, 4.RL.KID.1, 4.RI.KID.3, 4.RI.CS.5, 4.FL.SC.6.e, 4.FL.WC.4.a, 4.FL.PWR.3.a	
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 “Kids in Business”. Use copies of online Main Idea and Key Detail Graphic Organizer 141. ○ Read the boldfaced inset at the top of the page. What clue tells you this is an argumentative text? ○ Summarize the selection. ○ Respond to the questions: <i>How does the author make his or her point of view clear in this selection? What words does the author use to describe the work done by these two young people?</i> ○ Focus on finding words and phrases throughout the selection that show the author’s point of view.

	<ul style="list-style-type: none"> ○ Identify the intended audience look at how the author's choice of words about each young person in the text shows a favorable position toward their businesses. Cite evidence from the text.
Grammar Miniesson Practice Book	Students will: T251 <ul style="list-style-type: none"> ○ Correct run-on sentences. ○ See Practice Book page 51 or online activity. ○ Participate in the activity "Correct run-ons and fragments": Have pairs of students write down two run-on sentences and two fragments. Have students trade sentences, correct them, and then read them aloud. The partner must listen to see if the new sentence is correct.
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 "A Helping Hand." ○ Complete the passage and find clues for <i>useful</i>, <i>healthful</i>, <i>grateful</i>, and <i>importantly</i>, using a print or online dictionary to confirm meanings. ○ See Practice Book page 60.
Day 4	Instructional Plan
Student Learning Targets: 4.FL.VA.7a.i, 4.RL.KID.1 , 4.RI.KID.3 , 4.RI.CS.5, 4.RI.KID.3, 4.W.TTP.2.b, 4.W.TTP.1.a, 4.W.TTP.1.b, 4.W.PDW.5, 4.W.TTP.1.a, 4.W.RBPK.7, 4.W.RBPK.8	
Read the Anchor Text (Literature Anthology) Author's Craft Respond to Text	Students will: T239A-T239B, T240-T241 <ul style="list-style-type: none"> ○ Reread sections of the anchor text. Examine how the author helps you understand how he feels about young entrepreneurs? Identify phrases that show how the author feels about what Hayleigh and Joshua are doing in the chart. ○ Read and reread "Starting a Successful Business," take notes and think about the Essential Question. Think about how this text compares to "Kids in Business." Discuss how the texts are similar and different. ○ Turn to Reading/Writing Companion page 75. Examine features and examples of procedural text. ○ Listen and follow along as the teacher models identifying clues that the author is using procedural text in the excerpt from "Starting a Successful Business." ○ Enter their responses about the procedural text structure on Reading/Writing Companion page 75. Discuss which step they consider to be the most important and talk about how they feel about possibly starting a business. Remind students to give logical explanations.
Writing Process: Expert Model & Plan Reading / Writing Companion	Students will: T242-T247 <ul style="list-style-type: none"> ○ After reading the argumentative text "Kids in Business," students will now begin writing their own opinion essays about a topic. Recall other texts they have read that gave the author's opinion or tried to persuade them to do something. ○ Create an opinion essay anchor chart. ○ Use the anthology text to identify the reasons and evidence the author includes to support the opinion. ○ List reasons why they should be allowed to have more (or less) time and why. Write their reasons on Reading/Writing Companion page 79. ○ Write an opinion essay convincing their audience that they should be allowed to have more (or less) recess time at school. Include strong reasons that detail why they feel recess is good (or bad) for students in their writing. Complete the sentence starter on page 79.

	<ul style="list-style-type: none"> ○ Make a plan and gather the information. ○ Review the introduction from “Kids in Business” on page 41 of the Literature Anthology. Have them point out the words that give readers a clue about the author’s opinion. ○ Identify the pros and cons of more recess time by using print or digital resources to research. ○ Write down all the facts they think will support their opinion.
Grammar Practice Book	<p>Students will: T251</p> <ul style="list-style-type: none"> ○ Correct errors in sentences. ○ Participate in the activity “Name the conjunction”: Have partners write five compound sentences about the kind of business they would like to start. Then have students read their sentences aloud. Their partners should name the conjunction that was used to form the compound sentence.
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.W.RW.10, 4.FL.F.5.b, 4.FL.WC.4.b, 4.FL.SC.6.i, 4.W.TTP.1.b , 4.W.TTP.1.e, 4.W.RBPK.8	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	<p>Students will: T237A-T237D</p> <ul style="list-style-type: none"> ○ Reread the anchor text. Answer the question: <i>How do the illustrations help you understand the steps to starting a business?</i> ○ Discuss responses to the “Helping Others Is Good Business” Blast. ○ Complete the activities on Reading/Writing Companion page 76 and discuss how the song, the Blast, and the selections they have just read relate to ways in which starting a business can help others. ○ See the connections between the lyrics of the song on Reading/Writing Companion page 76 and the texts. ○ Refer to their notes on the four-column chart as they respond to the writing prompt at the bottom of the page.
Fluency Reading / Writing Companion	<p>Students will: T257</p> <ul style="list-style-type: none"> ○ Take turns reading aloud pages 59–60 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 “Dollars and Sense” on page 81 of Reading/Writing Companion. Use the paragraph as a model for their own opinion writing. ○ Write a draft of an opinion essay about how more (or less) recess time can be beneficial. Review the graphic organizer they created during the Plan phase as they write their drafts.
Spelling Practice Book	<p>Students will: T253</p> <ul style="list-style-type: none"> ○ Take the spelling post-test.
Progress Monitoring	<p>Students will: T292-T293</p> <ul style="list-style-type: none"> ○ Complete the online assessment.

Week 6		
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Unit 1 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 Use multiple-meaning words and homographs
Text(s): Reading Digitally: "Bullying: It's Against the Law" Reader's Theater: <i>Whodunnit? Woo Knows...</i>	Writing	Speaking and Listening
	Writing process: Complete an opinion 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, rate	Conduct and present research Understand and practice cyber safety 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. [2 lessons]

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

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

4.FL.VA.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.ii Recognize and explain the meaning of common idioms and proverbs. [1 lesson]

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

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

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

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

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

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

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

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

4.SL.CC.2 Paraphrase portions of a text presented in diverse media such as visual, quantitative, and oral formats. [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. [6 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. [4 lessons]

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

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

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

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

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

Day 1	Instructional Plan
Student Learning Targets: 4.RI.IKI.7, 4.SL.CC.2, 4.W.PDW.6, 4.W.RBPK.7, 4.FL.F.5.a, 4.FL.F.5.b, 4.FL.F.5.c, 4.W.TTP.1.e, 4.W.PDW.5, 4.FL.VA.7a.ii, 4.RL.KID.1 , 4.RI.KID.2 , 4.RI.CS.5	
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 on Graphic Organizer 26. With a partner, paraphrase the main ideas using evidence to support their answer. ○ Write a summary of the article, stating the problems and solutions described in the text. ○ OR ○ Discuss the features of the play <i>Whodunit? Woo Knows . . .</i> ○ Review the features of a play.
Show What You Learned Reading / Writing Companion	Students will: T302-T303 <ul style="list-style-type: none"> ○ Read "Landforms" and answer test questions about the text.
Writing Process: Revise Reading / Writing Companion	Students will: T310-T311 <ul style="list-style-type: none"> ○ Revise their drafts, focusing on adding additional transitions or using more appropriate ones.
Day 2	Instructional Plan
Student Learning Targets: 4.FL.VA.7b.ii, 4.RL.KID.1 , 4.RL.CS.6, 4.FL.F.5.a, 4.FL.F.5.b, 4.FL.F.5.c, 4.RI.IKI.7, 4.SL.CC.2, 4.W.PDW.6, 4.W.RBPK.7, 4.W.PDW.5	
Reading Digitally OR Reader's Theater	Students will: T298-T301 <ul style="list-style-type: none"> ○ Reread parts of the online article, paying attention to text structure and author's craft. Discuss the questions. ○ Reread and answer this question: <i>According to the author, what are some actions you and others can take to reduce bullying in your neighborhood or school?</i> ○ Compare what they learned about the challenges presented by bullying with what they have learned about other challenges in texts they have read in this unit. ○ Independent Study: <ul style="list-style-type: none"> ▪ Choose a Topic Students should brainstorm questions related to the article. For example: <i>What can I do about cyberbullying?</i> ▪ Then have students choose a question to research. ▪ Conduct Internet Research Review how to conduct an Internet search: Type in the URL for a search engine. Select strong key words, enter the key words, click Search, then click on a link on the results page to go to a site. ▪ Present Have groups conduct a round-table discussion on ideas from nature. ○ OR ○ Listen and follow along as the teacher models how to read the play. ○ Practice their parts in the play. In pairs, echo read or chorally read their parts. ○ Think about why the author might have chosen to make the text a choral play. ○ Reread the play and discuss the following: <i>What crime has been committed? What is the setting of the crime? Who are the suspects? Which characters are trying to solve the mystery? What clues does the detective have to investigate?</i>

Show What You Learned Reading / Writing Companion	Students will: T304-T305 <ul style="list-style-type: none"> ○ Read “A Cinco de Mayo Visit” and answer text dependent questions.
Writing Process: Peer Review Reading / Writing Companion	Students will: T312-T313 <ul style="list-style-type: none"> ○ Restate the routine for peer review. Brainstorm a list of rules for peer conferencing. Use sentence starters from Reading/Writing companion on page 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.RL.KID.1, 4.W.RBPK.8, 4.W.TTP.1.f, 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 familiar story or another story they have chosen. ○ Identify and define multiple-meaning words on Reading/Writing Companion page 93. ○ Choose their own book for independent reading. Preview the book and set a purpose for reading. Discuss their books after reading with a partner and complete the rest of the activity on page 93.
Writing Process: Edit and Proofread Reading / Writing Companion	Students will: T314-T315 <ul style="list-style-type: none"> ○ Edit and proofread each other’s drafts using the Editing Checklist as a guide.

Day 4	Instructional Plan
Student Learning Targets: 4.SL.PKI.4, 4.W.RBPK.7 , 4.W.RBPK.8, 4.SL.PKI.4, 4.SL.PKI.5, 4.W.RBPK.7, 4.W.RBPK.8	
Extend Your Learning	Students will: T308-T309 <ul style="list-style-type: none"> ○ Read and discuss the activity on Reading/ Writing Companion page 94. ○ Choose two festivals to compare and contrast. Think about events that take place in the community. ○ Work with partners or small groups to complete the rest of the diagram using the festivals the class chose, or to choose two different festivals. ○ 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 what the poster should include on Reading/ Writing Companion page 95. Identify reasons people should be motivated to save sand dunes. ○ Each poster must include a “call to action”—a specific thing or things they want people to do to help save sand dunes.
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, standing up straight, and emphasizing the parts of the essay that state their opinion. ○ 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.SL.PKI.4, 4.SL.PKI.5, 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, standing up straight, and emphasizing the parts of the essay that state their opinion. ○ 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>What are the five most important things we have learned about how a challenge can bring out the best in us?</i>
Summative Assessment	Students will: T330-T331 <ul style="list-style-type: none">○ Complete the summative assessment.

BCS Literacy Vision

Unit 2**Genre Study 1: Expository Informational Text****Essential Question:** What helps an animal survive?**Text Sets:****Read Aloud:** "Adaptations at Work"**Shared Read:** "Animal Adaptations"**Anchor Text:** *Spiders* & "Anansi and the Birds"**Genre Study 2: Drama****Essential Question:** How do animal characters change familiar stories?**Text Sets:****Read Aloud:** "The Grasshopper's Sad Tale"**Shared Read:** "The Ant and the Grasshopper"**Anchor Text:** *Ranita*, *The Frog Princess* & "Pecos Bill and the Bear Lake Monster"**Culminating Task:** Write a compare and contrast essay about adaptations that help animals survive in their environment. Consider the body structures of the animals and how they are similar and different. How are their environments similar and different? How do the animals' adaptations protect them? Use linking words in your essay. Make sure you use sentence variety throughout your essay.**Genre Study 3: Poetry****Essential Question:** How are writers inspired by animals?**Text Sets:****Read Aloud:** "Animal Haiku"**Shared Read:** "Dog," "The Eagle," "Chimpanzee," & "Rat"**Anchor Text:** "The Sandpiper," "Bat," and Other Poems & "Fog" and "White Cat Winter"**Culminating Task:** Write a lyric poem about an animal, an insect, or a plant that you feel strongly about. Make sure you write in stanzas and use rhyme to make your language sound more musical and to give your poem rhythm.

Unit 2 Weeks 1-2	Comprehension / Genre / Author's Craft	Language Development
<p>Essential Question: What helps an animal survive?</p>	<ul style="list-style-type: none"> ✓ Cite relevant evidence from text ✓ Make inferences to support understanding ✓ Identify the main idea and key details <p>Summarize, maintaining meaning and logical order</p> <ul style="list-style-type: none"> ✓ Analyze how the author shows the changes a character undergoes ✓ Identify and explain the purpose of text features 	<p>Vocabulary Acquisition: Acquire and use academic vocabulary camouflaged dribble extraordinary poisonous pounce. predator prey vibrations</p> <p>Vocabulary Strategy:</p> <ul style="list-style-type: none"> ✓ Use prefixes to determine meaning <p>Grammar:</p> <ul style="list-style-type: none"> ✓ Identify common and proper nouns ✓ Analyze the use of singular and plural nouns
<p>Text(s):</p> <p>Teach and Model</p> <p>Interactive Read Aloud: <i>Adaptations at Work</i> Shared Read: <i>Animal Adaptations</i></p> <p>Practice and Apply</p> <p>Anchor Text: <i>Spiders</i></p> <p>Leveled Readers A: Extreme Animals O: Extreme Animals ELL: Extreme Animals B: Extreme Animals</p> <p>Optional Classroom Library Trade Books Quest for the Tree Kangaroo Horses</p>	<p>Writing</p>	<p>Speaking and Listening</p>
	<p>Writing process: Plan and draft a comparison essay on animal adaptations</p> <p>Analytical writing:</p> <ul style="list-style-type: none"> ✓ Write responses that demonstrate understanding 	<ul style="list-style-type: none"> • Engage in collaborative discussions • Paraphrase portions of "Adaptations at Work" • Present illustrated information comparing cricket and beetle life cycles
	<p>Foundational Skills</p> <p>Phonics/Word Study: Decode words with prefixes Decode words with digraphs</p> <p>Spelling Words: Week 1 Unblock resell overact unborn rewash overheat. Unchain rewind subway unload. imperfect premix unlock indirect preplan recall. incorrect supersize relearn. illegal</p> <p>Week 2 thirty width northern. fifth choose. touch chef chance pitcher kitchen sketched ketchup snatch stretching rush whine whirl bring graph. photo</p> <p>Fluency: Read fluently with expression and correct intonation</p>	<p>Research and Inquiry</p> <ul style="list-style-type: none"> • Explain the details in a life-cycle diagram • Make illustrated comparisons of cricket and beetle life cycles

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. [7 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. [13 lessons]

4.FL.SC.6.f Use correct capitalization. [12 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. [7 lessons]

4.FL.VA.7a.ii Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. [17 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. [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. [7 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. [27 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. [2 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.RL.KID.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character's thoughts, words, or actions. [3 lessons]

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

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

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

Day 1	Instructional Plan
Student Learning Targets: 4.SL.CC.2, 4.RI.KID.2, 4.RI.KID.2, 4.RI.KID.3, 4.RI.IKI.7, 4.FL.VA.7a.i, 4.FL.VA.7a.ii, 4.FL.SC.6.f, 4.FL.WC.4.a, 4.FL.PWR.3.a	
Introduce the Concept (Reading / Writing Companion) Talk About It	Students will: T20-T21 <ul style="list-style-type: none"> ○ Discuss the essential question: What helps an animal survive? ○ Review Student Learning Goals ○ Discuss the photograph ○ Answer the questions <i>How have chameleons adapted to their environment for protection from predators? How have they adapted to move around in their environment? How do these adaptations help them survive?</i> ○ Discuss with a partner what they have learned about chameleons. ○ Complete the blast assignment, "Hidden in Plain Sight"
Listening Comprehension Interactive Read Aloud	Students will: T22-T23 <ul style="list-style-type: none"> ○ Discuss features of expository text and add characteristics of the genre to the Expository Text anchor chart. ○ Paraphrase the most important information from "Adaptations at Work" in their own words.
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. ○ Examine text features. ○ Determine main idea of sections of the text and make inferences. ○ In pairs, summarize the selection orally using their notes. ○ Individually, write a summary in their writer's notebooks
Vocabulary Reading / Writing Companion	Students will: T28-T29 <ul style="list-style-type: none"> ○ Work in pairs to use prefixes to determine the meaning of words. ○ Find the meanings of <i>revisit</i> and <i>disappear</i> in "Animal Adaptations" and Discuss how the prefixes helped them work out the meanings. ○ Complete Guided Practice on pages 104-105
Grammar Practice Book	Students will: T58 <ul style="list-style-type: none"> ○ Determine the difference between a common noun and a proper noun. ○ Participate in the activity, "Common Nouns and Proper Nouns": In small groups, students each write down five common nouns and five proper nouns on index cards. Tell them to put the cards in a stack. Then take turns picking a card and saying aloud a complete sentence using the noun written on the card.
Spelling Practice Book	Students will: T62 <ul style="list-style-type: none"> ○ Take the pre-test on words with prefixes.

Day 2	Instructional Plan
<p>Student Learning Target: 4.RI.KID.2, 4.RI.RRTC.10, 4.RI.KID.3, 4.RL.KID.1, 4.FL.WC.4.b, 4.RI.IKI.7, 4.FL.PWR.3.a, 4.FL.F.5.b, 4.RI.IKI.9, 4.W.RBPK.7, 4.W.RBPK.8, 4.FL.SC.6.f, 4.FL.WC.4.a, 4.FL.VA.7a.i</p>	
<p>Reread the Shared Read (Reading / Writing Companion) Guided Practice of Close Reading Text Features / Literary Elements Comprehension Skill Comprehension: Craft & Structure</p>	<p>Students will: T36-T37</p> <ul style="list-style-type: none"> ○ Work in pairs to summarize on page 106, “Water, Please!” from “Animal Adaptations,” page 103 ○ With partners, complete a graphic organizer for the “Insects in Disguise” section on page 109, going back to the text on page 102 to find key details. ○ Work together to write a summary of “Insects in Disguise” using their graphic organizers. Some pairs can share their summary with the class. ○ Reread the first paragraph on page 103. Answering the questions: <i>Which parts of the alligator’s body allow them to dig the water holes? Use the picture to help you infer, and The author describes how an alligator adapts to the dry season by digging a water hole. How does the author explain how the water hole helps and hurts other animals?</i>
<p>Respond to Reading Reading / Writing Companion</p>	<p>Students will: T38-T39</p> <ul style="list-style-type: none"> ○ Analyze the prompt: <i>How does the author use text features to explain animal adaptations and how they help animals survive?</i> ○ Reread the text to see how text features give us information about how animal adaptations help animals ○ Use the words and phrases in the sentence starters to form responses. The first paragraph should state the main idea and supported by details. Use of a variety of sentence lengths and connecting words to link their ideas and continue their responses on a separate piece of paper.
<p>Study Skill / Research & Inquiry Reading / Writing Companion</p>	<p>Students will: T42-T43</p> <ul style="list-style-type: none"> ○ Listen and follow along as the teacher comparing two life-cycle diagrams using the bee life-cycle shown on page 111 ○ Cite and record the sources they use to gather information for their life-cycle diagrams and comparison paragraphs. ○ Begin working with a partner or in small groups, they will research the life cycles of a cricket and a beetle, use that information to create a life-cycle diagram for each insect, then write a paragraph comparing the two life cycles. In pairs, discuss their research plans.
<p>Grammar Practice Book</p>	<p>Students will: T58</p> <ul style="list-style-type: none"> ○ Differentiate between common and proper nouns ○ Participate in the activity, “Play a Noun Game”: partners each write down five concrete nouns on scrap paper and place the pieces in a pile. Students will take turns selecting a paper and drawing a picture to represent the noun. Partners will guess what the noun is. The student with the most correct guesses wins.

Day 3	Instructional Plan
<p>Student Learning Target: 4.FL.VA.7a.ii, 4.RL.KID.3, 4.RI.KID.2, 4.FL.SC.6.f, 4.FL.WC.4.a, 4.FL.PWR.3.a, 4.FL.VA.7a.i</p>	
<p>Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading Take Notes About Text</p>	<p>Students will: T43A-T43Q</p> <ul style="list-style-type: none"> ○ Predict how the selection will help them answer the Essential Question ○ record details that identify the main idea and key details on the Main Idea and Key Details Graphic Organizer 141 ○ Respond to questions as they read.

Grammar Minilesson Practice Book	Students will: T59 <ul style="list-style-type: none"> ○ Correctly capitalize proper nouns. ○ Participate in the activity, “Make a Flyer”: in small groups design a flyer to promote an imaginary store’s products. They will think of product names for the items sold at the store. Groups can display their flyers and talk about their use of proper nouns and capitalization.
Expand Vocabulary Practice Book	Students will: T67 <ul style="list-style-type: none"> ○ Practice Book Page 72
Day 4	Instructional Plan
Student Learning Target: 4.FL.VA.7a.ii, 4.RL.KID.3, 4.RI.KID.2, 4.FL.SC.6.f, 4.FL.WC.4.a, 4.FL.PWR.3.a, 4.FL.VA.7a.i	
Read the Anchor Text (Literature Anthology) Practice/Apply Close Reading Take Notes About the Text Respond to Text	Students will: T43A-T43Q <ul style="list-style-type: none"> ○ Predict how the selection will help them answer the Essential Question. ○ Record details that identify the main idea and key details. ○ Use context clues to identify meaning of vocabulary and sentences. ○ Fill in the graphic organizer by paraphrasing the main idea and its supporting details. ○ Reread the second paragraph on page 97 and identify the author’s perspective about spider senses. ○ Use main idea and details to summarize the text. ○ Read the biography of that author. Answer the questions: Besides simply giving information about spiders, why might Nic Bishop have written this text? How do his photographs help you more easily understand the text? If you had a chance to talk to Nic Bishop in person, how would you say you feel about spiders? ○ Determine the author’s purpose in writing.
Grammar Practice Book	Students will: T59 <ul style="list-style-type: none"> ○ Correct errors in sentences
Spelling Practice Book	Students will: T63 <ul style="list-style-type: none"> ○ Proofread and correct sentences
Day 5	Instructional Plan
Student Learning Target: 4.FL.VA.7a.ii, 4.RL.KID.3, 4.RI.KID.2, 4.FL.SC.6.i, 4.RI.CS.5, 4.FL.SC.6.f, 4.FL.WC.4.a, 4.FL.PWR.3.a, 4.FL.VA.7a.i	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T43A-T43Q <ul style="list-style-type: none"> ○ Reread the text looking at the text features of an expository text. ○ Describe how the author’s use of figurative language helps visualize the process of molting. ○ Identify how the author feels about spiders. Identify the vocabulary that is evidence of the author’s feelings.
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 compare-and-contrast essay. ○ Analyze the expository text and record answers on page 122 of their 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 65 for assessment.

Weekly Standards

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

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

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

4.FL.PWR.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context. [12 lessons]

4.FL.SC.6.h Use a comma before a coordinating conjunction in a compound sentence. [1 lesson]

4.FL.SC.6.i Write several cohesive paragraphs on a topic. [2 lessons]

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

4.FL.VA.7a.ii Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. [8 lessons]

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

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

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

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

4.RI.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. [13 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.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. [6 lessons]

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

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

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

4.W.TTP.2.b Group related information in paragraphs and sections. [1 lesson]

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

Day 6	Instructional Plan
Student Learning Targets: 4.FL.VA.7a.ii, 4.RL.KID.3, 4.RI.KID.2, 4.RI.IKI.7, 4.FL.WC.4.a, 4.FL.PWR.3.a, 4.FL.VA.7a.i	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T43A-T43Q <ul style="list-style-type: none"> ○ Reread the text and Identify text features and what can be learned from the photo captions. ○ Describe how the author’s words and phrases help them visualize how a spider eats its prey? ○ Reread page 98. Answer the questions: How does the author help you understand how a spider uses its senses? How does the author feel about the spider’s senses? ○ Reread page 101. Answer the question: <i>How does the author’s use of figurative language help you visualize the process of molting?</i> ○ Reread the last paragraph on page 102. Answer the question: <i>What words tell you how the author feels about spiders?</i> Use text evidence to support their opinion.
Respond to Reading Reading / Writing Companion	Students will: T44-T45 <ul style="list-style-type: none"> ○ Analyze the picture on page 99. Answer the question: <i>How can you tell that the author admires this spider?</i> ○ Review pages 112–114 of the Reading/Writing Companion. With partners or small groups refer to and discuss the completed charts and writing responses from those pages. ○ Turn to page 115 of the Reading/Writing Companion. Use the sentence starters to guide their responses. ○ Focus on finding text features throughout the selection, not just the headings, photos, and captions. As they summarize, their main idea should be supported with key details. Vary sentence length and structure, and attention to connecting words that clearly link ideas.
Writing Process: Plan Reading / Writing Companion	Students will: T52-T53 <ul style="list-style-type: none"> ○ In partners, Use “Animal Adaptations” as they brainstorm a list of animals and how they adapt. ○ Choose two of the animals from their lists and write a compare-and-contrast essay about how their chosen animals’ adaptations help them survive and record the animals they chose on Reading/Writing Companion page 123.
Grammar Practice Book	Students will: T60 <ul style="list-style-type: none"> ○ Identify singular and plural nouns ○ In small groups, each write five singular nouns on index cards. Then take turns drawing a card, using the noun in a sentence, and choosing another student to restate the sentence using the plural form of the noun.
Spelling Practice Book	Students will: T64 <ul style="list-style-type: none"> ○ Take the Spelling Pretest on digraphs
Day 7	Instructional Plan
Student Learning Targets: 4.FL.SC.6.i, 4.W.TTP.2.b, 4.W.RBPK.8, 4.FL.WC.4.a, 4.FL.PWR.3.a, 4.FL.VA.7a.i	
Read Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T45A-T45B <ul style="list-style-type: none"> ○ Read and reread “Anansi and the Birds,” ○ Take notes and think about the Essential Question: <i>What are some messages in animal stories?</i>

	<ul style="list-style-type: none"> Discuss how this text and <i>Spiders</i> are similar and different
Writing Process: Plan Reading / Writing Companion	Students will: T54-T55 <ul style="list-style-type: none"> Locate reliable print and digital sources on their topic. Write down two additional research questions they have on Reading/Writing Companion page 124. Use the Venn diagram to help them visualize how adaptations are alike and different.
Grammar Practice Book	Students will: T60 <ul style="list-style-type: none"> Explain how singular and plural nouns are different. In partners, create posters that show the rules they have learned for forming plural nouns, including example words for each rule - making sure to include drawings to illustrate the example words.
Expand Vocabulary Practice Book	Students will: T67 <ul style="list-style-type: none"> In partners, use a dictionary to find words from this week's reading that can add suffixes, such as <i>adapt</i> or <i>color</i>. List different suffixes for each word, and explain how the suffix changes the meaning. Then add the words and suffixes to their writer's notebooks.

Day 8	Instructional Plan
Student Learning Targets: 4.RL.KID.3, 4.FL.PWR.3.a, 4.FL.F.5.a, 4.FL.WC.4.b, 4.FL.SC.6.h, 4.FL.SC.6.i, 4.W.TTP.2.f, 4.FL.WC.4.a, 4.FL.PWR.3.a, 4.FL.VA.7a.i	
Reread Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T45A-T45B <ul style="list-style-type: none"> Reread the text and answer the 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 singular and plural nouns – identifying singular nouns and adding -s to make the nouns plural.
Author's Craft Reading / Writing Companion	Students will: T46-T47 <ul style="list-style-type: none"> In partners, use "Animal Adaptations" and brainstorm a list of animals and how they adapt, and discuss how the adaptations help the animals to survive. Choose two of the animals from their lists and write a compare-and-contrast essay about how their chosen animals' adaptations help them survive, then record the animals they chose on Reading/Writing Companion page 123.
Writing Process: Draft Reading / Writing Companion	Students will: T56-T57 <ul style="list-style-type: none"> Read the passage on page 125 of the Reading/Writing Companion. Identify the words that signal a comparison Review the Venn diagram they created during the Plan phase as they write their drafts. Write a draft of an essay that compares the adaptations of two different animals With a partner, identify the signal words in each other's drafts, and discuss how the text is organized to show similarities and differences.
Grammar Practice Book	Students will: T61 <ul style="list-style-type: none"> Rewrite sentences using commas correctly. See Practice Book page 75 or online activity

	<ul style="list-style-type: none"> ○ Participate in the activity “Spell Plural Nouns”: Working in partners, select a paragraph from a book that contains several plural nouns. Take turns reading the sentences aloud. The listener spells aloud the plural nouns in the sentence, winning a point for each correctly spelled plural noun.
Expand Vocabulary Practice Book	<p>Students will: T67</p> <ul style="list-style-type: none"> ○ Read the on Level Differentiated Genre Passage “The Birds.” While reading find clues for <i>reproduce</i>, <i>unwanted</i>, and <i>unusual</i>, using a print or online dictionary to confirm meanings. ○ See Practice Book 84
Day 9	Instructional Plan
Student Learning Targets: 4.FL.PWR.3.a, 4.FL.F.5.a, 4.FL.WC.4.b, 4.RI.IK1.9, 4.SL.CC.1, 4.FL.WC.4.b, 4.FL.SC.6.h, 4.FL.SC.6.i, 4.W.TTP.2.f, 4.FL.WC.4.a, 4.FL.VA.7a.	
Fluency Practice Book	<p>Students will: T49</p> <ul style="list-style-type: none"> ○ In partners, take turns reading page 109 with the purpose of using intonation to express the characters’ feelings making sure to use intonation only with lines characters say. ○ Practice fluency using the online Differentiated Genre Passage, “The Birds.”
Writing Process: Draft Reading / Writing Companion	<p>Students will: T56-T57</p> <ul style="list-style-type: none"> ○ Read the passage on page 125 of the Reading/Writing Companion. Identify the words that signal a comparison ○ Review the Venn diagram they created during the Plan phase as they write their drafts. ○ Write a draft of an essay that compares the adaptations of two different animals ○ With a partner, identify the signal words in each other’s drafts, and discuss how the text is organized to show similarities and differences.
Make Connections Reading / Writing Companion	<p>Students will: T68</p> <ul style="list-style-type: none"> ○ In groups, complete the activities on Reading/Writing Companion page 120 ○ 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"> ○ Find a piece of their own writing in their writer’s notebooks and correct singular and plural nouns. ○ See Practice Book page 76. ○ Participate in the activity “Create Silly Sentences”: each partner writes ten plural nouns on a piece of paper then trade papers and use each other’s nouns in silly sentences that include three or more items in a series. Then read their sentences aloud.
Day 10	Instructional Plan
Student Learning Targets: 4.SL.PK1.4, 4.FL.WC.4.b, 4.FL.SC.6.h, 4.FL.SC.6.i, 4.W.TTP.2.f, 4.FL.WC.4.a, 4.FL.PWR.3.a, 4.FL.VA.7a.i	
Writing Process: Draft Reading / Writing Companion	<p>Students will: T54-T57</p> <ul style="list-style-type: none"> ○ Continue working on their draft ○ In partners, discuss each item on the Presenting Checklist in the Reading/Writing Companion page 121 ○ Present diagrams to the class.

	<ul style="list-style-type: none"> ○ Write any questions they have about insects' life cycles as they listen to their classmates' presentations.
Grammar Practice Book	Students will: T61 <ul style="list-style-type: none"> ○ Complete the Daily Language Activity and Practice Book page 77 for assessment. ○ Participate in the activity "Substitute Nouns": In small groups each student will write five proper nouns on index cards and place the cards in a pile. Students will take turns selecting a card, saying aloud a common noun that can substitute for the proper noun, and stating the plural form of the common noun.
Spelling Practice Book	Students will: T65 <ul style="list-style-type: none"> ○ See Practice Book page 78 for a posttest.
Expand Vocabulary Practice Book	Students will: T67 <ul style="list-style-type: none"> ○ Share examples of other words with the <i>-ous</i> suffix. ○ In partners, add the <i>-ous</i> suffix words to their writer's notebooks.
Progress Monitoring	Students will: T104-T105 <ul style="list-style-type: none"> ○ Complete the Online Assessments