

## 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.

| Week 3  |   |   |
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| Unit 2 Week 3   | Comprehension / Genre / Author's Craft  | Language Development  |
| <p><b>Essential Question:</b> How do animal characters change familiar stories?</p>   | <ul style="list-style-type: none"> <li>✓ Cite relevant evidence from text</li> <li>✓ Make inferences to support understanding</li> <li>✓ Use story details to determine theme</li> <li>• Ask and answer questions to clarify understanding</li> <li>✓ Define and recognize hyperbole</li> <li>✓ Identify structure of a drama, including acts, scenes, setting, stage directions, and characters</li> </ul>   | <p><b>Vocabulary Acquisition:</b><br/>Acquire and use academic vocabulary<br/>annoyed attitude commotion cranky familiar frustrated selfish specialty</p> <p><b>Vocabulary Strategy:</b><br/>✓ Use antonyms and Greek roots to determine meaning</p> <p><b>Grammar:</b><br/>✓ Use correct form of irregular plural nouns<br/>✓ Recognize when to use possessive nouns with proper punctuation</p> |
| <p><b>Text(s):</b></p> <p><b>Teach and Model</b></p> <p style="padding-left: 20px;"><b>Interactive Read Aloud:</b> <i>A Grasshopper's Sad Tale</i></p> <p style="padding-left: 20px;"><b>Shared Read:</b> <i>The Ant and the Grasshopper</i></p> <p><b>Practice and Apply</b></p> <p style="padding-left: 20px;"><b>Anchor Text(s):</b> <i>Ranita, The Frog Princess</i><br/><i>Pecos Bill and the Bear Lake Monster</i></p> <p><b>Leveled Readers</b><br/>A: Saving the Green Bird<br/>O: The Prince Who Could Fly<br/>ELL: The Prince Who Could Fly<br/>B: Behind the Secret Trap Door</p> <p><b>Optional Classroom Library Trade Books</b><br/>The Stinky Cheese Man<br/>Yours Truly, Goldilocks</p> | <p><b>Writing</b></p> <p><b>Writing process:</b> Revise, edit, and publish a comparison essay</p> <p><b>Analytical writing:</b> Write responses that demonstrate understanding</p> <p><b>Foundational Skills</b></p> <p><b>Phonics/Word Study:</b><br/>Decode words with three-letter blends • Decode words with r-controlled vowels /är/ and /ôr/</p> <p><b>Spelling Words:</b></p> <p><u>Week 3</u><br/>shred shriek shrimp shrink script screw screech straighten<br/>straps strand sprout sprawl sprang splashing splotch thrill throb<br/>throat thrift through</p> <p><b>Fluency:</b> Read fluently with accuracy and proper phrasing and rate.</p> | <p><b>Speaking and Listening</b></p> <p>• Engage in collaborative discussions • Paraphrase portions of "A Grasshopper's Sad Tale" • Present information about a food web</p> <p><b>Research and Inquiry</b></p> <p>• Locate sources and read about a food web<br/>• Create a food web for a pond ecosystem</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. [6 lessons]

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

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

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

**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. [3 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. [19 lessons]

**4.FL.VA.7c** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. [7 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. [10 lessons]

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

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

**4.RL.KID.2** Determine a theme of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text. [29 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. [9 lessons]

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

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

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

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

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

| Day 1   | Instructional Plan   |
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| <b>Student Learning Targets:</b> 4.RL.IKI.9, 4.RL.KID.2, 4.RL.CS.5, 4.SL.CC.2, 4.RL.KID.2, 4.FL.VA.7c, 4.FL.WC.4.a, 4.FL.VA.7a.ii |  |
| <b>Introduce the Concept</b> (Reading / Writing Companion)<br>Talk About It   | Students will: T118-T119 <ul style="list-style-type: none"> <li>○ Discuss the essential question: How do animal characters change familiar stories?</li> <li>○ Review student learning goals.</li> <li>○ Discuss the photograph.</li> <li>○ Answer the questions: <i>What are some other animals in stories you know? How would you describe the animals' attitudes? What would happen if you could change the animal characters in a familiar story?</i></li> <li>○ Complete the blast assignment "Cast of Animals".</li> </ul> |
| <b>Listening Comprehension</b><br>Interactive Read Aloud  | Students will: T120-T121 <ul style="list-style-type: none"> <li>○ Discuss the features of a dramatic scene.</li> <li>○ Create an anchor chart that includes characteristics of dramas.</li> <li>○ Preview common text structures in dramas.</li> <li>○ Retell the drama "A Grasshopper's Sad Tale" in their own words.</li> </ul>  |
| <b>Read the Shared Read</b> (Reading / Writing Companion)<br>Teach / Model Close Reading<br>Summarize Quick Write                 | Students will: T122-T125 <ul style="list-style-type: none"> <li>○ Use the left column on page 132 to write their predictions and questions, list interesting questions, list interesting words they would like to learn, and note key details in the text.</li> <li>○ Study how setting is used in the text</li> <li>○ After their initial reads, in pairs, summarize the selection orally using their notes. Then write a summary in their writer's notebooks only including important events.</li> </ul>                       |
| <b>Vocabulary</b><br>Reading / Writing Companion  | Students will: T126-T127 <ul style="list-style-type: none"> <li>○ In pairs, figure out the meanings of <i>tense</i>, <i>halt</i>, and <i>sickly</i> in "The Ant and the Grasshopper."</li> </ul>   |
| <b>Grammar</b><br>Reading / Writing Companion   | Students will: T156 <ul style="list-style-type: none"> <li>○ Study irregular plurals</li> <li>○ Participate in the activity, "Use Irregular Plurals": Have partners each write five sentences using irregular plural nouns. Partners should trade papers and take turns reading a sentence aloud, identifying the irregular plural noun or nouns, and explaining how each irregular plural was formed.</li> </ul>  |
| <b>Spelling</b><br>Reading / Writing Companion  | Students will: T160 <ul style="list-style-type: none"> <li>○ Take the pre-test on three-letter blends.</li> </ul>  |

| Day 2  | Instructional Plan   |
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| <p><b>Student Learning Targets:</b> 4.RL.KID.1, 4.RL.CS.5, 4.RL.RRTC.10, 4.RL.KID.2, 4.FL.WC.4.b, 4.FL.PWR.3.a, 4.FL.F.5.b, 4.FL.F.5.c, 4.FL.PWR.3.a, 4.FL.F.5.c, 4.RI.IKI.7, 4.W.RBPK.7, 4.W.RBPK.8, 4.FL.WC.4.a, 4.FL.VA.7b.iii</p>                      |  |
| <p><b>Reread the Shared Read</b> (Reading / Writing Companion)<br/>           Guided Practice of Close Reading<br/>           Text Features / Literary Elements<br/>           Comprehension Skill<br/>           Comprehension: Craft &amp; Structure</p> | <p>Students will: T134-T135</p> <ul style="list-style-type: none"> <li>○ In pairs, talk about why authors might use animals to tell stories. Write down any additional questions they would ask the author about the animal characters in the drama “The Ant and the Grasshopper.”</li> <li>○ Work with partners to find and list two other examples, such as stage directions and character tags, that show “The Ant and the Grasshopper” is a drama.</li> <li>○ Read the online <b>Differentiated Genre Passage</b>, “The Dragon Problem.”</li> <li>○ Complete the graphic organizer on page 141 for “The Ant and the Grasshopper,” going back into the text to find clues and using the clues to determine the theme of the play.</li> <li>○ In pairs, work together to write a summary about the theme of “The Ant and the Grasshopper.”</li> </ul>    |
| <p><b>Respond to Reading</b><br/>           Reading / Writing Companion</p>  | <p>Students will: T136-T137</p> <ul style="list-style-type: none"> <li>○ Analyze the prompt: “How does the way the author structures “The Ant and the Grasshopper” help to develop the theme?”</li> <li>○ Scan through pages 132-135 of the <b>Reading/Writing Companion</b> and identify the text features the author uses to develop the theme.</li> <li>○ Use the sentence starters on <b>Reading/Writing Companion</b> page 142. Use the words and phrases in the sentence starters to form their responses. Their first paragraph should include dramatic elements, such as dialogue, stage directions, scene changes, and character tags. Text evidence from the drama should support their response. Encourage students to use a variety of sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences.</li> </ul> |
| <p><b>Study Skill / Research &amp; Inquiry</b><br/>           Reading / Writing Companion</p>  | <p>Students will: T140-T141</p> <ul style="list-style-type: none"> <li>○ In partners or in a small group, research a food web to show the ways that plants and animals are connected in a pond environment. Making sure to start with the sun and end with the animals.</li> <li>○ Using the questions on page 143 of the <b>Reading/Writing Companion</b> discuss what would happen if there were changes in the pond before writing their paragraphs.</li> </ul>   |
| <p><b>Grammar</b><br/>           Practice Book</p>   | <p>Students will: T156</p> <ul style="list-style-type: none"> <li>○ Review how to form irregular plurals.</li> <li>○ See <b>Practice Book</b> page 86.</li> <li>○ Participate in the activity “Play a Quiz Game”: Partners should create ten sentences with irregular plural nouns and trade sentences with another pair. One partner should read a sentence aloud; the other should identify the irregular plural noun using a question form (for example, “What are <i>feet</i>?”).</li> </ul>   |

| Day 3  | Instructional Plan  |
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| <b>Student Learning Targets:</b> 4.FL.VA.7a.i, 4.FL.VA.7a.iii, 4.RL.KID.1, 4.RL.KID.2, 4.FL.WC.4.a, 4.FL.VA.7b.iii                           |   |
| <p><b>Read the Anchor Text</b> (Literature Anthology)<br/>Practice / Apply Close Reading<br/>Take Notes About Text</p>                       | <p>Students will: T141A-T141Q</p> <ul style="list-style-type: none"> <li>○ Predict how the selection will help them answer the <b>Essential Question:</b> How do animal characters change familiar stories?</li> <li>○ Record the clues they find in the text in the boxes on <b>Graphic Organizer 34</b></li> <li>○ Reread the text and identify text features of drama.</li> <li>○ add the Build Vocabulary words to their writer's notebook.</li> </ul>  |
| <p><b>Grammar Minilesson</b><br/>Practice Book</p>   | <p>Students will: T157</p> <ul style="list-style-type: none"> <li>○ Memorize irregular plurals that are not based on rules, such as <b>man/men, foot/feet, and child/children.</b></li> <li>○ <b>Practice Book</b> page 87 or online activity</li> <li>○ Participate in the activity "Guess the Singular Form": in small groups students each write five irregular plural nouns on scrap paper and place the pieces in a bag. Students will take turns selecting a paper and saying aloud the irregular plural noun, as the other students guess the singular form of the word.</li> </ul>  |
| <p><b>Expand Vocabulary</b><br/>Practice Book</p>  | <p>Students will: T165</p> <ul style="list-style-type: none"> <li>○ Review last week's and this week's vocabulary words.</li> <li>○ See <b>Practice Book</b> page 96</li> </ul>   |
| Day 4  | Instructional Plan  |
| <b>Student Learning Targets:</b> 4.FL.VA.7a.i, 4.FL.VA.7a.iii, 4.RL.KID.1, 4.RL.KID.2, 4.FL.WC.4.a, 4.FL.VA.7b.iii                           |   |
| <p><b>Read the Anchor Text</b> (Literature Anthology)<br/>Practice/Apply Close Reading<br/>Take Notes About the Text<br/>Respond to Text</p> | <p>Students will: T141A-T141Q</p> <ul style="list-style-type: none"> <li>○ Predict how the selection will help them answer the <b>Essential Question.</b></li> <li>○ Take notes by recording the clues they find in the text in the boxes on <b>Graphic Organizer 34</b></li> <li>○ Read the text and discuss the details in this selection that tell you it is a fairy tale written as a play.</li> <li>○ Add the Build Vocabulary words to their writer's notebook.</li> <li>○ Use details from their Theme charts to write a summary</li> <li>○ Reread <i>Ranita, The Frog Princess</i> to develop a deeper understanding of the text then answer the questions on pages 144–146 of the <b>Reading/Writing Companion.</b></li> </ul> |
| <p><b>Grammar</b><br/>Practice Book</p>  | <p>Students will: T157</p> <ul style="list-style-type: none"> <li>○ Correct errors in sentences</li> <li>○ Find a piece of their own writing in their writer's notebook and correct errors with irregular plural nouns.</li> <li>○ Participate in the activity "Sort Irregular Plurals": partners will each write down as many irregular plural nouns as they can think of in five minutes. Then have them trade papers and sort the words into categories based on how the irregular plurals are formed. Have partners read their categories and words aloud.</li> </ul>   |

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| <b>Spelling</b><br>Practice Book  | Students will: T161 <ul style="list-style-type: none"> <li>○ Circle and correct each misspelled word. They can use print or electronic dictionaries or other resources to help them.</li> <li>○ See <b>Practice Book</b> page 93.</li> </ul>   |
| <b>Day 5</b>  | <b>Instructional Plan</b>  |
| <b>Student Learning Targets:</b> 4.FL.VA.7a.i, 4.FL.VA.7a.iii, 4.RL.KID.1, 4.RL.KID.2, 4.W.PDW.5, 4.FL.WC.4.a, 4.FL.VA.7b.iii |  |
| <b>Reread the Anchor Text</b> (Literature Anthology)<br>Practice / Apply Close Reading  | Students will: T141A-T141Q <ul style="list-style-type: none"> <li>○ Reread the text and answer the questions on pages 144-146 in the <b>Reading and Writing Companion</b></li> </ul>   |
| <b>Writing Process: Revise</b><br>Reading / Writing Companion   | Students will: T148-T149 <ul style="list-style-type: none"> <li>○ Review revisions of the paragraph on <b>Reading/Writing Companion</b> page 126.</li> <li>○ Review their drafts, focusing on sentence fluency. Students should use sentences of varying lengths and to make sure to use different sentence beginnings. Then check that their drafts have complete compound sentences with no fragments.</li> </ul>  |
| <b>Spelling</b><br>Practice Book  | Students will: T161 <ul style="list-style-type: none"> <li>○ See <b>Practice Book</b> page 90 for a posttest.</li> </ul>   |
| <b>Grammar</b><br>Practice Book   | Students will: T157 <ul style="list-style-type: none"> <li>○ Use the Daily Language Activity and <b>Practice Book</b> page 89 for assessment.</li> <li>○ Participate in the activity "Guess the Missing Word": Partners each write a short paragraph using at least five irregular plural nouns. Then have each student read aloud his or her paragraph, omitting the irregular plural nouns. When a word is omitted, the other student guesses the word that belongs in the blank.</li> </ul> |

| Week 4 <span style="float: right;">✔ Assessed Skill</span>   |  |   |
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| <p><b>Unit 2 Week 4</b></p>  | <p><b>Comprehension / Genre / Author's Craft</b></p>   | <p><b>Language Development</b></p>  |
| <p><b>Essential Question:</b> How do animal characters change familiar stories?</p>  | <ul style="list-style-type: none"> <li>✔ Cite relevant evidence from text</li> <li>✔ Make inferences to support understanding</li> <li>✔ Use story details to determine theme</li> </ul> <p>Ask and answer questions to clarify understanding</p> <ul style="list-style-type: none"> <li>✔ Define and recognize hyperbole</li> <li>✔ Identify structure of a drama, including acts, scenes, setting, stage directions, and characters</li> </ul> | <p><b>Vocabulary Acquisition:</b><br/>Acquire and use academic vocabulary<br/>annoyed attitude commotion cranky familiar frustrated selfish specialty</p> <p><b>Vocabulary Strategy:</b><br/>✔ Use antonyms and Greek roots to determine meaning</p> <p><b>Grammar:</b><br/>✔ Use correct form of irregular plural nouns<br/>✔ Recognize when to use possessive nouns with proper punctuation</p> |
| <p><b>Text(s):</b></p>   | <p><b>Writing</b></p>  | <p><b>Speaking and Listening</b></p>  |
| <p><b>Teach and Model</b></p> <p><b>Interactive Read Aloud:</b> <i>A Grasshopper's Sad Tale</i></p> <p><b>Shared Read:</b> <i>The Ant and the Grasshopper</i></p>  | <p><b>Writing process:</b> Revise, edit, and publish a comparison essay</p> <p><b>Analytical writing:</b> Write responses that demonstrate understanding</p>   | <p>Engage in collaborative discussions<br/>Paraphrase portions of "A Grasshopper's Sad Tale"<br/>Present information about a food web</p>   |
| <p><b>Practice and Apply</b></p> <p><b>Anchor Text(s):</b> <i>Ranita, The Frog Princess</i><br/><i>Pecos Bill and the Bear Lake Monster</i></p> <p><b>Leveled Readers</b><br/>A: Saving the Green Bird<br/>O: The Prince Who Could Fly<br/>ELL: The Prince Who Could Fly<br/>B: Behind the Secret Trap Door</p> <p><b>Optional Classroom Library Trade Books</b><br/><i>The Stinky Cheese Man</i><br/><i>Yours Truly, Goldilocks</i></p> | <p><b>Foundational Skills</b></p>  | <p><b>Research and Inquiry</b></p>  |
|  | <p><b>Phonics/Word Study:</b><br/>Decode words with three-letter blends • Decode words with r-controlled vowels /är/ and /ôr/</p> <p><b>Spelling Words:</b></p> <p><u>Week 4</u><br/>dart guard award backyard argue spark target<br/>smart charge carpet warp door fort morning<br/>stork cord worn stormy core bore</p> <p><b>Fluency:</b> Read fluently with accuracy and proper phrasing and rate.</p>                                       | <p>Locate sources and read about a food web<br/>Create a food web for a pond ecosystem</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.PWR.3.a** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context. **[7 lessons]**

**4.FL.SC.6.e** Produce complete sentences; recognize and correct inappropriate fragments and run-ons. **[1 lesson]**

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

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

**4.FL.VA.7a.iii** Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. **[6 lessons]**

**4.FL.VA.7b.iii** Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings. **[11 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.IK1.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. **[1 lesson]**

**4.RL.CS.5** Explain major differences between poems, drama, and stories, and refer to the structural elements when writing or speaking about a text. **[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. **[5 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. **[14 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. **[7 lessons]**

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

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

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

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

| Day 6   | Instructional Plan   |
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| <b>Student Learning Targets:</b> 4.FL.VA.7a.i, 4.FL.VA.7a.iii, 4.RL.KID.1, 4.RL.KID.2, <b>4.RL.KID.3</b> , 4.W.PDW.5, 4.FL.WC.4.a, 4.FL.VA.7b.iii |  |
| <b>Reread the Anchor Text</b> (Literature Anthology)<br>Practice / Apply Close Reading  | Students will: T141A-T141Q <ul style="list-style-type: none"> <li>○ Analyze the author’s word choice</li> <li>○ Analyze the author’s use of dialogue and identify why the dialogue is important.</li> </ul>  |
| <b>Respond to Reading</b><br>Reading / Writing Companion  | Students will: T142-T143 <ul style="list-style-type: none"> <li>○ Answer the prompt <i>How does the author use descriptive language and stage directions to help you understand how the characters in the play change?</i></li> <li>○ Note text evidence on Literature Anthology page 112</li> <li>○ Review pages 144–146 of the <b>Reading/Writing Companion</b></li> <li>○ Focus on how the author’s use of stage directions and descriptive language helps them to understand the characters and how they change over the course of the drama.</li> </ul> |
| <b>Writing Process: Peer Conferencing</b><br>Reading / Writing Companion  | Students will: T148-T149 <ul style="list-style-type: none"> <li>○ Brainstorm rules for peer conferencing as a class and write them on an anchor chart.</li> <li>○ Review and give feedback on each other’s drafts.</li> <li>○ Revise their drafts based on feedback from their partner. Share how their partners’ feedback helped improve their personal narratives.</li> </ul>  |
| <b>Grammar</b><br>Practice Book   | Students will: T158 <ul style="list-style-type: none"> <li>○ Identify and form possessive nouns.</li> <li>○ Complete practice book page 97</li> </ul>  |
| <b>Spelling</b><br>Practice Book  | Students will: T162 <ul style="list-style-type: none"> <li>○ Take the spelling test on /ôr/ and /är/ r-controlled sounds</li> </ul>  |
| Day 7   | Instructional Plan   |
| <b>Student Learning Targets:</b> 4.FL.SC.6.e, 4.FL.SC.6.h, <b>4.W.TTP.2.f</b> , 4.W.TTP.2.h, 4.FL.WC.4.a, 4.FL.VA.7b.iii                          |  |
| <b>Read Paired Selection</b> (Literature Anthology)<br>Practice / Apply Close Reading   | Students will: T143A-T143D <ul style="list-style-type: none"> <li>○ Read and reread “Pecos Bill and the Bear Lake Monster”</li> <li>○ Take notes about the Essential Question: <i>How do animal characters change familiar stories?</i></li> <li>○ Think about how this text compares with what they learned about how animals affect stories in <i>Ranita, The Frog Princess</i>.</li> <li>○ Discuss how these texts are similar and different.</li> </ul>  |
| <b>Writing Process: Edit and Revise</b><br>Reading / Writing Companion  | Students will: T150-T151 <ul style="list-style-type: none"> <li>○ Edit and proofread their drafts</li> <li>○ Review the editing checklist on <b>Reading/Writing Companion</b> page 128</li> <li>○ In Pairs, edit and proofread each other’s drafts using the editing checklist as a guide.</li> </ul>  |

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| <b>Grammar</b><br>Practice Book           | Students will: T158 <ul style="list-style-type: none"> <li>○ Review how to form singular possessive nouns.</li> <li>○ See <b>Practice Book</b> page 98.</li> </ul>  |
| <b>Expand Vocabulary</b><br>Practice Book | Students will: T164 <ul style="list-style-type: none"> <li>○ Discover the roots of the following words: <i>chronological</i>, <i>bibliography</i>, and <i>cardiologist</i></li> <li>○ Determine the meaning of unfamiliar words using Greek Roots.</li> </ul> |

| Day 8  | Instructional Plan  |
|--|---|
| <b>Student Learning Targets:</b> 4.FL.VA.7a.iii, 4.FL.PWR.3.a, 4.FL.F.5.b, <b>4.SL.PKI.5</b> , 4.FL.WC.4.a, 4.FL.VA.7b.iii |   |
| <b>Reread Paired Selection</b> (Literature Anthology)<br>Practice / Apply Close Reading                                    | Students will: T143A-T143D <ul style="list-style-type: none"> <li>○ Reread page 129. Identify exaggerations in the text and identify the effect of the exaggerations.</li> <li>○ Reread to develop a deeper understanding of the text by annotating and answering questions on pages 148–150 of the <b>Reading/Writing Companion</b>.</li> </ul>  |
| <b>Author's Craft</b><br>Reading / Writing Companion   | Students will: T144-T145 <ul style="list-style-type: none"> <li>○ Turn to <b>Reading/Writing Companion</b> page 151</li> <li>○ Identify examples of hyperbole in paragraph 2 on page 149 of the <b>Reading/Writing Companion</b>, then complete the questions on page 151.</li> </ul>   |
| <b>Writing Process: Draft</b><br>Reading / Writing Companion   | Students will: T152-T153 <ul style="list-style-type: none"> <li>○ Prepare for publishing and presenting their work.</li> <li>○ Choose a format for publishing: print or digital. Either format should incorporate illustrations, photos, or other graphics, such as a Venn diagram. Adding a multimedia element can also strengthen their presentations.</li> <li>○ Consult the Presenting Checklist before presenting</li> </ul> |
| <b>Grammar</b><br>Practice Book  | Students will: T159 <ul style="list-style-type: none"> <li>○ See <b>Practice Book</b> page 99 or online activity.</li> <li>○ Participate in the activity "Role-Play a Scene": students reenact a favorite scene from a story the class has read. As students role-play, be sure they use many possessive nouns. As other students watch, have them listen for the possessive nouns.</li> </ul>                                    |
| <b>Expand Vocabulary</b><br>Practice Book  | Students will: T165 <ul style="list-style-type: none"> <li>○ In pairs, read the remaining scenes and find examples of antonyms.</li> <li>○ See <b>Practice Book</b> page 108.</li> </ul>  |

| Day 9   | Instructional Plan  |
|---|---|
| <b>Student Learning Targets:</b> 4.FL.PWR.3.a, 4.FL.F.5.b, 4.FL.WC.4.b, <b>4.RI.IKI.9</b> , <b>4.SL.PKI.5</b> , 4.FL.WC.4.a, 4.FL.VA.7b.iii |   |
| <b>Fluency</b><br>Practice Book   | Students will: T147 <ul style="list-style-type: none"> <li>○ Listen as the teacher models reading the first paragraph of “Pecos Bill and the Bear Lake Monster” on page 148 of the <b>Reading/Writing Companion</b>.</li> <li>○ Practice fluency using the online <b>Differentiated Genre Passage</b>, “The Dragon Problem.”</li> </ul>   |
| <b>Writing Process: Edit and Proofread</b><br>Reading / Writing Companion   | Students will: T152-T153 <ul style="list-style-type: none"> <li>○ Prepare for publishing and presenting their work.</li> <li>○ Choose a format for publishing: print or digital. Either format should incorporate illustrations, photos, or other graphics, such as a Venn diagram. Adding a multimedia element can also strengthen their presentations.</li> <li>○ Consult the Presenting Checklist before presenting</li> </ul>   |
| <b>Make Connections</b><br>Reading / Writing Companion  | Students will: T166 <ul style="list-style-type: none"> <li>○ Share and discuss responses to the “Cast of Animals” Blast.</li> <li>○ Complete the activities on <b>Reading/Writing Companion</b> page 152 and discuss how the poem, the Blast, and the selections they have just read relate to making a difference. Have groups use the chart to take notes.</li> <li>○ refer to their notes on the four-column chart as they respond to the writing prompt at the bottom of the page.</li> </ul> |
| <b>Grammar</b><br>Practice Book   | Students will: T159 <ul style="list-style-type: none"> <li>○ Make corrections to sentences posted on the board.</li> <li>○ Find a piece of their own writing in their writer’s notebook and correct errors with apostrophes.</li> <li>○ See <b>Practice Book</b> page 100.</li> </ul>   |
| Day 10  | Instructional Plan  |
| <b>Student Learning Targets:</b> 4.SL.PKI.5, 4.FL.WC.4.a, 4.FL.VA.7b.iii  |   |
| <b>Writing Process: Publish and Present</b><br>Reading / Writing Companion  | Students will: T154-T155 <ul style="list-style-type: none"> <li>○ Prepare in order to best present their food web.</li> <li>○ Present food webs to the class.</li> <li>○ Students can use the frames on the bottom of <b>Reading/Writing Companion</b> page 153 to focus the discussion.</li> <li>○ Participate in discussions following presentations. Students can use the frames on the bottom of <b>Reading/Writing Companion</b> page 153 to focus the discussion.</li> </ul>                |
| <b>Spelling</b><br>Practice Book  | Students will: T163 <ul style="list-style-type: none"> <li>○ See <b>Practice Book</b> page 102 for a posttest.</li> </ul>   |
| <b>Research and Inquiry</b><br>Reading / Writing Companion  | Students will: T167 <ul style="list-style-type: none"> <li>○ Prepare in order to best present their food web.</li> <li>○ Practice presenting their food web by reading it to a partner and offering one another feedback.</li> <li>○ Students can use the frames on the bottom of <b>Reading/Writing Companion</b> page 153 to focus the discussion.</li> </ul>   |
| <b>Progress Monitoring</b>  | Students will: T202-T203 <ul style="list-style-type: none"> <li>○ Complete the online assessment</li> </ul>   |

| Week 5  |  |   |
|---|--|---|
| Unit 2 Week 5   | Comprehension / Genre / Author's Craft   | Language Development  |
| <p><b>Essential Question: How are writers inspired by animals?</b></p>  | <ul style="list-style-type: none"> <li>✔ Cite relevant evidence from text</li> <li>✔ Make inferences to support understanding</li> <li>✔ Analyze point of view</li> <li>Identify meter and rhyme</li> <li>✔ Describe purpose of imagery and assonance</li> </ul>   | <p><b>Vocabulary Acquisition:</b><br/>Acquire and use academic vocabulary</p> <p>brittle creative descriptive outstretched<br/>metaphor simile rhyme meter</p> <p><b>Vocabulary Strategy:</b><br/>✔ Identify and explain similes and metaphors</p> <p><b>Grammar:</b><br/>✔ Combine sentences for coherence and clarity</p> |
| <p><b>Text(s):</b></p> <p><b>Teach and Model</b></p> <p style="padding-left: 20px;"><b>Interactive Read Aloud:</b> <i>Animal Haiku</i></p> <p style="padding-left: 20px;"><b>Shared Read:</b><br/>"Dog," "The Eagle," "Chimpanzee," and "Rat"</p> <p><b>Practice and Apply</b></p> <p style="padding-left: 20px;"><b>Anchor Texts:</b><br/>"The Sandpiper," "Bat," and Other Poems<br/>"Fog" and "White Cat Winter"</p> <p><b>Leveled Readers</b><br/>A: <i>Putting on an Act</i><br/>O: <i>The Big Dog</i><br/>ELL: <i>The Big Dog</i><br/>B: <i>Dolphin Cove</i></p> <p><b>Optional Classroom Library Trade Books</b><br/><i>The Stinky Cheese Man</i><br/><i>Yours Truly, Goldilocks</i></p> | <p><b>Writing</b></p> <p><b>Writing process:</b><br/>✔ Plan and draft a lyric poem</p> <p><b>Analytical writing:</b><br/>✔ Write responses that demonstrate understanding</p>  | <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Engage in collaborative discussions</li> <li>• Paraphrase portions of "Animal Haiku"</li> <li>• Present information about fun animal facts</li> </ul>   |
|   | <p><b>Foundational Skills</b></p> <p><b>Phonics/Word Study:</b><br/>Decode words with suffixes<br/>Decode words with contractions</p> <p><b>Spelling Words:</b><br/>Week 5<br/>sickly hardly quickly slowly carefully wonderful beautiful graceful<br/>spoonful darkness shapeless ageless illness goodness spotless<br/>painless weakness darkest clearest thoughtful</p> <p><b>Fluency:</b><br/>• Read fluently, focusing on expression and phrasing</p> | <p><b>Research and Inquiry</b></p> <p>Read a bibliography<br/>Produce a digital poster of fun animal facts, including 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   |
|---|--|
| <b>Student Learning Targets:</b> 4.RL.KID.2, 4.RL.CS.5, 4.SL.CC.2, 4.FL.VA.7b.i, 4.RL.CS.6, 4.FL.WC.4.a, 4.FL.PWR.3.a |  |
| <b>Introduce the Concept</b> (Reading / Writing Companion)<br>Talk About It   | Students will: T214-T215 <ul style="list-style-type: none"> <li>○ Discuss the essential question: <b>How are writers inspired by animals?</b></li> <li>○ Review student learning goals.</li> <li>○ Discuss the photograph of the dolphin.</li> <li>○ In partners, answer the questions: <i>What is your favorite animal? What traits of the animal would you focus on in a story or poem? What descriptive details would you use?</i></li> <li>○ Generate words and phrases that describe animal traits that might inspire a writer.</li> <li>○ Discuss and share ideas they brainstormed about their favorite animal and talk about stories or poems they might write about the animal.</li> <li>○ Complete the Blast Assignment “Inspiring Animals”</li> </ul> |
| <b>Listening Comprehension</b><br>Interactive Read Aloud  | Students will: T216-T217 <ul style="list-style-type: none"> <li>○ Listen to several short poems that were inspired by animals - listening for descriptive details</li> <li>○ Think about how the passage answers the Essential Question.</li> <li>○ Add characteristics of poetry to the anchor chart.</li> <li>○ Listen and follow along as the teacher reads the text aloud. Preview the comprehension strategy. Reread.</li> <li>○ Retell one or more of the haikus in their own words.</li> </ul>  |
| <b>Read the Shared Read</b> (Reading / Writing Companion)<br>Teach / Model Close Reading<br>Summarize Quick Write     | Students will: T218-T221 <ul style="list-style-type: none"> <li>○ Think about the Essential Question and what they know about how writers are inspired by animals, and then set a purpose for reading</li> <li>○ Use the left column of page 156 to record their questions and answers, list interesting words they would like to learn, and note key details and elements of poetry such as meter and rhyme in the text.</li> <li>○ Discuss their personal connections to the poems. Talk about which poem they liked best, or which animal they liked best, and why. Discuss which description of an animal helped them understand what that animal is like. Students may decide to digitally record presentations of their discussions.</li> </ul>            |
| <b>Vocabulary</b><br>Reading / Writing Companion  | Students will: T222-T223 <ul style="list-style-type: none"> <li>○ Use the <b>Visual Vocabulary Cards</b> to learn each vocabulary word.</li> <li>○ With partners, identify the metaphor in “Dog” and the two things being compared. Then reread “Eagle,” and find a simil. Rewrite the simile as a metaphor and then share.</li> </ul>   |
| <b>Grammar</b><br>Practice Book   | Students will: T250 <ul style="list-style-type: none"> <li>○ See <b>Practice Book</b> page 109 or online activity.</li> <li>○ Participate in the activity “Create Compound Subjects”: partners will think of two animals that share similar characteristics or habitats (for example, <i>sharks and whales live in the ocean</i>). Then partners work together to write three sentences that have a compound subject and a simple predicate.</li> </ul>  |
| <b>Spelling</b><br>Practice Book  | Students will: T252 <ul style="list-style-type: none"> <li>○ Complete the pre-test assessment</li> </ul>   |

| Day 2   | Instructional Plan  |
|---|---|
| <b>Student Learning Targets:</b> 4.RL.CS.5, 4.RL.CS.6, 4.RL.KID.1, 4.FL.WC.4.b, 4.RL.KID.3, 4.FL.PWR.3.a, 4.FL.F.5.b, 4.FL.PWR.3.a, 4.W.RBPK.8, 4.FL.WC.4.a, 4.FL.PWR.3.a, 4.FL.VA.7b.i         |   |
| <b>Reread the Shared Read</b> (Reading / Writing Companion)<br>Guided Practice of Close Reading<br>Text Features / Literary Elements<br>Comprehension Skill<br>Comprehension: Craft & Structure | Students will: T218-T221 <ul style="list-style-type: none"> <li>○ Add elements to the poetry anchor chart.</li> <li>○ With partners, find words that rhyme in “The Eagle.” Then determine if the meter is the same in every line. Clap and count syllables as necessary, then share their answers with the class.</li> <li>○ Reread the poem “Rat” on page 159. Then have them work with partners to identify the form of the poem and give text evidence that illustrates the key characteristics of that form of poetry.</li> <li>○ Complete the graphic organizer on page 165 for “The Eagle,” going back into the text to find clues and using the clues to determine the poem’s point of view.</li> <li>○ Reread and analyze the techniques the authors used in writing the poems “The Eagle,” “Chimpanzee,” and “Rat.”</li> </ul> |
| <b>Respond to Reading</b><br>Reading / Writing Companion  | Students will: T232-T233 <ul style="list-style-type: none"> <li>○ Analyze the prompt: <i>How do the poets use point of view and figurative language to portray animals? Answer the question: What is the prompt asking?</i></li> </ul>  |
| <b>Study Skill / Research &amp; Inquiry</b><br>Reading / Writing Companion  | Students will: T236-T237 <ul style="list-style-type: none"> <li>○ Listen as the teacher explain how to create bibliographies.</li> <li>○ Locate reliable sources for their animal facts. Have each pair or group use an online Layered Book Foldable® to record their five facts and source information for each fact.</li> <li>○ work with partners to create a digital poster that includes five facts about an animal, photos, and a video of the animal</li> </ul>  |
| <b>Grammar</b><br>Practice Book   | Students will: T250 <ul style="list-style-type: none"> <li>○ Review combining sentences by joining subject nouns.</li> <li>○ Participate in the activity “Identify Predicate Nouns”: Have pairs write three sentences about people they know using the sentence frame: ___ is a ___ and a ___. For example, <i>My dad is a mechanic and a plumber.</i> Then have pairs trade with another pair. Each pair should circle the two nouns joined by <i>and</i> in each sentence.</li> </ul>   |

| Day 3   | Instructional Plan  |
|---|---|
| <b>Student Learning Targets:</b> 4.FL.VA.7b.i, 4.RL.KID.1, 4.RL.CS.6, 4.SL.CC.2, 4.FL.WC.4.a, 4.FL.PWR.3.a    |   |
| <b>Read the Anchor Text</b> (Literature Anthology)<br>Practice / Apply Close Reading<br>Take Notes About Text | Students will: T237A-T237D <ul style="list-style-type: none"> <li>○ Discuss how the poems will help them answer the <b>Essential Question:</b> <i>How are writers inspired by animals?</i></li> <li>○ Take notes about point of view on the graphic organizer (Point of View <b>Graphic Organizer 146</b>) as they read.</li> <li>○ Use details from their Point of View Chart to summarize “Bat.”</li> <li>○ Reread to develop a deeper understanding of the poems and answer questions on <b>Reading/Writing Companion</b> pages 168–169.</li> <li>○ Analyze the prompt: <i>Describe how the poets use figurative language to show their points of view about each animal or insect. Answer the question: What is the prompt asking you to do?</i></li> </ul> |

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|  | <ul style="list-style-type: none"> <li>○ In partners or small groups refer to and discuss their completed charts and writing responses from pages 168–169 of the <b>Reading/Writing Companion</b>.</li> <li>○ Identify metaphors, similes, and other descriptive language in the poems. Then use the text evidence to determine each poet's point of view about the animal or insect in the poem varying sentence structure by combining short sentences and adding phrases and clauses to others. Students may use additional paper to complete the assignment if needed.</li> </ul>  |
| <b>Grammar Minilessons</b><br>Practice Book  | <p>Students will: T251</p> <ul style="list-style-type: none"> <li>○ See <b>Practice Book</b> page 111 or online activity.</li> <li>○ Participate in the activity "Find Introductory Phrases": Have partners choose a passage from a book. One partner should read a paragraph one sentence at a time. The other student should say whether each sentence contains any introductory phrases. Have students take turns reading paragraphs.</li> </ul>  |
| <b>Expand Vocabulary</b><br>Practice Book  | <p>Students will: T255</p> <ul style="list-style-type: none"> <li>○ Review last week's and this week's vocabulary word by orally complete each sentence stem.</li> <li>○ Review Figurative Language</li> <li>○ See <b>Practice Book</b> page 120.</li> <li>○ Complete page 120, and then find clues for <i>quick as spears</i> and <i>calm as ponds</i> on page 120, using a print or online dictionary to confirm meanings.</li> </ul>  |
| <b>Day 4</b>   | <b>Instructional Plan</b>  |
| <b>Student Learning Targets:</b> 4.FL.VA.7b.i, 4.RL.KID.1, <b>4.RL.CS.6</b> , 4.SL.CC.2, <b>4.RL.CS.5</b> , 4.W.PDW.5, 4.FL.WC.4.a, 4.FL.PWR.3.a |  |
| <b>Read the Anchor Text</b> (Literature Anthology)<br>Author's Craft<br>Respond to Text  | <p>Students will: T239A-T39B</p> <ul style="list-style-type: none"> <li>○ Reread sections of the anchor text. Answer the questions: <i>How does the poet use figurative language to help you visualize bats?</i> and <i>How does each poet use words and phrases to create a different mood?</i></li> <li>○ Read and reread "Fog" and "White Cat Winter," then take notes and think about the Essential Question: <i>How are writers inspired by animals?</i></li> <li>○ Turn to <b>Reading/Writing Companion</b> page 173 and examine imagery and assonance</li> <li>○ Read the poem again to find more examples of assonance and analyze the kind of mood the words create and enter their responses on <b>Reading/Writing Companion</b> page 173.</li> </ul>  |
| <b>Writing Process: Expert Model &amp; Plan</b><br>Reading / Writing Companion   | <p>Students will: T242-T247</p> <ul style="list-style-type: none"> <li>○ After reading the poem "Bat," students will begin writing their own poems.</li> <li>○ List features of a lyric poem on an anchor chart:</li> <li>○ Identify how the author feels about bats and how this emotion contributes to the tone and mood. Then write their answers on page 176.</li> <li>○ Brainstorm a list of animals, insects, or plants they feel strongly about. use the sentence starters on <b>Reading/Writing Companion</b> page 177 to help them. Encourage students to include descriptive details about each item on the list.</li> <li>○ Choose one of the animals, insects, or plants they wrote about in the brainstorming section to write a lyric poem about. Then record the subject they chose on page 177.</li> <li>○ Answer the questions about stanzas in the sample poem, "The Nautilus," on <b>Reading/Writing Companion</b> page 178.</li> </ul> |
| <b>Grammar</b><br>Practice Book  | <p>Students will: T251</p> <ul style="list-style-type: none"> <li>○ Correct errors in sample sentences or combine sentences.</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>○ Find a piece of their own writing in their writer's notebook and practice combining sentences.</li> <li>○ See <b>Practice Book</b> page 112.</li> <li>○ Participate in the activity "Start with an Interjection": In small groups each will write down an interjection and the name of an animal on an index card. Have them place the cards in a pile. Students will take turns selecting a card and creating a sentence, using the interjection and the animal as a starting point.</li> </ul>   |
| <b>Spelling</b><br>Practice Book   | Students will: T253 <ul style="list-style-type: none"> <li>○ Correct a piece of their own writing.</li> <li>○ See <b>Practice Book</b> page 117</li> <li>○ In partners do a <b>blind sort</b>: one reads a Spelling Word Card; the other tells under which key word it belongs. Then take turns until both have sorted all their words. Ask them to discuss their sorts and play Word Match using both sets of their Spelling Word Cards.</li> </ul>  |
| <b>Day 5</b>   | <b>Instructional Plan</b>   |
| <b>Student Learning Targets:</b> 4.FL.WC.4.b, 4.FL.SC.6.i, 4.FL.WC.4.a, 4.FL.PWR.3.a, 4.FL.VA.7b.i, 4.FL.F.5.b |   |
| <b>Reread the Anchor Text</b> (Literature Anthology)<br>Practice / Apply Close Reading                         | Students will: T237A-T237D <ul style="list-style-type: none"> <li>○ After summarizing, reread to develop a deeper understanding of the text by annotating and answering questions on pages 171–172 of the <b>Reading/Writing Companion</b>.</li> <li>○ In small groups, complete the activities on <b>Reading/Writing Companion</b> page 174 and discuss how the photograph, the Blast, and the poems they have just read are inspired by animals. Groups will use the chart to take notes.</li> <li>○ See the connections between "How Doth the Little Crocodile" on <b>Reading/Writing Companion</b> page 174 and the other poems.</li> </ul> |
| <b>Fluency</b><br>Reading / Writing Companion  | Students will: T257 <ul style="list-style-type: none"> <li>○ Listen to the teacher read aloud the passage and then groups will read aloud "Chimpanzee" on <b>Reading/ Writing Companion</b> page 158 mimicking phrasing and use of expression.</li> </ul>   |
| <b>Writing Process: Draft</b><br>Reading / Writing Companion   | Students will: T248-T249 <ul style="list-style-type: none"> <li>○ Read the stanza from "Eagle" on page 179 of <b>Reading/Writing Companion</b>. Volunteers will point to the words that rhyme.</li> <li>○ Write a draft of a lyric poem. Have them use their word webs to group like ideas together and turn the ideas into poetry lines organized into stanzas</li> </ul>  |
| <b>Spelling</b><br>Practice Book   | Students will: T253 <ul style="list-style-type: none"> <li>○ Take the spelling post-test</li> </ul>   |
| <b>Progress Monitoring</b>   | Students will: T292-T293 <ul style="list-style-type: none"> <li>○ Complete the online assessment</li> </ul>   |
|  |   |

**Week 6**

| Week 6  |  |   |
|---|--|---|
| Unit 2 Week 6   | Comprehension / Genre / Author's Craft   | Language Development  |
| <p><b>Review, Extend, and Assess</b></p>  | <ul style="list-style-type: none"> <li>• Review strategies and skills</li> <li>• Track progress</li> <li>• Cite relevant evidence from text</li> <li>• Summarize the text</li> <li>• Interpret information presented visually</li> </ul> | <p><b>Vocabulary Acquisition:</b></p> <ul style="list-style-type: none"> <li>• Use context to determine the meaning of unfamiliar words</li> <li>• Use prefixes and suffixes to help determine the meaning of words</li> <li>• Identify and understand figurative language</li> </ul> |
| <p><b>Text(s):</b></p> <p><b>Reading Digitally:</b> <i>Sharks Under Attack</i></p> <p><b>Reader's Theater:</b> <i>The Nightingale</i></p> | <p><b>Writing</b></p>  | <p><b>Speaking and Listening</b></p>  |
|   | <p><b>Writing process:</b><br/>Complete a lyric poem<br/>Share writing and choose a portfolio piece</p> <p><b>Analytical writing:</b><br/>Write an opinion<br/>Write a summary</p>   | <p>Paraphrase information presented digitally<br/>Engage in collaborative discussions</p>   |
|   | <p><b>Foundational Skills</b></p>  | <p><b>Research and Inquiry</b></p>  |
|   | <p><b>Fluency:</b><br/>Read grade-level text fluently with appropriate prosody, accuracy, rate</p>   | <p>Conduct and present research<br/>Navigate the Internet<br/>Gather relevant information from digital sources<br/>Navigate links</p>   |

**Weekly Standards:**

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

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

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

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

**4.FL.VA.7a.ii** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. [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. [2 lessons]

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

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

**4.RI.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.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. [2 lessons]

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

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

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

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

**4.SL.PKI.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. [5 lessons]

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

**4.SL.PKI.6** Recognize that different situations call for formal vs. informal English, and use formal English when appropriate. [1 lesson]

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

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

**4.W.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   |
|---|--|
| <b>Student Learning Targets:</b> 4.RI.IKI.7, 4.SL.CC.2, 4.W.PDW.6, 4.W.RBPK.8, 4.FL.F.5.a, 4.FL.F.5.b, 4.FL.F.5.c, 4.RL.KID.1, <b>4.RI.KID.2</b> , 4.W.PDW.5                |  |
| <b>Reading Digitally</b><br><b>OR</b><br><b>Reader's Theater</b>  | Students will: T298-T299 <ul style="list-style-type: none"> <li>○ Discuss the features of an online article.</li> <li>○ Listen and follow along as the teacher reads the article aloud. Take notes using <b>Graphic Organizer 86</b>. With a partner, paraphrase the main ideas using text evidence to support their answer. Discuss antonyms found in the article</li> <li>○ Write a summary of the article, stating the most important causes and effects of shrinking shark populations.</li> <li>○ OR</li> <li>○ Review the features of a play - Elements of Drama handout and scripts from <b>Reader's Theater</b> pages 2-3 and 25–38.</li> </ul>  |
| <b>Show What You Learned</b><br>Reading / Writing Companion   | Students will: T302-T303 <ul style="list-style-type: none"> <li>○ Read “Nine-Banded Armadillos” and answer questions about the text.</li> </ul>  |
| <b>Writing Process: Revise</b><br>Reading / Writing Companion   | Students will: T310-T311 <ul style="list-style-type: none"> <li>○ Revise their drafts to include assonance</li> </ul>  |
| Day 2   | Instructional Plan   |
| <b>Student Learning Targets:</b> 4.RI.IKI.7, 4.SL.CC.2, 4.W.PDW.6, 4.W.RBPK.8, 4.FL.F.5.a, 4.FL.F.5.b, 4.FL.F.5.c, 4.FL.VA.7b.iii, 4.RL.KID.2, <b>4.RL.CS.5</b> , 4.SL.CC.1 |  |
| <b>Reading Digitally</b><br><b>OR</b><br><b>Reader's Theater</b>  | Students will: T298-T299 <ul style="list-style-type: none"> <li>○ Reread the online article</li> <li>○ Take notes using <b>Graphic Organizer 86</b>. After each section, have partners paraphrase the main ideas, giving text evidence</li> <li>○ Compare what they learned about sharks with what they have learned about other amazing animals in the texts they have read in this unit.</li> <li>○ <b>Independent Study:</b></li> <li>● <b>Choose a Topic</b> Students should brainstorm questions related to the article. For example, they might ask: <i>What is a kind of shark that is an endangered species?</i> Then have students choose a question to research. Help them narrow it.</li> <li>● <b>Conduct Internet Research</b> Review how to conduct an Internet search. Encourage students to add useful Web sites to their “Favorites” so they can return to the sites quickly. Remind students to follow the rules for Internet safety.</li> <li>● <b>Present</b> Have groups give an informational presentation about sharks.</li> <li>○ OR</li> <li>○ Listen and follow along as the teacher models how to read the play.</li> <li>○ Practice their part in the play. In pairs, echo read or chorally read their parts.</li> <li>○ Reread the play and discuss the following: <i>When and where does the story take place? How many different setting appear in the play? What are the settings? How does the author indicate when the setting changes? How does each setting affect the characters? How does it affect the action of the play?</i></li> </ul> |
| <b>Show What You Learned</b><br>Reading / Writing Companion   | Students will: T304-T305 <ul style="list-style-type: none"> <li>○ Read <i>Paul Meets Babe, The Blue Ox</i> and answer the text dependent questions</li> </ul>  |
| <b>Writing Process: Peer Review</b><br>Reading / Writing Companion  | Students will: T312-T313 <ul style="list-style-type: none"> <li>○ Review the routine for peer review of writing.</li> <li>○ Use the revising checklist on <b>Reading/Writing Companion</b> page 181. Implement suggestions. Look at the rubric on page 183 to help them with revision.</li> </ul>  |

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| <b>Day 3</b>   | <b>Instructional Plan</b>   |
| <b>Student Learning Targets:</b> 4.FL.F.5.a, 4.FL.F.5.b, 4.FL.F.5.c, <b>4.FL.VA.7a.ii</b> , <b>4.FL.VA.7b.i</b> , 4.W.PDW.5          |   |
| <b>Extend Your Learning</b>  | <p>Students will: T306-T307</p> <ul style="list-style-type: none"> <li>○ Review prefix, suffix, and base words.</li> <li>○ Complete the Three-Column Chart on <b>Reading/Writing Companion</b> page 190 using an online or print dictionary. Try the different prefixes and suffixes before checking the dictionary.</li> <li>○ Identify the figure of speech in the first example on <b>Reading/Writing Companion</b> page 191.</li> </ul>   |
| <b>Writing Process: Edit and Proofread</b><br>Reading / Writing Companion  | <p>Students will: T314-T315</p> <ul style="list-style-type: none"> <li>○ Edit and proofread each other's drafts using the editing checklist as a guide.</li> </ul>  |
| <b>Day 4</b>   | <b>Instructional Plan</b>   |
| <b>Student Learning Targets:</b> 4.FL.F.5.a, 4.FL.F.5.b, 4.FL.F.5.c, <b>4.SL.CC.3</b> , <b>4.SL.PKI.4</b> , 4.W.RBPK.7, 4.SL.PKI.4   |   |
| <b>Extend Your Learning</b>  | <p>Students will: T308-T309</p> <ul style="list-style-type: none"> <li>○ Read and discuss the activity on <b>Reading/Writing Companion</b> page 192.</li> <li>○ Listen to an example of a short and age-appropriate podcast. Identify what they noticed about the podcast.</li> <li>○ Research and draft their podcast before recording it. Practice reading the information before they create the podcast.</li> <li>○ Identify some of the characteristics found in comic strips</li> <li>○ Draft their comics before finalizing their work. Then share their work with a partner or the class. Display the comics throughout the classroom</li> <li>○ Read and discuss the questions on <b>Reading/Writing Companion</b> page 193.</li> <li>○ Share their responses with other partners and groups.</li> </ul> |
| <b>Writing Process: Publish, Present, and Evaluate</b><br>Reading / Writing Companion  | <p>Students will: T316-T317</p> <ul style="list-style-type: none"> <li>○ Prepare to publish and present their work. Published work should be neat and error-free and have all final visuals in place.</li> <li>○ Whisper read their poems. They may also draw a picture or find a photograph to illustrate them. Then they will record an audio or video presentation of their poems. Consult the Presenting Checklist before they share with the class.</li> <li>○ After evaluating their own lyric poems using the rubric, switch with a partner. Then go through each point carefully and give the partner a score.</li> </ul>   |
| <b>Day 5</b>   | <b>Instructional Plan</b>   |
| <b>Student Learning Targets:</b> 4.SL.PKI.4, 4.SL.CC.1, <b>4.RI.IKI.9</b> , 4.SL.PKI.6, 4.SL.CC.2, 4.SL.CC.3, 4.SL.PKI.4, 4.SL.PKI.5 |   |
| <b>Writing Process: Publish, Present, and Evaluate</b><br>Reading / Writing Companion  | <p>Students will: T316-T317</p> <ul style="list-style-type: none"> <li>○ Prepare to publish and present their work. Published work should be neat and error-free and have all final visuals in place.</li> <li>○ Whisper read their poems. They may also draw a picture or find a photograph to illustrate them. Then they will record an audio or video presentation of their poems. Consult the Presenting Checklist before they share with the class.</li> </ul>   |

|                             |   |
|-----------------------------|---|
|                             | <ul style="list-style-type: none"><li>○ After evaluating their own lyric poems using the rubric, switch with a partner. Then go through each point carefully and give the partner a score. Using the rubric on page 183 of the <b>Reading/Writing Companion</b>.</li></ul>  |
| <b>Track Your Progress</b>  | Students will: T318 <ul style="list-style-type: none"><li>○ In pairs, review <b>Reading/Writing Companion</b> page 194.</li><li>○ Score each skill in the box provided.</li></ul>   |
| <b>Wrap Up the Unit</b>     | Students will: T319 <ul style="list-style-type: none"><li>○ Compare the information that they have learned during the course of the unit in order to answer the big idea question.</li><li>○ Review their class notes and completed graphic organizers before discussions begin. They will meet in small groups to discuss.</li><li>○ Answer the question: <i>Why is it important to keep our ecosystems healthy?</i></li></ul> |
| <b>Summative Assessment</b> | Students will: T330-T331 <ul style="list-style-type: none"><li>○ Complete the Summative Assessment</li></ul>  |

## BCS Literacy Vision

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

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

**Text Sets:**

**Read Aloud:** “Books”

**Shared Read:** “Remembering Hurricane Katrina”

**Anchor Text:** Aguinaldo & “Partaking in Public Service”

**Genre Study 2: Biography**

**Essential Question:** How can one person make a difference?

**Text Sets:**

**Read Aloud:** “Nelson Mandela: Working for Freedom”

**Shared Read:** “Judy’s Appalachia”

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

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

**Genre Study 3: Argumentative Text**

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

**Text Sets:**

**Read Aloud:** “All About Organic”

**Shared Read:** “Food Fight”

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

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

| Unit 3 Weeks 1-2  | Comprehension / Genre / Author's Craft   | Language Development   |
|---|--|--|
| <p><b>Essential Question:</b><br/>In what ways can you help your community?</p>   | <ul style="list-style-type: none"> <li>✔ Cite relevant evidence from text</li> <li>✔ Make inferences to support understanding</li> <li>✔ Identify point of view</li> </ul> <p>Visualize descriptive details to deepen understanding</p> <ul style="list-style-type: none"> <li>✔ Analyze the author's use of facts and opinions</li> <li>✔ Explain the author's use of flashback</li> </ul>  | <p><b>Vocabulary Acquisition:</b> Acquire and use academic vocabulary<br/>                     assigned    generosity    gingerly    mature<br/>                     organizations    residents.    scattered    selective</p> <p><b>Vocabulary Strategy:</b><br/>                     ✔ Use context clues to understand meaning</p> <p><b>Grammar:</b><br/>                     ✔ Identify action verbs<br/>                     ✔ Analyze the use of verb tenses</p> |
| <p><b>Text(s):</b></p> <p><b>Teach and Model</b></p> <p><b>Interactive Read Aloud:</b> <i>Books</i><br/> <b>Shared Read:</b> <i>Remembering Hurricane Katrina</i></p> <p><b>Practice and Apply</b></p> <p><b>Anchor Text:</b><br/> <i>Aguinaldo</i><br/> <i>Partaking in Public Service</i></p> <p><b>Leveled Readers</b><br/>                     A: <i>Playground Buddy</i><br/>                     O: <i>Brick by Brick</i><br/>                     ELL: <i>Brick by Brick</i><br/>                     B: <i>Standing Guard</i></p> <p><b>Optional Classroom Library Trade Books</b><br/>                     M.C. Higgins, the Great<br/>                     Extra Credit</p> | <p><b>Writing</b></p>  | <p><b>Speaking and Listening</b></p>   |
|   | <p><b>Writing process:</b><br/>Plan and draft a realistic fiction narrative</p> <p><b>Analytical writing:</b><br/>                     ✔ Write responses that demonstrate understanding</p>  | <p>Engage in collaborative discussions<br/>                     Paraphrase portions of "Books"<br/>                     Present information about preserving a state landmark</p>  |
|   | <p><b>Foundational Skills</b></p>  | <p><b>Research and Inquiry</b></p>   |
|   | <p><b>Phonics/Word Study:</b><br/>                     Decode words with r-controlled vowels er, ir, and ur<br/>                     Decode words with silent letters</p> <p><b>Spelling Words:</b><br/>                     Week 1<br/>                     herb birth curb person shirt hurl sternly twirl turkey serpent<br/>                     swirl turnip worse purse purpose pearl curl blurred dirty curve<br/>                     Week 2<br/>                     wrinkle known condemn wriggle kneel resign. wrapper<br/>                     knew doubtful wrench plumber hour answer. combs<br/>                     honesty knead thumbs. honor knives lambs</p> <p><b>Fluency:</b> Read fluently with expression.</p> | <p>Use key words to conduct research<br/>                     Make a PSA about preserving a state landmark</p>   |

**Weekly Standards**

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

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

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

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

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

**4.FL.VA.7a.i** Use context as a clue to the meaning of a word or phrase. [22 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.RL.CS.4** Determine the meaning of words and phrases as they are used in a text, including those that refer to significant characters and situations found in literature and history. [1 lesson]

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

**4.RL.IKI.7** Make connections between the print version of a story or drama and a visual or oral presentation of the same 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. [7 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. [22 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. [2 lessons]

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

**4.SL.PKI.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. [5 lessons]

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

| Day 1  | Instructional Plan  |
|--|---|
| <b>Student Learning Targets:</b> 4.SL.CC.2, 4.RL.KID.3, 4.RL.KID.1, <b>4.RL.CS.4</b> , <b>4.RL.CS.6</b> , 4.FL.VA.7a.i, 4.FL.SC.6.f, 4.FL.WC.4.a, 4.FL.VA.7a.i |   |
| <b>Introduce the Concept</b> (Reading / Writing Companion)<br>Talk About It  | Students will: T20-T21 <ul style="list-style-type: none"> <li>○ Discuss the Essential Question: <i>In what ways can you help your community?</i></li> <li>○ Review student learning goals</li> <li>○ Discuss the photograph of the children planting a community garden. And paraphrase what they see</li> <li>○ Answer the question: <i>Why is it important to show <b>generosity</b> and volunteer in your community? What kind of charity <b>organization</b> would you consider joining?</i></li> <li>○ Have partners continue the discussion by sharing what they have learned about helping their community.</li> <li>○ Complete the Blast Back Assignment, "Let's Pitch In"</li> </ul> |
| <b>Listening Comprehension</b><br>Interactive Read Aloud   | Students will: T22-T23 <ul style="list-style-type: none"> <li>○ Discuss features of realistic fiction and start an anchor chart that includes the features of realistic fiction</li> <li>○ Restate the most important information from the read aloud "Books"</li> </ul>  |
| <b>Read the Shared Read</b> (Reading / Writing Companion)<br>Teach / Model Close Reading<br>Summarize Quick Write  | Students will: T24-T27 <ul style="list-style-type: none"> <li>○ Answer questions about the text.</li> <li>○ Read and practice reading strategies – identifying point of view, visualizing, and context clues.</li> <li>○ With a partner, summarize the selection orally</li> <li>○ Individually write their summary in their writer's notebook.</li> </ul>  |
| <b>Vocabulary</b><br>Reading / Writing Companion   | Students will: T28-T29 <ul style="list-style-type: none"> <li>○ Practice using context clues to identify the meaning of unknown words.</li> <li>○ In student pairs, figure out the meanings of <i>shuffled</i>, <i>possessions</i>, and <i>delayed</i> in "Remembering Hurricane Katrina."</li> </ul>   |
| <b>Grammar</b><br>Practice Book  | Students will: T58 <ul style="list-style-type: none"> <li>○ Identify Action Verbs.</li> <li>○ Participate in the activity, "Role Play a Scene": students reenact a favorite scene from a story the class has read. As students role-play, be sure they use main and helping verbs. As other students watch, have them listen for the verbs.</li> </ul>  |
| <b>Spelling</b><br>Practice Book   | Students will: T62 <ul style="list-style-type: none"> <li>○ Assess prior knowledge of <i>r</i>-controlled vowels <i>er</i>, <i>ir</i>, <i>ur</i>.</li> <li>○ Take the Spelling Pre-Test</li> </ul>  |

| Day 2   | Instructional Plan   |
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| <p><b>Student Learning Target:</b> 4.RL.KID.1, 4.RL.KID.3, 4.RL.RRTC.10, 4.RL.CS.6, <b>4.RL.CS.6</b>, 4.FL.WC.4.b, 4.FL.PWR.3.a, 4.FL.F.5.a, 4.FL.F.5.b, 4.SL.PKI.5, 4.W.RBPK.7, 4.FL.SC.6.f, 4.FL.WC.4.a, 4.FL.VA.7a.i</p> |  |
| <p><b>Reread the Shared Read</b> (Reading / Writing Companion)<br/>Guided Practice of Close Reading<br/>Text Features / Literary Elements<br/>Comprehension Skill<br/>Comprehension: Craft &amp; Structure</p>              | <p>Students will: T36-T37</p> <ul style="list-style-type: none"> <li>○ Work in pairs to visualize the scene between Hector and his aunt watching the news on the bottom of page 3 and the top of page 4. Partners can reread the scene and describe what they “see” to each other.</li> <li>○ In partners, identify the story parts and whether each took place in the past or the present. Then share their conclusions with the class.</li> <li>○ Read the online <b>Differentiated Genre Passage</b>, “How Vera Helped.”</li> <li>○ In pairs, find other details that show the narrator’s point of view. Then list the details in the graphic organizer.</li> <li>○ Work together to contrast the third-person narrator of “Books” with the first-person narrator of “Remembering Hurricane Katrina.” Making sure to describe the different feelings and perspectives of the two narrators.</li> <li>○ Reread parts of “Remembering Hurricane Katrina” and answer questions analyzing the techniques the author used to write the selection.</li> </ul> |
| <p><b>Respond to Reading</b><br/>Reading / Writing Companion</p>  | <p>Students will: T38-T39</p> <ul style="list-style-type: none"> <li>○ Analyze the prompt: <i>How does the author sequence the events of the story to help you understand how Hurricane Katrina affected Hector?</i></li> <li>○ Skim page 3 of “Remembering Hurricane Katrina” in the <b>Reading/ Writing Companion</b> to locate Hector’s flashback.</li> <li>○ Use the sequence words in the sentence starters to form their responses. Their first sentence should state the main idea of their response. Specific details should support the main idea. Students may continue their responses on a separate piece of paper.</li> </ul>   |
| <p><b>Study Skill / Research &amp; Inquiry</b><br/>Reading / Writing Companion</p>  | <p>Students will: T42-T43</p> <ul style="list-style-type: none"> <li>○ Work in small groups to list keywords to input for information about state landmarks. Groups will record initial keywords and search engine results, and then note refined words and better results.</li> <li>○ Work with partners to create their public service announcements (PSAs) to convince others to help preserve a state landmark.</li> </ul>   |
| <p><b>Grammar</b><br/>Practice Book</p>   | <p>Students will: T58</p> <ul style="list-style-type: none"> <li>○ Explain how verbs differ from nouns.</li> <li>○ Participate in the activity “Replace the Verb”: Have small groups write three sentences about helping others using action verbs. Then have students read the sentences aloud, substituting a new action verb in each. Students should keep the same verb tense.</li> </ul>  |

| Day 3  | Instructional Plan   |
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| <p><b>Student Learning Target:</b> 4.FL.VA.7a.i, 4.RL.KID.1, 4.RL.KID.2, 4.RL.KID.3, <b>4.RL.CS.6</b>, 4.W.PDW.5, 4.FL.SC.6.f, 4.FL.SC.6.g, 4.FL.SC.6.f, 4.FL.WC.4.a</p> |  |
| <p><b>Read the Anchor Text</b> (Literature Anthology)<br/>Practice / Apply Close Reading<br/>Take Notes About Text</p>   | <p>Students will: T43A-T43M</p> <ul style="list-style-type: none"> <li>○ Predict how the selection will help them answer the <b>Essential Question</b>.</li> <li>○ Record details that identify the point of view on Point of View <b>Graphic Organizer 144</b>.</li> <li>○ Respond to questions as they read</li> </ul> |

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| <b>Grammar Minilesson</b><br>Practice Book   | Students will: T59 <ul style="list-style-type: none"> <li>○ Write sentences correctly using capital letters and correct punctuation for titles - See <b>Practice Book</b> page 123</li> <li>○ Participate in the activity “State the Tense”: Have partners each select three sentences from a magazine. Each sentence should have a verb in a different tense (present, past, and future). Students will take turns reading aloud the sentences, while the other states the verb and tense used in the sentence.</li> </ul>   |
| <b>Expand Vocabulary</b><br>Practice Book  | Students will: T67 <ul style="list-style-type: none"> <li>○ Review last week’s and this week’s vocabulary words by orally completing sentence stems.</li> <li>○ See <b>Practice Book</b> page 132</li> </ul>  |
| <b>Day 4</b>   | <b>Instructional Plan</b>   |
| <b>Student Learning Target:</b> 4.FL.VA.7a.i, 4.RL.KID.1, 4.RL.KID.2, 4.RL.KID.3, <b>4.RL.CS.6</b> , 4.W.PDW.5, 4.FL.SC.6.f, 4.FL.WC.4.a |   |
| <b>Read the Anchor Text</b> (Literature Anthology)<br>Practice/Apply Close Reading<br>Take Notes About the Text<br>Respond to Text       | Students will: T43A-T43M <ul style="list-style-type: none"> <li>○ Predict how the selection will help them answer the <b>Essential Question</b>.</li> <li>○ Record details that identify the point of view on Point of View <b>Graphic Organizer 144</b>.</li> <li>○ Answer questions about the text while reading a as a class.</li> <li>○ Use details from the graphic organizer to summarize <i>Aguinaldo</i></li> <li>○ Reread <i>Aguinaldo</i> to develop a deeper understanding of the text by answering the questions on pages 14-16 of the <b>Reading/Writing Companion</b>.</li> </ul> |
| <b>Grammar</b><br>Practice Book  | Students will: T59 <ul style="list-style-type: none"> <li>○ Correct subject-verb agreement errors.</li> <li>○ Find a piece of their own writing in their writer’s notebook and correct subject-verb agreement.</li> <li>○ See <b>Practice Book</b> page 124.</li> <li>○ Participate in the activity “Action Verb charades”: Have students in small groups each write down three action verbs on scrap paper and place the pieces in a pile. Students will take turns selecting a paper and acting out the verb, as the others guess what the verb is.</li> </ul>                                |
| <b>Spelling</b><br>Practice Book   | Students will: T63 <ul style="list-style-type: none"> <li>○ Circle and correct each misspelled word in displayed sentences</li> <li>○ See <b>Practice Book</b> page 129.</li> <li>○ In partners do a <b>blind sort</b>: one reads a Spelling Word Card; the other tells under which key word it belongs. Then take turns until both have sorted all their words. Then write a reflection on the process of sorting the different <i>r</i>-controlled vowels.</li> </ul>   |
| <b>Day 5</b>   | <b>Instructional Plan</b>   |
| <b>Student Learning Target:</b> 4.FL.VA.7a.i, 4.RL.KID.1, 4.RL.KID.2, 4.RL.KID.3, <b>4.RL.CS.6</b> , 4.W.PDW.5, 4.FL.SC.6.f, 4.FL.WC.4.a |   |
| <b>Reread the Anchor Text</b> (Literature Anthology)<br>Practice / Apply Close Reading   | Students will: T43A-T43M <ul style="list-style-type: none"> <li>○ Reread the text looking at features of realistic fiction.</li> <li>○ Discuss and answer questions about how the author uses characters, mood, and dialogue in the text.</li> </ul>  |

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| <b>Writing Process: Expert Model</b><br>Reading / Writing Companion | Students will: T50-T51 <ul style="list-style-type: none"><li>○ List features of a realistic fiction narrative on an anchor chart.</li><li>○ Answer questions about writing realistic fiction narratives on page 24 of their <b>Reading/Writing Companion</b>.</li></ul>  |
| <b>Spelling</b><br>Practice Book                                    | Students will: T63 <ul style="list-style-type: none"><li>○ Take the Spelling Post-Test</li></ul>   |
| <b>Grammar</b><br>Practice Book                                     | Students will: T59 <ul style="list-style-type: none"><li>○ Participate in the Activity “Talk About Favorite Activities”: Partners use action verbs to talk about their favorite activities. Students might discuss how they like to swim or read. As they talk, students should listen to be sure they use action verbs.</li></ul> |

**Weekly Standards**

(Grade-specific expectations for writing types are defined in standards 1-3 above.) **[2 lessons]**

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

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

**4.FL.SC.6.b** Form and use progressive verb tenses. **[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. **[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.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.2** Determine the main idea of a text and explain how it is supported by key details; summarize a text. **[1 lesson]**

**4.RL.CS.6** Compare and contrast the point of view from which different stories are narrated. **[12 lessons]**

**4.RL.IKI.7** Make connections between the print version of a story or drama and a visual or oral presentation of the same 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. **[6 lessons]**

**4.RL.KID.2** Determine a theme of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text. **[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. **[9 lessons]**

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

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

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

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

**4.W.TTP.3.b** Organize an event sequence that unfolds naturally and logically. **[2 lessons]**

**4.W.TTP.3.c** Use dialogue and description to develop experiences and events or show the responses of characters to situations. **[1 lesson]**

| Day 6  | Instructional Plan  |
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| <b>Student Learning Targets:</b> 4.FL.VA.7a.i, 4.RL.KID.1, 4.RL.KID.2, 4.RL.KID.3, <b>4.RL.CS.6</b> , 4.W.PDW.5, 4.W.TTP.3.b, 4.FL.SC.6.b, 4.FL.WC.4.a |   |
| <b>Reread the Anchor Text</b> (Literature Anthology)<br>Practice / Apply Close Reading   | Students will: T43A-T43M <ul style="list-style-type: none"> <li>○ Reread the text to identify features that will aid in their writing.</li> <li>○ Discuss the characters from the story.</li> <li>○ Use text evidence to contrast the mood of the nursing home with how Marilia feels.</li> <li>○ Answer questions about how the dialogue helps the reader understand the characters.</li> </ul>  |
| <b>Respond to Reading</b><br>Reading / Writing Companion   | Students will: T44-T45 <ul style="list-style-type: none"> <li>○ Read and analyze the prompt aloud: <i>How does the author help you understand how Marilia has changed from the beginning of the story to the end? Ask: What is the prompt asking you to write?</i></li> <li>○ Look at <b>Literature Anthology</b> page 180. Answer the question: <i>What information tells you why Marilia feels the way she does?</i></li> <li>○ Review pages 14–16 of the <b>Reading/Writing Companion</b>. With a partner or in small groups refer to and discuss their completed charts and writing responses from those pages.</li> <li>○ Put the events in order to show how Marilia changed over the course of the story. Focusing on sensory details to help them visualize the sights, sounds, and feelings from Marilia’s point of view. Remind students to vary sentence structure by combining short sentences and adding phrases and clauses to others. Students may use additional paper to complete the assignment if needed.</li> </ul> |
| <b>Writing Process: Plan</b><br>Reading / Writing Companion  | Students will: T52-T53 <ul style="list-style-type: none"> <li>○ With partners, free write their ideas about an activity that could make someone nervous when doing it for the first time. Using the sentence starters on <b>Reading/Writing Companion</b> page 25 to help them get started.</li> <li>○ Choose one of the ideas and write a realistic fiction narrative based on his or her idea. Record the idea they chose on page 25.</li> <li>○ Preview the rubric on page 31 to help them understand what is expected of them for this assignment.</li> </ul>   |
| <b>Grammar</b><br>Practice Book  | Students will: T60 <ul style="list-style-type: none"> <li>○ Identify past tense and progressive tense verbs.</li> <li>○ See <b>Practice Book</b> page 133 or online activity.</li> <li>○ Participate in the activity “Use the Progressive Form”: use the present progressive form of verbs to talk about ways people help their communities, such as volunteering at a senior center. Students should listen to be sure they use the present progressive form.</li> </ul>   |
| <b>Spelling</b><br>Practice Book   | Students will: T64 <ul style="list-style-type: none"> <li>○ Take the Spelling Pre-Test</li> </ul>   |
| Day 7  | Instructional Plan  |
| <b>Student Learning Targets:</b> 4.W.TTP.3.b, 4.FL.SC.6.b, 4.FL.WC.4.a, 4.FL.VA.7a.i   |   |
| <b>Read Paired Selection</b> (Literature Anthology)<br>Practice / Apply Close Reading  | Students will: T45A-T45D <ul style="list-style-type: none"> <li>○ Read and reread “Partaking in Public Service,” take notes and think about the Essential Question: <i>In what ways can you help</i></li> </ul>   |

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|  | <p><i>your community?</i></p> <ul style="list-style-type: none"> <li>○ Think about how this text compares with <i>Aguinaldo</i> and discuss how these texts are similar and different.</li> <li>○ Make predictions about the text.</li> </ul>   |
| <p><b>Writing Process: Plan</b><br/>Reading / Writing Companion</p>  | <p>Students will: T54-T55</p> <ul style="list-style-type: none"> <li>○ Begin planning to write their realistic fiction texts, they will need to put the story events in an order that makes sense to readers.</li> <li>○ Answer the questions on <b>Reading/Writing Companion</b> page 26.</li> <li>○ Plan the sequence of events for their stories, then use their flow charts to plot out the events. Only writing down the important facts about each event in their flow charts. They should also jot down notes about possible characters and settings.</li> </ul> |
| <p><b>Grammar</b><br/>Practice Book</p>  | <p>Students will: T60</p> <ul style="list-style-type: none"> <li>○ Review present-tense verbs and explain how to make the present progressive form.</li> <li>○ See <b>Practice Book</b> page 134.</li> <li>○ Participate in the activity “Subject-Verb Agreement”: Have small groups write five verbs in their base form and five singular subjects on index cards, then separate the cards into two piles. Students will take turns selecting one card from each pile and stating what needs to be done to the verb to make it agree with the subject.</li> </ul>      |
| <p><b>Expand Vocabulary</b><br/>Practice Book</p>  | <p>Students will: T66</p> <ul style="list-style-type: none"> <li>○ Identify suffixes. Use a dictionary to check how suffixes change word meanings and parts of speech.</li> <li>○ In partners write sentences in their writer’s notebooks to show they understand how to use suffixes.</li> <li>○ See <b>Practice Book</b> page 144.</li> </ul>   |
| <b>Day 8</b>   | <b>Instructional Plan</b>   |
| <b>Student Learning Targets: 4.RI.KID.2, 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.c, 4.FL.SC.6.b, 4.FL.WC.4.a, 4.FL.VA.7a.i</b> |   |
| <p><b>Reread Paired Selection</b> (Literature Anthology)<br/>Practice / Apply Close Reading</p>  | <p>Students will: T45A-T45D</p> <ul style="list-style-type: none"> <li>○ Reread to develop a deeper understanding of the text by annotating and answering questions on pages 18–20 of the <b>Reading/Writing Companion</b>.</li> </ul>  |
| <p><b>Phonics</b><br/>Practice Book</p>  | <p>Students will: T48-T49</p> <ul style="list-style-type: none"> <li>○ Work on words with silent letters. (Ex: wr, mb, gh, lk, etc...)</li> <li>○ Use <b>Practice Book</b> page 139 or online activities for practice with decoding and encoding</li> </ul>   |
| <p><b>Author’s Craft</b><br/>Reading / Writing Companion</p>   | <p>Students will: T46-T47</p> <ul style="list-style-type: none"> <li>○ Identify the fact and the opinion in the last paragraph on page 19.</li> <li>○ In partners identify any additional facts or opinions in the article and discuss why each is either a fact or an opinion. Partners will point out and discuss the author’s use of literal language when presenting facts in the text and then share their work with the class.</li> <li>○ Enter their responses on Reading/Writing Companion page 21.</li> </ul>  |

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| <p><b>Writing Process: Draft</b><br/>Reading / Writing Companion</p>   | <p>Students will: T56-T57</p> <ul style="list-style-type: none"> <li>○ Reread the passage from “Remembering Hurricane Katrina” on page 27 of the <b>Reading/Writing Companion</b>.</li> <li>○ Use the passage as a model for dialogue in their own stories - making sure that the dialogue sounds realistic and helps the plot progress.</li> <li>○ Work in pairs to identify the order of the story events in their drafts and discuss how the dialogue moves the plot along and shows how the character is solving his or her problem.</li> </ul>   |
| <p><b>Grammar</b><br/>Practice Book</p>  | <p>Students will: T61</p> <ul style="list-style-type: none"> <li>○ Work on subject-verb agreement.</li> <li>○ See <b>Practice Book</b> page 135 or online activity.</li> <li>○ Participate in the activity, “Change the Tense”: Have students in small groups each write on index cards five sentences that use present-tense verbs and are related to the theme of helping their communities. Students will take turns selecting a card and changing the verb to a different tense.</li> </ul>   |
| <p><b>Expand Vocabulary</b><br/>Practice Book</p>  | <p>Students will: T67</p> <ul style="list-style-type: none"> <li>○ Study Context Clues – find clues to figure out meaning in unfamiliar words in the passage</li> <li>○ See <b>Practice Book</b> page 143.</li> </ul>   |
| <p><b>Day 9</b></p>  | <p><b>Instructional Plan</b></p>  |
| <p><b>Student Learning Targets:</b> 4.FL.PWR.3.a, 4.FL.F.5.b, 4.FL.WC.4.b, 4.RI.IK1.9, 4.SL.CC.2, 4.FL.WC.4.b, 4.FL.SC.6.i, <b>4.W.TTP.3.c</b>, 4.FL.SC.6.b, 4.FL.WC.4.a, 4.FL.VA.7a.i</p> |   |
| <p><b>Fluency</b><br/>Practice Book</p>  | <p>Students will: T48-T49</p> <ul style="list-style-type: none"> <li>○ Practice fluency using the online <b>Differentiated Genre Passage</b> “How Vera Helped.”</li> </ul>  |
| <p><b>Writing Process: Draft</b><br/>Reading / Writing Companion</p>   | <p>Students will: T56-T57</p> <ul style="list-style-type: none"> <li>○ Reread the passage from “Remembering Hurricane Katrina” on page 27 of the <b>Reading/Writing Companion</b>.</li> <li>○ Use the passage as a model for dialogue in their own stories - making sure that the dialogue sounds realistic and helps the plot progress.</li> <li>○ Work in pairs to identify the order of the story events in their drafts and discuss how the dialogue moves the plot along and shows how the character is solving his or her problem.</li> </ul>   |
| <p><b>Make Connections</b><br/>Reading / Writing Companion</p>   | <p>Students will: T68</p> <ul style="list-style-type: none"> <li>○ Complete the activities on <b>Reading/Writing Companion</b> page 22 and discuss how the illustration, the Blast, and the selections they have just read relate to helping in the community.</li> <li>○ See the connections between the illustration of the community charity event on <b>Reading/Writing Companion</b> page 22 and the texts.</li> <li>○ Refer to their notes on the four-column chart as they respond to the writing prompt at the bottom of the page.</li> </ul> |
| <p><b>Grammar</b><br/>Practice Book</p>  | <p>Students will: T61</p> <ul style="list-style-type: none"> <li>○ Correct verb tense errors in sentences</li> <li>○ Find a piece of their own writing in their writer’s notebook and correct the verb tenses in their simple and compound sentences.</li> </ul>  |

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|   | <ul style="list-style-type: none"> <li>○ See <b>Practice Book</b> page 136.</li> </ul>   |
| <b>Day 10</b>   | <b>Instructional Plan</b>  |
| <b>Student Learning Targets:</b> 4.SL.CC.1, 4.FL.WC.4.b, 4.FL.SC.6.i, <b>4.W.TTP.3.c</b> , 4.FL.SC.6.b, 4.FL.WC.4.a, 4.FL.VA.7a.i |  |
| <b>Writing Process: Draft</b><br>Reading / Writing Companion  | <p>Students will: T56-T57</p> <ul style="list-style-type: none"> <li>○ Continue working on their draft</li> <li>○ Use the passage as a model for dialogue in their own stories. Make sure that the dialogue sounds realistic and help readers understand what their characters are thinking and feeling through dialogue. The dialogue they use should also help the plot progress.</li> <li>○ In pairs, identify the order of the story events in their drafts and discuss how the dialogue moves the plot along and shows how the character is solving his or her problem.</li> </ul>  |
| <b>Spelling</b><br>Practice Book  | <p>Students will: T65</p> <ul style="list-style-type: none"> <li>○ Take the spelling Post-Test</li> </ul>  |
| <b>Research and Inquiry</b><br>Reading / Writing Companion  | <p>Students will: T69</p> <ul style="list-style-type: none"> <li>○ Discuss each item on the Presenting Strategies checklist on page 23 in the <b>Reading/Writing Companion</b>.</li> <li>○ Discuss which presentation option would best grab and keep the audience's attention and convince them to help preserve the state landmark.</li> <li>○ Be part of the audience for the other students' presentations. The teacher will review with students the behaviors of an effective listener. Write any questions they have while listening to presentations.</li> <li>○ Participate in a discussion of each presentation, paraphrase, and summarize its key ideas. Use the points on Presenting Strategies checklist on page 23 of the <b>Reading/Writing Companion</b> to focus the discussion.</li> </ul> |
| <b>Grammar</b>  | <p>Students will: T60</p> <ul style="list-style-type: none"> <li>○ Use the Daily Language Activity and <b>Practice Book</b> page 137 for assessment.</li> </ul>  |
| <b>Progress Monitoring</b>  | <p>Students will: T330-T331</p> <ul style="list-style-type: none"> <li>○ Complete the online assessment</li> </ul>   |
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| Weeks 3-4   |  |   |
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| Unit 3 Weeks 3-4  | Comprehension / Genre / Author's Craft   | Language Development  |
| <p><b>Essential Question:</b><br/>How can one person make a difference?</p>   | <ul style="list-style-type: none"> <li>✓ Cite relevant evidence from text</li> <li>✓ Make inferences to support understanding</li> <li>✓ Analyze the author's point of view</li> <li>Reread to monitor comprehension</li> <li>✓ Explain the use of anecdote</li> <li>✓ Identify the sequence of events using timelines</li> </ul>  | <p><b>Vocabulary Acquisition:</b><br/>Acquire and use academic vocabulary<br/>boycott    encouragement    fulfill    injustice<br/>mistreated    protest    qualified    registered</p> <p><b>Vocabulary Strategy:</b><br/>✓ Use antonyms and synonyms to determine meaning</p> <p><b>Grammar:</b><br/>✓ Use main and helping verbs correctly<br/>✓ Make linking verbs and subjects agree</p> |
| <p><b>Text(s):</b></p> <p><b>Teach and Model</b></p> <p><b>Interactive Read Aloud:</b><br/><i>Nelson Mandela: Working for Freedom</i></p> <p><b>Shared Read:</b> <i>Judy's Appalachia</i></p> <p><b>Practice and Apply</b></p> <p><b>Anchor Text(s):</b> <i>Delivering Justice</i><br/><i>Keeping Freedom in the Family</i></p> <p><b>Leveled Readers</b><br/>A: <i>Jacob Riis: Champion of the Poor</i><br/>O: <i>Jacob Riis: Champion of the Poor</i><br/>ELL: <i>Judy's Appalachia</i><br/>B: <i>Jacob Riis: Champion of the Poor</i></p> <p><b>Optional Classroom Library Trade Books</b><br/><i>Who Was Jackie Robinson?</i><br/><i>Cesar Chavez</i></p> | <p><b>Writing</b></p> <p><b>Writing process:</b><br/>Revise, edit, and publish a fictional narrative</p> <p><b>Analytical writing:</b><br/>✓ Write responses that demonstrate understanding</p>  | <p><b>Speaking and Listening</b></p> <p>Engage in collaborative discussions<br/>Paraphrase portions of "Nelson Mandela"<br/>Present information about a state historical figure who made a difference</p>   |
|   | <p><b>Foundational Skills</b></p>  | <p><b>Research and Inquiry</b></p>  |
|   | <p><b>Phonics/Word Study:</b><br/>Decode words with soft c and g<br/>Decode plural nouns with multiple syllables</p> <p><b>Spelling Words:</b><br/><u>Week 3</u><br/>center once scene spice circus cement police<br/>certain ounce glance germs bridge badge strange<br/>orange ginger wedge arrange sponge village<br/><u>Week 4</u><br/>clams mints props. arches dresses parents caves<br/>glasses hobbies engines. couches arrows enemies babies<br/>ranches patches mistakes supplies mosses armies</p> <p><b>Fluency</b><br/>Read fluently with appropriate accuracy and expression</p> | <p>Paraphrase primary and secondary sources<br/>Create a book cover summarizing the importance of a historical figure</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. [5 lessons]

**4.FL.F.5.c** Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. [3 lessons]

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

**4.FL.SC.6.b** Form and use progressive verb tenses. [3 lessons]

**4.FL.SC.6.c** Use auxiliary verbs, such as can, may, and must, to clarify meaning. [10 lessons]

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

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

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

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

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

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

**4.RI.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. [5 lessons]

**4.RI.IKI.8** Explain how an author uses reasons and evidence to support particular points in a text. [19 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. [6 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. [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. [17 lessons]

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

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

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

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

| Day 1   | Instructional Plan   |
|---|--|
| <b>Student Learning Targets:</b> 4.RL.KID.1, 4.SL.CC.2, 4.FL.VA.7b.iii, <b>4.RI.IKI.7, 4.RI.IKI.8</b> , 4.FL.VA.7a.i, 4.FL.VA.7a.i, 4.FL.SC.6.c, 4.FL.WC.4.a, 4.FL.VA.7a.ii |  |
| <b>Introduce the Concept</b> (Reading / Writing Companion)<br>Talk About It   | Students will: T118-T119 <ul style="list-style-type: none"> <li>○ Discuss the Essential Question: <b><i>How can one person make a difference?</i></b></li> <li>○ Review Student Learning Goals</li> <li>○ Discuss the photograph</li> <li>○ Answer the questions: <i>How has somebody made a difference in your life? Do you think it is possible for one person to fight <b>injustice</b> and make a difference? What could you do to make a difference?</i></li> <li>○ Complete the Blast Assignment “The Power Is Yours”</li> </ul>       |
| <b>Listening Comprehension</b><br>Interactive Read Aloud  | Students will: T120-T121 <ul style="list-style-type: none"> <li>○ Discuss the features of a biography</li> <li>○ Create an anchor chart that includes features of a biography.</li> <li>○ Preview narrative text structures to makes it easier to understand biographies and the main purpose of the text.</li> <li>○ Briefly restate the most important information from “Nelson Mandela: Working for Freedom” in their own words.</li> </ul>   |
| <b>Read the Shared Read</b> (Reading / Writing Companion)<br>Teach / Model Close Reading<br>Summarize Quick Write   | Students will: T122-T125 <ul style="list-style-type: none"> <li>○ Use the left column of page 34 to note their questions, list interesting words they would like to learn, and identify key details from the text.</li> <li>○ Answer questions about the text while reading.</li> <li>○ After their initial reads, summarize the selection orally using their notes. Then write a summary in their writer’s notebooks, including only important events. Students may decide to digitally record presentations of their summaries.</li> </ul> |
| <b>Vocabulary</b><br>Reading / Writing Companion  | Students will: T126-T127 <ul style="list-style-type: none"> <li>○ Discuss how sometimes the author will use synonyms or antonyms as context clues.</li> <li>○ Work in pairs to figure out the meanings of <i>method</i>, <i>dangerous</i>, and <i>preserve</i> in “Judy’s Appalachia.” Go back into the text and find synonyms.</li> </ul>   |
| <b>Grammar</b><br>Reading / Writing Companion   | Students will: T156 <ul style="list-style-type: none"> <li>○ Identify main verbs and helping verbs.</li> <li>○ See <b>Practice Book</b> page 145 or online activity.</li> <li>○ Participate in the activity “Use Present-Perfect Tense”: Ask partners to use verbs in the present-perfect tense to talk about what people they know have done to make a difference in the lives of others. As they talk, students should listen to be sure they use the present-perfect tense correctly.</li> </ul>  |
| <b>Spelling</b><br>Reading / Writing Companion  | Students will: T160 <ul style="list-style-type: none"> <li>○ Take the pretest on soft g and c words</li> </ul>   |

| Day 2   | Instructional Plan  |
|---|---|
| <p><b>Student Learning Targets:</b> 4.RI.KID.3, 4.RI.IKI.7, 4.RL.KID.1, 4.RI.IKI.8, <b>4.RI.CS.5</b>, 4.FL.WC.4.b, 4.FL.PWR.3.a, 4.FL.F.5.b, 4.FL.F.5.c, 4.FL.PWR.3.a, 4.FL.F.5.c, 4.SL.CC.2, 4.W.RBPK.7, 4.W.RBPK.8, 4.FL.SC.6.c, 4.FL.WC.4.a, 4.FL.VA.7a.i, 4.FL.VA.7a.ii, 4.FL.VA.7b.iii</p> |   |
| <p><b>Reread the Shared Read</b> (Reading / Writing Companion)<br/>           Guided Practice of Close Reading<br/>           Text Features / Literary Elements<br/>           Comprehension Skill<br/>           Comprehension: Craft &amp; Structure</p>                                      | <p>Students will: T134-T135</p> <ul style="list-style-type: none"> <li>○ Add any additional points about the strategy to the reread anchor chart.</li> <li>○ Work in pairs to explain why Judy Bonds left Marfork. Partners can reread the last paragraph of the section “Mountaintop Removal Mining” on page 35 and see what happened to Judy’s home. Then discuss other sections of “Judy’s Appalachia” that they might want to reread.</li> <li>○ Complete page 40 in the <b>Reading/Writing Companion</b>.</li> <li>○ Work with partners to study the timeline and determine how it supports the text of “Judy’s Appalachia” on page 41, and discuss the information presented on the timeline.</li> <li>○ Read the online <b>Differentiated Genre Passage</b>, “The Life of Barbara Jordan.”</li> <li>○ Begin an anchor chart on Author’s Point of View.</li> <li>○ Work in pairs to reread pages 35-36 and list two more details that help support the author’s point of view. Making sure to look for specific information and text evidence to support their answers Look for specific descriptive words and phrases that reveal either a positive or negative point of view of the subject.</li> </ul> |
| <p><b>Respond to Reading</b><br/>           Reading / Writing Companion</p>   | <p>Students will: T136-T137</p> <ul style="list-style-type: none"> <li>○ Analyze the prompt: <i>How would “Judy’s Appalachia” be different if the author had a different point of view? What if the author did not believe that coal mining was a threat to the environment?</i></li> <li>○ Skim the page and look for words that are negative or unfavorable.</li> <li>○ Answer the question “<i>How does finding words and phrases help you figure out the author’s point of view?</i>”</li> <li>○ Use the words and phrases in the sentence starters to form their responses. Their first paragraph should state their opinion about the prompt. Specific details and support from the text should support their opinion. Use a variety of sentence lengths Students may continue their responses on a separate piece of paper. Making sure to use newly acquired vocabulary in their responses.</li> </ul>  |
| <p><b>Study Skill / Research &amp; Inquiry</b><br/>           Reading / Writing Companion</p>   | <p>Students will: T140-T141</p> <ul style="list-style-type: none"> <li>○ Complete <b>Reading/Writing Companion</b>, page 45 and share their answers with the class.</li> <li>○ Work with a partner or in a small group to research an historical figure who played an important role in your state’s government. Students will use their research to make a book cover for a biography of that person, over the next two weeks.</li> </ul>  |
| <p><b>Grammar</b><br/>           Practice Book</p>  | <p>Students will: T156</p> <ul style="list-style-type: none"> <li>○ Review how main verbs and helping verbs function in a sentence.</li> <li>○ Participate in the activity “Discuss a story”: Have students in small groups use main and helping verbs to talk about a story the class has read. As other students listen, have them demonstrate comprehension by taking notes of the main and helping verbs each student uses.</li> </ul>  |

| Day 3   | Instructional Plan   |
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| <b>Student Learning Targets:</b> 4.FL.SC.6.b, 4.FL.VA.7b.iii, 4.RL.KID.1, <b>4.RI.KID.2, 4.RI.KID.3</b> , 4.RI.IKI.8, 4.SL.CC.2, 4.FL.SC.6.c, 4.FL.WC.4.a, 4.FL.VA.7a.i, 4.FL.VA.7a.ii,   |  |
| <b>Read the Anchor Text</b> (Literature Anthology)<br>Practice / Apply Close Reading<br>Take Notes About Text   | Students will: T141A-T141S <ul style="list-style-type: none"> <li>○ Predict how the selection will help them answer the Essential Question.</li> <li>○ Take notes on Author's Point of View <b>Graphic Organizer 146</b> as they read.</li> <li>○ Answer Skills questions as they read the text.</li> </ul>  |
| <b>Grammar Minilesson</b><br>Practice Book  | Students will: T157 <ul style="list-style-type: none"> <li>○ Review contractions and create contractions in sentences.</li> <li>○ See <b>Practice Book</b> page 147 or online activity.</li> <li>○ Participate in the activity "Identify Contractions": Have students in small groups each write down three contractions on index cards and place the cards in a pile. Students will take turns selecting a card and reading the contraction, while the others raise their hands to state the two words used to create the contraction.</li> </ul>   |
| <b>Expand Vocabulary</b><br>Practice Book   | Students will: T165 <ul style="list-style-type: none"> <li>○ Review last week's and this week's vocabulary words then orally complete sentence stems.</li> </ul>   |
| Day 4   | Instructional Plan   |
| <b>Student Learning Targets:</b> 4.FL.SC.6.b, 4.FL.VA.7b.iii, 4.RL.KID.1, 4.RI.KID.2, 4.RI.KID.3, 4.RI.IKI.8, 4.SL.CC.2, 4.FL.SC.6.c, 4.FL.WC.4.a, 4.FL.VA.7a.i, 4.FL.VA.7a.ii, 4.RI.CS.6 |  |
| <b>Read the Anchor Text</b> (Literature Anthology)<br>Practice/Apply Close Reading<br>Take Notes About the Text<br>Respond to Text  | Students will: T141A-T141S <ul style="list-style-type: none"> <li>○ Predict how the selection will help them answer the <b>Essential Question</b>.</li> <li>○ Take notes as they read on the Author's Point of View <b>Graphic Organizer 146</b>. Record the details they find in the text in the boxes.</li> <li>○ Answer skill question as they read the text.</li> <li>○ Use the details from their Author's Point of View Chart to summarize.</li> <li>○ Reread <i>Delivering Justice</i> to develop a deeper understanding by answering the questions on pages 46–48 of the <b>Reading/Writing Companion</b>.</li> <li>○ Use their responses from the <b>Reading/Writing Companion</b> to support their answers to the writing prompt and sentence starters.</li> </ul> |
| <b>Grammar</b><br>Practice Book   | Students will: T157 <ul style="list-style-type: none"> <li>○ Correct errors in displayed sentences.</li> <li>○ Review a piece of their own writing in their writer's notebook and correct any contraction errors they find.</li> <li>○ Participate in the activity "Construct Contractions": Have partners in small groups write a list of helping verbs on index cards and place the cards in a pile. Students will take turns selecting one card from the pile and showing how to combine the word with <i>not</i> to form a contraction. Have students say each contraction.</li> </ul>   |

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| <b>Spelling</b><br>Practice Book  | Students will: T161 <ul style="list-style-type: none"> <li>○ Circle and correct each misspelled word.</li> <li>○ See <b>Practice Book</b> page 153.</li> </ul>   |
| <b>Day 5</b>  | <b>Instructional Plan</b>  |
| <b>Student Learning Targets:</b> 4.FL.SC.6.b, 4.FL.VA.7b.iii, 4.RL.KID.1, 4.RI.KID.2, 4.RI.KID.3, 4.RI.IKI.8, 4.SL.CC.2, <b>4.W.PDW.5</b> , 4.FL.SC.6.c, 4.FL.WC.4.a, 4.FL.VA.7a.i, 4.FL.VA.7a.ii |  |
| <b>Reread the Anchor Text</b> (Literature Anthology)<br>Practice / Apply Close Reading  | Students will: T141A-T141S <ul style="list-style-type: none"> <li>○ Reread the anchor text.</li> <li>○ Answer questions to show understanding of author’s purpose, text features, and characters,</li> </ul>   |
| <b>Writing Process: Revise</b><br>Reading / Writing Companion   | Students will: T148-T149 <ul style="list-style-type: none"> <li>○ Review revisions of the paragraph on <b>Reading/Writing Companion</b> page 28. Then read “before” and “after” versions.</li> <li>○ Review their drafts, focusing on sensory details.</li> </ul>  |
| <b>Spelling</b><br>Practice Book  | Students will: T161 <ul style="list-style-type: none"> <li>○ Take the Spelling Posttest</li> </ul>   |
| <b>Grammar</b><br>Practice Book   | Students will: T157 <ul style="list-style-type: none"> <li>○ Use the Daily Language Activity and <b>Practice Book</b> page 149 for assessment.</li> <li>○ Participate in the activity “Name that Verb”: Partners should each select one paragraph from a book. They should take turns reading one sentence at a time from the paragraph. The other partner should identify the main verb and helping verb, if any, in the sentence.</li> </ul> |

**Weekly Standards**

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

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

**4.FL.F.5.c** Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. [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. [7 lessons]

**4.FL.SC.6.b** Form and use progressive verb tenses. [5 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. [5 lessons]

**4.FL.VA.7b.iii** Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings. [17 lessons]

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

**4.FL.WC.4.a** Spell grade-appropriate words correctly, consulting references as needed. [6 lessons]

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

**4.RI.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. [3 lessons]

**4.RI.IKI.8** Explain how an author uses reasons and evidence to support particular points in a text. [9 lessons]

**4.RI.IKI.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. [2 lessons]

**4.RI.KID.2** Determine the main idea of a text and explain how it is supported by key details; summarize a text. [7 lessons]

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

**4.RL.KID.1** Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text. [8 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. [5 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.PDW.6** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3. [1 lesson]

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

| Day 6  | Instructional Plan  |
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| <b>Student Learning Targets:</b> 4.FL.SC.6.b, 4.FL.VA.7b.iii, 4.RL.KID.1, 4.RI.KID.2, <b>4.RI.KID.3</b> , 4.RI.IKI.8, 4.SL.CC.2, 4.W.PDW.5, 4.FL.WC.4.a, 4.FL.VA.7a.i, 4.FL.VA.7a.ii |   |
| <b>Reread the Anchor Text</b> (Literature Anthology)<br>Practice / Apply Close Reading   | Students will: T141A-T141S <ul style="list-style-type: none"> <li>○ Analyze the Author's Purpose</li> <li>○ Analyze the text structures and the author's use of characterization.</li> </ul>  |
| <b>Respond to Reading</b><br>Reading / Writing Companion   | Students will: T142-T143 <ul style="list-style-type: none"> <li>○ Answer the prompt: <i>How does Jim Haskins use the events in Westley's life to show how they helped him become a leader?</i></li> <li>○ Note text evidence on <b>Literature Anthology</b> page 201</li> <li>○ Review pages 46–48 of the <b>Reading/Writing Companion</b>. Then partners or small groups will refer to and discuss their completed charts and writing responses from those pages.</li> <li>○ Focus on three important events from the text. They will put the events in chronological order to help their readers follow along. Their central idea should be supported by what they visualized, how the author described Westley, and the illustrations included.</li> </ul> |
| <b>Writing Process: Peer Conferencing</b><br>Reading / Writing Companion   | Students will: T148-T149 <ul style="list-style-type: none"> <li>○ Brainstorm rules for peer conferencing as a class and write them on the anchor chart.</li> <li>○ Review and give feedback on each other's drafts.</li> <li>○ Revise their drafts based on feedback from their partner. Share how the partner's feedback helped improve their stories</li> </ul>   |
| <b>Grammar</b><br>Practice Book  | Students will: T158 <ul style="list-style-type: none"> <li>○ Review Linking Verbs</li> <li>○ Participate in the activity "Identify Linking Verbs": Have small groups write five sentences using linking verbs and trade sentences with another group. Then have students in each group take turns identifying the linking verb in each sentence.</li> </ul>   |
| <b>Spelling</b><br>Practice Book   | Students will: T162 <ul style="list-style-type: none"> <li>○ Take the pretest on plurals</li> </ul>   |
| Day 7  | Instructional Plan  |
| <b>Student Learning Targets:</b> 4.FL.WC.4.a, <b>4.W.TTP.3.g</b> , 4.FL.WC.4.a, 4.FL.VA.7a.i, 4.FL.VA.7a.ii, 4.FL.VA.7b.iii  |   |
| <b>Read Paired Selection</b> (Literature Anthology)<br>Practice / Apply Close Reading  | Students will: T143A-T143D <ul style="list-style-type: none"> <li>○ Read and reread "Keeping Freedom in the Family"</li> <li>○ Take notes and think about the Essential Question: <i>How can one person make a difference?</i></li> <li>○ Think about how this text compares with <i>Delivering Justice</i>.</li> <li>○ Discuss how these texts are similar and different.</li> </ul>   |
| <b>Writing Process: Edit and Revise</b><br>Reading / Writing Companion   | Students will: T150-T151 <ul style="list-style-type: none"> <li>○ Edit and Proofread their drafts.</li> <li>○ Review the Editing Checklist on <b>Reading/Writing Companion</b> page 30</li> <li>○ In pairs, edit and proofread each other's drafts using the Editing Checklist as a guide.</li> </ul>   |

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| <b>Grammar</b><br>Practice Book           | Students will: T158 <ul style="list-style-type: none"> <li>○ Explain how linking verbs differ from action verbs or helping verbs.</li> <li>○ Participate in the activity “Use Linking Verbs”: Have students in small groups each write down five linking verbs on index cards and place the cards in a pile. Students will take turns selecting a card and reading aloud the linking verb, as the others raise their hands and state a sentence using the linking verb.</li> </ul> |
| <b>Expand Vocabulary</b><br>Practice Book | Students will: T164 <ul style="list-style-type: none"> <li>○ Write two sentences using a homograph the word study notebook.</li> <li>○ See <b>Practice Book</b> page 168.</li> </ul>   |

| Day 8   | Instructional Plan  |
|---|---|
| <b>Student Learning Targets:</b> 4.RI.CS.6, 4.FL.PWR.3.a, 4.FL.F.5.a, 4.FL.F.5.b, <b>4.W.PDW.6</b> , 4.FL.WC.4.a, 4.FL.VA.7a.i, 4.FL.VA.7a.ii, 4.FL.VA.7b.iii |   |
| <b>Reread Paired Selection</b> (Literature Anthology)<br>Practice / Apply Close Reading   | Students will: T143-T143D <ul style="list-style-type: none"> <li>○ Reread pg. 216 – 219. Answer the questions <i>How does the author help you visualize what it was like for her and her family to walk the picket line? Why do you think the author chose to use primary sources, such as photos and newspaper clippings, instead of illustrations?</i></li> <li>○ Reread to develop a deeper understanding of the text by annotating and answering questions on pages 50-53 of the <b>Reading/Writing Companion</b>.</li> </ul> |
| <b>Author’s Craft</b><br>Reading / Writing Companion  | Students will: T144-T145 <ul style="list-style-type: none"> <li>○ Turn to <b>Reading/Writing Companion</b> page 53</li> <li>○ Listen and follow along as the teacher models how to identify anecdote in “Keeping Freedom in the Family”</li> </ul>  |
| <b>Writing Process: Publish, Present, &amp; Evaluate</b><br>Reading / Writing Companion   | Students will: T152-T153 <ul style="list-style-type: none"> <li>○ Prepare for publishing and presenting their work.</li> <li>○ Choose a format for publishing: print or digital for their final presentation of their realistic fiction</li> <li>○ Use the rubric in the <b>Reading/Writing Companion</b> page 31 to identify areas that might need further work.</li> </ul>  |
| <b>Grammar</b><br>Practice Book   | Students will: T159 <ul style="list-style-type: none"> <li>○ Review Subject-Verb Agreement</li> <li>○ Participate in the activity “Describe Pictures”: Ask partners to each select five pictures from a magazine or other publication and trade pictures with another pair. Have partners take turns discussing the images, using linking verbs to describe people and objects.</li> </ul>  |
| <b>Expand Vocabulary</b><br>Practice Book   | Students will: T165 <ul style="list-style-type: none"> <li>○ Read <b>Differentiated Genre Passage</b> “The Life of Barbara Jordan.</li> <li>○ With a partner, use a thesaurus to find synonyms and antonyms for <i>protest</i> and <i>injustice</i>. Then write sentences using <i>protest</i> and <i>injustice</i>.</li> <li>○ See <b>Practice Book</b> page 167.</li> </ul>   |

| Day 9   | Instructional Plan   |
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| <b>Student Learning Targets:</b> 4.FL.PWR.3.a, 4.FL.F.5.a, 4.FL.F.5.b, 4.FL.WC.4.b, 4.RI.IK1.9, <b>4.W.PDW.6</b> , 4.FL.WC.4.a, 4.FL.VA.7a.i, 4.FL.VA.7a.ii, 4.FL.VA.7b.iii |  |
| <b>Fluency</b><br>Practice Book   | Students will: T147 <ul style="list-style-type: none"> <li>○ Listen as the teacher reads the first two paragraphs of “Judy’s Appalachia” on <b>Reading/Writing Companion</b> page 35</li> <li>○ Practice fluency using the online <b>Differentiated Genre Passage</b>, “The Life of Barbara Jordan.”</li> </ul>  |
| <b>Writing Process: Publish, Present, &amp; Evaluate</b><br>Reading / Writing Companion   | Students will: T152-T153 <ul style="list-style-type: none"> <li>○ Prepare for publishing and presenting their work.</li> <li>○ Choose a format for publishing: print or digital for their final presentation of their realistic fiction</li> <li>○ Use the rubric in the <b>Reading/Writing Companion</b> page 31 to identify areas that might need further work.</li> </ul>   |
| <b>Make Connections</b><br>Reading / Writing Companion  | Students will: T166 <ul style="list-style-type: none"> <li>○ Share and discuss students’ responses to the “The Power Is Yours” blast.</li> <li>○ Complete the activities on <b>Reading/Writing Companion</b> page 54 and discuss how the poem, the blast, and the selections they have just read relate to the theme of making a difference. Have groups use the chart to take notes.</li> <li>○ Refer to their notes on the four-column chart as they respond to the writing prompt at the bottom of the page.</li> </ul> |
| <b>Grammar</b><br>Practice Book   | Students will: T159 <ul style="list-style-type: none"> <li>○ Make corrections to sentences on the board.</li> <li>○ Find a piece of their own writing in their writer’s notebook and correct any linking verb errors they find.</li> <li>○ See <b>Practice Book</b> page 160.</li> </ul>   |
| Day 10  | Instructional Plan   |
| <b>Student Learning Targets:</b> 4.SL.CC.1, <b>4.W.PDW.6</b> , 4.FL.WC.4.a, 4.FL.VA.7a.i, 4.FL.VA.7a.ii, 4.FL.VA.7b.iii   |  |
| <b>Writing Process: Publish and Present</b><br>Reading / Writing Companion  | Students will: T154-T155 <ul style="list-style-type: none"> <li>○ Prepare for publishing and presenting their work.</li> <li>○ Choose a format for publishing: print or digital for their final presentation of their realistic fiction</li> <li>○ Listen actively by writing down any relevant questions to clarify information during the presentation</li> <li>○ Use the frames on the bottom of <b>Reading/Writing Companion</b> page 55 to focus the discussion.</li> </ul>   |
| <b>Spelling</b><br>Practice Book  | Students will: T163 <ul style="list-style-type: none"> <li>○ Take the Spelling Post-Test</li> </ul>  |
| <b>Research and Inquiry</b><br>Reading / Writing Companion  | Students will: T167 <ul style="list-style-type: none"> <li>○ Prepare in order to present their best work.</li> <li>○ Practice presenting their realistic fiction to a partner and offering one another feedback.</li> <li>○ Write down any questions that they have during the presentation to help them remember that they wasn’t to ask when the speaker is finished.</li> <li>○ Use the frames on the bottom of <b>Reading/Writing Companion</b> page 55 to focus the discussion.</li> </ul>                            |

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| <b>Progress Monitoring</b> | Students will: T202-T203 <ul style="list-style-type: none"><li>○ Complete the online assessment</li></ul> |
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