

Fourth Grade ELA Reading, Writing, and Word Study Power Targets

Unit 1 Planning:

Skills of a good reader -focus on narrative story elements and narrative writing (students could keep an interactive reading notebook)

Getting Started Mini Unit: (Condense F&P's first 20 days) -maybe first two or three weeks while assessing

- Launching independent reading/teaching reading and writing routines and procedures
 - Choosing books including when to abandon a book
 - Building stamina
 -
- Respectful listening and speaking
- Writing procedures

Unpacking ELA Module 1:

- What are the critical skills/standards? (where do they align with what we named as priority?)*
- What are the assessment tasks? Do we think they assess the critical skills well and in a way that would be interesting to kids?*
- What texts are incorporated? Keep? Replace?*
- What protocols or anchor charts are used to teach reading skills? Keep? Replace?*

SS-Geography (students locating themselves where they live; map skills (text features with maps))

Plan for ELA & SS Grade 4

Unit Name	<i>"Getting Started in 4th Grade ELA"</i>
Quarter 1	Learning Priorities: <ul style="list-style-type: none"><input type="checkbox"/> R1 (key ideas and details) -writing in response to reading (using read alouds)<input type="checkbox"/> R2 (theme and central idea)<input type="checkbox"/> R3 (characterization)<input type="checkbox"/> Characteristics of different genres --R9 (recognize genres...) Routines: Establish routines for reader's workshop

	<ul style="list-style-type: none"> <input type="checkbox"/> Procedures for small group reading <input type="checkbox"/> Developing good habits for reader's workshop <ul style="list-style-type: none"> <input type="checkbox"/> How to choose a just-right book <input type="checkbox"/> Keeping a journal for writing responses --see <i>Abby's journal</i> <p>Spelling routines</p> <p>Assessment: Writing pre-test *Benchmarking</p> <p>Unit 2: Tales & Legends of Native Americans of NY (SS connection) (Informational Reading especially RL, 2, 3, 5 and W3)--EL module 1 materials--begin with legends and tales and then build to realistic fiction (students write their own legend)</p>		
Quarter 2	<p>Unit 3: Native Americans of NY continued (R1, 2, 3, 5 and W2)--the focus is informational in this part</p> <p>Unit 4: Holiday mini-unit (Colonial times Christmas--then and now)</p> <p>Unit 5: Argumentation (January) Slavery</p>		
Quarter 3	<p>Unit 5 (Feb -early March) (March 25th ELA state test begins) --New Yorkers who made a difference (US History)</p> <p>Connecting literary and informational texts to study (_____ paired with informational) -Focus on connections, comparing point of view; primary v secondary sources RL&RI 1, 2, 3, 5, W1 OR 2 (include some digital texts)</p> <p>Unit 6 Brief Poetry Unit (Week of April 13th)</p>		
Quarter 4	<p>Unit 7: Novel Study -? (<i>5th reads Esparenza Rising, Mrs. Frisby and the Rats of Nimh, Promises to Keep; Eight Days Holes?</i>)</p> <p>Final Unit: Living Museum (Biographies) --SS Connection</p>		
Quarter 1			
Quarter 1	<i>Unit 1 "Getting Started in 4th Grade ELA" mini-unit: Creating a Positive Classroom Learning Environment</i>		
Timeline	Routines and Procedures	Reading Skills	Materials
Sept 5-13th (7 days)	<p>Learning Targets</p> <p><i>*Note: Divide these routines targets across the first three weeks of school, pacing them</i></p>	<p>Learning Targets</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can describe a character's feelings (R3) 	<ul style="list-style-type: none"> ● Indian in the Cupboard ● Short Passages ● Leveled Readers

	<p><i>out and aligning them to texts as is most appropriate</i></p> <p>Establish routines for reader's workshop Developing good habits for reader's workshop</p> <p>The First 20 Days (F&P) Days 1-5</p> <ul style="list-style-type: none"> <input type="checkbox"/> Selecting books & enjoying silent reading (quiet environment) <input type="checkbox"/> Reading is thinking <p>Strategies and skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> How to choose a just-right book <input type="checkbox"/> Thinking and talking about your reading (think aloud) <input type="checkbox"/> Guidelines for peer discussion <input type="checkbox"/> Abandoning books <input type="checkbox"/> Distinguishing between fiction and nonfiction (variety of genres including kinds of fiction and nonfiction) --could begin chart of genres <input type="checkbox"/> Keeping a record of your reading (reading goals) /reading interests <p>Guidelines for reading workshop:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Independent and center time <input type="checkbox"/> Writing responses to your reading--see <i>Abby's journal</i> <input type="checkbox"/> Sharing responses (peer collaboration) <input type="checkbox"/> Using sticky notes to get 	<ul style="list-style-type: none"> <input type="checkbox"/> I can make connections to characters' feelings (4R3) <input type="checkbox"/> I can describe the problem and solution in the story <input type="checkbox"/> I explain causes and their effects in the story <input type="checkbox"/> I can ask and answer questions about my reading (3R1/4R1) <input type="checkbox"/> I can write a claim supported by evidence from the reading (4w1) <input type="checkbox"/> I can construct complete sentences (4L.1) <input type="checkbox"/> I can use what I know about spelling patterns,in my writing (4L.2) <p>Assessment</p> <p>Writing Pre-Test (Sept 6th-first Friday)</p> <p>Asking and Answering Reading Passages (3 passages in WT bundle)</p> <p>Observe students applying skills to sticky notes</p> <p>Spelling Test</p> <p>Skill Exit Ticket</p> <p>Reading menu 1.1, 1.6, 2.2, 2.6, and 2.8 (highlight these as a MUST do before choosing others)</p> <p>Students use complete sentences in their writing</p>	<ul style="list-style-type: none"> ● Harcourt Spelling ● Harcourt Grammar ● Online Google Classroom: Daily Reading Review and Quizzes ● Reading Exit Tickets ● Type to Learn ● Reading Response Menu ● Vocabulary Builders Journal ● Wimpy Teacher (WT) Bundle ● Interactive Notebook (composition book- for whole class skill response) ● Reading Folders (for independent written reading response/ reading menu) <p>Other ideas:</p> <ul style="list-style-type: none"> ●
--	--	--	--

- ready for journal writing
- Explain and model letter topics to students

Spelling routines (whole group/word work station)

Key Vocabulary

Introduced in whole group/ practice in vocabulary station - Using vocabulary from Indian in the Cupboard ch.1-3

Assessment

Begin reading pre-testing Sept 9th; wrap up by the 20th

Reading Pre-Test (Easy CBM) - (45 minutes ish)

(Screener for All Students) DIBELS (accuracy/fluency) in small group with Melissa

Possibility: "Literably" could be used for benchmarking all students to achieve a level for instructional grouping

Assessment of this week's targets could come from the prompts we'll use for students' notebooks

Reading exit tickets
Google quizzes

Activities:

	<ul style="list-style-type: none"> ● Read Indian in the Cupboard chapters 1-3 ● WT Budle- Unit 1 Powerpoint and Interactive Notebook activities ● Spelling Skill: Words with Long a and Short a (-ay, a-e, -ea) ● Grammar Skill: Construct complete sentences 		
Timeline	Routines & Procedures	Reading Skills	Materials
Sept 16-20th	<p>Learning Targets <i>*Note: Divide these routines targets across the first three weeks of school, pacing them out and aligning them to texts as is most appropriate</i></p> <p>Establish routines for reader's workshop Developing good habits for reader's workshop</p> <p>The First 20 Days (F&P) Days 6-10</p> <ul style="list-style-type: none"> ❑ Selecting books & enjoying silent reading (quiet environment) ❑ Reading is thinking <p>Strategies and skills</p> <ul style="list-style-type: none"> ❑ How to choose a just-right book ❑ Thinking and talking about your reading (think aloud) ❑ Guidelines for peer discussion ❑ Abandoning books 	<p>Learning Targets</p> <ul style="list-style-type: none"> ❑ I can describe a character's feelings (R3) ❑ I can make connections to characters' feelings (4R3) ❑ I can describe the problem and solution in the story ❑ I explain causes and their effects in the story ❑ I can ask and answer questions about my reading (3R1/4R1) ❑ I can write a claim supported by evidence from the reading (4w1) ❑ I can identify and construct declarative and interrogative sentences (4L.1) ❑ I can use what I know about spelling patterns, in my writing (4L.2) <p>Assessment</p>	<ul style="list-style-type: none"> ● Indian in the Cupboard ● Short Passages ● Leveled Readers ● Harcourt Spelling ● Harcourt Grammar ● Online Google Classroom: Daily Reading Review and Quizzes ● Reading Exit Tickets ● Type to Learn ● Reading Response Menu ● Vocabulary Builders Journal ● Wimpy Teacher (WT) Bundle ● Interactive Notebook (composition book- for whole class skill response)

	<ul style="list-style-type: none"> <input type="checkbox"/> Distinguishing between fiction and nonfiction (variety of genres including kinds of fiction and nonfiction) --could begin chart of genres <input type="checkbox"/> Keeping a record of your reading (reading goals) /reading interests <p>Guidelines for reading workshop:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Independent and center time <input type="checkbox"/> Writing responses to your reading--<i>see Abby's journal</i> <input type="checkbox"/> Sharing responses (peer collaboration) <input type="checkbox"/> Using sticky notes to get ready for journal writing <input type="checkbox"/> Explain and model letter topics to students <p>Spelling routines (whole group/word work station)</p> <p>Key Vocabulary</p> <p>Introduced in whole group/ practice in vocabulary station Using vocabulary from <u>Indian in the Cupboard</u> ch.4-6</p> <p>Assessment</p> <p>Begin reading pre-testing Sept 9th; wrap up by the 20th</p>	<p>Asking and Answering Reading Passages (3 passages in WT bundle)</p> <p>Observe students applying skills to sticky notes</p> <p>Spelling Test</p> <p>Skill Exit Ticket</p> <p>Reading menu 1.1, 1.6, 2.2, 2.6, and 2.8 (highlight these as a MUST do before choosing others)</p> <p>Students use complete sentences in their writing</p>	<ul style="list-style-type: none"> • Reading Folders (for independent written reading response/ reading menu) <p>Other ideas:</p> <ul style="list-style-type: none"> •
--	---	--	--

	<p>Reading Pre-Test (Easy CBM) - (45 minutes ish) (Screener for All Students) DIBELS (accuracy/fluency) in small group with Melissa Possibility: "Literably" could be used for benchmarking all students to achieve a level for instructional grouping</p> <p>Assessment of this week's targets could come from the prompts we'll use for students' notebooks</p> <p>Reading exit tickets Google quizzes</p> <p>Activities:</p> <ul style="list-style-type: none"> ● Read Indian in the Cupboard chapters 4-6 ● WT Budle- Unit 1 Powerpoint and Interactive Notebook activities ● Spelling Skill- Words with Long and Short e (-ee, -ea) ● Grammar Skill-Declarative & Interrogative Sentences 		
Timeline	Routines & Procedures	Reading Skills	Materials
Sept 23-27th	<p>Learning Targets <i>*Note: Divide these routines targets across the first three weeks of school, pacing them</i></p>	<p>Learning Targets</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can describe a character's feelings (R3) <input type="checkbox"/> I can make connections to characters' feelings (4R3) 	<ul style="list-style-type: none"> ● Indian in the Cupboard ● Short Passages ● Leveled Readers ● Harcourt Spelling

	<p><i>out and aligning them to texts as is most appropriate</i></p> <p>Establish routines for reader's workshop Developing good habits for reader's workshop</p> <p>The First 20 Days (F&P) Days 11–end</p> <ul style="list-style-type: none"> ❑ Selecting books & enjoying silent reading (quiet environment) ❑ Reading is thinking <p>Strategies and skills</p> <ul style="list-style-type: none"> ❑ How to choose a just-right book ❑ Thinking and talking about your reading (think aloud) ❑ Guidelines for peer discussion ❑ Abandoning books ❑ Distinguishing between fiction and nonfiction (variety of genres including kinds of fiction and nonfiction) --could begin chart of genres ❑ Keeping a record of your reading (reading goals) /reading interests <p>Guidelines for reading workshop:</p> <ul style="list-style-type: none"> ❑ Independent and center time ❑ Writing responses to your reading-- <i>see Abby's journal</i> ❑ Sharing responses (peer collaboration) 	<ul style="list-style-type: none"> ❑ I can describe the problem and solution in the story ❑ I explain causes and their effects in the story ❑ I can identify character traits based on a character's words and actions (4R3) ❑ I can support my character trait description using evidence from the text (4R3) ❑ I can write a claim supported by evidence from the reading (4w1) ❑ I can identify and construct Imperative & Exclamatory and (4L.1) ❑ I can use what I know about spelling patterns, in my writing (4L.2) <p>Assessment</p> <p>Character Trait Reading Passages (3 passages in WT bundle)</p> <p>Observe students applying skills to sticky notes</p> <p>Spelling Test</p> <p>Skill Exit Ticket</p> <p>Reading menu 6.3, 7.5, 7.3 and 12.6 (highlight these as a MUST do before choosing others)</p> <p>Students use complete sentences in their writing</p>	<ul style="list-style-type: none"> ● Harcourt Grammar ● Online Google Classroom: Daily Reading Review and Quizzes ● Reading Exit Tickets ● Type to Learn ● Reading Response Menu ● Vocabulary Builders Journal ● Wimpy Teacher (WT) Bundle ● Interactive Notebook (composition book- for whole class skill response) ● Reading Folders (for independent written reading response/ reading menu) <p>Other ideas:</p> <ul style="list-style-type: none"> ●
--	---	---	---

- ❑ Using sticky notes to get ready for journal writing
- ❑ Explain and model letter topics to students

Spelling routines (whole group/word work station)

Key Vocabulary

Introduced in whole group/ practice in vocabulary station - Using vocabulary from Indian in the Cupboard ch.7-9

Assessment

Assessment of this week's targets could come from the prompts we'll use for students' notebooks

Reading exit tickets
Google quizzes

Activities:

- Read Indian in the Cupboard chapters 7-9
- WT Budle- Unit 2
Powerpoint and Interactive Notebook activities
- Spelling Skill-Words with long and short i (i-e, -ie, -i, y-e)
- Grammar Skill: Imperative & Exclamatory Sentences

Timeline	Reading Lessons	Reading Skills	Materials
<p>Sept. 30th -Oct. 4th</p>	<p>Guidelines for reading workshop:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Independent and center time <input type="checkbox"/> Writing responses to your reading-- <i>see Abby's journal</i> <input type="checkbox"/> Guided Reading <input type="checkbox"/> Using sticky notes to get ready for journal writing <input type="checkbox"/> Students independently construct a written response to their independent reading using menu <p>Key Vocabulary</p> <p>Introduced in whole group/ practice in vocabulary station - Using vocabulary from <u>Indian in the Cupboard</u> ch.10-12</p> <p>Activities:</p> <ul style="list-style-type: none"> • Read Indian in the Cupboard chapters 10-12 • WT Budle- Unit 2 Powerpoint and Interactive Notebook activities • Spelling Skill- Words with long and short o & u (o-e, oo, ue, ew, u) • Grammar Skill: Subjects & Predicates 	<p>Learning Targets</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can describe a character's feelings (R3) <input type="checkbox"/> I can make connections to characters' feelings (4R3) <input type="checkbox"/> I can describe the problem and solution in the story <input type="checkbox"/> I explain causes and their effects in the story <input type="checkbox"/> I can identify the point of view of a story (1st vs. 3rd) (4R6) <input type="checkbox"/> I can identify and construct Subjects & Predicates and (4L.1) <input type="checkbox"/> I can use what I know about spelling patterns, in my writing (4L.2) 	<ul style="list-style-type: none"> • Indian in the Cupboard • Short Passages • Leveled Readers • Harcourt Spelling • Harcourt Grammar • Online Google Classroom: Daily Reading Review and Quizzes • Reading Exit Tickets • Type to Learn • Reading Response Menu • Vocabulary Builders Journal • Wimpy Teacher (WT) Bundle • Interactive Notebook (composition book- for whole class skill response) • Reading Folders (for independent written reading response/ reading menu) <p>Other ideas:</p> <ul style="list-style-type: none"> •

	<p>Assessment</p> <p>Point of View Reading Passages (3 passages in WT bundle)</p> <p>Observe students applying skills to sticky notes</p> <p>Spelling Test</p> <p>Skill Exit Ticket</p> <p>Reading menu 5.5 and 12.9 (highlight these as a MUST do before choosing others)</p> <p>Students will use subjects and predicates in complete sentences in their writing.</p>		
Timeline	Writing Lessons	Reading Skills	Materials
Oct 7th-15th (6 days)	<p>Narrative Writing Unit</p> <p>Day 1:</p> <ul style="list-style-type: none"> ● Introduce (review) elements of a narrative story ● Use mentor text to identify said elements ● Use story map to record elements of story modeled <p>Day 2:</p>	<p>Learning Targets: 4W3</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can write a story using details in the correct sequence <input type="checkbox"/> I can include a beginning, middle, and end to my story <input type="checkbox"/> I can describe a setting which includes the where and when (time and place) of a story <input type="checkbox"/> I can use transitional words to show the passage of time 	<ul style="list-style-type: none"> ● Writing Curriculum Binder ● Story Map ● Transition Word Anchor Chart ● Mentor text/stories (see Melissa's mentor text Scholastic box)

- Introduce writing prompt “If I Could Bring a Toy to Life”
- Brainstorm- Choose toy and do a quick sketch
- Use clean story map to discuss each story element (bit by bit) having students complete each part of the map (ie. all fill in characters with short description, then review setting and add to individual map, remind them to include events, a problem in the beginning and character feelings, middle should include how characters try to solve the problem along with change in character’s feelings and a quote, end with a solution, feelings, quote, and a connected ending with a sense of closure

Day 3: Rough Draft

- Students will use story map to write rough draft skipping lines to allow for editing.

Day 4: Revising & Editing

- Teacher will model how to revise narrative writing.
 - Choose one event to describe in more detail.
 - Add more transitional words.
 - Add another example of dialogue.
- Teacher will model how to edit for punctuation, capitalization and usage.
- Students will revise and edit their rough drafts.

- ☐ **I can include thoughts and feelings of characters in my story**
- ☐ **I can use grade level spelling and mechanics in my writing**

Day 5: Publishing

- Students will publish final copies of narrative writing stories.
- Students will peer share if time allows.

Day 6: Post Assessment

- Writing Prompt: "Best Day Ever"

Key Vocabulary

Introduced in whole group/ practice in vocabulary station - Using vocabulary from Indian in the Cupboard ch.10-12

Activities:

- Read Indian in the Cupboard chapters 10-12
- WT Budle- Unit 2
Powerpoint and Interactive Notebook activities
- Spelling Skill-Words with long and short o & u (o-e, oo, ue, ew, u)
- Grammar Skill: Subjects & Predicates

Assessment

	<p>Point of View Reading Passages (3 passages in WT bundle)</p> <p>Observe students applying skills to sticky notes</p> <p>Spelling Test</p> <p>Skill Exit Ticket</p> <p>Reading menu 5.5 and 12.9 (highlight these as a MUST do before choosing others)</p> <p>Students will use subjects and predicates in complete sentences in their writing.</p>		
Timeline	Routines and Procedures	Reading Skills	Materials
<p>Oct 16th-25th (8 days)</p>	<p>Context Clues Unit Continuing reading workshop as described above</p> <p>Key Vocabulary</p> <p>Introduced in whole group/ practice in vocabulary station - Using vocabulary from <u>Indian in the Cupboard</u> ch.13-end</p> <p>Activities:</p>	<p>Learning Targets</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use context clues to determine the meaning of unknown words in my reading (4L4R) <input type="checkbox"/> I can make connections to characters' feelings (4R3) <input type="checkbox"/> I can describe the problem and solution in the story <input type="checkbox"/> I explain causes and their effects in the story <input type="checkbox"/> I can identify and construct Complete and Simple Subjects (4L.1) 	<ul style="list-style-type: none"> ● Indian in the Cupboard ● Short Passages ● Leveled Readers ● Harcourt Spelling ● Harcourt Grammar ● Online Google Classroom: Daily Reading Review and Quizzes ● Reading Exit Tickets ● Type to Learn

	<ul style="list-style-type: none"> ● Read Indian in the Cupboard chapters 13-end 1. Teacher model using a projected page of text to show how we identify context clues 2. Following days: Teacher provides packet with snips of pages in the novel where class stops to use highlighters to identify clues around the unknown word, discuss with partner, teacher listens to rationale and confirms or clarifies meaning 3. Students will work with partners and independently to use context clues to determine the meaning of words in the Indian and the Cupboard. 4. Spelling Skill: Words with /ar/-ar 5. Grammar Skill: Complete and Simple Predicates <ul style="list-style-type: none"> ● WT Bundle- Context Clues Powerpoint and Interactive Notebook activities ● Spelling Skill-Words with oo & ou (w, oo, ou) ● Grammar Skill: Complete and Simple Subjects 	<p><input type="checkbox"/> I can use what I know about spelling patterns in my writing (4L.2)</p>	<ul style="list-style-type: none"> ● Reading Response Menu ● Vocabulary Builders Journal ● Wimpy Teacher (WT) Bundle ● Interactive Notebook (composition book- for whole class skill response) ● Reading Folders (for independent written reading response/ reading menu) <p>Other ideas:</p> <ul style="list-style-type: none"> ●
--	---	---	--

	<p>Assessment</p> <p>Context Clues Reading Passages (3 passages in WT bundle)</p> <p>Observe students applying skills to packet of focus words (text pages)</p> <p>Spelling Test</p> <p>Skill Exit Ticket</p> <p>Reading menu 5.5 and 12.9 (highlight these as a MUST do before choosing others)</p> <p>Students will use subjects and predicates in complete sentences in their writing.</p>		
Timeline	Reading Lessons	Reading Skills	Materials
<p>Oct 28th-Nov. 1st **Legend of Sleepy Hollow/ Halloween Unit</p>	<p>Character Trait Pumpkin Trait/Review Week</p> <p>Day 1:</p> <ul style="list-style-type: none"> ● Review character trait & model completing a character map. ● Choose a favorite book character for project and complete character map. <p>Day 2:</p> <ul style="list-style-type: none"> ● Continue working on character map 	<ul style="list-style-type: none"> ● I can identify character traits based on a character's words and actions (4R3) 	<ul style="list-style-type: none"> ● Pumpkins ● Paint ● Character Maps

	<p>and draw blueprint for pumpkin.</p> <p>Day 3:</p> <ul style="list-style-type: none"> • Paint pumpkins. (80 minutes no labs) <p>Day 4: Happy Halloween!</p> <p>Day 5: Share</p>		
Timeline	Reading Lessons	Reading Skills	Materials
Nov 4– Nov 8	<p>Native American Unit</p> <p>(NO Literacy Labs/compare and contrast work during that time)</p> <ul style="list-style-type: none"> • Compare and Contrast using non-fiction text features • Read Lessons 1–4. (5? Half day) • Non-fiction Text Features: timeline, headings, captions, maps, illustrations, bold print • Continuing reading workshop as described above <p>Key Vocabulary</p> <p>Introduced in whole group/ practice in vocabulary station - Using vocabulary from <u>Harcourt</u> Ch. 2, Lessons 1–4</p>	<p>Learning Targets</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use and identify text features (4R7) <input type="checkbox"/> I can compare and contrast topics and relevant details in nonfiction text (4R5) <input type="checkbox"/> I can identify and construct Compound Subjects and Predicates (4L.1) <input type="checkbox"/> I can use what I know about spelling patterns, in my writing (4L.2) 	<ul style="list-style-type: none"> • Harcourt Grade 5 Social Studies Textbook • Short Passages • Leveled Readers • Harcourt Spelling • Harcourt Grammar • Online Google Classroom: Daily Reading Review and Quizzes • Reading Exit Tickets • Type to Learn • Reading Response Menu • Vocabulary Builders Journal • Wimpy Teacher (WT) Bundle

Activities:

- Day 1- Lesson 1, Identify Non-Fiction Text Features
- Day 2-Lesson 2, Compare and Contrast Tribes from text with Venn Diagram
- Day 3-Lesson 3, Compare and Contrast Tribes from text with T-chart
- Day 4- Lesson 4, Compare and contrast all tribes on anchor chart. Students will write a short response comparing two tribes.

Spelling Skill: Words with /or/ (our, or, ore)

Grammar Skill: Compound subjects and predicates

Assessment

Social Studies Chapter Quiz

Compare and Contrast paragraph writing

Spelling Test

Students will use subjects and predicates in complete sentences in their writing.

- **Interactive Notebook (composition book- for whole class skill response)**
- **Reading Folders (for independent written reading response/ reading menu)**

Other ideas:

-

Timeline	Routines and Procedures	Reading Skills	Materials
Nov 4th-8th	Assessment: <i>Given throughout the week</i> Easy CBM (in class) and DIBELS (Melissa)	Assessment: Writing Post-Assessment for Q1	Rally Practice Taking the High Road
<i>Quarter 2</i>			
Timeline	Reading Lessons	Reading Skills	Materials
<p><i>Nov. 12-Nov. 26</i></p> <p><i>Nonfiction</i></p>	<p>The Iroquois: The Six Nations Confederacy/Reading Informational Texts</p> <p>Activities:</p> <ul style="list-style-type: none"> ● Tuesday- Read Chapter 1 “Who Are the Iroquois?” and answer chapter comprehension questions. ● Wednesday- Read Chapter 2 “Traditional Life” and answer chapter questions. ● Thursday- Read Chapter 3 “Europeans Bring Change” Part 1 (pg. 22-25) and answer chapter comprehension questions. ● Friday- Read Chapter 3 “Europeans Bring Change” Part 2 (pg. 26-31) and answer comprehension questions. ● Monday-Read Chapter 4 “The Iroquois Today” and answer comprehension questions. ● Tuesday-Read Chapter 5 “Sharing the Traditions”and answer comprehension questions. ● Wednesday-Review with jeopardy review game. 	<p>Learning Targets</p> <ul style="list-style-type: none"> ❑ I can locate and refer to relevant details when explaining what a text says explicitly/implicitly and make logical references.(4R1) ❑ I can identify the main idea of a nonfiction text and how details support it. (RI.4.2) ❑ I can read informational texts and explain events, procedures, ideas or concepts, including what happened and why, based on specific evidence from the text. (4R3) ❑ I can read and comprehend 4th grade informational text. (RI.4.10) ❑ I can identify the overall structure using terms such as a sequence, comparison, cause/effect, and problem/solution. (4R5) ❑ I can use and identify text features (4R7) ❑ I can compare and contrast topics and relevant details in nonfiction text (4R5) ❑ I can use what I know about spelling patterns,in my writing (4L.2) 	<p>“The Iroquois-The Six Nations Confederacy” book.</p> <p>Chapter Comprehension Questions</p> <p>Unit Test</p> <p>Supplemental Books: Native American Legends</p> <ul style="list-style-type: none"> ● “The Girl Who Loved Wild Horses” by Paul Goble ● “Knots on a Counting Rope” by Bill Martin Jr. and John Archambault ● “The Legend of the Indian Paintbrush” by Tomie de Paola ● “The Legend of the Bluebonnet” by Tomie dePaola

<p><i>Fantasy</i></p>	<ul style="list-style-type: none"> Thursday & Friday-Give The Iroquois Unit Test <p>Extra if time permits: Read and discuss Native American legends</p> <p>Culminating Activity: Native American Presentation</p> <p><u>Matilda Chapters 1-8</u></p> <ul style="list-style-type: none"> I can read grade level text with sufficient accuracy and fluency to support comprehension (RF4) <p>The following standards are addressed in discussion and questions contained in comprehension work</p> <ul style="list-style-type: none"> I can describe character traits, motivations, or feelings drawing on specific details from the text (R3) I can develop and answer questions to locate relevant specific details in a text to support and answer or inference (R1) 	<p>Written responses in comprehension packet using a combination of one sentence response and CPP format</p>	<p>Each student has a copy of the book <u>Matilda</u> Comprehension Packet Questions and vocabulary work</p> <p>Characterization link:</p> <p>https://ny.pbslearningmedia.org/resource/litel18-ela-characterization/literary-elements-and-techniques-characterization/</p>
-----------------------	--	---	--

	<ul style="list-style-type: none"> ● I can determine the meaning of words, phrases, figurative language, and content-specific words (R4) ● I can explain how my point of view or perspective may differ from that of the author, narrator, or characters in a text (R6) ● I can identify cause/effect relationships <p>Vocabulary: formidable, diddle, skulk, comparative, appall, devour</p> <p>Skill practice:</p> <ul style="list-style-type: none"> ● Homophone ● Prefixes and suffixes <p>Assessment:</p> <ul style="list-style-type: none"> ● Chapter comprehension questions focused on above standards ● Constructed responses focused on Point of View, Character Traits, Comparing Characters, and Cause and Effect ● Accurate completion of vocabulary booklets 		
Timeline	Reading Lessons	Reading Skills	Materials
<p><i>Dec. 2 - Dec. 6</i></p> <p><i>Nonfiction</i></p>	<p>Monday- Opinion Writing Pre-Assessment-Which makes a better pet, cat or dog? (With Articles read aloud by the teacher to students)</p> <p>Tuesday- Introduce Daily Life in Colonial America with the a KWL chart on Colonial</p>	<p>Learning Targets</p> <ul style="list-style-type: none"> ☐ I can locate and refer to relevant details when explaining what a text says explicitly/implicitly and make logical references.(4R1) 	<ul style="list-style-type: none"> ● Opinion Writing Pre-Assessment & Pet Articles ● “Colonial Life” Reading A-Z book and accompanying worksheets

<p><i>Fantasy</i></p>	<p>Life.</p> <ul style="list-style-type: none"> ● Read aloud book “Colonial Life” from Reading A-Z. ● Give comprehension with vocabulary. ● Have students read the book at home for homework. <p>Wednesday- Begin S.S. Textbook Chapter 5</p> <ul style="list-style-type: none"> ● Lesson 1: Coming to New York pg. 132-137 and complete Workbook pg. 29 <p>Thursday- Chapter 5, Lesson 2 “Cities and Farms” pg. 138-142 & Complete workbook pg. 30</p> <p>Friday- Chapter 5, Lesson 3 “Growing Up in New York” pg. 146-151 & Complete workbook pg. 32</p> <p>Matilda Chapters 9-12</p>	<ul style="list-style-type: none"> ❑ I can identify the main idea of a nonfiction text and how details support it. (RI.4.2) ❑ I can read informational texts and explain events, procedures, ideas or concepts, including what happened and why, based on specific evidence from the text. (4R3) ❑ I can read and comprehend 4th grade informational text. (RI.4.10) ❑ I can identify the overall structure using terms such as a sequence, comparison, cause/effect, and problem/solution. (4R5) ❑ I can use and identify text features (4R7) ❑ I can compare and contrast topics and relevant details in nonfiction text (4R5) 	<ul style="list-style-type: none"> ● Social Studies Textbook Chapter 5 ● Social Studies Workbook <p>Each student has a copy of the book <u>Matilda</u> Comprehension Packet Questions and vocabulary work</p> <p>Characterization link:</p> <p>https://ny.pbslearningmedia.org/resource/litel18-ela-characterization/literary-elements</p>
-----------------------	--	--	---

	<ul style="list-style-type: none"> I can read grade level text with sufficient accuracy and fluency to support comprehension (RF4) <p>The following standards are addressed in discussion and questions contained in comprehension work</p> <ul style="list-style-type: none"> I can describe character traits, motivations, or feelings drawing on specific details from the text (R3) I can develop and answer questions to locate relevant specific details in a text to support and answer or inference (R1) I can determine the meaning of words, phrases, figurative language, and content-specific words (R4) I can explain how my point of view or perspective may differ from that of the author, narrator, or characters in a text (R6) I can identify cause/effect relationships <p>Vocabulary: underestimate, epicure, chaos, gutsy, exploit</p> <p>Skill practice:</p> <ul style="list-style-type: none"> Course of action Mood Figurative language <p>Assessment:</p> <ul style="list-style-type: none"> Chapter comprehension questions focused on above standards 	<p>Written responses in comprehension packet using a combination of one sentence response and CPP format</p>	<p>-and-techniques-characterization/</p>
--	---	---	--

	<ul style="list-style-type: none"> ● Course of action, Mood, and Figurative Language ● Accurate completion of vocabulary booklets 		
Timeline	Reading Lessons	Reading Skills	Materials
<p><i>Dec. 9- Dec. 13</i></p> <p><i>If You Lived In Colonial Times</i></p> <p><i>Nonfiction</i></p> <p><i>Fantasy</i></p>	<p>Monday-Read aloud Sections 1-6 of "If You Lived in Colonial Times" and complete Lesson 1 comprehension questions.</p> <p>Tuesday- "If You Lived in Colonial Times", Sections 7 - 16 and Lesson 2 complete comprehension questions.</p> <p>Wednesday- "If You Lived in Colonial Times" Sections 17 - 33 and complete Lesson 3 Comprehension questions.</p> <p>Thursday- "If You Lived in Colonial Times" Sections 34-49 and complete Lesson 4 Comprehension questions.</p> <p>Friday-"If You Lived in Colonial Times" Sections 50-52 and complete Lesson 5 Comprehension questions.</p>	<p>Learning Targets</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can locate and refer to relevant details when explaining what a text says explicitly/implicitly and make logical references.(4R1) <input type="checkbox"/> I can identify the main idea of a nonfiction text and how details support it. (RI.4.2) <input type="checkbox"/> I can read informational texts and explain events, procedures, ideas or concepts, including what happened and why, based on specific evidence from the text. (4R3) <input type="checkbox"/> I can read and comprehend 4th grade informational text. (RI.4.10) <input type="checkbox"/> I can identify the overall structure using terms such as a sequence, comparison, cause/effect, and problem/solution. (4R5) <input type="checkbox"/> I can use and identify text features (4R7) <input type="checkbox"/> I can compare and contrast topics and relevant details in nonfiction text (4R5) 	<ul style="list-style-type: none"> ● "If You Lived In Colonial Times" books ● "If You Lived in Colonial Times" comprehension packet <p>Each student has a copy of the book <u>Matilda</u></p>

	<p>Matilda Chapters 13-16</p> <ul style="list-style-type: none">● I can read grade level text with sufficient accuracy and fluency to support comprehension (RF4) <p>The following standards are addressed in discussion and questions contained in comprehension work</p> <ul style="list-style-type: none">● I can describe character traits, motivations, setting or feelings drawing on specific details from the text (R3)● I can develop and answer questions to locate relevant specific details in a text to support and answer or inference (R1)● I can determine the meaning of words, phrases, figurative language, and content-specific words (R4)● I can explain how my point of view or perspective may differ from that	<p>Written responses in comprehension packet using a combination of one sentence response and CPP format</p>	<p>Comprehension Packet Questions and vocabulary work</p> <p>Characterization link:</p> <p>https://ny.pbslearningmedia.org/resource/litel18-ela-characterization/literary-elements-and-techniques-characterization/</p>
--	--	---	---

of the author, narrator, or characters in a text (R6)

- I can identify cause/effect relationships
- I can determine the theme of a story, drama or poem from details in the text: summarize the text. (R2)

Vocabulary: peeved, bane, riffle, tread

Skill practice:

- Setting
- Analyzing poetry _Dylan Thomas poem
- Comparing Characters

Assessment:

- Chapter comprehension questions focused on above standards
- Constructed responses focused on setting, Comparing Characters, and analyzing poetry
- Accurate completion of vocabulary booklets

Timeline	Reading Lessons	Reading Skills	Materials
<p><i>Dec. 16- Dec. 20</i></p> <p><i>Letter to Santa Opinion Writing</i></p> <p><i>Nonfiction</i></p> <p><i>Fantasy</i></p>	<p>Monday-Colonial Children Quilt Project</p> <ul style="list-style-type: none"> ● Children will create a “quilt” style poster with a square for each of the following categories about colonial children. <ul style="list-style-type: none"> ○ At School ○ At Work ○ At Church ○ At Play ○ At Home ● In each quilt square students will draw an illustration and a caption to describe what they learned about that topic. <p>Tuesday-Continue working on Colonial Children Quilt Project</p> <p>Wednesday-Begin Opinion Letter to Santa (W1)</p> <ul style="list-style-type: none"> ● Review how to write an opinion piece (2 sentence introduction, 2 body paragraphs, 2 sentence conclusion). ● Review parts of a friendly letter. ● Students will need to brainstorm reasons why they should be on the good list (claims) and give examples of each reason to support their opinion. 	<ul style="list-style-type: none"> ● 4R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. ● 4W1: Write an argument to support claim(s), using clear reasons and relevant evidence. ● 4L3: Use knowledge of language and its conventions when writing, speaking, reading or listening. 	<ul style="list-style-type: none"> ● Colonial Children Packet ● Quilt Square Template ● Letter to Santa Graphic Organizer

- Begin completing the graphic organizer.

Thursday- Draft Letter to Santa & Revise

Friday-Edit & Publish letter to Santa

Matilda Chapters 17-21

- I can read grade level text with sufficient accuracy and fluency to support comprehension (RF4)

The following standards are addressed in discussion and questions contained in comprehension work

- I can describe character traits, motivations, or feelings drawing on specific details from the text (R3)
- I can develop and answer questions to locate relevant specific details in a text to support and answer or inference (R1)
- I can determine the meaning of words, phrases, figurative language, and content-specific words (R4)
- I can explain how my point of view or perspective may differ from that of the author, narrator, or characters in a text (R6)
- I can identify cause/effect relationships
- I can determine the theme of a story, drama or poem from details in the text: summarize the text. (R2)

	<p>Vocabulary: cow, snippet, impertinent, vital, consent</p> <p>Skill practice:</p> <ul style="list-style-type: none"> ● Homophone ● Prefixes and suffixes <p>Assessment:</p> <ul style="list-style-type: none"> ● Chapter comprehension questions focused on above standards ● Constructed responses focused on summarizing, point of view, problem/solution, theme ● Accurate completion of vocabulary booklets 		
Timeline	Reading	Writing	Materials
<p><i>Jan. 6 - Jan. 10</i></p> <p><i>Main Idea Unit</i></p> <p><i>Persuasive Essay Writing: New Year's Resolutions</i></p>	<p>Main Idea Unit</p>	<p>Persuasive Writing Essay: Which New Year's Resolution is Best?</p>	
Timeline	Reading	Writing	Materials

<p><i>Jan. 13 - Jan. 17</i></p> <p><i>Summarizing Unit</i></p> <p><i>Persuasive Essay Writing: Do Kids Need Homework?</i></p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> ❑ I can summarize portions of a text. (4R2) <p>Monday: Introduce summarizing fiction and non-fiction.</p> <p>Tuesday: Model summarizing non-fiction with the Big 6 (Who? What? When? Where? Why? How?) and a Scholastic News Article.</p> <p>Wednesday: Model summarizing fiction with Somebody, Wanted, But, So, Then and a fiction story.</p> <p>Thursday: Independent Practice of both summarizing fiction and summarizing nonfiction.</p> <p>Friday: Summarizing Quiz-Have students summarize an article and/or fiction story.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> ❑ I can write an argument to support a claim using clear reasons and relevant evidence. (4W1) ❑ I can demonstrate command of the conventions of academic English grammar and usage when writing or speaking. (4L1) ❑ I can demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing. (4L2) <p>Monday:</p> <ol style="list-style-type: none"> 1. Review parts of an essay (2 sentence introduction, body paragraph 1, body paragraph 2, conclusion) 2. Introduce topic of essay: Which New Year's Resolution is best? Why? 3. Have students read two articles about New Year's Resolutions. 4. Begin completing graphic organizer for planning essay reasons and evidence from the text. <p>Tuesday: Continue completing graphic organizer and begin writing persuasive essay. Be sure students check off all parts of the essay as they write.</p> <p>Wednesday: Finish writing persuasive essay and check work with essay checklist. Share with a partner.</p> <p>Thursday: Practice Test Prep Review (Focus: Looking back in the text for evidence)</p> <p>Friday: Practice Test Prep Review (Focus: Looking back in the text for evidence)</p>	<ul style="list-style-type: none"> ● Summarizing PowerPoint ● 5-Finger Organizer ● "Somebody-Wanted-But-So-Then" Organizer ● <u>Lon Po Po: A Little Red Riding Hood Story from China</u> by Ed Young ● <u>The Legend of The Indian Paintbrush</u> Tomie dePaola ● Scholastic News
<p>Timeline</p>	<p>Reading</p>	<p>Writing</p>	<p>Materials</p>
<p><i>Jan. 21 - Jan. 24</i></p>	<ol style="list-style-type: none"> 1. Give the Easy CBM Reading Comprehension Assessment. 	<ol style="list-style-type: none"> 1. End of Quarter Writing Sample-Which Pet is Best? 	

<p><i>End of Quarter Assessments</i></p>	<ol style="list-style-type: none"> 2. Administer Mid-Year Benchmark using Literably. 3. DIBELS will be administered to AIS Reading students and any red flags from Literably results. 		
<p>Timeline</p>	<p>Reading</p>	<p>Writing</p>	<p>Materials</p>
<p><i>Jan. 27 - Jan. 31</i></p> <p><i>Making Inferences</i></p> <p><i>Persuasive Essay Writing</i></p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> ❑ I can develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (4R1) <p>Monday: Introduce inferencing with Scholastic teaching resource. Read Encyclopedia Brown and fill in graphic organizer as a class</p> <p>Tuesday: Model inferencing and guided practice with “Mini Mysteries” - The Case of the Piano Phantom (Story #26)</p> <p>Wednesday: Partner inferencing fiction and non-fiction story.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> ● I can describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (4R3) ● I can determine the meaning of words, phrases, figurative language, and ● academic and content-specific words. (4R4) ● I can discuss how the reader’s point of view or perspective may differ from that of the author, narrator or characters in a text. <p>“Would You Rather” Opinion Writing</p> <p>Monday: Introduce opinion topic - Would you rather wrestle a black bear or an alligator? Use “t-chart” for</p>	<ul style="list-style-type: none"> ● Rally Week 2-Green Book 2018 ● -Rehearsal Test 2

	<p>Thursday: Independent practice - Inferencing packet (from <i>Reading Comprehension 3-4</i>)</p> <p>Friday: Inferencing quiz.</p>	<p>pros and cons. Read articles to students while listing pros and cons.</p> <p>Tuesday: Review pros and cons of wrestling each animal. Ask students to form their opinions and fill out their organizers. Once planning is finished, students should type their essays.</p> <p>Wednesday: Introduce new opinion topic - Would you rather have a pet chimpanzee or a pet python? Use "t-chart" for pros and cons. Read articles to students while listing pros and cons.</p> <p>Thursday: Review pros and cons of having each animal as a pet. Ask students to form their opinions and fill out their organizers. Once planning is finished, students should type their essays.</p> <p>Friday: Give time to share their work with a partner or small group?</p>	
Timeline	Reading	Writing	Materials
<p><i>Feb. 3 - Feb. 7</i></p> <p><i>Edoctrina NY State ELA Practice Test 2018</i></p>	<p>Edoctrina NY State ELA Practice Test 2018</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can answer comprehension questions which measure the following standards: <p> CCCSS.ELA-Literacy.RI.4.4 CCSS.ELA-Literacy.RI.4.3 CCSS.ELA-Literacy.RI.4.3 CCSS.ELA-Literacy.RI.4.2 CCSS.ELA-Literacy.RI.4.5 CCSS.ELA-Literacy.RI.4.7 CCSS.ELA-Literacy.L.4.2 </p>	<p>Edoctrina NY State ELA Practice Test 2018</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can construct short responses using a claim and text evidence to support my answer with a focus on the following standards: CCSS.ELA-Literacy.RL.4.4 CCSS.ELA-Literacy.RL.4.2 CCSS.ELA-Literacy.RL.4.6 CCSS.ELA-Literacy.RI.4.3 CCSS.ELA-Literacy.RI.4.3 CCSS.ELA-Literacy.RI.4.2 <p>3w/1</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can construct an extended response to answer to a bulleted writing prompt which includes an introduction, body paragraphs, 	<p>2018 4th Grade NYS ELA test</p> <p>Edoctrina</p> <p>Chromebook</p> <p>Paper copy of assessment</p>

	<p>CCSS.ELA-Literacy.RL.4.4 CCSS.ELA-Literacy.RL.4.4 CCSS.ELA-Literacy.RL.4.3 CCSS.ELA-Literacy.RL.4.3 CCSS.ELA-Literacy.RL.4.2</p> <p><i>*We will use data results to inform instruction going forward of topics reteach.</i></p>	<p>and a conclusion which focus on the following standards:</p> <p>CCSS.ELA-Literacy.RI.4.3</p> <p>3W2</p> <p><input type="checkbox"/> I can critique other student writing</p> <p><i>*We will use data results to inform instruction going forward of topics reteach.</i></p>	
Timeline	Reading	Writing	Materials
<p><i>Feb. 10 - Feb. 13</i></p> <p><i>(NO SCHOOL Fri. 2/14)</i></p> <p><i>Theme and Central Message</i></p> <p><i>Sequencing</i></p> <p><i>Rally</i></p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can determine a theme or central idea and explain how it is supported by key details; summarize portions of a text. (4R2) <input type="checkbox"/> I can develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (4R1) <input type="checkbox"/> I can describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, <u>sequence</u>, and cause/effect. (4R2) <p>Monday: Introduce theme/central message</p> <p>Tuesday: Model how to identify the theme of a fiction story.</p>	<p>Taking the High Road</p> <p>Day 1-</p> <p>Day 2-</p> <p>Day 3-</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use linking words and phrases to connect ideas within categories of information (4W1c) <input type="checkbox"/> I can demonstrate command of the conventions of academic English grammar and usage when writing or speaking. (4L1) <input type="checkbox"/> I can demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing. (4L2) 	<ul style="list-style-type: none"> ● Dr. Seuss stories <ul style="list-style-type: none"> ○ The Lorax ○ The Grinch ○ The Sneetches ○ Yertle the Turtle ○ Horton Hears a Who ● “Determine Theme” worksheet ● Sequencing chart ● “Find the Theme” task cards ● “Common Themes” cheat sheet

	<p>Wednesday: Model how to correctly sequence the story events of the fiction story from Tuesday.</p> <p>Thursday- Nonfiction sequence practice with a partner.</p> <p>Friday- Assess identifying the theme and sequence independently.</p>		
Timeline	Reading	Writing	Materials
<p><i>Feb. 18 - Feb. 21</i></p> <p><i>Characterization/ How a Character Changes</i></p> <p><i>Rally</i></p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can describe character traits, motivations, or feelings, drawing on specific details from the text. (4R3) <p>Monday: Introduce characterization with <u>Amazing Grace</u> and complete characterization graphic organizer.</p> <p>Tuesday: Model understanding how a character changes using text evidence and complete graphic organizer together citing text evidence with the story <u>My Rotten Redheaded Older Brother</u> by Patricia Polacco.</p> <p>Wednesday: Read aloud <u>Henry's Freedom Jar</u> and have students work with a partner to complete how the character changes including page numbers next to clues cited from text.</p>	<p>Review of 4th grade standards</p> <ul style="list-style-type: none"> - Multiple choice questions - Constructed response 	<ul style="list-style-type: none"> ● Characterization Mentor Texts: <ul style="list-style-type: none"> ○ <u>Henry's Freedom Box</u> ○ <u>The Name Jar</u> ○ <u>Amazing Grace</u> ○ <u>My Rotten Redheaded Older Brother</u> ● Characterization Graphic Organizer ● How a Character Changes Graphic Organizer ● Characterization Assessment Passages from Wimpy Bundle ● Characterization Exit Tickets

	<p>Thursday: Independent Practice</p> <p>Friday: Assessment (Wimpy Teacher)</p>		
Timeline	Reading	Writing	Materials
<p><i>Feb. 24- Feb. 28</i></p> <p><i>Cause & Effect, Point of View, Context Clues</i></p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> • I can describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (3R3) • I can determine the meaning of words, phrases, figurative language, and • academic and content-specific words. (3R4) • I can discuss how the reader’s point of view or perspective may differ from that of the author, narrator or characters in a text. <p>Monday: Review cause and effect. Read aloud one of the cause and effect mentor texts and complete the cause and effect graphic organizer together.</p> <p>Tuesday: Review context clues and model how to determine the meaning of unknown</p>		<p>Mentor Texts for Cause & Effect:</p> <ul style="list-style-type: none"> - <u>National Geographic: Amelia Earhart</u> - <u>The Reason for a Flower</u> - <u>Why Mosquitoes Buzz in People’s Ears</u> - <u>Sylvester and the Magic Peeble</u> <p>-“Short Reading Passages & Graphic Organizers to Build Comprehension” Scholastic Book pg. 42-47</p> <p>.</p> <p>Context Clues:</p> <p>-Scholastic “Reading Passages that Build Comprehension-Context Clues” packet</p> <p>-</p> <p>Independent Practice Passages:</p> <ol style="list-style-type: none"> 1. Context Clues: The Secret Garden 2. Context Clues: Words in Kidnapped

	<p>words in passages using the “Context Clues: The Secret Garden” passage/worksheet</p> <p>-Students independent practice on Context Clues: Words in Kidnapped worksheet.</p> <p>Wednesday: Review point of view/perspective using powerpoint. Read aloud <u>The True Story of the Three Little Pigs</u>. Complete point of view & character’s perspective about the story.</p> <p>Thursday: Practice Day-Students complete independent practice of all three skills reviewed this week.</p> <p>Cause and Effect Practice Packet- pg. 42-47- from “Short Reading Passages & Graphic Organizers to Build Comprehension” Scholastic Book pg. 42-47</p> <p>Friday: Continue practicing skills and going over correct responses and/or assess.</p> <p>1. Context Clues: The Meaning is There!</p>		<p>3. Context Clues:The Meaning is There!</p> <p>Point of View:</p> <p><u>The True Story of the Three Little Pigs</u></p> <p>-Point of view graphic organizer.</p> <p>-Point of View Passages</p>
<p>Timeline</p>	<p>Reading</p>	<p>Writing</p>	<p>Materials</p>
<p><i>March 2 - March 6</i></p>	<p>Edoctrina NY State ELA Practice Test 2019</p> <p><input type="checkbox"/> I can answer comprehension questions which measure the following standards:</p>	<p>Edoctrina NY State ELA Practice Test 2019</p> <p><input type="checkbox"/> I can construct short responses using a claim and text evidence to support my answer with a focus on the following standards:</p> <p>CCSS.ELA-Literacy.RL.4.3 CCSS.ELA-Literacy.RL.4.6 CCSS.ELA-Literacy.RL.4.2 CCSS.ELA-Literacy.RI.4.2 CCSS.ELA-Literacy.RI.4.3 CCSS.ELA-Literacy.RI.4.4</p>	<p>2019 4th Grade NYS ELA test</p> <p>Edoctrina</p> <p>Chromebook</p> <p>Paper copy of assessment</p>

	<p>CCSS.ELA-Literacy.RI.4.4 CCSS.ELA-Literacy.RI.4.3 CCSS.ELA-Literacy.RI.4.5 CCSS.ELA-Literacy.RI.4.4 CCSS.ELA-Literacy.RI.4.7 CCSS.ELA-Literacy.RI.4.2 CCSS.ELA-Literacy.L.4.4 CCSS.ELA-Literacy.RL.4.6 CCSS.ELA-Literacy.RL.4.2 CCSS.ELA-Literacy.RL.4.4 CCSS.ELA-Literacy.RL.4.3 CCSS.ELA-Literacy.RL.4.3 R</p> <p><i>*We will use data results to inform instruction going forward of topics reteach.</i></p>	<p>3W1</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can construct an extended response to answer to a bulleted writing prompt which includes an introduction, body paragraphs, and a conclusion which focus on the following standards: <p>CCSS.ELA-Literacy.RI.4.9</p> <p>3W2</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can critique other student writing <p><i>*We will use data results to inform instruction going forward of topics reteach.</i></p>	
Timeline	Reading	Writing	Materials
<p><i>March 9 - March 11</i></p> <p><i>(NO SCHOOL Thurs. 3/12, Fri. 3/13)</i></p>	<p>Reteach/Review Week (Data Driven Instruction Based on Test Results)</p>		
Timeline	Reading	Writing	Materials
<p><i>March 17- March 20</i></p> <p><i>(NO SCHOOL Mon. 3/16)</i></p>	<p>Reteach/Review Week (Data Driven Instruction Based on Test)</p>		
Timeline	Reading	Writing	Materials

<i>March 23- March 27</i>	NYS State ELA Test!	NY State ELA Test!	
Timeline	Reading	Writing	Materials
<i>March 30- April 3</i> <i>End of Quarter Assessmen ts</i>	<p>Historical Fiction “I Survived The American Revolution” Learning Targets:</p> <ul style="list-style-type: none"> ● R.L. 4.1 (Cause and Effect) ● R.L.4.2 (Character Trait) ● R.L. 4.3 (Character Trait & Setting) <p><u>Historical Fiction: “I Survived! The American Revolution, 1776”</u></p> <ul style="list-style-type: none"> ● Read Chapters 1 - 2 and complete corresponding vocabulary (bayonet, brim) and comprehension activities. ● Constructed Response-Setting ● Figurative Language ● Read Chapter 3 & 4 complete corresponding vocabulary (rifle, lunge) and comprehension activities. 	<p><u>End of Quarter Assessments</u></p> <ol style="list-style-type: none"> 1. Literably Benchmark 2. DIBELS 3. Easy CBM Comprehension 4. End of Quarter Writing Assessment 5. End of Quarter Spelling Assessment 	
Timeline	Reading	Writing	Materials
<i>April 6- April 10</i>	SPRING BREAK	SPRING BREAK	
Timeline	Reading	Writing	Materials
<i>April 13- April 17</i>	<u>Historical Fiction: “I Survived! The American Revolution, 1776”</u>	<u>Non-Fiction: S.S. NY 4th Grade Textbook</u> Monday- Introduce Chapter 6 and Build	New York S.S. Textbook, Chapter 6

<p><i>½ Day Fri. 4/17- End of marking period)</i></p> <p><i>New York and the American Revolution Paired Text Unit</i></p>	<ul style="list-style-type: none"> ● Read Chapters 5-8 and complete comprehension and vocabulary <p>Learning Targets:</p> <ul style="list-style-type: none"> ● R.L. 4. 6 (Point of View) ● R.L.4.4 (Figurative Language) ● R.L. 4. 4 (Context clues) <ul style="list-style-type: none"> ● Read Chapters 5 & 6 and complete corresponding vocabulary {merchant, spiffy} and comprehension activities. ● Context Clues- graphic organizer ● Figurative Language- printable ● Read Chapter 7 & 8 complete corresponding vocabulary (muzzle, gruesome) and comprehension activities. 	<p>Background/Review prior knowledge of NY in the 1770's</p> <p>Tuesday- Lesson 1- "The American Revolution Begins"</p> <p>Wednesday-Respond to Lesson 1 (Workbook pg.)</p> <p>Thursday- Lesson 2- "Declaring Independence"</p> <p>Friday- Respond to Lesson 2 (Workbook pg.)</p>	<p>"I Survived! The American Revolution, 1776"</p> <p>Novel Study Packet</p>
<p>Timeline</p>	<p>Reading</p>	<p>Writing</p>	<p>Materials</p>
<p><i>April 20- April 24</i></p> <p><i>½ Days Thurs. 4/23, Fri. 4/24- Parent Teacher Conf.)</i></p>	<p>MATH STATE TEST: 4/20-4/22</p> <p><u>Historical Fiction: "I Survived! The American Revolution, 1776"</u></p> <p>Read chapters 9 & 10</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> ● R.L. 4. 6 (Point of View) ● R. 4. 7 (Timeline) <ul style="list-style-type: none"> ● Read Chapters 9 & 10 and complete corresponding vocabulary (horrify, 	<p>MATH STATE TEST: 4/20-4/22</p> <p>Day 1- Lesson 3-"Victory and Independence" & Respond to Lesson 3 (Workbook pg.)</p> <p>Day 2-Vocabulary & Chapter 6 Review</p> <p>Day 3- Chapter 6 Test</p>	

	<p>ragtag) and comprehension activities.</p> <ul style="list-style-type: none"> ● Context Clues- activity ● Timeline (constructed response)- create timeline with the events of the American Revolution 		
Timeline	Reading	Writing	Materials
<p><i>April 27- May 1</i></p> <p><i>Start biography research, "Who Was...." books</i></p>	<p><u>Historical Fiction: "I Survived! The American Revolution, 1776"</u></p> <p>Read chapters 11-14</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> ● R.L. 4. 3 (Character Traits) ● R. 4. 1 (Mood) ● L 4.1 (Using pronouns and verbs) ● Read Chapters 11 & 12 and complete corresponding vocabulary (meager, professional) and comprehension activities. ● Character Trait- graphic organizer using text evidence (constructed response) to determine the traits of a character ● Mood- graphic organizer using text evidence (constructed response) to determine the mood of the chapter ● Read Chapters 13 & 14 and complete corresponding vocabulary (ferry, 	<p>Who Was? Biography Research Jackdaw Project</p> <p>Monday-</p> <p>Tuesday-</p> <p>Wednesday-</p> <p>Thursday-</p> <p>Friday-</p>	

	knapsack) and comprehension activities.		
Timeline	Reading	Writing	Materials
May 4- May 8	<p>Historical Fiction: <u>Historical Fiction: "I Survived! The American Revolution, 1776"</u> Read Chapter 15-18</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> ● R.L. 4. 5 (Problem & Solution) ● R. 4. 2 (Theme) ● L 4.1 (Prefixes) ● R 4. 5 (Sequencing) ● R 4. 2 (Plot Development) <ul style="list-style-type: none"> ● Read Chapters 15 & 16 and complete corresponding vocabulary (vicious, ooze) and comprehension activities. ● Problem and Solution- chain using constructed responses ● Theme- graphic organizer using text evidence (constructed response) to determine the theme of the book ● Read Chapters 17 & 18 and complete corresponding vocabulary (meld, dwindle) and comprehension activities. ● Plot Development- graphic organizer using text evidence (constructed response) to determine how the plot of the book developed 	Who Was Biography? Research Project	

Timeline	Reading	Writing	Materials
<i>May 11- May 15</i>	<p>Historical Fiction: <u>"I Survived! The American Revolution 1776"</u></p> <ul style="list-style-type: none"> • End of Unit test • AR test 	Who Was Biography? Research Project	
Timeline	Reading	Writing	Materials
<i>May 18- May 20</i> <i>(NO SCHOOL Thurs. 5/21, Fri. 5/22)</i>	<p>Historical Fiction: <u>"I Survived! The American Revolution 1776"</u></p> <p>-End of Book Test/Writing Project</p>		
Timeline	Reading	Writing	Materials
<i>May 26-May 29</i> <i>(NO SCHOOL Mon. 5/25)</i>	<p>Novel Study: Harry Potter and the Sorcerer's Stone</p> <p>Read Chapters 1 -4</p>		
Timeline	Reading	Writing	Materials
<i>June 1-June 5</i>	<p>Novel Study: Harry Potter and the Sorcerer's Stone</p> <p>Read Chapters 5-8</p>		
Timeline	Reading	Writing	Materials
<i>June 8-June 12</i>	<p>Novel Study: Harry Potter and the Sorcerer's Stone</p> <p>Read Chapters 9-12</p>		

<i>End of Year Assessments</i>			
Timeline	Reading	Writing	Materials
<i>June 15-June 19</i> <i>½ Day Mon. 6/15</i>	Novel Study: Harry Potter and the Sorcerer's Stone Read Chapters 13-16		
Timeline	Reading	Writing	Materials
<i>June 22-June 26</i> <i>Poetry</i>	Novel Study: Harry Potter and the Sorcerer's Stone Read Chapter 17 and Book Celebration!		