

All materials can be found Classlink—> Benchmark

<u>Date:</u> 8/12-8/16	Vocabulary	Whole Group 1/ Assessment/ Culminating Project	Small Group	Para Center/Peer to Peer	Whole Group 2 Response to Literature/ Grammar	Resiliency Standards
<u>Standard:</u> Review & Routines RR1-RR60		Day 1- Establish & Practice Routines: Smooth Transitions, Collaborative Atmosphere (anchor chart P. RR6) Choosing a Good Book for Independent Reading (RR3)	Day 1- Practicing Transitions	Day 1- Practicing Transitions	Day 1- Response to reading Model/ Shared Writing/ Cite Text Evidence in Response P. RR5	
<u>Learning Target/ Question Stems:</u>		Day 2- Peer to Peer or Partner Work/Accountable Talk Read Aloud - Author's Purpose	Day 2- Practicing Accountable Talk/ Peer to Peer/Transitions		Day 2- Response to reading - Write with a Partner	
Supplemental Materials						
Summary-						
Character Traits-						
Characters Contributing to Plot-						

Date: Unit 2 Week 1 August	Vocabulary	Whole Group 1/ Assessment/ Culminating Project	Small Group	Para Center Student Peer-to-peer	Whole Group 2 Response to Literature/ Grammar	Resiliency Standards	
Standard: Spotlight- Context Clues- V.1.3 Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level. Contributes to the plot- R.1.1 Explain how setting, events, conflict, and character development contribute to the plot in a literary text. Spiral- Summary- R.3.2a Summarize a text to enhance comprehension. Include plot and theme for a literary text. Character- R.1.1 Explain how character development contributes to the plot in a literary text.	Explicitly Taught: encounter tumbling tedious earnestly See page 132 for words in context	Materials- Short Reads 1 and 2 Dorothy Meets the Scarecrow How Dorothy Saved the Scarecrow Questions Document Mini Lessons: Benchmark Mini-Lesson 1 (p. 134-135) – 20 min Mini Lesson 7; pgs. 146-147; Explain how Character Development Contributes to Plot in a Drama Mini Lesson 12; pgs. 156-157; Build Language: Explain how Imagery Contributes to Meaning And Mini Lesson 13; pgs. 158-159; Summarize a Story Read Aloud to Enhance Comprehension (Continue into small group as needed).	Materials- Short Reads 1 and 2 Dorothy Meets the Scarecrow How Dorothy Saved the Scarecrow Questions Document Mini Lessons: Mini Lesson 2; pgs. 136-137; First Reading: Draw Inferences about Characters’ Actions Mini Lesson 4 p. 140-141 Summarize the Text Mini Lesson 8; pgs. 148-149; Language in Context: Analyze Author’s Use of Dialogue Mini Lesson 10 First Reading: Make Connections to Character’s Actions p. 152-153 If needed: complete mini lesson 15	Unit 2 Leveled Readers: -Slipping Up O/34 700L -The Cooking Gene P/38 700L -Finding Jacob Q/40 630 L -Tyler and Noah Q/40 630L -Project Dot R/40 560L -Naila R/40 610L -Finn McCoul S/40 610L -Success T/40 740L Reader’s Theater -Word Plays -The Toad Bridegroom Intervention Comprehension Book Lesson 1 Standard R1.2 p.10-11 story on p. 68-69 (Letters to Eve) Lesson 9 Standard R1.3 p. 26-27 story on p 70-71(The Disappearance of Lucy Carrigan) Lesson 10 Standard R1.3 p. 28-29 story on p. 74-75 (At the Tunnel’s End)	Day 1- Mini Lesson 3; 2; pgs. 138-139; Write an Opinion Essay: Read a Mentor Text Day 2- Mini Lesson 6 p. 144-145 Write and Opinion Essay: Read to Find Relevant Facts and Details Day 3- Mini Lesson 9; pgs. 150-151; Write an Opinion Essay: Use Text Evidence to Make a Claim Day 4- Mini Lesson 11: Write an Opinion Essay: Analyze the Writer’s Conclusion p. 154-155 Day 5- Mini Lesson 15 Language: Use Conjunctions	Stop! Think! Take Responsibility!	
		Day 6- Day 6: Reading Assessment: Unit 2 Week 1 Grammar Assessment: Use Main Clauses and Subordinate Clauses Spelling Assessment: long i Culminating Research Project: Benchmark Mini-Lesson #15 – Discuss the blueprint and build toward the culminating task.					
		Supplemental Materials Summary- Character Traits- Characters Contributing to Plot-					

Date: Unit 2 Week 2 August	Vocabulary	Whole Group 1/ Assessment/ Culminating Project	Small Group	Para Center Student Peer-to-peer	Whole Group 2 Response to Literature/ Grammar	Resiliency Standards	
Standard: Spotlight: Character- R.1.1 Explain how setting, events, conflict, and character development contribute to the plot in a literary text. Summary-R.3.2a Summarize a text to enhance comprehension. Include plot and theme for a literary text. Spiral: Theme R.1.2 Explain a stated or implied theme and how it develops, using details, in a literary text. Context Clues- V.1.3 Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level. Contributes to the plot- R.1.1 Explain how setting, events, conflict, and character development contribute to the plot in a literary text.	Explicitly Taught: mischievous dejectedly flutters ranking See page 166 for words in context	Materials: Extended Read 1- Peter Meets Wendy Unit 2 Week 2 Questions Mini Lessons: Mini Lesson 4 p.174-175 Summarize the Text Mini Lesson 7; pgs. 180-181; Grammar in Context: Introduce Principal Modals Mini Lesson 10 p. 186-187 Close Reading: Analyze How Hearing a Story Enhances Comprehension	Materials: Extended Read 1- Peter Meets Wendy Unit 2 Week 2 Questions Mini Lessons: Mini Lesson 1; pgs. 168-169; First Reading: Draw Inferences about Character's Actions Mini Lesson 5 p. 176-177 Build Vocabulary: Use Context Clues to Determine Meaning Mini Lesson 8; pgs. 182-183; Close Reading: Describe Characters and Explain how they contribute to plot. Mini Lesson 12 p.190-191 Close Reading: Explain a Theme and How it Develops in Two Texts	Unit 2 Leveled Readers: -Slipping Up O/34 700L -The Cooking Gene P/38 700L -Finding Jacob Q/40 630 L -Tyler and Noah Q/40 630L -Project Dot R/40 560L -Naila R/40 610L -Finn McCoul S/40 610L -Success T/40 740L Reader's Theater -Word Plays -The Toad Bridegroom Intervention Comprehension Book Lesson 1 Standard R1.2 p.10-11 story on p. 68-69 (Letters to Eve) Lesson 9 Standard R1.3 p. 26-27 story on p 70-71(The Disappearance of Lucy Carrigan) Lesson 10 Standard R1.3 p. 28-29 story on p. 74-75 (At the Tunnel's End)	Day 1- Mini Lesson 3; pgs. 172-173; Write an Opinion Essay: Read and Analyze the Prompt Day 2- Mini Lesson 6 Write an Opinion Essay: Develop Reasons Based on Relevant Details. Day 3- Mini Lesson 9; pgs. 184-185; Write an Opinion Essay: Text Evidence to Make a Claim Day 4- Mini Lesson 11 p. 188-189 Write an Opinion Essay: Plan and Organize Your Opinion Essay Day 5- Mini Lesson 14; pgs. 194-195; Blueprint/Culminating Task	HE.4.R.2.4 Explain how attitudes and thoughts can influence your behavior. Use with “Peter Meets Wendy” Extended Read 1	
		Day 6: Reading Assessment: Unit 2 Week 2 Grammar Assessment: Recognize and correct inappropriate shifts Spelling Assessment: long u and short u					
		Supplemental Materials Summary- Character Traits- Characters Contributes to the plot- Theme-					

Date: Unit 2 Week 3 September	Vocabulary	Whole Group 1/ Assessment/ Culminating Project	Small Group	Para Center Student Peer-to-peer	Whole Group 2 Response to Literature/ Grammar	Resiliency Standards
Standard: Spotlight: Theme R.1.2 Explain a stated or implied theme and how it develops, using details, in a literary text. Character- R.1.1 Explain how setting, events, conflict, and character development contribute to the plot in a literary text. Spiral: Contributes to the plot- R.1.1 Explain how setting, events, conflict, and character development contribute to the plot in a literary text. Context Clues- V.1.3 Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level. Summary-R.3.2a Summarize a text to enhance comprehension. Include plot and theme for a literary text.	Explicitly Taught: Appalled, contemptuously, overrated, sinking feeling See page 122 TE for words in context	Materials: Peter's Shadow Unit 2 Week 3 Questions Character Trait Manipulative Summarizing Manipulative Mini Lessons: Mini Lesson 4; p.206-207 Close Reading Analyze How Reading and Hearing Versions of a Story Enhances Comprehension Mini Lesson 9; pgs. 216-217; Close Reading: Use Details from Two Texts to Explain How a Theme Develops Mini Lesson 12; pgs. 222-223; Explain How Rhyme and Structure Create Meaning in a Poem	Materials: Peter's Shadow Unit 2 Week 3 Questions Character Trait Manipulative Summarizing Manipulative Mini Lessons: Mini Lesson 1; pgs. 200-201; First Reading: Make Connections to Characters' Actions Mini Lesson 7; pgs. 212-213; Close Reading: Summarize the Text	Leveled Readers: -Slipping Up O/34 700L -The Cooking Gene P/38 700L -Finding Jacob Q/40 630 L -Tyler and Noah Q/40 630L -Project Dot R/40 560L -Naila R/40 610L -Finn McCoul S/40 610L -Success T/40 740L Reader's Theater -Word Plays -The Toad Bridegroom Intervention Comprehension Book Lesson 1 Standard R1.2 p.10-11 story on p. 68-69 (Letters to Eve) Lesson 9 Standard R1.3 p. 26-27 story on p 70-71(The Disappearance of Lucy Carrigan) Lesson 10 Standard R1.3 p. 28-29 story on p. 74-75 (At the Tunnel's End)	Day 1- Mni Lesson 3; pgs. 204-205; Write an Opinion Essay: Create an Effective Opening Paragraph Day 2- Mini Lesson 6; p.210-211 Write an Opinion Essay: Incorporate Text Evidence to Support and Opinion and Provide a Conclusion Day 3- Mini Lesson 8; pgs. 214-215; Write an Opinion Essay; Revise to Insert Words and Phrases for Effect Day 4- Mini Lesson 11; pgs. 220-221; Write an Opinion Essay: Edit to Ensure Subject/Verb Agreement and Clear Pronoun Reference Day 5- Mini Lesson 13; pgs. 224-225; Evaluate and Reflect on Writing	HE.4.R.2.3 Create a personal goal and track progress toward achievement. Use with "Peter's Shadow" Extended read 2. Helping Peter to learn how to control his frustrations when a situation arises.
Learning Target/ Question Stems: Essential Question: How do we reveal ourselves to others? Comprehension Learning Targets: Summarize: Including plot and theme Explain how a theme and how it develops Vocabulary Learning Target: Use context clues to contribute to meaning Writing Learning Target: Write an argument (Opinion essay) Grammar Learning Target: Subject-verb agreement with intervening phrases and clauses.	Supplemental Materials					

Date: Unit 1 Week 2 September	Vocabulary	Whole Group 1/ Assessment/ Culminating Project	Small Group	Para Center/Peer to Peer	Whole Group 2 Response to Literature/ Grammar	Resiliency Standards	
Standard: Spotlight: Perspectives- R.1.3 Identify the narrator's point of view and explain the difference between a narrator's point of view and character perspective in a literary text. Summary-3.2b Summarize a text to enhance comprehension: a. Include plot and theme for a literary text. Spiral: Central Idea- R. 2.2 Explain how relevant details support the central idea, implied or explicit.	Explicitly Taught: shield, shimmering, strolls, winding See page 52 for words in context	Materials: Extended Read 1- Starting Off Unit 1 Week 2 Questions Benchmark Week 2 Mini Lesson 1-p.54-55–20 minutes Ask Questions About Interactions with Nature Week 2 Mini Lesson 4-Reread to identify relevant details and explain how they support the central idea–introduce the central idea using p. 1-4(p.5 of additional materials for week 2) Week 2 Mini Lesson 5-Starting off and A Bird's Free Lunch Summarize The Lake Where the River Starts from Starting Off Week 2 Mini Lesson 8-Explain how Similes and Metaphors Contribute to the Meaning Week 2 Mini Lesson 12 Summarize Multiple Text to Enhance Comprehension	Mini Lessons: Benchmark, Week 2 Mini-Lesson 1 p. 54-55 – 20 min Week 2 Mini Lesson 10 Explain an Author's Perspective Toward a Topic.	UNIT 1 Leveled Readers: -Inspired by Nature P(38) 710L -Animal Survivors P/38 790L-820L -Padmas Paddy Q(40) 610L -A Wildlife Biologist Q(40) 980L -Energy Cycle R(40) 900L -Voyage Home R(40) 830L -Animal and Human Senses S(44) 780L-810L -Help Monarch Butterflies T(50) 990L -Reader's Theater The S.H.A. Club (N)30 -Milton the Mole (G)11 Intervention Comprehension Book Lesson 13 Standard R 2.2 p. 34-35; Story on p.90-91(From Shapeless to Chic) Lesson 10 Standard R.1.3 p.28-29; Story on p. 78-79(Dance of the Spirits)	Day 1- Week 2 Mini Lesson #3 Excerpts from "The Chipmunk" and show video "The World of Chipmunks" Attack and Analyze the Prompt Day 2- Week 2 Mini Lesson 6 Find Details in a Print Source Writing Prompt Use excerpts from "The Chipmunk" and the video "The World of Chipmunks"(p.10,11 and 15 of additional materials for week 2) Find details from the text that show appearance and behaviors in a three column chart Day 3- Week 2 Mini Lesson 9 Gather Information from a digital source–use video to fill out chart from day 2. Writing Prompt Day 4- Week 2 Mini Lesson 11 Plan and Organize your Ideas for an Expository Essay Take information from chart and plan the essay(Additional Materials p.19) Day 5- Week 2 Mini Lesson 13 Recognize and Correct Inappropriate Fragments and Run-Ons.	HE.4.R.2.2. Identify the value of making healthy choices for personal well-being. Use with "Starting Off" Extended read 1	
		Day 6- Reading Assessment: Unit 1 Week 2 Grammar Assessment: Recognize & Correct Inappropriate Fragments Spelling Assessment: long e and short e					
Learning Target/ Question Stems: Essential Question: How do you respond to nature? Comprehension Learning Targets: Summarize and Include the Central Idea and Relevant Details. Grammar Target: 1) Produce Complete Sentences: Fragments & Run-ons	Supplemental Materials						
	Central Idea– Flying with a Tiger Flying with a Tiger Manipulative My Sidewalk Nature Walk Summary- Perspectives-						

Date: UNIT 1 Week 3 October	Vocabulary	Whole Group/ Assessment/ Culminating Project	Small Group	Para Center/Peer to Peer	Whole Group 2 Response to Literature/ Grammar	Resiliency Standards
Standard: Spotlight: Figurative Language- R.3.1 Identify how figurative language contributes to meaning in text(s). Spiral: Context Clues- V.1.3 Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level. Summary-3.2b Summarize a text to enhance comprehension: a. Include plot and theme for a literary text. Perspectives- R.2.3 Explain an author's perspective toward a topic in an informational text. Central Idea- R. 2.2 Explain how relevant details support the central idea, implied or explicit.	Explicitly Taught: jaunt scrawny vegetation See page 84 for words in context	Materials The Secret Spring Benchmark Quickcheck- Edward Hopper Unit 1 Week 3 Questions Mini Lessons: Benchmark Week 3 Mini Lesson 1-p.86-87 –20 minutes Create Mental Images of Characters' Interactions with Nature Benchmark Mini Lesson 4 , pgs. 92-93 - Close Reading - Explain how similes contribute to meaning. Combine with Mini Lesson 5, pgs. 94-95; Grammar in Context Benchmark Mini Lesson 9 , pgs. 102-103; Close Reading: Explain & Compare Themes Revisit The Secret Spring and review the text before going to small group to complete questions.	Materials The Secret Spring Benchmark Quickcheck- Edward Hopper Unit 1 Week 3 Questions Mini Lessons: Benchmark Week 3 Mini Lesson 1-p.86-87 –20 minutes Mini Lesson 7 -Identify and Explain Perspectives about Encounters with Nature p. 98-99 Mini Lesson 12 p. 108-109 Explain How Structure Creates Meaning	UNIT 1 Leveled Readers: -Inspired by Nature P(38) 710L -Animal Survivors P/38 790L-820L -Padmas Paddy Q(40) 610L -A Wildlife Biologist Q(40) 980L -Energy Cycle R(40) 900L -Voyage Home R(40) 830L -Animal and Human Senses S(44) 780L-810L -Help Monarch Butterflies T(50) 990L -Reader's Theater The S.H.A. Club (N)30 -Milton the Mole (G)11 Intervention Comprehension Book Lesson 13 Standard R 2.2 p. 34-35; Story on p.90-91(From Shapeless to Chic) Lesson10 Standard R.1.3 p.28-29; Story on p. 78-79(Dance of the Spirits) Lesson 12 p. 32-33; story on p. 88-89	Day 1- Week 2. Mini Lesson 3 - Introduce the Topic Clearly p.90-91 Writing Prompt Day 2- Mini Lesson 6 Write an Expository Essay: Incorporate Relevant Information and Provide a Conclusion Day 3- Mini Lesson 8 -Expository Essay Order Adjectives to Add Detail p. 100-101 Day 4- Mini Lesson 11 p. 106-107 Write and expository essay: Edit correct inappropriate fragments and run ons Day 5- Day 4- Mini Lesson 13 , pgs. 110-111; Write an Expository Essay; Evaluate and Reflect on Writing	HE.4.R.2.1 Discuss ways to take responsibility for one's actions. Including spending time alone. Use with the secret spring Extended Read 2
		Day 6- Reading Assessment: Unit 1 Week 3-- Grammar Assessment: Recognize & Correct Inappropriate Fragments, Prepositional Phrases Spelling Assessment: long 0 and short 0				
Learning Target/ Question Stems: Essential Question: How to respond to nature? Comprehension Learning Targets: Explain Narrator's Point of View and Character's perspectives Explain How Figurative Language Contributes to Meaning Grammar: Review Preposition and Prepositional Phrases Produce Complete Sentences:Fragments and Run-Ons Review Simple Modifiers	Supplemental Materials Review of all spotlight skills-- Incredible Whales Unusual Surprise Questions American Goldfinches You Can't Stop Tegla Loroupe - Magnetic Book					

Date: Unit 3, Week 1 October	Vocabulary	Whole Group/ Assessment/ Culminating Project	Small Group	Para Center/Peer to Peer	Whole Group 2 Response to Literature/ Grammar	Resiliency Standards
<p>Standard: Spotlight: Structure- R.2.1 Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description in texts. Features- R.2.1 Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description in texts. Spiral: Contributes to the plot- R.1.1 Explain how setting, events, conflict, and character development contribute to the plot in a literary text. Context Clues- V.1.3 Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.</p> <p>Central Idea- R. 2.2 Explain how relevant details support the central idea, implied or explicit.</p>	<p>Explicitly Taught: crisis relief funds adversity feeble</p> <p>See page 18 for words in context.</p>	<p>WEEK 1 MATERIALS Unit 3 Week 1 Questions Mini Lessons: Mini-Lesson 1 (p. 20-21) Introduce unit - How does the Government Influence the Way we Live? Mini-Lesson 4 (p. 26-27) “Engage Thinking” - Introduce text structures with anchor chart focusing on problem and solution Day 3- Mini-Lesson 7 (p. 32-33) Explain how text features contribute to meaning in a text about government using “Solving Problems” text Day 4- Mini-Lesson 10 (p. 38-39) Continue lesson - Review summary of first portion of “The First Town Meeting” Read paragraphs 5-8 of “The First Town Meeting” and summarizing the second portion of text with students working in pairs ext Structure Practice with Comprehension Intervention Book - Lesson 33 (p.74-75) Review text structure - problem and solution Read “The Creation of the United States Coast Guard” (BL Master 46)</p>	<p>Mini Lessons: Mini-Lesson 2 (p. 22-23) Introduce vocabulary (relief funds, crisis) for “Solving Problems” First read of “Solving Problems” focusing on identifying important and unimportant information Mini-Lesson 4 (p. 26-27) Complete lesson focusing on identifying the text structure of “Solving Problems” and how text features contribute to the meaning Mini-Lesson 10 (p. 38-39) First Reading of “The First Town Meeting” - Summarize and Synthesize to Build Knowledge about Government Introduce vocabulary for “The First Town Meeting” (adversity, feeble) “Model” portion of lesson - summarize paragraphs 1-4 Mini-Lesson 10 (p. 38-39) Finish lesson - Finish reading text and summarize (independently or with partners) Review inference with anchor chart Complete the linked inferencing questions Text Structure Practice with Comprehension Intervention Book - Lesson 33 (p.74-75) Use the graphic organizer (BL Master 48) to identify evidence from text to support problem/solution text structure of “The Creation of the United States Coast Guard”</p>	<p>Leveled Readers -The Recess Debate 850L P/38 -Benjamin Franklin 770L P/38 -We Can Make a Difference 820L Q/40 -Women Difference 860L Q/40 -United States 890L Q/40 -Newsgirl 650L R/40 -Let Freedom Ring 970L R/40 -Florida Heroes 1010L R/40 -Civil Rights in Florida 1010L 6/40 -Florida’s Government 1120L S/40 State Government in Action -890L S/50 U.S. Citizen 840L T/50</p> <p>Readers Theater: Rights and Wrongs The Civics Game Show Paul Revere’s Ride</p>	<p>Day 1- Mini-Lesson 3 (p. 24-25) Writing - Write an Expository Essay - Develop Your Focus Review components of an expository essay Begin planning Day 2- Mini-Lesson 6 (p. 30-31) Writing - Write an Expository Essay - Select Knowledgeable and Valid Sources Day 3- Mini-Lesson 8 (p. 34-35) Grammar in Context - Use Principal Modals using “Solving Problems” Day 4- Mini- Lesson 11 Write an Expository Essay: Plan and Organize Your Essay Model your research notes and show how to organize your notes and create a planning Guide. Day 5- With a partner students will create their own planning guide. Mini Lesson 11- page 40 Review Grammar: Use Principal Modals Mini Lesson 14</p>	<p>HE.4.R.1.1 Consider the perspective s of others. Doing this through teamwork.</p> <p>Use with short read 1 “Solving Problems”</p>
<p>Learning Target/ Question Stems: Essential Question: How can government influence the way we live? Comprehension Learning Targets: Explain how characters contribute to plot. Explain how text features contribute to meaning. Vocabulary Target: Use Context clues to determine meaning. Writing Target: Write Expository Essays</p>						
<p>Supplemental Materials</p> <p>Context Clues-</p> <p>Central Idea-</p> <p>Structure- The Air in Denver - text structure</p> <p>Features-</p> <p>Contributes to the plot-</p> <p>Summary-</p>						

Date: Unit 3, Week 2 October	Vocabulary	Whole Group/ Assessment/ Culminating Project	Small Group	Para Center/Peer to Peer	Whole Group 2 Response to Literature/ Grammar	Resiliency Standards
Standard: Spotlight: Structure- R.2.1 Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description in texts. Features- R.2.1 Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description in texts. Comparing - R.3.2 Summarize a text to enhance comprehension: a. Include plot and theme for a literary text. B. Include the central idea and relevant details for an informational text. Spiral: Inferences- EE.3.1 Make inferences to support comprehension. Central Idea- R. 2.2 Explain how relevant details support the central idea, implied or explicit. Context Clues- V.1.3 Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level. Summary-3.2b Summarize a text to enhance comprehension: a. Include plot and theme for a literary text. B. Include the central idea and relevant details for an informational text.	Explicitly Taught: delegated indispensable liberties Infrastructure See page 54 for words in context.	WEEK 2 MATERIALS Unit 3 Week 2 Questions Mini Lessons: Mini-Lesson 1 (p. 54-55) First Reading: Distinguish between important and unimportant details with the text “The State Government and Its Citizens” Review skill learned with “Solving Problems” Practice this skill with “The State Government and Its Citizens” Mini-Lesson 4 (p. 60-61) Second Reading: Identify Relevant Details & Determine the Central Idea Review the skill with “The State Government and Its Citizens” Mini-Lesson 8 (p. 68-69) Close Reading: Explain How Text Structure Contributes Meaning to a Text (Problem/Solution) Day 4- Mini-Lesson 12 (p. 76-77) Close Reading: Summarize Information from Two Texts to Enhance Comprehension Explain How Text Features contribute Meaning in a Text Use leveled reader “We Can Make a Difference” Read the excerpt “Why It Matters” (p. 16) to review how a sidebar contributes to the meaning of a text	Mini Lessons: Mini-Lesson 1 (p. 54-55) Continue this lesson from whole group Mini-Lesson 5 (p. 62-63) Use Context Clues to Determine the Meaning of Words and Phrases using “The State Government and Its Citizens” Review types of context clues Mini-Lesson 10 (p. 72-73) Close reading: How Text Features contribute to Meaning in a Text about a State Government Mini-Lesson 12 (p. 76-77) Finish guided practice and independent practice for this lesson Explain How Text Features contribute Meaning in a Text Use leveled reader “Celebrating the United States” Read the excerpt “The Statue of Liberty” (p. 14) to review how a sidebar contributes to the meaning of a text If time permits, complete a text scavenger hunt for additional sidebars and discuss the various locations of a sidebar	Leveled Readers -The Recess Debate 850L P/38 -Benjamin Franklin 770L P/38 -We Can Make a Difference 820L Q/40 -Women Difference 860L Q/40 -United States 890L Q/40 -Newsgirl 650L R/40 -Let Freedom Ring 970L R/40 -Florida Heroes 1010L R/40 -Civil Rights in Florida 1010L 6/40 -Florida’s Government 1120L S/40 State Government in Action -890L S/50 U.S. Citizen 840L T/50 Readers Theater: Rights and Wrongs The Civics Game Show Paul Revere’s Ride	Day 1- Mini-Lesson 3 (p. 58-59) Write an Expository Essay - Introduce Your Topic Model Introduction Students will write their own introduction. Share with a partner. Day 2- Mini- Lesson 6 Develop a Topic with Specific Details Introduce Transitions Review Planning Sheet Model second paragraph Day 3- Mini-Lesson 7 (pages 66-67) Grammar in Context: Review Present Progressive Tense Day 4- Mini-Lesson 9 Use words and Phrases to Create Transitions Day 5- Mini-Lesson 11 Write an Expository Essay: Provide a Conclusion Mini-Lesson 13- Grammar: Form and Use Gerunds, Infinitives, and Participle Phrases	HE.4.R.3.2 Model serving or helping others in the school or community. Use with “The State Governme nt and its Citizens” Extended Read 1 Discuss teamwork and how the different parts of governmen t work together to solve a problem.
		Day 6- Reading Assessment: Unit 3 Week 2 Grammar Assessment: Using Verbals including Gerunds, Infinitives and Participial Phrases Spelling Assessment: Vowel Teams Remediation - Garbage Patch Remediation				
Learning Target/ Question Stems: Essential Question: How can government influence the way we live? Comprehension Learning Targets: Explain how text features contribute to meaning. Explain how relevant details support the main idea. Vocabulary Target: Use Context clues to determine meaning. Writing Target: Write Expository Essays Grammar Target: Use Verbals including Gerunds, Infinitives and Participial Phrases	Supplemental Materials Context Clues- Structure- Inferences- Central Idea- Features- Comparing - Summary-					

Date: Unit 3, Week 3 November	Vocabulary	Whole Group/ Assessment/ Culminating Project	Small Group	Para Center/Peer to Peer	Whole Group 2 Response to Literature/ Grammar	Resiliency Standards
Standard: Spotlight: Inferences- EE.3.1 <i>Make inferences to support comprehension.</i> Summary-3.2a & b <i>Summarize a text to enhance comprehension: a. Include plot and theme for a literary text. B. Include the central idea and relevant details for an informational text.</i> Spiral: Context Clues- V.1.3 <i>Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.</i> Central Idea- R. 2.2 <i>Explain how relevant details support the central idea, implied or explicit.</i> Structure- R.2.1 Features- R.2.1 <i>Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description in texts.</i> Contributes to the plot- R.1.1 Character- R.1.1 <i>Explain how setting, events, conflict, and character development contribute to the plot in a literary text.</i>	Explicitly Taught: anxious comprehend tyrannical urgency See page 84 for words in context.	WEEK 3 MATERIALS Unit 3 Week 3 Questions Mini Lessons: Mini-Lesson 1 (p. 86-87) First reading: Summarize and Synthesize to Build Knowledge about Government Authority using “Stanley’s Release” “Vocabulary” and “Model” sections Mini-Lesson 4 (92-93) Close Reading: Use Context Clues to Determine the Meaning of Words and Phrases Mini-Lesson 9 (p. 102-103) Close Reading: Summarize Multiple Texts to Enhance Comprehension Complete the first portion of the lesson - “Engage Thinking” Summarize each text - “Stanley’s Release” and “The State Government and Its Citizens” Intervention page 92 Read Thomas Hart Benton BLM 61 and practice summarizing the text. Mini-Lesson 12 (108-109) Identify a Poem’s Rhyme Scheme and how it contributes to meaning Introduce Features of Poetry with Anchor Chart	Mini Lessons: Mini-Lesson 1 (86-87) Finish “Model” section of mini-lesson 1 Mini-Lesson 7 (p. 98-99) Close Reading: Use Details About a Text to Make Inferences about Government Mini Lesson 9 (p. 102-103) Finish this lesson from whole group Invention page 92 Read Benton Murals Inspire Federal Art Project. Summarize the Text Mini-Lesson 12 (108-109) Identify a Poem’s Rhyme Scheme and how it contributes to meaning Read text and complete mini-lesson	Leveled Readers -The Recess Debate 850L P/38 -Benjamin Franklin 770L P/38 -We Can Make a Difference 820L Q/40 -Women Difference 860L Q/40 -United States 890L Q/40 -Newsgirl 650L R/40 -Let Freedom Ring 970L R/40 -Florida Heroes 1010L R/40 -Civil Rights in Florida 1010L 6/40 -Florida’s Government 1120L S/40 State Government in Action -890L S/50 U.S. Citizen 840L T/50 Readers Theater: Rights and Wrongs The Civics Game Show Paul Revere’s Ride	Day 1- Mini Lesson 3 (Page 90-91)Write an Expository Essay: Revise to Improve Sentence Fluency by Varying How Sentences Begin. Day 2- Mini-Lesson 5 Grammar in Context: Review Commas and Quotations to Indicate Direct Address. Day 3- Mini-Lesson 8 (p. 100-101) Write an Expository Essay: Edit for Correct Use of Commas and Quotations Day 4- Finish Lesson 92.- Combine ideas or information from both passages. Day 5- Mini-Lesson 11 (p. 106-107) Write an expository essay: Edit to correct inappropriate shifts in verb tense and number	HE.4.R.1.2 Identify the benefits of treating others with respect. Use with “Stanley’s Release” Extended read 2. Discuss how he treated his friend with respect when he stood by his friend.
		Day 6- Reading Assessment: Unit 3 Week 3-Can begin computer testing Grammar Assessment: Recognize & Correct Shifts in Verb Tense and Number Spelling Assessment: Vowel - r Syllable Pattern				
Learning Target/ Question Stems: Essential Question: How can government influence the way we live? Comprehension Learning Targets: Explain how characters contribute to plot. Vocabulary Target: Use Context clues to determine meaning. Writing Target: Write Expository Essays	Supplemental Materials					
	Summary- Context Clues- Central Idea- Structure- Features- Inferences- Contributes to the plot- Character- Summary-					

Date: Unit 4 Week 1 November	Vocabulary	Whole Group/ Assessment/ Culminating Project	Small Group	Para Center/Peer to Peer	Whole Group 2 Response to Mini-Lesson Literature/ Grammar	Resiliency Standards
Standard: Spotlight: Character Perspective- R.1.3 Identify the narrator's point of view and explain the difference between a narrator's point of view and character perspective in a literary text. Spiral: Inferences- EE.3.1 Make inferences to support comprehension. Narrator POV R.1.3 Identify the narrator's point of view and explain the difference between a narrator's point of view and character perspective in a literary text. Context Clues- V.1.3 Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.	Explicitly Taught: concerned skidded contraption involuntarily See page 132 for words in context	WEEK 1 MATERIALS Unit 4 Week 1 Questions Mini Lessons: Mini-Lesson 1.(p. 134-135) Introduce the Knowledge Focus: Understanding Different Points of View Mini-Lesson 4 (p. 140-141) Identify First-Person Narrative Point of View "Engage Thinking" and "Model" Mini-Lesson 7 (p. 146-147) Draw Inferences about Characters' Perspectives in a First-Person Narrative "Engage Thinking" and "Model" Day 4- Mini-Lesson 10 (p. 150-151) First Reading: Create Mental Images of Characters and Events to Understand Point of View "Build Vocabulary/Preview the Text" and "Read and Annotate" sections Mini-Lesson 12 (p. 154-155) Identify and Analyze Third-Person Narrative Point of View	Mini Lessons: Mini-Lesson 2 (p. 136-137) First Reading: Ask Questions about Characters and Events to Understand Point of View Mini-Lesson 4 (p. 140-141) Identify First-Person Narrative Point of View Mini-Lesson 7 (p. 146-147) Draw Inferences about Characters' Perspectives in a First-Person Narrative Mini-Lesson 10 (p. 150-151) First Reading: Create Mental Images of Characters and Events to Understand Point of View Finish lesson Mini-Lesson 13 (156-157) Draw Inferences about Characters' Perspectives in a Third-Person Narrative	Leveled Readers -Nathan and the Secret Project 600L O/34 -Forever Young 600L P/38 -Pongal 620L Q/40 -Coyote Tales 590L Q/40 -The Girl Who Met The Greatest Lawman NP R/40 -Earth Scares and Sky Scares 820L R/40 -Through the Storm 780L S/40 -The Divorce Club 730L T/40 Reader's Theater -The Tortoise and the Hare N/30, P/38, R/40, S/44, U/50, W/60 -Anansi the Spider and the Sky King F/9-10, G/11-12, H/13-14, I/15-16, K/20, L/24, M/28	Day 1- Mini -Lesson 3 (p.138-139) Write a New Fictional Scene: Read a Prompt and Mentor Text. Day 2- Mini-Lesson 6 (p.144-145) Write a New Fictional Scene: Analyze Characters and Events. Day 3- Mini-Lesson 8 (p. 148-149) Grammar in Context: Review Past Progressive Tense Day 4- Mini-Lesson 9 (p.150-151) Write a New Fictional Scene: Read to Find Character Traits in a Source Text. Day 5- Mini-Lesson 11 (p 154-155) Write a New Fictional Scene: Develop the Character's Voice Mini-Lesson 14: Use Subject-Verb Agreement with Intervening Clauses and Phrases.	HE.4.R.3.2 Model serving or helping others in the school or community. Use with "Here Boy" Short read 1. Discuss how The narrator takes responsibility and helps the dog.
		Day 6- Reading Assessment: Unit 4 Week 1- START COMPUTER TESTING Grammar Assessment: Form and Use the Past Progressive Verb Tense Supplemental Context Clue Questions Spelling Assessment: Compound Words Culminating Research Project: Benchmark Mini-Lesson #15 – Discuss the blueprint and build toward the culminating task.				
Learning Target/ Question Stems: Essential Question: What do we learn when we look at the world through the eyes of others. Comprehension Learning Targets: Identify Narrator' s Point of View: Explain the difference between narrator's point of view and character perspective. Vocabulary Learning Target: Use context clues to contribute to meaning Writing Target: Write Narrative Texts Grammar Target: Use Subject-Verb agreement with intervening clauses and phrases.	Supplemental Materials					
	Context Clues- Character Perspective- Inferences- Narrator POV					

Date: Unit 4 Week 2 November	Vocabulary	Whole Group/ Assessment/ Culminating Project	Small Group	Para Center/Peer to Peer	Whole Group 2 Response to Literature/ Grammar	Resiliency Standards
Standard: Spotlight: Character Perspective- R.1.3 Identify the narrator's point of view and explain the difference between a narrator's point of view and character perspective in a literary text. Inferences- EE.3.1 Make inferences to support comprehension. Comparing - R.3.2 Summarize a text to enhance comprehension: a. Include plot and theme for a literary text. B. Include the central idea and relevant details for an informational text. Theme R.1.2 Explain a stated or implied theme and how it develops, using details, in a literary text. Spiral: Context Clues- V.1.3 Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level. Figurative Language- R.3.1 Identify how figurative language contributes to meaning in text(s). Summary-3.2a Summarize a text to enhance comprehension: a. Include plot and theme for a literary text. B. Include the central idea and relevant details for an informational text.	Explicitly Taught: dank dangled rein taken down a peg See page 166 for words in context	WEEK 2 MATERIALS Unit 4 Week 2 Questions Mini Lessons: Mini-Lesson 1 (p. 168-169) First Reading: Ask Questions About Characters and Events to Understand Point of View Mini-Lesson 5 Demonstrate Understanding of Figurative Language - Similes Mini-Lesson 8 Close Reading: Draw Inferences About a Character's Perspectives Mini-Lesson 10 Close-Reading: Explain and Compare First-Person and Third-Person Point of View Mini-Lesson 12 Close Reading: Explain and Compare How a Theme Develops in First-Person and Third-Person Narrative	Mini Lessons: Mini-Lesson 1 (p. 168-169) First Reading: Ask Questions About Characters and Events to Understand Point of View Mini-Lesson 5 Demonstrate Understanding of Figurative Language - Similes Mini-Lesson 8 Close Reading: Draw Inferences About a Character's Perspectives Mini-Lesson 10 Close-Reading: Explain and Compare First-Person and Third-Person Point of View Mini-Lesson 12 Close Reading: Explain and Compare How a Theme Develops in First-Person and Third-Person Narrative	Leveled Readers -Nathan and the Secret Project 600L Q/34 -Forever Young 600L P/38 -Pongal 620L Q/40 -Coyote Tales 590L Q/40 -The Girl Who Met The Greatest Lawman NP R/40 -Earth Scares and Sky Scares 820L R/40 -Through the Storm 780L S/40 -The Divorce Club 730L T/40 Reader's Theater -The Tortoise and the Hare N/30, P/38, R/40, S/44, U/50, W/60 -Anansi the Spider and the Sky King F/9-10, G/11-12, H/13-14, I/15-16, K/20, L/24, M/28	Day 1- Mini- Lesson 3 (172-173) Write a New Fictional Scene: Read the Prompt and Checklist. Day 2- Mini Lesson 6 (p. 178-179) Write a Fictional Scene: Find Character Details in the Source Text. Day 3- Mini-Lesson 7 (180-181) Language in Context: Word Relationships (Homophones) Day 4- Mini-Lesson 9 (184-185) Write a New Fictional Scene: Find Story Events in a Source Text. Day 5- Mini- Lesson 11 (188-189) Write a New Fictional Scene: Plan your Scene Grammar- Mini Lesson 13 (192-193) Review Pronouns in the Subjective, Objective, and Possessive Case	HE.4.R.1.2 Identify the benefits of treating others with respect. Use with “Ready to Race” Extended Read 1.
		Day 6- Reading Assessment: Unit 4 Week 2 Grammar Assessment: Use Pronouns Correctly Spelling Assessment: Vowel Consonant-e syllable pattern Culminating Research Project: Benchmark Mini-Lesson #15 – Discuss the blueprint and build toward the culminating task.				
Learning Target/ Question Stems: Essential Question: What do we learn when we look at the world through the eyes of others. Comprehension Learning Targets: Identify Narrator' s Point of View: Explain the difference between narrator's point of view and character perspective. Summarize: Include Plot and Theme Explain a theme and how it develops. Vocabulary Learning Targets: Use Figurative language to determine meaning. Writing Target: Write Narrative Texts Grammar Targets: Use Pronouns Correctly	Supplemental Materials Character Perspective- Inferences- Comparing - Context Clues- Figurative Language- Summary- Theme - Magic Pen - theme					

Date: Unit 5 Week 1 December	Vocabulary	Whole Group/ Assessment/ Culminating Project	Small Group	Para Center/Peer to Peer	Whole Group 2 Response to Literature/ Grammar	Resiliency Standards	
Standard: Spotlight: Author Claim 2.4 Explain an author's perspective toward a topic in an informational text. Structure- R.2.1 Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description in texts. Spiral: Context Clues- V.1.3 Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.	Explicitly Taught: Efficiency, Retrieve, salary, specialized See page 8 TE for words in context Vocabulary text - page 9	WEEK 1 MATERIALS Unit 5 Week 1 Questions Mini Lessons: Mini Lesson 1 p.20-21 Introduce the Knowledge Focus: Technology for Tomorrow Introduce Vocabulary Introduce the Blueprint Mini Lesson 5 pgs. 28-29; Review Hard and Soft c, g, and Reading Big Words Strategy Mini Lesson 8 pgs. 34-35; Grammar in Context: Use the Future Progressive Mini Lesson 10 p. 38-39 First Reading: Distinguish Between Important and Unimportant Information to Build Knowledge Mini Lesson 13 pgs. 44-45; Explain How an Author Uses Reasons and Evidence to Support Claims	Mini Lessons: Mini Lesson 2; p.22-23 First Reading: Draw Inferences to Build Knowledge of Technology Mini Lesson 4: 26-27; Use Context Clues to Determine the Meaning of Academic Words and Phrases Mini Lesson 7: Identify Problem/Solution Text Structure Short Read 1 Mini Lesson 12; p. 42-43 Identify and Review Cause/Effect Text Structure continue short read 2	Leveled Readers Great Women of Science and Math 600L O/34 The Only Kid on Mars 660L P/38 Medical Innovators 790L Q/40 Alternative Homes 770L Q/40 Safe Rides 880L R/40 Opinions About Drones 980L R/40 Leading the Way with GPS 830-860L S/50 How to Save Energy 910L T/50 Reader's Theater One Giant Leap N/30 O/34 P/38 Q/40 R/40 S/44 T/44 U/50 Oh, Those Sentence Changing Mixer Uppers L/24 F/10 I/15 F/9 H/14 G/12	Day 1- Mini Lesson 3; p. 24-25 Write an Opinion Essay: Brainstorm Your Initial Opinion Day 2- Mini Lesson 6; pgs. 30-31; Write an Opinion Essay: Select Knowledgeable and Valid Online Sources Day 3- Mini Lesson 9; pgs. 36-37; Write an Opinion Essay: Organize Information from Valid Sources Day 4- Mini Lesson 11 p. 40-41 Write an Opinion Essay: Organize Reasons and Evidence Day 5- Mini Lesson 14; pgs. 46-47; Grammar: Use Infinitives Correctly	HE.4.R.4.2 Describe strategies to resolve conflicts. Use with “Robots will Take Professional Jobs” Short Read 2.	
		Day 6- Reading Assessment: Unit 5 Week 1 Grammar Assessment: Use Infinitive Phrases Spelling Assessment: Hard and Soft C and G					
Learning Target/ Question Stems: Essential Question: How do we make decisions about developing new technology? Comprehension Learning Targets: Explain how text features contribute to meaning/ identify text structure. Explain author's claim, reasons, and evidence. Vocabulary Learning Target: Use context clues to contribute to meaning Writing Learning Target: Write an argument (Opinion essay) Grammar Learning Target: Form and use progressive verb tenses.	Supplemental Materials Author Claim- Context Clues- Structure-						

Date: Unit 5 Week 2 January	Vocabulary	Whole Group/ Assessment/ Culminating Project	Small Group	Para Center/Peer to Peer	Whole Group 2 Response to Literature/ Grammar	Resiliency Standards
Standard: Spotlight: Author Claim 2.4 Explain an author's perspective toward a topic in an informational text. Summary-3.2b Summarize a text to enhance comprehension: a. Include plot and theme for a literary text. B. Include the central idea and relevant details for an informational text. Spiral: Structure- R.2.1 Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description in texts. Context Clues- V.1.3 Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level. Central Idea- R. 2.2 Explain how relevant details support the central idea, implied or explicit.	Explicitly Taught: Impaired, pedestrian, precautions See page 8 TE for words in context	WEEK 2 MATERIALS Unit 5 Week 2 Questions Mini Lessons: Mini Lesson 2: pgs. 56-57; Review r-Controlled Vowels and Reading Big Words Strategy Mini Lesson 5: p.62-63 Use Context Clues to Determine the Meaning of Academic Words and Phrases Mini Lesson 7: pgs. 66-67; Grammar in Context: Use Subordinating Conjunctions (Relative Adverbs) Mini Lesson 10 p. 72-73 Close Reading: Explain How an Author Uses Reasons and Evidence to Support Claims in a Text Mini Lesson 12: pgs. 76-77; Close Reading: Explain How an Author Uses Reasons and Evidence to Support Claims	Mini Lessons: Mini Lesson 1: First Reading: Draw Inferences about an Author's Perspective to Build Knowledge of Technology Mini Lesson 4: p. 60-61 Summarize a Text Mini Lesson 8: pgs. 68-69; Close Reading: Identify and Explain Problem/Solution Text Structure Continue Mini Lesson 10 p. 72-73 Close Reading: Explain How an Author Uses Reasons and Evidence to Support Claims in a Text Utilize the Close Reading question as needed Who's Driving Questions	Leveled Readers Great Women of Science and Math 600L O/34 The Only Kid on Mars 660L P/38 Medical Innovators 790L Q/40 Alternative Homes 770L Q/40 Safe Rides 880L R/40 Opinions About Drones 980L R/40 Leading the Way with GPS 830-860L S/50 How to Save Energy 910L T/50 Reader's Theater One Giant Leap N/30 O/34 P/38 Q/40 R/40 S/44 T/44 U/50 Oh, Those Sentence Changing Mixer Uppers L/24 F/10 I/15 F/9 H/14 G/12 Intervention Articles Lesson 26 Lesson 27 Lesson 12 Lesson 13 Lesson 28 Lesson 29 Lesson 17	Day 1- Mini Lesson 3; pgs. 58-59; Write an Opinion Essay: State Your Opinion Day 2- Mini Lesson 6 p. 64-65 Write an Opinion Essay: Incorporate Evidence to Support Your Opinion Day 3- Mini Lesson 9; pgs. 70-71; Write an Opinion Essay: Connect Opinions and Reasons with Transitions Day 4- Mini Lesson 11; p. 74-75 Write an Opinion Essay: Provide a Conclusion Day 5- Mini Lesson 13; pgs. 78-79; Grammar: Use Appositives to Add Information	HE.4.R.2.2. Identify the value of making healthy choices for personal well-being. Use with “ Who’s Driving” Extended Read 1. Discuss how making good choices when driving is important for yourself and others.
		Day 6- Reading Assessment: Unit 5 Week 2 Grammar Assessment: Appositives Spelling Assessment: Vowels ar; or; oar; ore				
Learning Target/ Question Stems: Essential Question: How do we make decisions about developing new technology? Comprehension Learning Targets: Explain how text features contribute to meaning/ identify text structure. Explain author’s claim, reasons, and evidence. Summarize: Include central idea and relevant details. Vocabulary Learning Target: Use context clues to contribute to meaning Writing Learning Target: Write an argument (Opinion essay) Grammar Learning Target: Use appositives, main clauses, and subordinate clauses. Use conjunctions to join words and phrases.	Supplemental Materials					
	Summary- Structure- Context Clues- Central Idea- Author Claim-					

Date: Unit 5 Week 3 January	Vocabulary	Whole Group/ Assessment/ Culminating Project	Small Group	Para Center/Peer to Peer	Whole Group 2 Response to Literature/ Grammar	Resiliency Standards
Standard: Spotlight: Author Claim 2.4 Explain an author's perspective toward a topic in an informational text. Central Idea- R. 2.2 Explain how relevant details support the central idea, implied or explicit. Spiral: Context Clues- V.1.3 Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level. Summary-3.2b Summarize a text to enhance comprehension: a. Include plot and theme for a literary text. B. Include the central idea and relevant details for an informational text. Structure- R.2.1 Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description in texts.	Explicitly Taught: Beneficial, inevitably, outweigh See page 8 TE for words in context	WEEK 3 MATERIALS Unit 5 Week 3 Questions Mini Lessons: Mini Lesson 2; pgs. 88-89; Review r-Controlled Vowels and Reading Big Words Strategy Mini Lesson 5; p. 94-95 Grammar in Context: Use Relative Pronouns Mini Lesson 7; pgs. 98-99; Close Reading: Evaluate How Authors Use Reasons and Evidence to Support Claims in a Text Mini Lesson 9; p.102-103 Explain HOW Author's Use Reasons and Evidence to Support Claims Model using first story Mini Lesson 12; pgs. 108-109; Explain How Metaphors Contribute to Meaning in Poetry	Mini Lessons: Mini Lesson 1; pgs. 86-87; First Reading: Distinguish Between Important and Unimportant Information to Build Knowledge of Technology Mini Lesson 4; p. 92-93 Close Reading: Identify and Explain the Overall Structure of an Opinion Text(Problem/Solution) Continue Mini Lesson 7; pgs. 98-99; Close Reading: Evaluate How Authors Use Reasons and Evidence to Support Claims in a Text Utilize Close Reading Question if needed Mini Lesson 9; p.102-103 Explain HOW Author's Use Reasons and Evidence to Support Claims Finish with remainder of stories Rise of the Drones Questions	Leveled Readers Great Women of Science and Math 600L O/34 The Only Kid on Mars 660L P/38 Medical Innovators 790L Q/40 Alternative Homes 770L Q/40 Safe Rides 880L R/40 Opinions About Drones 980L R/40 Leading the Way with GPS 830-860L S/50 How to Save Energy 910L T/50 Reader's Theater One Giant Leap N/30 O/34 P/38 Q/40 R/40 S/44 T/44 U/50 Oh, Those Sentence Changing Mixer Uppers L/24 F/10 I/15 F/9 H/14 G/12 Intervention Articles Lesson 26 Lesson 27 Lesson 12 Lesson 13 Lesson 28 Lesson 29 Lesson 17	Day 1- Mini Lesson 3; pgs. 90-91; Write an Opinion Essay: Revise to Include Vocabulary Related to the Topic Day 2- Mini Lesson 6: Write an Opinion Essay: Revise to Strengthen Reasons and Evidence Day 3- Mini Lesson 8; pgs. 100-101; Write an Opinion Essay: Recognize and Correct Run-On Sentences Day 4- Mini Lesson 11; p. 106-107 Write an Opinion Essay: Edit for Correct Use of Progressive Verb Tenses Day 5- Mini Lesson 13; pgs. 110-111; Write an Opinion Essay: Choose a Font Style and Size	HE.4.R.1.3 Predict the potential outcomes of repeating and/or sharing information that is not true. Use with “Rise of the Drones” Extended Read 2. Discuss the pros and cons of drones and how it is important to share all information about them including the good and bad.
		Day 6- Reading Assessment: Unit 5 Week 3--Unit test; 45 minutes to an hour for the reading portion; use the remaining time of the 90 minute block for spelling or to start writing portion of the unit test. Then, work to complete the writing portion during the external writing block that day and the following day. **Suggested Routine: Take the writing component from the unit test and have teacher model while students revise and edit essay during designated writing block the following week. Grade up to reading team. Grammar Assessment: Relative Pronouns Spelling Assessment: Vowel - r controlled vowels er, ir, ur Culminating Research Project: Benchmark Mini-Lesson #15 – Discuss the blueprint and complete optional culminating activity.				
Learning Target/ Question Stems: Essential Question: How do we make decisions about developing new technology? Comprehension Learning Targets: Explain how text features contribute to meaning/ identify text structure. Explain author's claim, reasons, and evidence. Vocabulary Learning Target: Use context clues to contribute to meaning Writing Learning Target: Write an argument (Opinion essay) Grammar Learning Target: Form and use progressive verb tenses.	Supplemental Materials Author Claim- Context Clues- Summary- Structure- Central Idea-					

Date: Unit 6 Week 1 January	Vocabulary	Whole Group/ Assessment/ Culminating Project	Small Group	Para Center/Peer to Peer	Whole Group 2 Response to Literature/ Grammar	Resiliency Standards
Standard: Spotlight: Theme R.1.2 Explain a stated or implied theme and how it develops, using details, in a literary text. Comparing - R.3.2 Summarize a text to enhance comprehension: a. Include plot and theme for a literary text. B. Include the central idea and relevant details for an informational text. Contributes to the plot- R.1.1 Explain how setting, events, conflict, and character development contribute to the plot in a literary text. Spiral: Summary-3.2a Summarize a text to enhance comprehension: a. Include plot and theme for a literary text. B. Include the central idea and relevant details for an informational text. Context Clues- V.1.3 Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level. Inferences- EE.3.1 Make inferences to support comprehension.	Explicitly Taught: Bored, fatigue, valor See page 122 TE for words in context	WEEK 1 MATERIALS Unit 6 Week 1 Questions Mini Lessons: Mini Lesson 1; pgs. 134-135; Introduce the Knowledge Focus: Confronting Challenges Mini Lesson 5; p. 142-143 Adverb Suffixes -ly, -ily, -ways, -wise Mini Lesson 8; pgs. 148-149; Grammar in Context: Use Principal Modals Mini Lesson 10; p. 152-153 First Reading Summarize and Synthesize to Build Knowledge of Folktales Mini Lesson 13; pgs. 158-159; Explain Events and Themes in Two Stories	Mini Lessons: Mini Lesson 2; pgs. 136-137; First Reading: Make Connections to Build Knowledge of Legends Mini Lesson 4; p.140-141 Describe a Story's Characters, Setting, and Events and How They Contribute to Plot Mini Lesson 7; pgs. 146-147; Determine the Theme of a Legend Mini Lesson 12; p.156-157 Build Vocabulary: Determine the Meaning of Words and Phrases in a Folktale	<u>Leveled Readers</u> -Goldilocks on Trial NP O/34 -Kinal's Trek 620L R/40 -The Love of the Game 650L Q/40 -Mario and the Pineapple Drought 610L Q/40 -Hana on Stage 660L P/38 -The Big Race NP R/40 -Jinx Digital Detective 650L S/40 -The Secret Language of Elephants 730L T/44 <u>Reader's Theater</u> -The Fairy tale Games F/9-10, H/13-14, J/18, L/24 -At the Onomatopoeia Sound-Word Lab S/44, U/50, O/34, Q/40, P/38, R/40 <u>Intervention Articles</u> Lesson 26 Lesson 27 Lesson 12 Lesson 13 Lesson 28 Lesson 29 Lesson 17	Day 1- Mini Lesson 3; pgs. 138-139; Writing a Narrative Response: Read and Analyze a Narrative Source Text Day 2- Mini Lesson 6; p. 144-145 Write a Narrative Response: Read and Analyze a Prompt Day 3- Mini Lesson 9; pgs. 150-151; Write a Narrative Response: Read Closely to Find Details and Events Day 4- Mini Lesson 11; p. 154-155 Write a Narrative Response: Draft a Response Day 5- Mini Lesson 14 p. 160-161 Write a Narrative Response: Revise and Edit a Response	HE.4.R.2.4 Explain how attitudes and thoughts can influence your behavior. Use with “The Valiant Little Tailor” Short Read 2.
		-Day 6- Reading Assessment: Unit 6 Week 1 CONTINUE COMPUTER TESTING. BEGIN TO COMBINE WEEKS 1 and 2 Grammar Assessment: Principal Modals Spelling Assessment: Suffixes -ly, -ily, -ways, -wise Culminating Research Project: Benchmark Mini-Lesson #15 – Discuss the blueprint and build toward the culminating task.				
Learning Target/ Question Stems: Essential Question: How do we overcome obstacles? Comprehension Learning Targets: Explain a stated or implied theme and how it develops. Explain how setting, events, conflict, and character development contribute to plot. Vocabulary Learning Target: Use context clues, figurative language, word relationships and reference materials to determine meaning. Writing Learning Target: Write a narrative essay. Grammar Learning Target: Use principal modals.	Supplemental Materials					
	Summary- Context Clues- Inferences- Contributes to the plot- Comparing - Theme-					

Date: Unit 6 Week 2 February	Vocabulary	Whole Group/ Assessment/ Culminating Project	Small Group	Para Center/Peer to Peer	Whole Group 2 Response to Literature/ Grammar	Resiliency Standards
Standard: Spotlight: Theme R.1.2 Explain a stated or implied theme and how it develops, using details, in a literary text. Summary-3.2a Summarize a text to enhance comprehension: a. Include plot and theme for a literary text. B. Include the central idea and relevant details for an informational text. Spiral: Contributes to the plot- R.1.1 Explain how setting, events, conflict, and character development contribute to the plot in a literary text. Comparing - R.3.2 Summarize a text to enhance comprehension: a. Include plot and theme for a literary text. B. Include the central idea and relevant details for an informational text. Figurative Language- R.3.1 Identify how figurative language contributes to meaning in text(s). Character- R.1.1 Explain how setting, events, conflict, and character development contribute to the plot in a literary text. Context Clues- V.1.3 Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.	Explicitly Taught: Stride, subsided, undertaking, wrathfully See page 122 TE for words in context	WEEK 2 MATERIALS Unit 6 Week 2 Questions Mini Lessons: Mini Lesson 2: pgs. 170-171; Introduce (oo, ew, ould, ull) Mini Lesson 5: p. 176-177 Build Vocabulary: Determine the Meaning of Words and Phrases in a Myth Mini Lesson 7: pgs. 180-181; Language in Context: Choose Punctuation for Effect Mini Lesson 10: p.186-187 Close Reading: Infer the Theme of a Myth Mini Lesson 12: pgs. 190-191; Close Reading: Explain Events and Themes in Two Stories	Mini Lessons: Mini Lesson 1: pgs. 168-169; First Reading: Make Connections To Build Knowledge of Myths Mini Lesson 4: p. 174-175 Summarize the Text Mini Lesson 8: pgs. 182-183; Close Reading: Describe Characters and How They Contribute to Plot Mini Lesson 10: p.186-187 Close Reading: Infer the Theme of a Myth Additional Materials: Close Reading questions Mini Lesson 12: pgs. 190-191; Close Reading: Explain Events and Themes in Two Stories	Leveled Readers -Goldilocks on Trial NP O/34 -Kinal's Trek 620L R/40 -The Love of the Game 650L Q/40 -Mario and the Pineapple Drought 610L Q/40 -Hana on Stage 660L P/38 -The Big Race NP R/40 -Jinx Digital Detective 650L S/40 -The Secret Language of Elephants 730L T/44 Reader's Theater -The Fairy tale Games F/9-10, H/13-14, J/18, L/24 -At the Onomatopoeia Sound-Word Lab S/44, U/50, O/34, Q/40, P/38, R/40 Intervention Articles Lesson 26 Lesson 27 Lesson 12 Lesson 13 Lesson 28 Lesson 29 Lesson 17	Day 1- Mini Lesson 3; pgs. 172-173; Write an Expository Response: Read and Analyze Source Texts Day 2- Mini Lesson 6; p.178-179 Write an Expository Response: Read and Analyze a Prompt Day 3- Mini Lesson 9; pgs. 184-185; Write an Expository Response: Read Closely to Find Text Evidence Day 4- Mini Lesson 11; pgs. 188-189; Write an Expository Response: Draft a Response Day 5- Mini Lesson 13; pgs. 192-193; Write an Expository Response: Revise and Edit a Response	HE.4.R.1.3 Predict the potential outcomes of repeating and/or sharing information that is not true. Use with “Hercules Quest” Extended Read 1.
		-Day 6- Reading Assessment: Unit 6 Week 2 Grammar Assessment: Choose Punctuation for Effect Spelling Assessment: Long oo and short oo				
Learning Target/ Question Stems: Essential Question: How do we overcome obstacles? Comprehension Learning Targets: Explain a stated or implied theme and how it develops. Explain how setting, events, conflict, and character development contribute to plot. Summarize: Include plot and theme. Vocabulary Learning Target: Use context clues, figurative language, word relationships and reference materials to determine meaning. Writing Learning Target: Write an expository essay. Grammar Learning Target:	Supplemental Materials					
	Unit 6 Week 2 Study Guide Context Clues- Theme- Figurative Language- Character- Summary- Contributes to the plot- Comparing -					

Date: Unit 6 Week 3 February	Vocabulary	Whole Group/ Assessment/ Culminating Project	Small Group	Para Center/Peer to Peer	Whole Group 2 Response to Literature/ Grammar	Resiliency Standards
<p>Standard: Spotlight: Contributes to the plot- R.1.1 Explain how setting, events, conflict, and character development contribute to the plot in a literary text. Theme R.1.2 Explain a stated or implied theme and how it develops, using details, in a literary text. Comparing - R.3.2 Summarize a text to enhance comprehension: a. Include plot and theme for a literary text. B. Include the central idea and relevant details for an informational text. Spiral: Character- R.1.1 Explain how setting, events, conflict, and character development contribute to the plot in a literary text. Summary-3.2a Summarize a text to enhance comprehension: a. Include plot and theme for a literary text. B. Include the central idea and relevant details for an informational text. Context Clues- V.1.3 Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.</p>	<p>Explicitly Taught: Animated, attentive, glimpse, lustrous</p> <p>See page 122 TE for words in context</p>	<p>WEEK 3 MATERIALS</p> <p>Unit 6 Week 3 Questions</p> <p>Mini Lessons: Mini Lesson 2: pgs. 202-203; Adjectives Suffixes -ful, -ous, -ible, -able, -some Mini Lesson 5: pgs. 208-209; Grammar in Context: Use Relative Adverbs (where, when, why) Mini Lesson 7: p. 212-213 Close Reading: Infer the theme of a folktale Introduce whole group; continue small group Mini Lesson 9: pgs. 216-217; Close Reading: Explain the Development of Themes in Two Texts Mini Lesson 12: pgs. 222-223; Analyze the Rhyme, Meter, and Theme of a Poem</p>	<p>Mini Lessons: Mini Lesson 1; pgs. 200-201; First Reading: Summarize and Synthesize to Build Knowledge of Folktales Mini Lesson 4: pgs. 206-207; Close Reading: Describe a Character in a Story Mini Lesson 7: p. 212-213 Close Reading: Infer the theme of a folktale Continue Mini Lesson 9: pgs. 216-217; Close Reading: Explain the Development of Themes in Two Texts Close Reading Question is needed</p>	<p>Leveled Readers -Goldilocks on Trial NP O/34 -Kinal's Trek 620L R/40 -The Love of the Game 650L Q/40 -Mario and the Pineapple Drought 610L Q/40 -Hana on Stage 660L P/38 -The Big Race NP R/40 -Jinx Digital Detective 650L S/40 -The Secret Language of Elephants 730L T/44</p> <p>Reader's Theater -The Fairy tale Games F/9-10, H/13-14, J/18, L/24 -At the Onomatopoeia Sound-Word Lab S/44, U/50, O/34, Q/40, P/38, R/40</p> <p>Intervention Articles Lesson 26 Lesson 27 Lesson 12 Lesson 13 Lesson 28 Lesson 29 Lesson 17</p>	<p>Day 1- Mini Lesson 3; pgs. 204-205; Write an Opinion Response: Read and Analyze a Source Text Day 2- Mini Lesson 6; pgs. 210-211; Write an Opinion Response: Read and Analyze a Prompt Day 3- Mini Lesson 8; p.214-215 Write an Opinion Response: State and Support a Claim Using Text Evidence Day 4- Mini Lesson 11; pgs. 220-221; Write an Opinion Response: Draft a Response Day 5- Mini Lesson; pgs. 224-225; Write an Opinion Response: Revise and Edit a Response</p>	<p>HE.4.R.1.4 Identify strategies to help persevere in difficult situations.</p> <p>Use with “Estrella and the Emerald Ring” Extended Read 2.</p> <p>Discuss how she persevered to get the ring back.</p>
<p>Learning Target/ Question Stems: Essential Question: How do we overcome obstacles?</p> <p>Comprehension Learning Targets: Explain a stated or implied theme and how it develops.</p> <p>Explain how setting, events, conflict, and character development contribute to plot.</p> <p>Vocabulary Learning Target: Use context clues, figurative language, word relationships and reference materials to determine meaning.</p> <p>Writing Learning Target: Write an opinion essay.</p> <p>Grammar Learning Target: Use subordinate clauses.</p>	<p>Supplemental Materials</p> <p>Unit 6 Week 3 Study Guide Unit 6 Week 3 Study Guide</p> <p>Context Clues-</p> <p>Contributes to the plot-</p> <p>Character-</p> <p>Summary-</p> <p>Theme-</p> <p>Comparing -</p>					

Date: Unit 7 Week 1 February	Vocabulary	Whole Group/ Assessment/ Culminating Project	Small Group	Para Center/Peer to Peer	Whole Group 2 Response to Literature/ Grammar	Resiliency Standards
Standard: Spotlight: Structure- R.2.1 Features- R.2.1 Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description in texts. Spiral: Context Clues- V.1.3 Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level. Author Claim 2.4 Explain an author's perspective toward a topic in an informational text. Central Idea- R. 2.2 Explain how relevant details support the central idea, implied or explicit.	Explicitly Taught: Grueling, incentive See page 8 TE for words in context.	WEEK 1 MATERIALS Mini Lessons: Mini Lesson 1 ; pgs. 20-21; Introduce the Knowledge Focus: The Transcontinental Railroad Mini Lesson 5 ;p.28-29 Review /ou/ and /oi/ and reading big words strategy Mini Lesson 8 ; pgs. 34-35; Grammar in Context: Review Correct Capitalization Mini Lesson 12 : Build Vocabulary: Use Context Clues to Determine the Meaning of Unknown Words Mini Lesson 13 ; p. 44-45 Explain an Author's Claims, Reasons and Evidence Continue the lesson in small group	Mini Lessons: Mini Lesson 2; pgs. 22-23; First Reading: Apply Metacognitive & Fix-Up Strategies to Build Knowledge of American History Mini Lesson 4 ; p.26-27 Identify and Review Chronological Text Structure Mini Lesson 7 ; pgs. 32-33; Explain How a Text Feature Contributes to Meaning Mini Lesson 10 ; pgs. 38-39; First Reading: Apply Metacognitive & Fix-Up Strategies to Build Knowledge of American History Mini Lesson 13 ; p. 44-45 Explain an Author's Claims, Reasons and Evidence Building the Transcontinental Railroad Questions	Leveled Readers Travel the USA 770L O/34 City Histories in Maps 790L P/38 Early American Communities 840/L Q/40 Where Two Rivers Meet 810/L T/50 Cross Country Adventures 870/L R/40 Eat Your Way Across the USA 920L R/40 Time and Again: Exploring the United States 690L S/40 Capital Clues NP Q/40 Florida Regions 940L Q/40 Spanish Florida 930L S/50 Florida in the Civil War 970L U/50 A New Life in Florida 920L Q/40 Early People of Florida 810L R/40 Pioneering Florida 920L S/40 Railroads of the sunshine State 910L R/40 Reader's Theater John Henry F/9-10 G/11-12 H/13-14 I/15-16 J/18 K/20 L/24 M/28 Battle for the Ballot N/30 O/34 P/38 Q/40 R/40 S/44 T/44 U/50 <u>Intervention Articles</u> Lesson 26 Lesson 27 Lesson 12 Lesson 13 Lesson 28 Lesson 29 Lesson 23 Lesson 24	Day 1- Mini Lesson 3; Write Historical Fiction: Introduce the Genre Day 2- Mini Lesson 6; p.30-31 Write Historical Fiction; Brainstorm Ideas Day 3- Mini Lesson 9; pgs. 36-37; Write Historical Fiction: Evaluate Ideas Day 4- Mini Lesson 14; pgs. 46-47; Language:Use Appositives to Add Information Day 5- Mini Lesson 15; p.48-49 Discuss the Blueprint/Build Toward the Culminating Task	HE.4.R.4.1 Describe how perseverance may help overcome obstacles. Use with “Rail Tycoons” short read 1. Discuss how the businessmen recognized the problem of needing the railroad and worked together to solve their problem.
		Day 6- Reading Assessment: Unit 7 Week 1 Grammar Assessment: Appositives Spelling Assessment: /ou/ and /oi/				
Learning Target/ Question Stems: Essential Question: How do communities evolve? Comprehension Learning Targets: Explain how text features contribute to meaning, identify text structures. Explain an author's claims, reasons, and evidence. Vocabulary Learning Target: Use context clues to determine meaning. Writing Learning Target: Write narrative texts. Grammar Learning Target: Use correct capitalization. Use appositives, main clauses, and subordinate clauses.	Supplemental Materials Structure- Features- Context Clues- Author Claim- Central Idea-					

Date: Unit 7 Week 2 March	Vocabulary	Whole Group/ Assessment/ Culminating Project	Small Group	Para Center/Peer to Peer	Whole Group 2 Response to Literature/ Grammar	Resiliency Standards
Standard: Spotlight: Features- R.2.1 Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description in texts. Comparative Reading 3.3 Compare and contrast accounts of the same events using primary and/or sources. Spiral: Author Claim 2.4 Explain an author's perspective toward a topic in an informational text. Central Idea- R. 2.2 Explain how relevant details support the central idea, implied or explicit. Structure- R.2.1 Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description in texts.	Explicitly Taught: Isolated, recruiting, set a record See page 8 TE for words in context	WEEK 2 MATERIALS Mini Lessons: Mini Lesson 2; pgs. 56-57; Prefixes trans-, pro-, sub-, super-, inter- and Reading Big Words Strategy Mini Lesson 4; p. 60-61 Build Vocabulary: Use Context Clues to Determine the Meaning of Unknown Words Mini Lesson 7; pgs. 66-67; Grammar in Context: Form and Use Prepositional Phrases Mini Lesson 10; p.72 -73 Close Reading Explain How Text Features Contribute to Meaning Continue to small group Mini Lesson 12; pgs. 76-77; Close Reading: Compare and Contrast Accounts of the Same Event	Mini Lessons: Mini Lesson 2; pgs. 54-55; First Reading: Apply Metacognitive & Fix-Up Strategies to Build Knowledge of American History Mini Lesson 5; p. 62-63 Identify Sequence Text Structure and Review Comparison Text Structure Mini Lesson 8; pgs. 68-69; Close Reading: Infer an Implied Central Idea and Explain How Details Support It Day 4- Mini Lesson 10; p.72 -73 Close Reading Explain How Text Features Contribute to Meaning Continue Mini Lesson 12; pgs. 76-77; Close Reading: Compare and Contrast Accounts of the Same Event The Chinese Railroad Workers	Leveled Readers Travel the USA 770L O/34 City Histories in Maps 790L P/38 Early American Communities 840/L Q/40 Where Two Rivers Meet 810/L T/50 Cross Country Adventures 870/L R/40 Eat Your Way Across the USA 920L R/40 Time and Again: Exploring the United States 690L S/40 Capital Clues NP Q/40 Florida Regions 940L Q/40 Spanish Florida 930L S/50 Florida in the Civil War 970L U/50 A New Life in Florida 920L Q/40 Early People of Florida 810L R/40 Pioneering Florida 920L S/40 Railroads of the sunshine State 910L R/40 Reader's Theater John Henry F/9-10 G/11-12 H/13-14 I/15-16 J/18 K/20 L/24 M/28 Battle for the Ballot N/30 O/34 P/38 Q/40 R/40 S/44 T/44 U/50 Intervention Articles Lesson 26 Lesson 27 Lesson 12 Lesson 13 Lesson 28 Lesson 29 Lesson 23 Lesson 24	Day 1- Mini Lesson 3; pgs. 58-59; Write Historical Fiction: Establish a Situation/Introduce Characters Day 2- Mini Lesson 6; p. 64-65 Write Historical Fiction: Use Description to Develop Characters and Events Day 3- Mini Lesson 9; pgs. 70-71; Write Historical Fiction: Use Dialogue Day 4- Mini Lesson 11;p.74-75 Write Historical Fiction: Provide a Sense of Closure Day 5- Mini Lesson 13; pgs. 78-79; Grammar: Review Prepositions and Prepositional Phrases	HE.4.R.1.2 Identify the benefits of treating others with respect. Use with “The Chinese Railroad Workers”. Extended Read 1. Discuss how treating the workers with respect would have been a better choice.
		Day 6- Reading Assessment: Unit 7 Week 2 Grammar Assessment: Use and Form Prepositional Phrases Spelling Assessment: Prefixes trans-, pro-, sub, super-, inter- Culminating Research Project: Benchmark Mini-Lesson #15 – Discuss the blueprint and build toward the culminating task.				
Learning Target/ Question Stems: Essential Question: How do communities evolve? Comprehension Learning Targets: Explain how text features contribute to meaning, identify text structures. Compare and contrast accounts of the same event using primary and secondary sources. Vocabulary Learning Target: Use context clues to determine meaning. Writing Learning Target: Write narrative texts. Grammar Learning Target:	Supplemental Materials					
	Author Claim- Features- Central Idea- Structure- Comparative Reading-					

Date: Unit 7 Week 3 March	Vocabulary	Whole Group/ Assessment/ Culminating Project	Small Group	Para Center/Peer to Peer	Whole Group 2 Response to Literature/ Grammar	Resiliency Standards
Standard: Spotlight: Comparative Reading 3.3 Compare and contrast accounts of the same events using primary and/or sources. Spiral: Structure- R.2.1 Features- R.2.1 Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description in texts. Central Idea- R. 2.2 Explain how relevant details support the central idea, implied or explicit. Context Clues- V.1.3 Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level. Author Claim 2.4 Explain an author's perspective toward a topic in an informational text.	Explicitly Taught: Roamed, plentiful, devastating See page 8 TE for words in context.	WEEK 3 MATERIALS Mini Lessons: Day 1- Mini Lesson 2; pgs. 88-89; Review Homophones and Reading Big Words Strategy Mini Lesson 5; p.94-95 Grammar in Context: Commas with Compound Sentences and Subordinate Clauses Mini Lesson 7; pgs. 98-99; Close Reading: Explain How an Author Uses Reasons and Evidence to Support Claims in a Text Mini Lesson 9; p. 102-103 Close Reading: Compare and Contrast Accounts of the Same Topic Continue in small group Mini Lesson 12; pgs. 108-109; Explain How Rhyme and Figurative Language Create Meaning in a Poem	Mini Lessons: Mini Lesson 1; pgs. 86-87; First Reading: Apply Metacognitive & Fix-Up Strategies to Build Knowledge of American History Mini Lesson 4; p.92-93 Close Reading: Identify and Describe the Main Structure of a Text Mini Lesson 7; pgs. 98-99; Close Reading: Explain How an Author Uses Reasons and Evidence to Support Claims in a Text Mini Lesson 9; p. 102-103 Close Reading: Compare and Contrast Accounts of the Same Topic The Railroad's Impact on Native Americans	Leveled Readers Travel the USA 770L O/34 City Histories in Maps 790L P/38 Early American Communities 840/L Q/40 Where Two Rivers Meet 810/L T/50 Cross Country Adventures 870/L R/40 Eat Your Way Across the USA 920L R/40 Time and Again: Exploring the United States 690L S/40 Capital Clues NP Q/40 Florida Regions 940L Q/40 Spanish Florida 930L S/50 Florida in the Civil War 970L U/50 A New Life in Florida 920L Q/40 Early People of Florida 810L R/40 Pioneering Florida 920L S/40 Railroads of the sunshine State 910L R/40 Reader's Theater John Henry F/9-10 G/11-12 H/13-14 I/15-16 J/18 K/20 L/24 M/28 Battle for the Ballot N/30 O/34 P/38 Q/40 R/40 S/44 T/44 U/50 Intervention Articles Lesson 26 Lesson 27 Lesson 12 Lesson 13 Lesson 28 Lesson 29 Lesson 23 Lesson 24	Day 1- Mini Lesson 3; pgs. 90-91; Write Historical Fiction: Revise to Add Words to Signal Event Order Day 2- Mini Lesson 6; p.96-97 Write Historical Fiction: Revise to add Concrete and Sensory Details Day 3- Mini Lesson 8; pgs. 100-101; Write Historical Fiction: Review Comma Usage Day 4- Mini Lesson 11; p.106-107 Write Historical Fiction: Edit to Choose Specific Words and Phrases in Descriptions Day 5- Mini Lesson 13; pgs. 110-111; Write Historical Fiction: Use Digital Tools to Format Text	HE.4.R.1.1 Consider the perspectives of others. Use with "The Railroads Impact on Native Americans" Extended Read 2. Discuss how the Native Americans perspectives should have been considered.
		Day 6- Reading Assessment: Unit 7 Week 3--Unit test; Grammar Assessment: Coordinating Conjunctions Spelling Assessment: Homophones				
Learning Target/ Question Stems: Essential Question: How do communities evolve? Comprehension Learning Targets: Explain how text features contribute to meaning, identify text structures. Explain an author's claims, reasons, and evidence. Compare and contrast accounts of the same event using primary and secondary sources. Vocabulary Learning Target: Use context clues to determine meaning. Writing Learning Target: Write narrative texts. Grammar Learning Target: Use appositives, main clauses, and subordinate clauses. Use commas correctly.	Supplemental Materials					
	Structure- Features- Central Idea- Context Clues- Author Claim- Comparative Reading-Compare/Contrast					

Date: Unit 8 Week 2 April	Vocabulary	Whole Group/ Assessment/ Culminating Project	Small Group	Para Center/Peer to Peer	Whole Group 2 Response to Literature/ Grammar	Resiliency Standards
Standard: Spotlight: Comparative Reading 3.3 Compare and contrast accounts of the same events using primary and/or sources. Spiral: Structure- R.2.1 Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description in texts. Central Idea- R. 2.2 Explain how relevant details support the central idea, implied or explicit. Context Clues- V.1.3 Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level. Summary-3.2b Summarize a text to enhance comprehension: a. Include plot and theme for a literary text. B. Include the central idea and relevant details for an informational text.	Explicitly Taught: Distinctive, substantially, far-reaching, hazardous See page 122 TE for words in context.	WEEK 2 MATERIALS Unit 8 Week 2 Questions Mini Lessons: Mini Lesson 2; pgs. 170-171; Review Greek and Latin Roots <i>geo-</i> , <i>archae-</i> , <i>rupt-</i> and Reading Big Words Strategy Mini Lesson 5; p.176-177 Build Vocabulary: Use Context Clues to Determine the Meanings of Multiple-Meaning Words Mini Lesson 7; pgs. 180-181; Grammar in Context: Review Parts of a Complete Sentence Mini Lesson 10; p.186-187 Close Reading Infer an Author's Perspective Mini Lesson 12; pgs. 190-191; Close Reading: Compare and Contrast Information from Two Secondary Sources	Mini Lessons: Mini Lesson 1; pgs. 168-169; First Reading: App;y Metacognitive & Fix-Up Strategies to Build Knowledge of Earth's Changes Mini Lesson 4; p.174-175 Summarize the Text Mini Lesson 8; pgs. 182-183; Close Reading: Identify and Review Information Text Structures (Cause/Effect and Description) Mini Lesson 10; p.186-187 Close Reading Infer an Author's Perspective Continue Mini Lesson 12; pgs. 190-191; Close Reading: Compare and Contrast Information from Two Secondary Sources	Leveled Readers Electricity for Saburo 610L O/34 The Great Hoodoo Detectives 690L P/38 Waterfalls 870L Q/40 Avalanche 780L Q/40 Natural Disasters 760L R/40 Mountain Climber 760L R/40 Race to the North Star 800L S/40 I am an Earth Scientist, Astronaut and Explorer 980L T/50 Reader's Theater The Three Sisters S/40 T/40 U/50 Paul Bunyan H/13-14 J/18 L/24 M/28 Intervention Articles Lesson 1 Lesson 8 Lesson 26 Lesson 27 Lesson 12 Lesson 13 Lesson 17 Lesson 23 Lesson 24	Day 1- Mini Lesson 3; pgs. 172-173; Write a Research Report: Introduce the Topic Day 2- Mini Lesson 6;p.178-179 Write a Research Report: Develop a Topic with Specific Details Day 3- Mini Lesson 9; pgs. 184-185; Write a Research Report: Use Transitional Words and Phrases to Connect Ideas Day 4- Mini Lesson 11;p.188-189 Write a Research Report: Provide a Conclusion Day 5- Mini Lesson 13; pgs. 192-193; Grammar: Identify and Correct Sentence Fragments and Run-On Sentences	HE.4.R.2.2. Identify the value of making healthy choices for personal well-being. Use “Volcanoes” Extended Read 1. Discuss how being aware of volcanoes and their strength can help you to remain safe.
		Day 6- Reading Assessment: Unit 8 Week 1 and Week 2 Grammar Assessment: Main Clauses and Subordinate Clauses Spelling Assessment: Greek and Latin Roots <i>geo-</i> , <i>archae-</i> , <i>-rupt</i> Culminating Research Project: Benchmark Mini-Lesson #15 – Discuss the blueprint and build toward the culminating task.				
Learning Target/ Question Stems: Essential Question: How do Earth's natural processes impact our lives? Comprehension Learning Targets: Explain how text features contribute to meaning, identify text structures. Summarize: Include Central idea and relevant details. Compare and contrast accounts of the same event using primary and secondary sources. Explain how relevant details support the central idea. Explain an author's perspective toward a topic. Vocabulary Learning Target: Use context clues to determine meaning. Writing Learning Target: Create research projects. Grammar Learning Target: Recognize and correct inappropriate fragments and run-ons.	Supplemental Materials					
	Structure- Central Idea- Context Clues- Summary- Comparative Reading-					

Date: Unit 8 Week 3 April	Vocabulary	Whole Group/ Assessment/ Culminating Project	Small Group	Para Center/Peer to Peer	Whole Group 2 Response to Literature/ Grammar	Resiliency Standards
Standard: Spotlight: Features- R.2.1 Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description in texts. Perspective R.2.3 Explain an author's perspective toward a topic in an informational text. Spiral: Structure- R.2.1Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description in texts. Greek/Latin Roots- V.1.2 Apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level context. Comparative Reading 3.3 Compare and contrast accounts of the same events using primary and/or sources. Context Clues- V.1.3 Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level. Prefixes and Suffixes- V.1.2Apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level context. Summary-3.2bSummarize a text to enhance comprehension: a. Include plot and theme for a literary text. B. Include the central idea and relevant details for an informational text.	Explicitly Taught: Daunting, reluctantly, immersed See page 122 TE for words in context.	WEEK 3 MATERIALS Mini Lessons: Mini Lesson 2; pgs. 202-203; Variant Vowel and Reading Big Words Strategy Mini Lesson 5; pgs. 208-209; Grammar in Context: Use a Comma with Coordinating Conjunction Mini Lesson 7; pgs. 212-213; Close Reading: Refer to Relevant Details in Two Primary Source Accounts to Draw Inferences Mini Lesson 9; pgs. 216-217; Close Reading: Compare and Contrast a Primary and a Secondary Source Account on the Same Event Mini Lesson 14; pgs. 226-227; Unit Wrap-Up: Demonstrate Knowledge and Share Real-World Perspectives	Mini Lessons: Mini Lesson 1; pgs. 200-201; First Reading: Apply Metacognitive & Fix-Up Strategies to Build Knowledge of Earth's Changes Mini Lesson 4; Close Reading: Explain How a Painting Contributes to Meaning Continue Mini Lesson 7; pgs. 212-213; Close Reading: Refer to Relevant Details in Two Primary Source Accounts to Draw Inferences Extended Read 3 Questions Continue Mini Lesson 9; pgs. 216-217; Close Reading: Compare and Contrast a Primary and a Secondary Source Account on the Same Event Mini Lesson 12; pgs. 222-223; Analyze Personification, Repetition, and Theme in a Poem	Leveled Readers Electricity for Saburo 610L O/34 The Great Hoodoo Detectives 690L P/38 Waterfalls 870L Q/40 Avalanche 780L Q/40 Natural Disasters 760L R/40 Mountain Climber 760L R/40 Race to the North Star 800L S/40 I am an Earth Scientist, Astronaut and Explorer 980L T/50 Reader's Theater The Three Sisters S/40 T/40 U/50 Paul Bunyan H/13-14 J/18 L/24 M/28 Intervention Articles Lesson 1 Lesson 8 Lesson 26 Lesson 27 Lesson 12 Lesson 13 Lesson 17 Lesson 23	Day 1- Mini Lesson 3; pgs. 204-205; Write a Research Report: Revise to Improve Sentence Fluency by Varying Sentence Beginnings Day 2- Mini Lesson 6; pgs. 210-211; Write a Research Report: Revise to Include Vocabulary Related to a Topic Day 3- Mini Lesson 8; pgs. 214-215; Write a Research Report: Edit for Proper Use of Possessives Day 4- Mini Lesson 11; Write a Research Report: Edit for Correct Use of Formal English Day 5- Mini Lesson 13; pgs. 224-225; Write a Research Report: Create a Final Draft by Adding Multimedia Elements	HE.4.R.3.1 Identify opportunities to actively participate as a responsible citizen in the school and the local community. Use with “The Eruption of Vesuvius” Extended read 2.
		Day 6- Reading Assessment: Unit 8 Week 3--Unit test; Grammar Assessment: Recognize and correct fragments and run ons Spelling Assessment: Variant vowel /o/				
Learning Target/ Question Stems: Essential Question: How do Earth's natural processes impact our lives? Comprehension Learning Targets: Explain how text features contribute to meaning, identify text structures. Compare and contrast accounts of the same event using primary and secondary sources. Explain how relevant details support the central idea. Vocabulary Learning Target: Use context clues to determine meaning. Writing Learning Target: Create research projects. Grammar Learning Target: Use commas and conjunctions	Supplemental Materials					
	Context Clues- Prefixes and Suffixes- Summary- Features- Perspective Structure- Greek/Latin Roots- Comparative Reading-					

Date: Unit 9 Week 1 April/May	Vocabulary	Whole Group/ Assessment/ Culminating Project	Small Group	Para Center/Peer to Peer	Whole Group 2 Response to Literature/ Grammar	Resiliency Standards
Standard: Spotlight: POETRY Summary-3.2a Summarize a text to enhance comprehension: a. Include plot and theme for a literary text. B. Include the central idea and relevant details for an informational text. Theme R.1.2 Explain a stated or implied theme and how it develops, using details, in a literary text. Context Clues- V.1.3 Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level. Spiral: Summary-3.2bSummarize a text to enhance comprehension: a. Include plot and theme for a literary text. B. Include the central idea and relevant details for an informational text. Author's Claim 2.4 Explain an author's perspective toward a topic in an informational text. Structure- R.2.1 Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description in texts.	Explicitly Taught: Crippled, agricultural, union See page 8 TE for words in context.	WEEK 1 MATERIALS Mini Lessons: Mini Lesson 1; pgs. 20-21; Introduce the Knowledge Focus: Resources and Their Impact Mini Lesson 5; p.28-29 Noun Suffixes -dom, -ity, -tion, -ment, -ness, and Reading Big Words Mini Lesson 8; pgs. 34-35; Language in Context: Review Correct Capitalization Mini Lesson 10 p.38-39 First Reading: Apply Metacognitive & Fluency Strategies to Build Knowledge of Labor Mini Lesson 13; pgs. 44-45; Summarize Two Texts to Build Knowledge	Mini Lessons: Mini Lesson 2; pgs. 22-23; First Reading: Apply Metacognitive & Fix-Up Strategies to Build Knowledge of Economics Mini Lesson 4; p. 26-27 Identify Text Structures and Explain How they Contribute to Meaning Mini Lesson 7; pgs. 32-33; Explain the Reasons and Evidence an Author Uses to Support Claims in a Text Mini Lesson 12; p.42-43 Explain How Structure Creates Meaning in a Poem Mini Lesson 13; pgs. 44-45; Summarize Two Texts to Build Knowledge Short Read 1 and 2	Leveled Readers -The Film Crew 610L O/34 -Online Research Entrepreneurs 670L P/38 -Denim Days 630L Q/40 -Dream Big 710L Q/40 -Growth of the Cattle Industry 860L Q/40 -The Cost of Green 890L S/50 -The Sioux Chef 850L R/40 -Guide to Fundraising 900L T/50 -What Grows Where in Florida 840L Q/40 -Protecting Florida's Waters 900L S/40 -Great Depression 930L S/40 -Florida's Space Coast 880L R/40 -The Cost of a Hurricane 910L R/40 -Spending and Saving in the Sunshine State 940L R/40 -Florida on the Job 1020L Q/40 -The Port of Miami 950L S/40 Reader's Theater -The Two Golden Geese F/9-10, G/11-12, H/13-14, I/15-16, J/18 -"Pet Care" Kids N/30, O/34, P/38, Q/40, R/40, S/44, T/44, U/50 Comprehension Articles Lesson 26 Lesson 27 Lesson 12 Lesson 13 Lesson 28 Lesson 29 Lesson 17	Day 1- Mini Lesson 3; pgs. 24-25; Write a Multimedia Presentation: Watch a Mentor Presentation Day 2- Mini Lesson 6; p.30-31 Write a multimedia presentation: analyze a mentor multimedia presentation Day 3- Mini Lesson 9; pgs. 36-37; Write a Multimedia Presentation: Brainstorm a Topic Day 4- Mini Lesson 11;p.40-41 Write a Multimedia Presentation: Use Valid Sources to Conduct Research Day 5- Mini Lesson 14; pgs. 46-47; Write a Multimedia Presentation: Organize Information and Support the Information with Visuals	HE.4.R.3.1 Identify opportunities to actively participate as a responsible citizen in the school and the local community. Use "Seattle Up and Down and Up Again" Short Read 1 Discuss how the community benefits from the relationships built.
		Day 6- Reading Assessment: Unit 9 Week 1 Grammar Assessment: Correct Capitalization Spelling Assessment: Noun Suffixes -dom, -ity, -tion, -ment, -ness				
Learning Target/ Question Stems: Essential Question: How do access to resources influence people's lives? Comprehension Learning Targets: Identify text structures. Explain author's claims, reasons and evidence. Summarize: Include central idea and relevant details. Vocabulary Learning Target: Use context clues to determine meaning. Writing Learning Target: Create a multimedia presentation. Grammar Learning Target: Review correct capitalization.	Supplemental Materials Context Clues- Author's Claim- Structure- Theme- Summary- Summary- Review–William Shakespeare and the Globe Reaching for the Moon Tales from the Odyssey Little House in the Big Woods					

Date: Unit 9 Week 2 April/May	Vocabul ary	Whole Group/ Assessment/ Culminating Project	Small Group	Para Center/Peer to Peer	Whole Group 2 Response to Literature/ Grammar	Resiliency Standards
Standard: Spotlight: Central Idea- R. 2.2 Explain how relevant details support the central idea, implied or explicit. Author's Claim 2.4 Explain an author's perspective toward a topic in an informational text. Spiral: Context Clues- V.1.3 Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level. Structure- R.2.1 Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description in texts. Summary-3.2b Summarize a text to enhance comprehension: a. Include plot and theme for a literary text. B. Include the central idea and relevant details for an informational text.	Explicitly Taught: Abundance, booming, crammed, wages See page 8 TE for words in context.	WEEK 2 MATERIALS Mini Lessons: Mini Lesson 2: pgs. 56-57; Introduce Latin Roots miss, agri, duc/duct, man and Review Reading Big Words Strategy Day 2- Mini Lesson 5: p. 62-63 Build Vocabulary: Use Context Clues to Determine the Meaning of Academic Words and Phrases Day 3- Mini Lesson 7: pgs. 66-67; Language in Context: Author's Word Choice Day 4-Mini Lesson 10: pgs. 72-73; Close Reading: Explain How Reasons and Evidence Support an Author's Claims Day 5- Mini Lesson 12: p.76-77 Close Reading: Summarize Two Texts to Enhance Comprehension	Mini Lessons: Mini Lesson 1: pgs. 54-55; First Reading: Apply Metacognitive & Fluency Strategies to Build Knowledge of Natural Resources Mini Lesson 4: p.60-61 Explain How Relevant Details Support the Central Idea and Summarize Mini Lesson 8: pgs. 68-69; Close Reading: Identify Text Structures and Explain How They Contribute to Meaning Continue Mini Lesson 10: pgs. 72-73; Close Reading: Explain How Reasons and Evidence Support an Author's Claims Continue Mini Lesson 12: p.76-77 Natural Resources and Workers Questions	Leveled Readers -The Film Crew 610L O/34 -Online Research Entrepreneurs 670L P/38 -Denim Days 630L Q/40 -Dream Big 710L Q/40 -Growth of the Cattle Industry 860L Q/40 -The Cost of Green 890L S/50 -The Sioux Chef 850L R/40 -Guide to Fundraising 900L T/50 -What Grows Where in Florida 840L Q/40 -Protecting Florida's Waters 900L S/40 -Great Depression 930L S/40 -Florida's Space Coast 880L R/40 -The Cost of a Hurricane 910L R/40 -Spending and Saving in the Sunshine State 940L R/40 -Florida on the Job 1020L Q/40 -The Port of Miami 950L S/40 Reader's Theater -The Two Golden Geese F/9-10, G/11-12, H/13-14, I/15-16, J/18 -"Pet Care" Kids N/30, O/34, P/38, Q/40, R/40, S/44, T/44, U/50 Comprehension Articles Lesson 26 Lesson 27 Lesson 12 Lesson 13 Lesson 28 Lesson 29 Lesson 17	Day 1- Mini Lesson 3; pgs. 58-59; Write a Multimedia Presentation: Introduce the Topic Day 2- Mini Lesson 6; p.64-65 Write a Multimedia Presentation: Develop a Topic with Details and Elaboration Day 3- Mini Lesson 9; pgs. 70-71; Write a Multimedia Presentation: Provide a Conclusion Day 4- Mini Lesson 11; pgs. 74-75; Write a Multimedia Presentation: Gather Photographs to Support the Presentation Day 5- Mini Lesson	HE.4.R.4.1 Describe how perseverance may help overcome obstacles. Use "Natural Resources and Workers" Extended Read 1. Discuss how perseverance to figure out a solution to the freeze solved the crisis.
		Day 6- Reading Assessment: Unit 9 Weeks 2 Grammar Assessment: Subject Verb/Pronoun Antecedent Agreement Spelling Assessment: Latin Roots miss, agri, duc/duct, man Culminating Research Project: Benchmark Mini-Lesson #15 – Discuss the blueprint and build toward the culminating task.				
Learning Target/ Question Stems: Essential Question: How do access to resources influence people's lives? Comprehension Learning Targets: Identify text structures. Explain author's claims, reasons and evidence. Summarize: Include central idea and relevant details. Vocabulary Learning Target: Use context clues to determine meaning. Writing Learning Target: Create a multimedia presentation. Grammar Learning Target:	Supplemental Materials					
	Central Idea- Author's Claim- Context Clues- Structure- Summary-					

Date: Unit 9 Week 3 April/May	Vocabulary	Whole Group/ Assessment/ Culminating Project	Small Group	Para Center/Peer to Peer	Whole Group 2 Response to Literature/ Grammar	Resiliency Standards
Standard: Spotlight: POETRY Figurative Language- R.3.1 Identify how figurative language contributes to meaning in text(s). Theme R.1.2 Explain a stated or implied theme and how it develops, using details, in a literary text. Spiral: Summary-3.2a Summarize a text to enhance comprehension: a. Include plot and theme for a literary text. B. Include the central idea and relevant details for an informational text. Context Clues- V.1.3 Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level. Author's Claim 2.4 Explain an author's perspective toward a topic in an informational text. Summary-3.2b Summarize a text to enhance comprehension: a. Include plot and theme for a literary text. B. Include the central idea and relevant details for an informational text. Structure- R.2.1 Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description in texts.	Explicitly Taught: Ratcheted, spindly, tearing up, withered See page 8 TE for words in context.	WEEK 3 MATERIALS Mini Lessons: Mini Lesson 2; p.88-89 Review Variant Vowel /ar/ and Reading Big Words Mini Lesson 5; pgs. 94-95; Grammar in Context: Subject-Verb Agreement and Correct Pronoun Use Mini Lesson 7; p.98-99 Close Reading: Explain How Figurative Language Contributes to Meaning in a Poem Continue in small Group Mini Lesson 9; pgs. 102-103; Close Reading: Summarize Multiple Texts to Enhance Comprehension Mini Lesson 12; pgs. 108-109; Explain How Assonance and Alliteration Create Meaning in a Poem	Mini Lessons: Mini Lesson 1; p.86-88 First Reading: Apply Metacognitive and Fix Up Strategies to Build Knowledge Mini Lesson 4; pgs. 92; Close Reading: Use Details to Explain the Implied Theme of a Poem Mini Lesson 7; p.98-99 Close Reading: Explain How Figurative Language Contributes to Meaning in a Poem Continue Mini Lesson 9; pgs. 102-103; Close Reading: Summarize Multiple Texts to Enhance Comprehension Dust Dance Questions	Leveled Readers -The Film Crew 610L O/34 -Online Research Entrepreneurs 670L P/38 -Denim Days 630L Q/40 -Dream Big 710L Q/40 -Growth of the Cattle Industry 860L Q/40 -The Cost of Green 890L S/50 -The Sioux Chef 850L R/40 -Guide to Fundraising 900L T/50 -What Grows Where in Florida 840L Q/40 -Protecting Florida's Waters 900L S/40 -Great Depression 930L S/40 -Florida's Space Coast 880L R/40 -The Cost of a Hurricane 910L R/40 -Spending and Saving in the Sunshine State 940L R/40 -Florida on the Job 1020L Q/40 -The Port of Miami 950L S/40 Reader's Theater -The Two Golden Geese F/9-10, G/11-12, H/13-14, I/15-16, J/18 -"Pet Care" Kids N/30, O/34, P/38, Q/40, R/40, S/44, T/44, U/50 Comprehension Articles Lesson 26 Lesson 27 Lesson 12 Lesson 13 Lesson 28 Lesson 29 Lesson 17	Day 1- Mini Lesson 3; Write a Multimedia Presentation: Combine Text and Multimedia Elements Day 2- Mini Lesson 6; pgs. 96-97; Write a Multimedia Presentation: Use Digital Tools for Formatting Day 3- Mini Lesson 8; p.100-101 Write a Multimedia Presentation: Rehearse the Presentation Day 4- Mini Lesson 11; pgs. 106-107; Write a Multimedia Presentation: Present Information Orally Day 5- Mini Lesson 13; pgs. 110-111; Write a Multimedia Presentation: Evaluate the Presentation	HE.4.R.1.1 Consider the perspectives of others. Use "Dust Dance" Extended Read 2.
		Day 6- Reading Assessment: Unit 9 Week 3--Unit test; Grammar Assessment: Subject Verb Agreement with Intervening Clauses Spelling Assessment: Variant vowel /ar/				
Learning Target/ Question Stems: Essential Question: How do access to resources influence people's lives? Comprehension Learning Targets: Identify text structures. Explain how a theme develops. Explain how figurative language is used to convey meaning. Vocabulary Learning Target: Use context clues to determine meaning. Writing Learning Target: Create a multimedia presentation. Grammar Learning Target: Use pronouns correctly. Ensure subject/verb agreement.	Supplemental Materials Context Clues- Author's Claim- Summary- Structure- Figurative Language- Theme- Summary-					