

All materials can be found Classlink—> Benchmark

Date	Standard	Learning Target/ Question Stems	Vocabulary	Whole Group 1/ Assessment/ Culminating Project	Small Group	Para Center	Student Peer-to-peer	Whole Group 2 Response to Literature/ Grammar
8/10-8/12/22	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- Practicing Transitions	Day 1- Response to reading Model/ Shared Writing/ Cite Text Evidence in Response P. RR5
				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
				Day 3- Independent Work	Day 3- Practicing Transitions Independent Work			Day 3- Sharing Writing with Others

Date	Standard	Learning Target/ Question Stems	Vocabulary	Whole Group 1/ Assessment/ Culminating Project	Small Group	Para Center	Student Peer-to-peer	Whole Group 2 Response to Literature/ Grammar
8/15-8/22/22 Unit 1 Week 1 ALL WEEK 1 MATERIALS	ELA.4.R.2.2 - Identify the Central Idea and explain how relevant details support that idea in a text ELA.4.R.1.3. - Explain Narrator's Point of View and Characters'	Essential Question: How do respond to nature? Comprehension Learning Targets: 1) Explain how relevant	Explicitly Taught: Alight Solitary Haughty Vast See p. 18 for words in context	Day 1- Benchmark Mini-Lesson #1 (p. 20-21) – 20 min Introduce essential question Introduce vocabulary Introduce blueprint for culminating research project	Day 1- Benchmark Mini-Lesson #2 (p. 22-23) – 20 min Introduce new vocabulary for article Ask questions to build knowledge about observing nature with "A Bird's Free Lunch" Fluency practice – p. 23	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	UNIT 1 Leveled Readers: -Inspired by Nature P(38) 710L -Animal Survivors P/38 790L-820L -Padmas Paddy Q(40) 610L -A Wildlife	Day 1- Benchmark Mini-Lesson #3 (p. 24-25) – 15 min Writing Prompt WRITING - Read a mentor text Read and analyze a prompt Read a mentor text (Additional Materials- Benchmark)

<p>Perspective</p> <p>ELA.4.R.2.3. - Explain an Author's Perspective toward a topic</p> <p>ELA.4.R.3.1. - Explain how figurative language contributes to meaning</p>	<p>details support a central idea</p> <p>2) Explain narrator's point of view and characters' perspectives</p> <p>3) Explain an author's perspective toward a topic</p> <p>4) Explain how figurative language contributes to meaning</p> <p>Vocabulary Target: Use figurative language to determine meaning (idioms, simile, metaphor)</p> <p>Use context clues to determine meaning</p> <p>Writing Target: Write expository essays</p> <p>Grammar</p>							
		<p>Day 2- Benchmark Mini-Lesson #4 (p. 26-27) – 15 min Focus: Reread to explain how relevant details support a central idea using “A Bird’s Free Lunch” *Benchmark Mini-Lesson #5 (p. 28-29) Review long a, short a, reading big words strategy</p> <p>Short Read 1</p>	<p>Day 2- Benchmark Mini-Lesson #4 (p. 26-27) – 15 min Focus: Reread to explain how relevant details support a central idea using “A Bird’s Free Lunch” *Benchmark Mini-Lesson #5 (p. 28-29) Review long a, short a, reading big words strategy</p>	<p>-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</p> <p>Intervention Comprehension Book Lesson 13 Standard R 2.2 p. 34-35; Story on p.90-91(From Shapeless to Chic)</p>	<p>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</p>	<p>CURSIVE WRITING PRACTICE</p> <p>Day 2 Benchmark Mini-Lesson #6 (p. 30-31) – 15 min Writing Prompt</p> <p>WRITING – Find relevant details and elaboration with “A Bird’s Free Lunch” and “The World of Woodpeckers” video-</p>		
		<p>Day 3 Benchmark Mini-Lesson #7 (p. 32-33) – 15 min Build Vocabulary – Recognize and explain the meaning of idioms with “A Bird’s Free Lunch”</p> <p>Unit 1 Benchmark Unit 1 Vocabulary Practice Text The Hidden Lake Exit Ticket(Complete Independently, Bring to Small Group Table For Review)</p>	<p>Day 3- Benchmark Mini-Lesson #12 (p. 42-43) – 15 min Explain how similes and metaphors contribute to meaning Second read of “The Reeds and the River” – practice explaining how similes and metaphors contribute meaning to a text</p>	<p>Lesson 10 Standard R.1.3 p.28-29; Story on p. 78-79(Dance of the Spirits)</p>	<p>Intervention Comprehension Book Lesson 13 Standard R 2.2 p. 34-35; Story on p.90-91(From Shapeless to Chic)</p> <p>Lesson 10 Standard R.1.3 p.28-29; Story on p. 78-79(Dance of the Spirits)</p>	<p>Day 3- Benchmark Mini-Lesson #8 (p. 34-35) – 15 min</p> <p>GRAMMAR – Review prepositions and prepositional phrases</p> <p>Benchmark Mini-Lesson #9 (p. 36-37) – 15 min</p> <p>WRITING – Listen & view to find details and elaboration with “A Bird’s Free Lunch”</p>		
		<p>Day 4- Benchmark Mini-Lesson #10 (p. 38-39) – 20 min Create mental</p>	<p>Day 4- Benchmark Mini-Lesson #12 (p. 42-43) – 15 min Explain how similes</p>			<p>Day 4- Benchmark Mini-Lesson #11 (p. 40-41) – 15 min Writing Prompt</p>		

		<p>Target: Prepositions and prepositional phrases Use simple modifiers</p> <p>Word Study/Fluency: WS: review long a F: read with characterization and feeling</p>		<p>images of characters' interactions with nature Introduce vocabulary First read of "The Reeds and the River" – practice creating mental images with this text</p>	<p>and metaphors contribute to meaning Second read of "The Reeds and the River" – practice explaining how similes and metaphors contribute meaning to a text</p>			<p>WRITING – Write an Expository Essay: Plan and organize your Ideas Plan for expository paper based on the prompt using "A Bird's Free Lunch" and "The World of Woodpeckers" as your text</p>	
				<p>Day 5- Benchmark Mini-Lesson #13 (p. 44-45) – 15 min Identify and explain perspectives in texts using "The Reeds and the River" and "A Bird's Free Lunch"</p>	<p>Day 5- "The Reeds and the River" Short Read 2</p>			<p>Day 5- Benchmark Mini-Lesson #14 (p. 46-47) – 15 min GRAMMAR – Order of adjectives</p>	
				<p>Day 6: Reading Assessment: Unit 1 Week 1 Grammar Assessment: form and use prepositional phrases, order of adjectives(Benchmark online spelling and grammar resource) Spelling Assessment: long a and short a Culminating Research Project: Benchmark Mini-Lesson #15 – Discuss the blueprint and build toward the culminating task.</p>					

Date	Standard	Learning Target/ Question Stems	Vocabulary	Whole Group 1/ Assessment/ Culminating Project	Small Group	Para Center	Student Peer-to-peer	Whole Group 2 Response to Literature/ Grammar
8/23-8/30/22	ELA.4.R.2.2 - Identify the Central Idea	Essential Question: How do you	Explicitly Taught: shield,	Day 1- Benchmark Week 2 Mini Lesson 1-p.54-55–20 minutes	Day 1- Benchmark, Week 2 Mini-Lesson 1 p. 54-55 – 20 min	Day 1- UNIT 1 Leveled	Day 1- UNIT 1 Leveled Readers:	Day 1- Week 2 Mini Lesson #3 Excerpts from "The

<p>Unit 1 Week 2 <u>WEEK 2</u> <u>MATERIALS</u></p> <p>and explain how relevant details support that idea in a text</p> <p>ELA.4.R.2.3. - Explain an Author's Perspective toward a topic</p> <p>ELA.4.R.3.1. - Explain how figurative language contributes to meaning</p> <p>Summarize: Include Central Idea and Relevant Details</p>	<p>respond to nature?</p> <p>Comprehension Learning Targets: 1) Summarize and Include the Central Idea and Relevant Details.</p> <p>Grammar Target: 1) Produce Complete Sentences: Fragments & Run-ons</p> <p>Word Study/Fluency: WS: Confirm or Correct Word Recognition and Understanding Review Long e and Short e</p>	<p>shimmering, strolls, winding</p> <p>See page 52 for words in context</p>	<p>Ask Questions About Interactions with Nature</p> <p>Introduce Vocabulary</p> <p>Introduce blueprint</p>		<p>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</p>	<p>-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</p>	<p>Chipmunk” and show video “The World of Chipmunks”</p> <p>Attack and Analyze the Prompt</p>
			<p>Day 2- 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)</p> <p>Extended Read 1</p>	<p>Day 2- Continue Mini Lesson 4(p.60-61) using paragraphs 5-7 and 8-12(p.5 of additional materials for week 2)</p>	<p>Day 2- Week 2 Mini Lesson 6 Find Details in a Print Source Writing Prompt</p> <p>Use excerpts from “The Chipmunk” and the video “The World of Chipmunks”(p.10,11 and 15 of additional materials for week 2)</p> <p>Find details from the text that show appearance and behaviors in a three column chart</p>		
			<p>Day 3- Week 2 Mini Lesson 5-Starting off and A Bird's Free Lunch</p> <p>Summarize The Lake Where the River Starts from Starting Off</p>	<p>Day 3- Week 2 Mini Lesson 5-Starting Off and A Bird's Free Lunch</p> <p>Finish summarizing Starting off and then have student's practice summarizing A Bird's Free Lunch</p>	<p>Day 3- Week 2 Mini Lesson 9 Gather Information from a digital source–use video to fill out chart from day 2. Writing Prompt</p>		
			<p>Day 4- Week 2 Mini Lesson 8-Explain how Similes and Metaphors Contribute to the Meaning</p>	<p>Day 4- Week 2 Mini Lesson 10 Explain an Author's Perspective Toward a Topic.</p>	<p>Day 4- Week 2 Mini Lesson 11 Plan and Organize your Ideas for an Expository Essay</p> <p>Take information from chart and plan the essay(Additional Materials p.19)</p>		

				Day 5- Week 2 Mini Lesson 12 Summarize Multiple Text to Enhance Comprehension	Day 5- Starting Off Questions			Day 5- Week 2 Mini Lesson 13 Recognize and Correct Inappropriate Fragments and Run-Ons.
				Day 6- Reading Assessment: Unit 1 Week 2 Grammar Assessment: Recognize & Correct Inappropriate Fragments Spelling Assessment: long e and short e Culminating Research Project: Benchmark Mini-Lesson #15 – Discuss the blueprint and build toward the culminating task.				

Date	Standard	Learning Target/ Question Stems	Vocabulary	Whole Group/ Assessment/ Culminating Project	Small Group	Para Center	Student Peer-to-peer	Whole Group 2 Response to Literature/ Grammar
8/31- 9/8/22 UNIT 1 Week 3 COMPLETION WEEK 3 MATERIALS	ELA.4.R.2.2 - Identify the Central Idea and explain how relevant details support that idea in a text ELA.4.R.2.3. - Explain an Author's Perspective toward a topic ELA.4.R.3.1. - Explain how figurative language contributes to meaning Summarize:	Essential Question: How to respond to nature? Comprehension Learning Targets: Explain Narrator's Point of View and Character's perspectives Grammar:	Explicitly Taught: jaunt scrawny vegetation See page 84 for words in context	Day 1- Benchmark Week 3 Mini Lesson 1-p.86-87 –20 minutes Create Mental Images of Characters' Interactions with Nature Introduce Vocabulary Unit 1 Vocabulary Practice The Hidden Lake Day 2- Benchmark Mini Lesson 4, pgs. 92-93 - Close Reading - Explain how similes contribute to meaning. Combine with Mini Lesson 5, pgs. 94-95;	Day 1- Benchmark Week 3 Mini Lesson 1-p.86-87 –20 minutes Day 2- Mini Lesson 7-Identify and Explain Perspectives about Encounters with Nature p. 98-99	Day 1- 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	Day 1- 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	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

	Include Central Idea and Relevant Details	Review Preposition and Prepositional Phrases Produce Complete Sentences: Fragments and Run-Ons Review Simple Modifiers		Grammar in Context		-Help Monarch Butterflies T(50) 990L -Reader's Theater The S.H.A. Club (N)30 -Milton the Mole (G)11	-Help Monarch Butterflies T(50) 990L -Reader's Theater The S.H.A. Club (N)30 -Milton the Mole (G)11	
				Day 3- Benchmark Mini Lesson 9, pgs. 102-103; Close Reading: Explain & Compare Themes	Day 3-Mini Lesson 12 p. 108-109 Explain How Structure Creates Meaning			Day 3- Mini Lesson 8- Expository Essay Order Adjectives to Add Detail p. 100-101
				Day 4- Mini Lesson 10 Discuss the Blueprint/Build Towards the Culminating Task p. 104-105	Day 4- Intervention Comprehension Book Lesson 12 p. 32-33; story on p. 88-89	Intervention Comprehension Book Lesson 13 Standard R 2.2 p. 34-35; Story on p.90-91(From Shapeless to Chic)	Intervention Comprehension Book Lesson 13 Standard R 2.2 p. 34-35; Story on p.90-91(From Shapeless to Chic)	Day 4- Mini Lesson 11 p. 106-107 Write and expository essay: Edit correct inappropriate fragments and run ons
				9/5 -No School Labor Day				
				Day 5- Revisit The Secret Spring and review the text before going to small group to complete questions. Unit 1 Poetry Delight in Nature	Day 5- The Secret Spring Questions	Lesson10 Standard R.1.3 p.28-29; Story on p. 78-79(Dance of the Spirits)	Lesson 10 Standard R.1.3 p.28-29; Story on p. 78-79(Dance of the Spirits)	Day 5- Day 4- Mini Lesson 13, pgs. 110-111; Write an Expository Essay; Evaluate and Reflect on Writing
				<p>Day 6- Reading Assessment: Unit 1 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.</p> <p>**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.</p> <p>Grammar Assessment: Recognize & Correct Inappropriate Fragments, Prepositional Phrases Spelling Assessment: long 0 and short 0 Culminating Research Project: Benchmark Mini-Lesson #15 – Discuss the blueprint and complete optional culminating activity.</p>				

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		Stems						
9/9-9/16/22 Unit 2 Week 1 <u>WEEK 1</u> <u>MATERIALS</u>	ELA.4.R.1.2 Explain a stated or implied theme and how it develops, using details in a literary text. ELA.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. ELA.4.R.1.4 Explain how rhyme and structure create meaning in a poem. ELA.4.R.3.1 Explain how figurative language contributes to	Essential Question: How do we reveal ourselves to others? Comprehension Learning Targets: Summarize: Including plot and theme Explain how characters contribute to plot Vocabulary Learning Target: Use context clues to contribute to meaning Writing: Write an argument (Opinion essay) Grammar: Use conjunctions	Explicitly Taught: encounter tumbling tedious earnestly See page 132 for words in context	Day 1- Benchmark Mini-Lesson 1 (p. 134-135) – 20 min Introduce essential question Introduce vocabulary Introduce blueprint for culminating research project	Day 1 - Mini Lesson 2; pgs. 136-137; First Reading: Draw Inferences about Characters' Actions	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 Bridgegroom Intervention Comprehension Book Lesson 1 Standard R1.2 p.10-11 story on p. 68-69 (Letters to Eve)	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 Bridgegroom Intervention Comprehension Book Lesson 1 Standard R1.2 p.10-11 story on p. 68-69 (Letters to Eve)	Day 1- Mini Lesson 3; 2; pgs. 138-139; Write an Opinion Essay: Read a Mentor Text
				Day 2- Mini Lesson 5 Word Study: Long i and Short I	Day 2- Mini Lesson 4 p. 140-141 Summarize the Text	Day 2- Mini Lesson 6 p. 144-145 Write and Opinion Essay: Read to Find Relevant Facts and Details		
				Day 3- Mini Lesson 7; pgs. 146-147; Explain how Character Development Contributes to Plot in a Drama	Day 3- Mini Lesson 8; pgs. 148-149; Language in Context: Analyze Author's Use of Dialogue Short Read 1- Dorthy Meets the Scarecrow	Day 3- Mini Lesson 9; pgs. 150-151; Write an Opinion Essay: Use Text Evidence to Make a Claim		
				Day 4- Day 4-1/2 DAY	Day 4 Mini Lesson 10 First Reading: Make Connections to Character's Actions p. 152-153	Day 4- Mini Lesson 11: Write an Opinion Essay: Analyze the Writer's Conclusion p. 154-155		

	<p>meaning to meaning in text(s).</p> <p>ELA.4.R.3.2.a Include plot and theme in a literary text.</p>			<p>Day 5- 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).</p>	<p>Day 5- If needed: complete mini lesson 15 in small group and answer the How Dorothy Saved the Scarecrow Questions</p>	<p>Lesson 9 Standard R1.3 p. 26-27 story on p 70-71(The Disappearance of Lucy Carrigan)</p> <p>Lesson 10 Standard R1.3 p. 28-29 story on p. 74-75 (At the Tunnel's End)</p>	<p>Lesson 9 Standard R1.3 p. 26-27 story on p 70-71(The Disappearance of Lucy Carrigan)</p> <p>Lesson 10 Standard R1.3 p. 28-29 story on p. 74-75 (At the Tunnel's End)</p>	<p>Day 5- Mini Lesson 15 Language: Use Conjunctions</p>	
<p>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.</p>									

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9/19-9/26/22	<p>ELA.4.R.1.2 Explain a stated or implied theme and how it develops, using details in a literary text.</p> <p>ELA.V. 1.3 Use context clues, figurative language, word</p>	<p>Essential Question: How do we reveal ourselves to others?</p> <p>Comprehension Learning Targets: Summarize:</p>	<p>Explicitly Taught: mischievous dejectedly flutters ranking</p> <p>See page 166 for words in</p>	<p>Day 1- Mini Lesson 2; pgs. 170-171; Long u & Short u and Reading Big Words Strategy</p> <p>Day 2- Mini Lesson 4 p.174-175 Summarize the Text</p>	<p>Day 1- Mini Lesson 1; pgs. 168-169; First Reading: Draw Inferences about Character's Actions</p> <p>Day 2- Mini Lesson 5 p. 176-177 Build Vocabulary: Use Context Clues to Determine Meaning</p>	<p>Leveled Readers</p> <p>Leveled Readers: -Slipping Up O/34 700L -The Cooking Gene P/38 700L -Finding Jacob Q/40 630 L</p>	<p>Leveled Readers</p> <p>Leveled Readers: -Slipping Up O/34 700L -The Cooking Gene P/38 700L -Finding Jacob Q/40 630 L</p>	<p>Day 1- Mini Lesson 3; pgs. 172-173; Write an Opinion Essay: Read and Analyze the Prompt</p> <p>Day 2- Mini Lesson 6 Write an Opinion Essay: Develop Reasons Based on Relevant Details.</p>

	<p>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>ELA.4. R.1.4 Explain how rhyme and structure create meaning in a poem.</p> <p>ELA.4. R.3.1 Explain how figurative language contributes to meaning in text(s).</p> <p>ELA.4.R.3.2.a Include plot and theme in a literary text.</p>	<p>Including plot and theme</p> <p>Explain how characters contribute to plot</p> <p>Explain how a theme and how it develops</p> <p>Vocabulary Learning Target: Use context clues to contribute to meaning</p> <p>Writing Learning Target: Write an argument (Opinion essay)</p> <p>Grammar Learning Target: Use principal modals</p>	context	<p>Day 3- Mini Lesson 7; pgs. 180-181; Grammar in Context: Introduce Principal Modals</p>	<p>Day 3- Mini Lesson 8; pgs. 182-183; Close Reading: Describe Characters and Explain how they contribute to plot.</p>	<p>-Tyler and Noah Q/40 630L -Project Dot R/40 560L -Naila R/40 610L -Finn McCoul S/40 610L -Success T/40 740L</p> <p>Reader's Theater -Word Plays -The Toad Bridgegroom</p>	<p>-Tyler and Noah Q/40 630L -Project Dot R/40 560L -Naila R/40 610L -Finn McCoul S/40 610L -Success T/40 740L</p> <p>Reader's Theater -Word Plays -The Toad Bridgegroom</p>	<p>Day 3- Mini Lesson 9; pgs. 184-185; Write an Opinion Essay: Text Evidence to Make a Claim</p>
				<p>Day 4- Mini Lesson 10 p. 186-187 Close Reading: Analyze How Hearing a Story Enhances Comprehension</p>	<p>Day 4- Mini Lesson 12 p.190-191 Close Reading: Explain a Theme and How it Develops in Two Texts</p>	<p>Intervention Comprehension Book Lesson 1 Standard R1.2 p.10-11 story on p. 68-69 (Letters to Eve)</p>	<p>Intervention Comprehension Book Lesson 1 Standard R1.2 p.10-11 story on p. 68-69 (Letters to Eve)</p>	<p>Day 4- Mini Lesson 11 p. 188-189 Write an Opinion Essay: Plan and Organize Your Opinion Essay</p>
				<p>Day 5- Mini Lesson 13; pgs. 192-193; Grammar: Recognize and Correct Shifts in Tense and Number</p>	<p>Day 5- Peter Meets Wendy Questions</p>	<p>Lesson 9 Standard R1.3 p. 26-27 story on p 70-71(The Disappearance of Lucy Carrigan)</p> <p>Lesson 10 Standard R1.3 p. 28-29 story on p. 74-75 (At the Tunnel's End)</p>	<p>Lesson 9 Standard R1.3 p. 26-27 story on p 70-71(The Disappearance of Lucy Carrigan)</p> <p>Lesson 10 Standard R1.3 p. 28-29 story on p. 74-75 (At the Tunnel's End)</p>	<p>Day 5- Mini Lesson 14; pgs. 194-195; Blueprint/Culminating Task</p>
				<p>Day 6- Day 6- Day 6: Reading Assessment: Unit 2 Week 2 Grammar Assessment: Recognize and correct inappropriate shifts Spelling Assessment: long u and short u Culminating Research Project: Benchmark Mini-Lesson #15 – Discuss the blueprint and build toward the culminating task.</p>				

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9/27-10/4/22 Unit 2 Week 3 WEEK 3 MATERIALS	ELA.4.R.1.2 Explain a stated or implied theme and how it develops, using details in a literary text.	Essential Question: How do we reveal ourselves to others?	Explicitly Taught: Appalled, contemptuously, overrated, sinking feeling See page 122 TE for words in context	Day 1- Mini Lesson 2; pgs. 202-203; Word Study: Closed Syllable Patterns	Day 1- Mini Lesson 1; pgs. 200-201; First Reading: Make Connections to Characters' Actions	Leveled Readers 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	Leveled Readers 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	Day 1- Mini Lesson 3; pgs. 204-205; Write an Opinion Essay: Create an Effective Opening Paragraph
	ELA.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.	Comprehension Learning Targets: Summarize: Including plot and theme Explain how a theme and how it develops		Day 2- Mini Lesson 5; p. 208-209 Grammar in Context Subject/Verb Agreement; Correct Pronoun References	Day 2- Continue Mini Lesson 1; pgs. 200-201; First Reading: Make Connections to Characters' Actions	Reader's Theater -Word Plays -The Toad Bridgegroom	Reader's Theater -Word Plays -The Toad Bridgegroom	Day 2- Mini Lesson 6; p.210-211 Write an Opinion Essay: Incorporate Text Evidence to Support and Opinion and Provide a Conclusion
	ELA.4. R.1.4 Explain how rhyme and structure create meaning in a poem.	Vocabulary Learning Target: Use context clues to contribute to meaning		Day 3- Mini Lesson 4; p.206-207 Close Reading Analyze How Reading and Hearing Versions of a Story Enhances Comprehension	Day 3- Mini Lesson 7; pgs. 212-213; Close Reading: Summarize the Text	Intervention Comprehension Book Lesson 1 Standard R1.2 p.10-11 story on p. 68-69 (Letters to Eve)	Intervention Comprehension Book Lesson 1 Standard R1.2 p.10-11 story on p. 68-69 (Letters to Eve)	Day 3- Mini Lesson 8; pgs. 214-215; Write an Opinion Essay; Revise to Insert Words and Phrases for Effect
	ELA.4. R.3.1 Explain how figurative language contributes to meaning in text(s).	Writing Learning Target: Write an argument (Opinion essay)		Day 4- Mini Lesson 9; pgs. 216-217; Close Reading: Use Details from Two Texts to Explain How a Theme Develops	Day 4- Continue Mini Lesson 9; pgs. 216-217; Close Reading: Use Details from Two Texts to Explain How a Theme Develops Summarizing Manipulative Character Traits	Lesson 9 Standard R1.3 p. 26-27 story on p 70-71(The Disappearance of Lucy Carrigan)	Lesson 9 Standard R1.3 p. 26-27 story on p 70-71(The Disappearance of Lucy Carrigan)	Day 4- Mini Lesson 11; pgs. 220-221; Write an Opinion Essay: Edit to Ensure Subject/Verb Agreement and Clear Pronoun Reference
	ELA.4.R.3.2.a Include plot and theme in a literary text.	Grammar Learning Target: Subject-verb agreement with intervening phrases and clauses.		Day 5- Mini Lesson 12; pgs. 222-223; Explain How Rhyme and Structure Create Meaning in a Poem	Day 5- Peter's Shadow Questions			Day 5- Mini Lesson 13; pgs. 224-225; Evaluate and Reflect on Writing

						Lesson 10 Standard R1.3 p. 28-29 story on p. 74-75 (At the Tunnel's End)	Lesson 10 Standard R1.3 p. 28-29 story on p. 74-75 (At the Tunnel's End)	
<p>Day 6- Reading Assessment: Unit 2 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.</p> <p>**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.</p> <p>Grammar Assessment: Subject Verb Agreement; Pronouns Spelling Assessment: closed syllable pattern Culminating Research Project: Benchmark Mini-Lesson #15 – Discuss the blueprint and complete optional culminating activity.</p>								

Date	Standard	Learning Target/ Question Stems	Vocabulary	Whole Group/ Assessment/ Culminating Project	Small Group	Para Center	Student Peer-to-peer	Whole Group 2 Response to Literature/ Grammar
10/5- 10/12/22 Unit 3, Week 1 WEEK 1 MATERIALS	<p>ELA.4.R.1.1 Explain how setting, events, conflict, and character development contribute to plot in a literary text.</p> <p>ELA.4. R.1.4 Explain how rhyme and structure create meaning in a poem.</p> <p>ELA.4.R.2.1 Explain how text features</p>	<p>Essential Question: How can government influence the way we live?</p> <p>Comprehension Learning Targets: Explain how characters contribute to plot. Explain</p>	<p>Explicitly Taught: crisis relief funds adversity feeble</p> <p>See page 18 for words in context.</p>	<p>Day 1- Mini-Lesson 1 (p. 20-21)</p> <p>Introduce unit - How does the Government Influence the Way we Live?</p> <p>Video introduction</p> <p>Unit Vocabulary introduction</p> <p>Culminating Project/Blueprint introduction</p>	<p>Day 1- Mini-Lesson 2 (p. 22-23)</p> <p>Introduce vocabulary (relief funds, crisis) for “Solving Problems”</p> <p>First read of “Solving Problems” focusing on identifying important and unimportant information</p>	<p>Leveled Readers</p> <p>-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</p>	<p>Leveled Readers</p> <p>-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</p>	<p>Day 1- Mini-Lesson 3 (p. 24-25)</p> <p>Writing - Write an Expository Essay - Develop Your Focus</p> <p>Review components of an expository essay</p> <p>Begin planning</p>

<p>contribute to the meaning and identify the text structures of problem/solution, sequence, and description of texts.</p> <p>ELA.4.R.2.2 Explain how relevant details support the central idea, implied, or explicit.</p> <p>ELA.4.R.3.2.a Include plot and theme in a literary text.</p> <p>ELA. 4.R.3.2b Include the central idea and relevant details for an informational text.</p>	<p>how text features contribute to meaning.</p> <p>Vocabulary Target: Use Context clues to determine meaning.</p> <p>Writing Target: Write Expository Essays</p>	<p>Day 2- Mini-Lesson 4 (p. 26-27)</p> <p>“Engage Thinking” - Introduce text structures with anchor chart focusing on problem and solution</p>	<p>Day 2- Mini-Lesson 4 (p. 26-27)</p> <p>Complete lesson focusing on identifying the text structure of “Solving Problems” and how text features contribute to the meaning Solving Problems Questions</p> <p><i>Mini-Lesson 5 (p. 27-28) - Open syllables as needed</i></p>	<p>-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>-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>Day 2- Mini-Lesson 6 (p. 30-31)</p> <p>Writing - Write an Expository Essay - Select Knowledgeable and Valid Sources</p>
		<p>Day 3- Mini-Lesson 7 (p. 32-33)</p> <p>Explain how text features contribute to meaning in a text about government using “Solving Problems” text</p>	<p>Day 3- Mini-Lesson 10 (p. 38-39)</p> <p>First Reading of “The First Town Meeting” - Summarize and Synthesize to Build Knowledge about Government</p> <p>Introduce vocabulary for “The First Town Meeting” (adversity, feeble)</p> <p>“Model” portion of lesson - summarize paragraphs 1-4</p>	<p>Readers Theater: Rights and Wrongs The Civics Game Show Paul Revere's Ride</p> <p>Comprehension Intervention Book</p> <p>Lesson 3 Standard R1.1 p. 14-15, Story on p. 72-73 (The Campout).</p>	<p>Readers Theater: Rights and Wrongs The Civics Game Show Paul Revere's Ride</p> <p>Comprehension Intervention Book</p> <p>Lesson 3 Standard R1.1 p. 14-15, Story on p. 72-73 (The Campout).</p>	<p>Day 3- Mini-Lesson 8 (p. 34-35)</p> <p>Grammar in Context - Use Principal Modals using “Solving Problems”</p>
		<p>Day 4- Mini-Lesson 10 (p. 38-39)</p> <p>Continue lesson - Review summary of first portion of “The First Town Meeting”</p> <p>Read paragraphs 5-8 of “The First Town</p>	<p>Day 4- Mini-Lesson 10 (p. 38-39)</p> <p>Finish lesson - Finish reading text and summarize (independently or with partners)</p> <p>Review inference</p>	<p>Lesson 4 Standard R1.1 p. 16-17, Story on p. 74-75 (At the Tunnel's End).</p> <p>Lesson 5 Standard R1.1 p. 18-19, Story on P.</p>	<p>Lesson 4 Standard R1.1 p. 16-17, Story on p. 74-75 (At the Tunnel's End).</p>	<p>Day 4- Mini- Lesson 11 Write an Expository Essay: Plan and Organize Your Essay</p> <p>Model your research notes and show how to organize your notes and create a</p>

				<p>Meeting” and summarizing the second portion of text with students working in pairs</p>	<p>with anchor chart</p> <p>Complete the linked inferencing questions</p> <p>"The First Town Meeting" Questions</p>	<p>76-77 (A Question for the President)</p> <p>Lesson 8 Standard R1.4 p.24-25, Story on p. 82-83 (Space Cowboy)</p> <p>Lesson 21 Standard R2.1 p. 50-51, Story on page 105-106 (Thomas Hart Benton)</p> <p>Lesson 22 Standard R2.1 p. 52-53, Story on p. 94-95 (The Creation of the United States Coast Guard)</p> <p>Lesson 26 Standard 2.1 p. 60-61, story on p. 100-101 (The Nation's Wildest Roller Coaster).</p> <p>Lesson 27 Standard R2.1, p. 62-63, story on p. 90-91 (From Shapeless to Chic: The Rise of Nelly Don)</p> <p>Lesson 11 Standard R2.2 p. 30-31, Story on p.86-87 (Don't Wait to Pay it Forward).</p>	<p>Lesson 5 Standard R1.1 p. 18-19, Story on P. 76-77 (A Question for the President)</p> <p>Lesson 8 Standard R1.4 p.24-25, Story on p. 82-83 (Space Cowboy)</p> <p>Lesson 21 Standard R2.1 p. 50-51, Story on page 105-106 (Thomas Hart Benton)</p> <p>Lesson 22 Standard R2.1 p. 52-53, Story on p. 94-95 (The Creation of the United States Coast Guard)</p> <p>Lesson 26 Standard 2.1 p. 60-61, story on p. 100-101 (The Nation's Wildest Roller Coaster).</p> <p>Lesson 27 Standard R2.1, p. 62-63, story on p. 90-91 (From Shapeless to Chic: The Rise of Nelly Don)</p> <p>Lesson 11 Standard R2.2 p.</p>	<p>planning Guide.</p> <p>Day 5- With a partner students will create their own planning guide.</p> <p>Mini Lesson 11- page 40</p> <p>Review Grammar: Use Principal Modals</p> <p>Mini Lesson 14</p>
				<p>Day 5- Text Structure Practice with Comprehension Intervention Book - Lesson 33 (p.74-75)</p> <p>Review text structure - problem and solution</p> <p>Read “The Creation of the United States Coast Guard” (BL Master 46)</p>	<p>Day 5- Text Structure Practice with Comprehension Intervention Book - Lesson 33 (p.74-75)</p> <p>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>Lesson 12 Standard R2.2, p. 32-33, Story on p. 88-89 (What Do Entomologists do?)</p> <p>Lesson 13 Standard R2.2 p34-35, Story on p. 90-91 (Shapeless to Chic:Rise of Nelly Don)</p> <p>Lesson 2 Standard R3.2a on p. 12-13, Story on p. 70-71, (The Disappearance of Lucy Carrigan</p> <p>Lesson 14 Standard R3.2b on p. 36-37, Story on p. 92-93 (American Goldfinches)</p> <p>Lesson 15 Standard R3.2b on p. 38-39, story on p. 94-95 (The Creation of the United States Coast Guard).</p> <p>Lesson 16 Standard R3.2b on p. 40-41, Story on p. (Protecting the Great Barrier Reef)</p>	<p>30-31, Story on p.86-87 (Don't Wait to Pay it Forward).</p> <p>Lesson 12 Standard R2.2, p. 32-33, Story on p. 88-89 (What Do Entomologists do?)</p> <p>Lesson 13 Standard R2.2 p34-35, Story on p. 90-91 (Shapeless to Chic:Rise of Nelly Don)</p> <p>Lesson 2 Standard R3.2a on p. 12-13, Story on p. 70-71, (The Disappearance of Lucy Carrigan</p> <p>Lesson 14 Standard R3.2b on p. 36-37, Story on p. 92-93 (American Goldfinches)</p> <p>Lesson 15 Standard R3.2b on p. 38-39, story on p. 94-95 (The Creation of the United States Coast Guard).</p> <p>Lesson 16</p>	
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						Lesson 17 Standard R3.2b on p. 42-43, Story on p. 98-99 (How to Play Marbles).	Standard R3.2b on p. 40-41, Story on p. (Protecting the Great Barrier Reef) Lesson 17 Standard R3.2b on p. 42-43, Story on p. 98-99 (How to Play Marbles).	
<p>Day 6- Reading Assessment: Unit 3 Week 1 Grammar Assessment: Use Principal Modal Spelling Assessment: Open Syllable Pattern Culminating Research Project: Benchmark Mini-Lesson #15 – Discuss the blueprint and build toward the culminating task.</p>								

Date	Standard	Learning Target/ Question Stems	Vocabulary	Whole Group/ Assessment/ Culminating Project	Small Group	Para Center	Student Peer-to- peer	Whole Group 2 Response to Literature/ Grammar
10/13- 10/21/22 Unit 3, Week 2 WEEK 2 MATERIALS	<p>ELA.4.R.1.1 Explain how setting, events, conflict, and character development contribute to plot in a literary text.</p> <p>ELA.4. R.1.4 Explain how rhyme and structure create meaning in a poem.</p> <p>ELA.4.R.2.1 Explain how text features contribute to the meaning and identify the text structures of</p>	<p>Essential Question: How can government influence the way we live?</p> <p>Compre hension Learning Targets: Explain how text features contribute to meaning. Explain how relevant</p>	<p>Explicitly Taught: delegated indispensable liberties Infrastructure</p> <p>See page 54 for words in context.</p>	<p>Day 1- Mini-Lesson 1 (p. 54-55)</p> <p>First Reading: Distinguish between important and unimportant details with the text “The State Government and Its Citizens”</p> <p>Introduce vocabulary for text</p> <p>Review skill learned with “Solving Problems”</p> <p>Practice this skill with</p>	<p>Day 1- Mini-Lesson 1 (p. 54-55)</p> <p>Continue this lesson from whole group</p> <p><i>Mini-Lesson 2 - Review Vowel Teams and Big Word Strategies (p. 56-57)</i></p>	<p>Leveled Readers</p> <p>-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</p>	<p>Leveled Readers</p> <p>-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</p>	<p>Day 1- Mini-Lesson 3 (p. 58-59)</p> <p>Write an Expository Essay - Introduce Your Topic</p> <p>Model Introduction</p> <p>Students will write their own introduction. Share with a partner.</p>

<p>problem/solution, sequence, and description of texts.</p> <p>ELA.4.R.2.2 Explain how relevant details support the central idea, implied, or explicit.</p> <p>ELA.4.R.3.2.a Include plot and theme in a literary text.</p> <p>ELA.4.R.3.2.b Include the central idea and relevant details for an informational text.</p>	<p>details support the main idea.</p> <p>Vocabulary Target: Use Context clues to determine meaning.</p> <p>Writing Target: Write Expository Essays</p> <p>Grammar Target: Use Verbals including Gerunds, Infinitives and Participial Phrases</p>	<p>“The State Government and Its Citizens” Extended Read 1</p>		<p>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>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>Day 2- Mini-Lesson 4 (p. 60-61)</p> <p>Second Reading: Identify Relevant Details & Determine the Central Idea</p> <p>Review the skill with “The State Government and Its Citizens”</p>	<p>Day 2- Mini-Lesson 5 (p. 62-63)</p> <p>Use Context Clues to Determine the Meaning of Words and Phrases using “The State Government and Its Citizens”</p> <p>Review types of context clues</p>	<p>Readers Theater: Rights and Wrongs The Civics Game Show Paul Revere's Ride</p>	<p>Readers Theater: Rights and Wrongs The Civics Game Show Paul Revere's Ride</p>	<p>Day 2- Mini- Lesson 6</p> <p>Develop a Topic with Specific Details Introduce Transitions</p> <p>Review Planning Sheet</p> <p>Model second paragraph</p>
		<p>10/17- No school Teacher Planning Day</p>				
		<p>Day 3- Mini-Lesson 8 (p. 68-69)</p> <p>Close Reading: Explain How Text Structure Contributes Meaning to a Text (Problem/Solution)</p>	<p>Day 3- Mini-Lesson 10 (p. 72-73)</p> <p>Close reading: How Text Features contribute to Meaning in a Text about a State Government</p>	<p>Comprehension Intervention Book</p> <p>Lesson 3 Standard R1.1 p. 14-15, Story on p. 72-73 (The Campout).</p>	<p>Comprehension Intervention Book</p> <p>Lesson 3 Standard R1.1 p. 14-15, Story on p. 72-73 (The Campout).</p>	<p>Day 3- Mini-Lesson 7 (pages 66-67)</p> <p>Grammar in Context: Review Present Progressive Tense</p>
		<p>Day 4- Mini-Lesson 12 (p. 76-77)</p> <p>Close Reading: Summarize Information from Two Texts to Enhance Comprehension</p>	<p>Day 4- Mini-Lesson 12 (p. 76-77)</p> <p>Finish guided practice and independent practice for this lesson</p>	<p>Lesson 4 Standard R1.1 p. 16-17, Story on p. 74-75 (At the Tunnel's End).</p>	<p>Lesson 4 Standard R1.1 p. 16-17, Story on p. 74-75 (At the Tunnel's End).</p>	<p>Day 4- Mini-Lesson 9</p> <p>Use words and Phrases to Create Transitions</p>
<p>Day 5- Explain How Text Features contribute Meaning in a Text</p>	<p>Day 5- Explain How Text Features contribute Meaning in a Text</p>	<p>Lesson 5 Standard R1.1 p. 18-19, Story on P. 76-77 (A Question for the President)</p>	<p>Lesson 5 Standard R1.1 p. 18-19, Story on P. 76-77 (A Question for the</p>	<p>Day 5- Mini-Lesson 11</p> <p>Write an Expository Essay: Provide a Conclusion</p>		

				<p>Use leveled reader “We Can Make a Difference”</p> <p>Read the excerpt “Why It Matters” (p. 16) to review how a sidebar contributes to the meaning of a text</p>	<p>Use leveled reader “Celebrating the United States”</p> <p>Read the excerpt “The Statue of Liberty” (p. 14) to review how a sidebar contributes to the meaning of a text</p> <p>If time permits, complete a text scavenger hunt for additional sidebars and discuss the various locations of a sidebar</p>	<p>Lesson 8 Standard R1.4 p.24-25, Story on p. 82-83 (Space Cowboy)</p> <p>Lesson 21 Standard R2.1 p. 50-51, Story on page 105-106 (Thomas Hart Benton)</p> <p>Lesson 22 Standard R2.1 p. 52-53, Story on p. 94-95 (The Creation of the United States Coast Guard)</p> <p>Lesson 26 Standard 2.1 p. 60-61, story on p. 100-101 (The Nation's Wildest Roller Coaster).</p> <p>Lesson 27 Standard R2.1, p. 62-63, story on p. 90-91 (From Shapeless to Chic: The Rise of Nelly Don)</p> <p>Lesson 11 Standard R2.2 p. 30-31, Story on p.86-87 (Don't Wait to Pay it Forward).</p> <p>Lesson 12 Standard R2.2, p.</p>	<p>President)</p> <p>Lesson 8 Standard R1.4 p.24-25, Story on p. 82-83 (Space Cowboy)</p> <p>Lesson 21 Standard R2.1 p. 50-51, Story on page 105-106 (Thomas Hart Benton)</p> <p>Lesson 22 Standard R2.1 p. 52-53, Story on p. 94-95 (The Creation of the United States Coast Guard)</p> <p>Lesson 26 Standard 2.1 p. 60-61, story on p. 100-101 (The Nation's Wildest Roller Coaster).</p> <p>Lesson 27 Standard R2.1, p. 62-63, story on p. 90-91 (From Shapeless to Chic: The Rise of Nelly Don)</p> <p>Lesson 11 Standard R2.2 p. 30-31, Story on p.86-87 (Don't Wait to Pay it Forward).</p>	<p>Mini-Lesson 13- Grammar: Form and Use Gerunds, Infinitives, and Participle Phrases</p>
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					<p>32-33, Story on p. 88-89 (What Do Entomologists do?)</p> <p>Lesson 13 Standard R2.2 p34-35, Story on p. 90-91 (Shapeless to Chic:Rise of Nelly Don)</p> <p>Lesson 2 Standard R3.2a on p. 12-13, Story on p. 70-71, (The Disappearance of Lucy Carrigan</p> <p>Lesson 14 Standard R3.2b on p. 36-37, Story on p. 92-93 (American Goldfinches)</p> <p>Lesson 15 Standard R3.2b on p. 38-39, story on p. 94-95 (The Creation of the United States Coast Guard).</p> <p>Lesson 16 Standard R3.2b on p. 40-41, Story on p. (Protecting the Great Barrier Reef)</p> <p>Lesson 17 Standard R3.2b on p. 42-43, Story</p>	<p>Lesson 12 Standard R2.2, p. 32-33, Story on p. 88-89 (What Do Entomologists do?)</p> <p>Lesson 13 Standard R2.2 p34-35, Story on p. 90-91 (Shapeless to Chic:Rise of Nelly Don)</p> <p>Lesson 2 Standard R3.2a on p. 12-13, Story on p. 70-71, (The Disappearance of Lucy Carrigan</p> <p>Lesson 14 Standard R3.2b on p. 36-37, Story on p. 92-93 (American Goldfinches)</p> <p>Lesson 15 Standard R3.2b on p. 38-39, story on p. 94-95 (The Creation of the United States Coast Guard).</p> <p>Lesson 16 Standard R3.2b on p. 40-41, Story on p. (Protecting the Great Barrier Reef)</p>	
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						on p. 98-99 (How to Play Marbles).	Lesson 17 Standard R3.2b on p. 42-43, Story on p. 98-99 (How to Play Marbles).	
<p>Day 6- Reading Assessment: Unit 3 Week 2 Grammar Assessment: Using Verbals including Gerunds, Infinitives and Participial Phrases Spelling Assessment: Vowel Teams Culminating Research Project: Benchmark Mini-Lesson #15 – Discuss the blueprint and build toward the culminating task.</p>								

Date	Standard	Learning Target/ Question Stems	Vocabulary	Whole Group/ Assessment/ Culminating Project	Small Group	Para Center	Student Peer-to-peer	Whole Group 2 Response to Literature/ Grammar
10/24- 10/31/22 Unit 3, Week 3 WEEK 3 MATERI ALS	<p>ELA.4.R.1.1 Explain how setting, events, conflict, and character development contribute to plot in a literary text.</p> <p>ELA.4. R.1.4 Explain how rhyme and structure create meaning in a poem.</p> <p>ELA.4.R.2.1 Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description of texts.</p> <p>ELA.4.R.2.2 Explain how</p>	<p>Essential Question: How can government influence the way we live?</p> <p>Comprehension Learning Targets: Explain how characters contribute to plot.</p> <p>Vocabulary Target: Use Context clues to determine meaning.</p> <p>Writing Target: Write</p>	<p>Explicitly Taught: anxious comprehend tyrannical urgency</p> <p>See page 84 for words in context.</p>	<p>Day 1- Mini-Lesson 1 (p. 86-87)</p> <p>First reading: Summarize and Synthesize to Build Knowledge about Government Authority using “Stanley’s Release”</p> <p>“Vocabulary” and “Model” sections</p>	<p>Day 1- Mini-Lesson 1 (86-87)</p> <p>Finish “Model” section of mini-lesson 1</p> <p><i>Mini-Lesson 2 (p 88-89) n- Review Vowel-r Syllable Patterns and Reading Big Words Strategy</i></p>	<p>Leveled Readers</p> <p>-The Recess Debate 850L P/38 -Benjamin Franklin 770L P/38 -We Can Make a Difference 820L Q/40 -Women Difference 860L Q/40</p>	<p>Leveled Readers</p> <p>-The Recess Debate 850L P/38 -Benjamin Franklin 770L P/38 -We Can Make a Difference 820L Q/40 -Women Difference 860L Q/40</p>	<p>Day 1- Mini Lesson 3 (Page 90-91)Write an Expository Essay: Revise to Improve Sentence Fluency by Varying How Sentences Begin.</p>
				<p>Day 2- Mini-Lesson 4 (92-93)</p> <p>Close Reading: Use Context Clues to Determine the Meaning of Words and Phrases</p>	<p>Day 2- Mini-Lesson 7 (p. 98-99)</p> <p>Close Reading: Use Details About a Text to Make Inferences about Government</p>	<p>-United States 890L Q/40 -Newsgirl 650L R/40 -Let Freedom Ring 970L R/40 -Florida Heroes 1010L R/40</p>	<p>-United States 890L Q/40 -Newsgirl 650L R/40 -Let Freedom Ring 970L R/40 -Florida Heroes 1010L R/40</p>	<p>Day 2- Mini-Lesson 5 Grammar in Context: Review Commas and Quotations to Indicate Direct Address.</p>
				<p>Day 3- Mini-Lesson 9 (p. 102-103)</p>	<p>Day 3- Mini Lesson 9 (p. 102-103)</p>	<p>-Civil Rights in</p>	<p>-Civil Rights in</p>	<p>Day 3- Mini-Lesson 8 (p. 100-101) Write</p>

<p>relevant details support the central idea, implied, or explicit.</p> <p>ELA.4.R.3.2.a Include plot and theme in a literary text.</p> <p>ELA. 4.R.3.2b Include the central idea and relevant details for an informational text.</p>	Expository Essays		<p>Close Reading: Summarize Multiple Texts to Enhance Comprehension</p> <p>Complete the first portion of the lesson - "Engage Thinking"</p> <p>Summarize each text - "Stanley's Release" and "The State Government and Its Citizens"</p>	<p>Finish this lesson from whole group</p>	<p>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>Comprehension Intervention Book</p>	<p>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>Comprehension Intervention Book</p>	<p>an Expository Essay: Edit for Correct Use of Commas and Quotations</p>
			<p>Day 4- Intervention page 92 Read Thomas Hart Benton BLM 61 and practice summarizing the text.</p>	<p>Day 4- Invention page 92 Read Benton Murals Inspire Federal Art Project. Summarize the Text</p>	<p>Lesson 3 Standard R1.1 p. 14-15, Story on p. 72-73 (The Campout).</p> <p>Lesson 4 Standard R1.1 p. 16-17, Story on p. 74-75 (At the Tunnel's End).</p> <p>Lesson 5 Standard R1.1 p. 18-19, Story on P. 76-77 (A Question for the President)</p> <p>Lesson 8 Standard R1.4 p.24-25, Story on</p>	<p>Lesson 3 Standard R1.1 p. 14-15, Story on p. 72-73 (The Campout).</p> <p>Lesson 4 Standard R1.1 p. 16-17, Story on p. 74-75 (At the Tunnel's End).</p> <p>Lesson 5 Standard R1.1 p. 18-19, Story on P. 76-77 (A Question for the President)</p> <p>Lesson 8 Standard R1.4 p.24-25, Story on</p>	<p>Day 4- Finish Lesson 92.- Combine ideas or information from both passages.</p>
			<p>Day 5- Mini-Lesson 12 (108-109)</p> <p>Identify a Poem's Rhyme Scheme and how it contributes to meaning</p> <p>Introduce Features of Poetry with Anchor Chart</p>	<p>Day 5- Mini-Lesson 12 (108-109)</p> <p>Identify a Poem's Rhyme Scheme and how it contributes to meaning</p> <p>Read text and complete mini-lesson</p> <p>Stanley's Release from Holes Questions</p>	<p>Day 5- Mini-Lesson 11 (p. 106-107)</p> <p>Write an expository essay: Edit to correct inappropriate shifts in verb tense and number</p>		

					<p>p. 82-83 (Space Cowboy)</p> <p>Lesson 21 Standard R2.1 p. 50-51, Story on page 105-106 (Thomas Hart Benton)</p> <p>Lesson 22 Standard R2.1 p. 52-53, Story on p. 94-95 (The Creation of the United States Coast Guard)</p> <p>Lesson 26 Standard 2.1 p. 60-61, story on p. 100-101 (The Nation's Wildest Roller Coaster).</p> <p>Lesson 27 Standard R2.1, p. 62-63, story on p. 90-91 (From Shapeless to Chic: The Rise of Nelly Don)</p> <p>Lesson 11 Standard R2.2 p. 30-31, Story on p.86-87 (Don't Wait to Pay it Forward).</p> <p>Lesson 12 Standard R2.2, p. 32-33, Story on p. 88-89 (What Do Entomologists</p>	<p>p. 82-83 (Space Cowboy)</p> <p>Lesson 21 Standard R2.1 p. 50-51, Story on page 105-106 (Thomas Hart Benton)</p> <p>Lesson 22 Standard R2.1 p. 52-53, Story on p. 94-95 (The Creation of the United States Coast Guard)</p> <p>Lesson 26 Standard 2.1 p. 60-61, story on p. 100-101 (The Nation's Wildest Roller Coaster).</p> <p>Lesson 27 Standard R2.1, p. 62-63, story on p. 90-91 (From Shapeless to Chic: The Rise of Nelly Don)</p> <p>Lesson 11 Standard R2.2 p. 30-31, Story on p.86-87 (Don't Wait to Pay it Forward).</p> <p>Lesson 12 Standard R2.2, p. 32-33, Story on p. 88-89 (What Do Entomologists</p>	
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					<p>do?)</p> <p>Lesson 13 Standard R2.2 p34-35, Story on p. 90-91 (Shapeless to Chic:Rise of Nelly Don)</p> <p>Lesson 2 Standard R3.2a on p. 12-13, Story on p. 70-71, (The Disappearance of Lucy Carrigan</p> <p>Lesson 14 Standard R3.2b on p. 36-37, Story on p. 92-93 (American Goldfinches)</p> <p>Lesson 15 Standard R3.2b on p. 38-39, story on p. 94-95 (The Creation of the United States Coast Guard).</p> <p>Lesson 16 Standard R3.2b on p. 40-41, Story on p. (Protecting the Great Barrier Reef)</p> <p>Lesson 17 Standard R3.2b on p. 42-43, Story on p. 98-99 (How to Play Marbles).</p>	<p>do?)</p> <p>Lesson 13 Standard R2.2 p34-35, Story on p. 90-91 (Shapeless to Chic:Rise of Nelly Don)</p> <p>Lesson 2 Standard R3.2a on p. 12-13, Story on p. 70- 71, (The Disappearance of Lucy Carrigan</p> <p>Lesson 14 Standard R3.2b on p. 36-37, Story on p. 92-93 (American Goldfinches)</p> <p>Lesson 15 Standard R3.2b on p. 38-39, story on p. 94-95 (The Creation of the United States Coast Guard).</p> <p>Lesson 16 Standard R3.2b on p. 40-41, Story on p. (Protecting the Great Barrier Reef)</p> <p>Lesson 17 Standard R3.2b on p. 42-43, Story on p. 98-99</p>	
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							(How to Play Marbles).	
<p>Day 6- Reading Assessment: Unit 3 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.</p> <p>**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.</p> <p>Grammar Assessment: Recognize & Correct Shifts in Verb Tense and Number Spelling Assessment: Vowel - r Syllable Pattern Culminating Research Project: Benchmark Mini-Lesson #10 & #14– Discuss the blueprint and complete optional culminating activity.</p>								

Date	Standard	Learning Target/ Question Stems	Vocabulary	Whole Group/ Assessment/ Culminating Project	Small Group	Para Center		Whole Group 2 Response to Mini-Lesson Literature/ Grammar
11/1-11/8/22 Unit 4 Week 1 WEEK 1 MATERIALS	<p>ELA.4.R.1.1 Explain how setting, events, conflict, and character development contribute to plot in a literary text.</p> <p>ELA.4.R.1.2 Explain a stated or implied theme and how it develops, using details in a literary text.</p> <p>ELA.4.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.</p> <p>ELA.4.R.1.4</p>	<p>Essential Question: What do we learn when we look at the world through the eyes of others.</p> <p>Comprehension Learning Targets: Identify Narrator's Point of View: Explain the difference between narrator's point of view and character perspective</p>	<p>Explicitly Taught: concerned skidded contraption involuntarily</p> <p>See page 132 for words in context</p>	<p>Day 1- Mini-Lesson 1 (p. 134-135)</p> <p>Introduce the Knowledge Focus: Understanding Different Points of View</p> <p>Day 2- Mini-Lesson 4 (p. 140-141)</p> <p>Identify First-Person Narrative Point of View</p> <p>"Engage Thinking" and "Model"</p>	<p>Day 1- Mini-Lesson 2 (p. 136-137)</p> <p>First Reading: Ask Questions about Characters and Events to Understand Point of View</p> <p>Day 2- Mini-Lesson 4 (p. 140-141)</p> <p>Identify First-Person Narrative Point of View</p> <p>Finish lesson</p> <p><i>Mini-Lesson 5 (p. 140-141) - Review Compound Words and Reading Big Words</i></p>	<p><u>Leveled Readers</u> -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</p> <p><u>Reader's Theater</u> -The Tortoise and the Hare N/30, P/38, R/40, S/44, U/50, W/60</p>	<p><u>Leveled Readers</u> -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</p> <p><u>Reader's Theater</u> -The Tortoise and the Hare N/30, P/38, R/40, S/44, U/50, W/60</p>	<p>Day 1- Mini-Lesson 3 (p.138-139)</p> <p>Write a New Fictional Scene: Read a Prompt and Mentor Text.</p> <p>Day 2- Mini-Lesson 6 (p.144-145)</p> <p>Write a New Fictional Scene: Analyze Characters and Events.</p>

<p>Explain how rhyme and structure create meaning in a poem.</p> <p>ELA.4.R.3.1 Explain how figurative language contributes to meaning in text(s).</p> <p>ELA.4.R.3.2.a Include plot and theme in a literary text.</p>	<p>Vocabulary Learning Target: Use context clues to contribute to meaning</p> <p>Writing Target: Write Narrative Texts</p> <p>Grammar Target: Use Subject-Verb agreement with intervening clauses and phrases.</p>	<p>Day 3- Mini-Lesson 7 (p. 146-147)</p> <p>Draw Inferences about Characters' Perspectives in a First-Person Narrative</p> <p>“Engage Thinking” and “Model”</p>	<p>Day 3- Mini-Lesson 7 (p. 146-147)</p> <p>Draw Inferences about Characters' Perspectives in a First-Person Narrative</p> <p>Finish lesson Short Read 1 Here, Boy from Because of Winn-Dixie</p>	<p>-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</p> <p>Comprehension Intervention Book</p> <p>Lesson 3 Standard R1.1 p. 14-15, Story on p. 72-73 (The Campout).</p>	<p>-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</p> <p>Comprehension Intervention Book</p> <p>Lesson 3 Standard R1.1 p. 14-15, Story on p. 72-73 (The Campout).</p>	<p>Day 3- Mini-Lesson 8 (p. 148-149) Grammar in Context: Review Past Progressive Tense</p>
		<p>Day 4- Mini-Lesson 10 (p. 150-151)</p> <p>First Reading: Create Mental Images of Characters and Events to Understand Point of View</p> <p>“Build Vocabulary/Preview the Text” and “Read and Annotate” sections</p>	<p>Day 4- Mini-Lesson 10 (p. 150-151)</p> <p>First Reading: Create Mental Images of Characters and Events to Understand Point of View</p> <p>Finish lesson</p>	<p>Lesson 4 Standard R1.1 p. 16-17, Story on p. 74-75 (At the Tunnel's End).</p> <p>Lesson 5 Standard R1.1 p. 18-19, Story on P. 76-77 (A Question for the President)</p>	<p>Lesson 4 Standard R1.1 p. 16-17, Story on p. 74-75 (At the Tunnel's End).</p> <p>Lesson 5 Standard R1.1 p. 18-19, Story on P. 76-77 (A Question for the President)</p>	<p>Day 4- Mini-Lesson 9 (p.150-151) Write a New Fictional Scene: Read to Find Character Traits in a Source Text.</p>
		<p>Day 5- Mini-Lesson 12 (p. 154-155)</p> <p>Identify and Analyze Third-Person Narrative Point of View</p>	<p>Day 5- Mini-Lesson 13 (156-157)</p> <p>Draw Inferences about Characters' Perspectives in a Third-Person Narrative</p> <p>Short Read 2 - Something uneasy in the Air</p>	<p>Lesson 1 Standard R1.2 p.10-11 Story on p. 68-69 (Letters to Eve)</p> <p>Lesson 9 Standard R1.3 P. 26-27. Story on p. 70-71 (The Disappearance of Lucy Carrigan)</p> <p>Lesson 8 Standard R1.4 P 24-25. Story on 82-83 (Space Cowboy)</p>	<p>Lesson 1 Standard R1.2 p.10-11 Story on p. 68-69 (Letters to Eve)</p> <p>Lesson 9 Standard R1.3 P. 26-27. Story on p. 70-71 (The Disappearance of Lucy Carrigan)</p> <p>Lesson 8 Standard R1.4 P 24-25. Story on 82-83 (Space Cowboy)</p>	<p>Day 5- Mini-Lesson 11 (p 154-155) Write a New Fictional Scene: Develop the Character's Voice</p> <p>Mini-Lesson 14: Use Subject-Verb Agreement with Intervening Clauses and Phrases.</p>

					<p>Lesson 2 Standard R3.2a on p. 12-13, Story on p. 70-71, (The Disappearance of Lucy Carrigan</p> <p>Lesson 14 Standard R3.2b on p. 36-37, Story on p. 92-93 (American Goldfinches)</p> <p>Lesson 15 Standard R3.2b on p. 38-39, story on p. 94-95 (The Creation of the United States Coast Guard).</p> <p>Lesson 16 Standard R3.2b on p. 40-41, Story on p. (Protecting the Great Barrier Reef)</p> <p>Lesson 17 Standard R3.2b on p. 42-43, Story on p. 98-99 (How to Play Marbles).</p>	<p>Lesson 2 Standard R3.2a on p. 12-13, Story on p. 70-71, (The Disappearance of Lucy Carrigan</p> <p>Lesson 14 Standard R3.2b on p. 36-37, Story on p. 92-93 (American Goldfinches)</p> <p>Lesson 15 Standard R3.2b on p. 38-39, story on p. 94-95 (The Creation of the United States Coast Guard).</p> <p>Lesson 16 Standard R3.2b on p. 40-41, Story on p. (Protecting the Great Barrier Reef)</p> <p>Lesson 17 Standard R3.2b on p. 42-43, Story on p. 98-99 (How to Play Marbles).</p>	
<p>Day 6- Reading Assessment: Unit 4 Week 1 Grammar Assessment: Form and Use the Past Progressive Verb Tense Spelling Assessment: Compound Words Culminating Research Project: Benchmark Mini-Lesson #15 – Discuss the blueprint and build toward the</p>							

				culminating task.
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Date	Standard	Learning Target/ Question Stems	Vocabulary	Whole Group/ Assessment/ Culminating Project	Small Group	Para Center	Student Peer-to-peer	Whole Group 2 Response to Literature/ Grammar	
11/9-11/17/22 Unit 4 Week 2 WEEK 2 MATERIALS	<p>ELA.4.R.1.1 Explain how setting, events, conflict, and character development contribute to plot in a literary text.</p> <p>ELA.4.R.1.2 Explain a stated or implied theme and how it develops, using details in a literary text.</p> <p>ELA.4.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.</p> <p>ELA.4.R.1.4 Explain how rhyme and structure create meaning in a poem.</p> <p>ELA.4.R.3.1 Explain how figurative language contributes to meaning in text(s).</p> <p>ELA.4.R.3.2.a Include plot</p>	<p>Essential Question: What do we learn when we look at the world through the eyes of others.</p> <p>Comprehension Learning Targets:</p> <p>Identify Narrator's Point of View: Explain the difference between narrator's point of view and character perspective</p> <p>Summarize: Include Plot and Theme</p> <p>Explain a theme and how it develops.</p> <p>Vocabulary Learning</p>	<p>Explicitly Taught: dank dangled rein taken down a peg</p> <p>See page 166 for words in context</p>	<p>Day 1- Mini-Lesson 1 (p. 168-169)</p> <p>First Reading: Ask Questions About Characters and Events to Understand Point of View</p> <p>Begin Lesson</p>	<p>Day 1- 1- Mini-Lesson 1 (p. 168-169)</p> <p>First Reading: Ask Questions About Characters and Events to Understand Point of View</p> <p>Finish Lesson</p> <p><i>Mini-Lesson 2 - Review Vowel-Consonant e Syllable Patterns and Reading Big Words Strategies</i></p>	<p><u>Leveled Readers</u> -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</p>	<p><u>Leveled Readers</u> -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</p>	<p>Day 1- Mini-Lesson 3 (172-173) Write a New Fictional Scene: Read the Prompt and Checklist.</p>	
				<p>Day 2- Mini-Lesson 4</p> <p>Summarize the Text</p>	<p>Day 2- Mini-Lesson 5</p> <p>Demonstrate Understanding of Figurative Language - Similes</p>	<p><u>Reader's Theater</u> -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</p>	<p><u>Reader's Theater</u> -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</p>		<p>Day 2- Mini Lesson 6 (p. 178-179) Write a Fictional Scene: Find Character Details in the Source Text.</p>
				<p>11/11- No school Veteran's Day</p>		<p><u>Comprehension Intervention Book</u></p>	<p><u>Comprehension Intervention Book</u></p>		
				<p>Day 3- Mini-Lesson 8</p> <p>Close Reading: Draw Inferences About a Character's Perspectives</p>	<p>Day 3- Mini-Lesson 8</p> <p>Close Reading: Draw Inferences About a Character's</p>	<p>Lesson 3 Standard R1.1 p. 14-15, Story on p. 72-73 (The Campout).</p>	<p>Lesson 3 Standard R1.1 p. 14-15, Story on p. 72-73 (The Campout).</p>		<p>Day 3- Mini-Lesson 7 (180-181) Language in Context: Word Relationships (Homophones)</p>

	<p>and theme in a literary text.</p>	<p>Targets: Use Figurative language to determine meaning.</p> <p>Writing Target: Write Narrative Texts</p> <p>Grammar Targets: Use Pronouns Correctly</p>		<p>Begin Lesson</p>	<p>Perspectives</p> <p>Finish Lesson</p>	<p>Lesson 4 Standard R1.1 p. 16-17, Story on p. 74-75 (At the Tunnel's End).</p>	<p>Lesson 4 Standard R1.1 p. 16-17, Story on p. 74-75 (At the Tunnel's End).</p>	
			<p>Day 4- Mini-Lesson 10</p> <p>Close-Reading: Explain and Compare First-Person and Third-Person Point of View</p> <p>Begin Lesson</p>	<p>Day 4- Mini-Lesson 10</p> <p>Close-Reading: Explain and Compare First-Person and Third-Person Point of View</p> <p>Finish Lesson</p>	<p>Lesson 5 Standard R1.1 p. 18-19, Story on P. 76-77 (A Question for the President)</p> <p>Lesson 1 Standard R1.2 p.10-11 Story on p. 68-69 (Letters to Eve)</p>	<p>Lesson 5 Standard R1.1 p. 18-19, Story on P. 76-77 (A Question for the President)</p> <p>Lesson 1 Standard R1.2 p.10-11 Story on p. 68-69 (Letters to Eve)</p>	<p>Day 4- Mini-Lesson 9 (184-185) Write a New Fictional Scene: Find Story Events in a Source Text.</p>	
			<p>Day 5- Mini-Lesson 12</p> <p>Close Reading: Explain and Compare How a Theme Develops in First-Person and Third-Person Narrative</p> <p>Begin Lesson</p>	<p>Day 5- Mini-Lesson 12</p> <p>Close Reading: Explain and Compare How a Theme Develops in First-Person and Third-Person Narrative</p> <p>Finish Lesson</p> <p>Ready to Race Questions</p>	<p>Lesson 9 Standard R1.3 P. 26-27. Story on p. 70-71 (The Disappearance of Lucy Carrigan)</p> <p>Lesson 8 Standard R1.4 P 24-25. Story on 82-83 (Space Cowboy)</p> <p>Lesson 2 Standard R3.2a on p. 12-13, Story on p. 70-71, (The Disappearance of Lucy Carrigan)</p> <p>Lesson 14 Standard R3.2b on p. 36-37, Story on p. 92-93 (American</p>	<p>Lesson 9 Standard R1.3 P. 26-27. Story on p. 70-71 (The Disappearance of Lucy Carrigan)</p> <p>Lesson 8 Standard R1.4 P 24-25. Story on 82-83 (Space Cowboy)</p> <p>Lesson 2 Standard R3.2a on p. 12-13, Story on p. 70-71, (The Disappearance of Lucy Carrigan)</p> <p>Lesson 14 Standard R3.2b on p. 36-37, Story on p. 92-93</p>	<p>Day 5- Mini- Lesson 11 (188-189) Write a New Fictional Scene: Plan your Scene</p> <p>Grammar- Mini Lesson 13 (192-193) Review Pronouns in the Subjective, Objective, and Possessive Case</p>	

						<p>Goldfinches)</p> <p>Lesson 15 Standard R3.2b on p. 38-39, story on p. 94-95 (The Creation of the United States Coast Guard).</p> <p>Lesson 16 Standard R3.2b on p. 40-41, Story on p. (Protecting the Great Barrier Reef)</p> <p>Lesson 17 Standard R3.2b on p. 42-43, Story on p. 98-99 (How to Play Marbles).</p>	<p>(American Goldfinches)</p> <p>Lesson 15 Standard R3.2b on p. 38-39, story on p. 94-95 (The Creation of the United States Coast Guard).</p> <p>Lesson 16 Standard R3.2b on p. 40-41, Story on p. (Protecting the Great Barrier Reef)</p> <p>Lesson 17 Standard R3.2b on p. 42-43, Story on p. 98-99 (How to Play Marbles).</p>	
<p>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.</p>								

Date	Standard	Learning Target/ Question Stems	Vocabulary	Whole Group/ Assessment/ Culminating Project	Small Group	Para Center	Student Peer-to-peer	Whole Group 2 Response to Literature/ Grammar
11/28- 12/5/22 Unit 4 Week 3 WEEK 3	ELA.4.R.1.1 Explain how setting, events, conflict, and character development contribute to plot in a literary text.	Essential Question: What do we learn when we look at the world through the eyes of others.	Explicitly Taught: accustomed breaking in coaxing weariness	Day 1- Mini-Lesson 1 First-Reading: Create Mental Images of Characters and Events to Understand Point of View	Day 1- Mini-Lesson 1 First-Reading: Create Mental Images of Characters and Events to	<u>Leveled Readers</u> -Nathan and the Secret Project 600L O/34 -Forever Young 600L P/38 -Pongal 620L Q/40	<u>Leveled Readers</u> -Nathan and the Secret Project 600L O/34 -Forever Young 600L P/38 -Pongal 620L Q/40	Day 1- Mini-Lesson 5 (p.208-209) Grammar in Context: Review Prepositions and Prepositional Phrases

<p>MATERIALS</p> <p>ELA.4.R.1.2 Explain a stated or implied theme and how it develops, using details in a literary text.</p> <p>ELA.4.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.</p> <p>ELA.4. R.1.4 Explain how rhyme and structure create meaning in a poem.</p> <p>ELA.4. R.3.1 Explain how figurative language contributes to meaning in text(s).</p> <p>ELA.4.R.3.2.a Include plot and theme in a literary text.</p>	<p>Comprehension Learning Targets: Identify Narrator's Point of View: Explain the difference between narrator's point of view and character perspective</p> <p>Explain how rhyme and structure create meaning in a poem.</p> <p>Explain a theme and how it develops.</p> <p>Vocabulary Learning Target: Use context clues to contribute to meaning</p> <p>Writing Target: Write Narrative Texts</p> <p>Grammar Target: Use Subject-Verb</p>	<p>See page 198 for words in context</p>	<p>Begin Lesson</p>	<p>Understand Point of View</p> <p>Finish Lesson</p>	<p>-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</p> <p><u>Reader's Theater</u> -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</p> <p><u>Comprehension Intervention Book</u> Lesson 3 Standard R1.1 p. 14-15, Story on p. 72-73 (The Campout).</p> <p>Lesson 4 Standard R1.1 p. 16-17, Story on p. 74-75 (At the Tunnel's End).</p> <p>Lesson 5 Standard R1.1 p. 18-19, Story on P. 76-77 (A Question for the President)</p> <p>Lesson 1 Standard R1.2</p>	<p>-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</p> <p><u>Reader's Theater</u> -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</p> <p><u>Comprehension Intervention Book</u> Lesson 3 Standard R1.1 p. 14-15, Story on p. 72-73 (The Campout).</p> <p>Lesson 4 Standard R1.1 p. 16-17, Story on p. 74-75 (At the Tunnel's End).</p> <p>Lesson 5 Standard R1.1 p. 18-19, Story on P. 76-77 (A Question for the President)</p> <p>Lesson 1 Standard R1.2</p>	<p>Day 2- Mini-Lesson 6 (p.210-211) Write a New Fictional Scene: Use Descriptions and Transitional Language to Develop Events.</p> <p>Day 3- Mini-Lesson 8 (p.214-215) Write a New Fictional Scene: Expand Sentences with Phrases or Clauses</p> <p>Day 4- Mini-Lesson 11 (220-221) Write a New Fictional Scene: Word Relationships (Homophones)</p> <p>Day 5- Mini-Lesson 13 (224-225) Write a New Fictional Scene: Evaluate and Reflect on WritingIn</p>
			<p>Day 2- Mini-Lesson 4</p> <p>Close Reading: Compare First-Person and Third-Person Narrators and Explain HowThey Impact Character Perspective</p>	<p>Day 2- Mini-Lesson 7</p> <p>Close Reading: Draw Inferences about Characters and How They Contribute to the Plot.</p> <p>Training Questions</p>			
			<p>Day 3- Mini Lesson 9</p> <p>Close Reading: Compare and Contrast Character Development in Two Text</p>	<p>Day 3- Mini Lesson 9</p> <p>Close Reading: Compare and Contrast Character Development in Two Text</p>			
			<p>Day 4- Mini Lesson 12 Explain How the Structure and Point of View Create Meaning in a Poem</p>	<p>Day 4- Invention Book page 42-43</p> <p>Read: Letters to Eve Identify topic and theme</p>			
			<p>Day 5- Invention Book pg 42-43</p> <p>Read: Dance of the Spirits Identify the topic and the theme of the text</p>	<p>Day 5-</p> <p>Compare and Contrast the Topic and the Theme of both text, Letters to Eve and Dance of the Spirits.</p>			

		<p>agreement with intervening clauses and phrases.</p>				<p>p.10-11 Story on p. 68-69 (Letters to Eve)</p> <p>Lesson 9 Standard R1.3 P. 26-27. Story on p. 70-71 (The Disappearance of Lucy Carrigan)</p> <p>Lesson 8 Standard R1.4 P 24-25. Story on 82-83 (Space Cowboy)</p> <p>Lesson 2 Standard R3.2a on p. 12-13, Story on p. 70-71, (The Disappearance of Lucy Carrigan)</p> <p>Lesson 14 Standard R3.2b on p. 36-37, Story on p. 92-93 (American Goldfinches)</p> <p>Lesson 15 Standard R3.2b on p. 38-39, story on p. 94-95 (The Creation of the United States Coast Guard).</p> <p>Lesson 16 Standard R3.2b on p. 40-41, Story on p. (Protecting the</p>	<p>p.10-11 Story on p. 68-69 (Letters to Eve)</p> <p>Lesson 9 Standard R1.3 P. 26-27. Story on p. 70-71 (The Disappearance of Lucy Carrigan)</p> <p>Lesson 8 Standard R1.4 P 24-25. Story on 82-83 (Space Cowboy)</p> <p>Lesson 2 Standard R3.2a on p. 12-13, Story on p. 70-71, (The Disappearance of Lucy Carrigan)</p> <p>Lesson 14 Standard R3.2b on p. 36-37, Story on p. 92-93 (American Goldfinches)</p> <p>Lesson 15 Standard R3.2b on p. 38-39, story on p. 94-95 (The Creation of the United States Coast Guard).</p> <p>Lesson 16 Standard R3.2b on p. 40-41, Story on p. (Protecting the Great Barrier Reef)</p>	
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						Great Barrier Reef) Lesson 17 Standard R3.2b on p. 42-43, Story on p. 98-99 (How to Play Marbles).	Lesson 17 Standard R3.2b on p. 42-43, Story on p. 98-99 (How to Play Marbles).	
<p>Day 6 -Reading Assessment Unit 4 Test 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.</p> <p>**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: Use and Form Prepositional Phrases Spelling Assessment: consonant syllable -le Culminating Research Project: Benchmark Mini-Lesson #15 – Discuss the blueprint and complete optional culminating activity.</p>								

Date	Standard	Learning Target/ Question Stems	Vocabulary	Whole Group/ Assessment/ Culminating Project	Small Group	Para Center	Student Peer-to-peer	Whole Group 2 Response to Literature/ Grammar
12/6-12/13/22 Unit 5 Week 1 WEEK 1 MATERIALS	<p>ELA.4.R.2.1 Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description of texts.</p> <p>ELA.4.R.2.2 Explain how relevant details support the central idea, implied, or explicit.</p> <p>ELA.4.R.2.3</p>	<p>Essential Question: How do we make decisions about developing new technology?</p> <p>Comprehension Learning Targets: Explain how text features contribute to meaning/ identify text structure.</p>	<p>Explicitly Taught: Efficiency, Retrieve, salary, specialized</p> <p>See page 8 TE for words in context</p> <p>Vocabulary text - page 9</p>	<p>Day 1- Mini Lesson 1; p.20-21 Introduce the Knowledge Focus: Technology for Tomorrow</p> <p>Introduce Vocabulary</p> <p>Introduce the Blueprint</p>	<p>Day 1- Mini Lesson 2; p.22-23 First Reading: Draw Inferences to Build Knowledge of Technology</p>	<p>Leveled Readers Great Women of Science and Math 600L O/34 The Only Kid on Mars 660L P/38</p> <p>Medical Innovators 790L Q/40</p>	<p>Leveled Readers Great Women of Science and Math 600L O/34 The Only Kid on Mars 660L P/38</p> <p>Medical Innovators 790L Q/40</p>	<p>Day 1- Mini Lesson 3; p. 24-25 Write an Opinion Essay: Brainstorm Your Initial Opinion</p>
				<p>Day 2- Mini Lesson 5; pgs. 28-29; Review Hard and Soft c, g, and Reading Big Words Strategy</p>	<p>Day 2- Mini Lesson 4; 26-27; Use Context Clues to Determine the Meaning of Academic Words and Phrases</p>	<p>Alternative Homes 770L Q/40</p> <p>Safe Rides 880L R/40</p>	<p>Alternative Homes 770L Q/40</p> <p>Safe Rides 880L R/40</p>	<p>Day 2- Mini Lesson 6; pgs. 30-31; Write an Opinion Essay: Select Knowledgeable and Valid Online Sources</p>

<p>Explain how an author's perspective toward a topic in an informational text.</p> <p>ELA. 4.R.2.4 Explain an author's claim and the reasons and evidence used to support this claim.</p> <p>ELA. 4.R.3.1 Explain how figurative language contributes to meaning in text(s).</p> <p>ELA. 4.R.3.2b Include the central idea and relevant details for an informational text.</p>	<p>Explain author's claim, reasons, and evidence.</p> <p>Vocabulary Learning Target: Use context clues to contribute to meaning</p> <p>Writing Learning Target: Write an argument (Opinion essay)</p> <p>Grammar Learning Target: Form and use progressive verb tenses.</p>		Day 3- Mini Lesson 8; pgs. 34-35; Grammar in Context: Use the Future Progressive	Day 3- Mini Lesson 7; Identify Problem/Solution Text Structure Short Read 1	Opinions About Drones 980L R/40 Leading the Way with GPS 830-860L S/50	Opinions About Drones 980L R/40 Leading the Way with GPS 830-860L S/50	Day 3- Mini Lesson 9; pgs. 36-37; Write an Opinion Essay: Organize Information from Valid Sources
			Day 4- Mini Lesson 10; p. 38-39 First Reading: Distinguish Between Important and Unimportant Information to Build Knowledge	Day 4- Mini Lesson 12;p. 42-43 Identify and Review Cause/Effect Text Structure	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	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	Day 4- Mini Lesson 11 p. 40-41 Write an Opinion Essay: Organize Reasons and Evidence
			Day 5- Mini Lesson 13; pgs. 44-45; Explain How an Author Uses Reasons and Evidence to Support Claims	Day 5- Short Read 2	Oh, Those Sentence Changing Mixer Uppers L/24 F/10 I/15 F/9 H/14 G/12	Oh, Those Sentence Changing Mixer Uppers L/24 F/10 I/15 F/9 H/14 G/12	Day 5- Mini Lesson 14; pgs. 46-47; Grammar: Use Infinitives Correctly
			<p>Day 6- Reading Assessment: Unit 5 Week 1 Grammar Assessment: Use Infinitive Phrases Spelling Assessment: Hard and Soft C and G Culminating Research Project: Benchmark Mini-Lesson #15 – Discuss the blueprint and build toward the culminating task.</p>				

Date	Standard	Learning Target/ Question Stems	Vocabulary	Whole Group/ Assessment/ Culminating Project	Small Group	Para Center	Student Peer-to-peer	Whole Group 2 Response to Literature/ Grammar
12/14-12/21/22 Unit 5 Week 2 WEEK	ELA.4.R.2.1 Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence,	Essential Question: How do we make decisions about developing new technology?	Explicitly Taught: Impaired, pedestrian, precautions See page 8	Day 1- Mini Lesson 2; pgs. 56-57; Review r-Controlled Vowels and Reading Big Words Strategy	Day 1- Mini Lesson 1; First Reading: Draw Inferences about an Author's Perspective to Build Knowledge of Technology	Leveled Readers Great Women of Science and Math 600L O/34 The Only Kid on Mars 660L P/38	Leveled Readers Great Women of Science and Math 600L O/34 The Only Kid on Mars 660L P/38	Day 1- Mini Lesson 3; pgs. 58-59; Write an Opinion Essay: State Your Opinion

<p>2 <u>MATERIALS</u></p>	<p>and description of texts.</p> <p>ELA.4.R.2.2 Explain how relevant details support the central idea, implied, or explicit.</p> <p>ELA. 4.R.2.3 Explain how an author's perspective toward a topic in an informational text.</p> <p>ELA. 4.R.2.4 Explain an author's claim and the reasons and evidence used to support this claim.</p> <p>ELA. 4.R.3.1 Explain how figurative language contributes to meaning in text(s).</p> <p>ELA. 4.R.3.2b Include the central idea and relevant details for an informational text.</p>	<p>Comprehension Learning Targets: Explain how text features contribute to meaning/ identify text structure.</p> <p>Explain author's claim, reasons, and evidence.</p> <p>Summarize: Include central idea and relevant details.</p> <p>Vocabulary Learning Target: Use context clues to contribute to meaning</p> <p>Writing Learning Target: Write an argument (Opinion essay)</p> <p>Grammar Learning Target: Use appositives, main clauses, and subordinate clauses.</p> <p>Use conjunctions to join words and phrases.</p>	<p>TE for words in context</p>	<p>Day 2- Mini Lesson 5; p.62-63 Use Context Clues to Determine the Meaning of Academic Words and Phrases</p> <p>Day 3- Mini Lesson 7; pgs. 66-67; Grammar in Context: Use Subordinating Conjunctions (Relative Adverbs)</p> <p>Day 4- Introduce Mini Lesson 10 p. 72-73 Close Reading: Explain How an Author Uses Reasons and Evidence to Support Claims in a Text</p> <p>Day 5- Mini Lesson 12; pgs. 76-77; Close Reading: Explain How an Author Uses Reasons and Evidence to Support Claims</p>	<p>Day 2- Mini Lesson 4; p. 60-61 Summarize a Text</p> <p>Day 3- Mini Lesson 8; pgs. 68-69; Close Reading: Identify and Explain Problem/Solution Text Structure</p> <p>Day 4- 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</p> <p>Day 5- Who's Driving Questions</p>	<p>Medical Innovators 790L Q/40</p> <p>Alternative Homes 770L Q/40</p> <p>Safe Rides 880L R/40</p> <p>Opinions About Drones 980L R/40</p> <p>Leading the Way with GPS 830-860L S/50</p> <p>How to Save Energy 910L T/50</p> <p>Reader's Theater One Giant Leap N/30 O/34 P/38 Q/40 R/40 S/44 T/44 U/50</p> <p>Oh, Those Sentence Changing Mixer Uppers L/24 F/10 I/15 F/9 H/14 G/12</p> <p>Intervention Articles</p> <p>Lesson 26 Standard 2.1 p. 60-61, story on p. 100-101 (The Nation's Wildest Roller Coaster).</p> <p>Lesson 27 Standard R2.1, p. 62-63, story on p.</p>	<p>Medical Innovators 790L Q/40</p> <p>Alternative Homes 770L Q/40</p> <p>Safe Rides 880L R/40</p> <p>Opinions About Drones 980L R/40</p> <p>Leading the Way with GPS 830-860L S/50</p> <p>How to Save Energy 910L T/50</p> <p>Reader's Theater One Giant Leap N/30 O/34 P/38 Q/40 R/40 S/44 T/44 U/50</p> <p>Oh, Those Sentence Changing Mixer Uppers L/24 F/10 I/15 F/9 H/14 G/12</p> <p>Intervention Articles</p> <p>Lesson 26 Standard 2.1 p. 60-61, story on p. 100-101 (The Nation's Wildest Roller Coaster).</p> <p>Lesson 27 Standard R2.1, p. 62-63, story on p.</p>	<p>Day 2- Mini Lesson 6 p. 64-65 Write an Opinion Essay: Incorporate Evidence to Support Your Opinion</p> <p>Day 3- Mini Lesson 9; pgs. 70-71; Write an Opinion Essay: Connect Opinions and Reasons with Transitions</p> <p>Day 4- Mini Lesson 11; p. 74-75 Write an Opinion Essay: Provide a Conclusion</p> <p>Day 5- Mini Lesson 13; pgs. 78-79; Grammar: Use Appositives to Add Information</p>
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					<p>Lesson 27 Standard R2.1, p. 62-63, story on p. 90-91 (From Shapeless to Chic: The Rise of Nelly Don)</p> <p>Lesson 12 Standard R2.2, p. 32-33, Story on p. 88-89 (What Do Entomologists do?)</p> <p>Lesson 13 Standard R2.2 p34-35, Story on p. 90-91 (Shapeless to Chic:Rise of Nelly Don)</p> <p>Lesson 28 Standard R2.4 P. 64-65. Story on p. 86-87 (Don't wake the Pay it Forward)</p> <p>Lesson 29 Standard R2.4 p. 66-67. Story on p. 96-97 (Protecting the Great Barrier Reef)</p> <p>Lesson 17 Standard R3.2b on p. 42-43, Story on p. 98-99 (How to Play Marbles).</p>	<p>90-91 (From Shapeless to Chic: The Rise of Nelly Don)</p> <p>Lesson 12 Standard R2.2, p. 32-33, Story on p. 88-89 (What Do Entomologists do?)</p> <p>Lesson 13 Standard R2.2 p34-35, Story on p. 90-91 (Shapeless to Chic:Rise of Nelly Don)</p> <p>Lesson 28 Standard R2.4 P. 64-65. Story on p. 86-87 (Don't wake the Pay it Forward)</p> <p>Lesson 29 Standard R2.4 p. 66-67. Story on p. 96-97 (Protecting the Great Barrier Reef)</p> <p>Lesson 17 Standard R3.2b on p. 42-43, Story on p. 98-99 (How to Play Marbles).</p>	
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				<p>Day 6- Reading Assessment: Unit 5 Week 2 Grammar Assessment: Appositives Spelling Assessment: Vowels ar; or; oar; ore Culminating Research Project: Benchmark Mini-Lesson #15 – Discuss the blueprint and build toward the culminating task.</p>
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Date	Standard	Learning Target/ Question Stems	Vocabulary	Whole Group/ Assessment/ Culminating Project	Small Group	Para Center	Student Peer-to-peer	Whole Group 2 Response to Literature/ Grammar
1/10-1/18/23 Unit 5 Week 3 WEEK 3 MATERIALS	<p>ELA.4.R.2.1 Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description of texts.</p> <p>ELA.4.R.2.2 Explain how relevant details support the central idea, implied, or explicit.</p> <p>ELA. 4.R.2.3 Explain how an author's perspective toward a topic in an informational text.</p> <p>ELA. 4.R.2.4 Explain an author's claim and the reasons and evidence used to support this claim.</p> <p>ELA. 4.R.3.1 Explain how figurative language contributes to meaning in text(s).</p>	<p>Essential Question: How do we make decisions about developing new technology?</p> <p>Comprehension Learning Targets: Explain how text features contribute to meaning/ identify text structure.</p> <p>Explain author's claim, reasons, and evidence.</p> <p>Vocabulary Learning Target: Use context clues to contribute to meaning</p> <p>Writing Learning Target: Write an argument (Opinion essay)</p> <p>Grammar Learning Target:</p>	<p>Explicitly Taught: Beneficial, inevitably, outweigh</p> <p>See page 8 TE for words in context</p>	Day 1- Mini Lesson 2; pgs. 88-89; Review r-Controlled Vowels and Reading Big Words Strategy	Day 1- Mini Lesson 1; pgs. 86-87; First Reading: Distinguish Between Important and Unimportant Information to Build Knowledge of Technology	Leveled Readers Great Women of Science and Math 600L O/34 The Only Kid on Mars 660L P/38 Medical Innovators 790L Q/40	Leveled Readers Great Women of Science and Math 600L O/34 The Only Kid on Mars 660L P/38 Medical Innovators 790L Q/40	Day 1- Mini Lesson 3; pgs. 90-91; Write an Opinion Essay: Revise to Include Vocabulary Related to the Topic
				Day 2- Mini Lesson 5; p. 94-95 Grammar in Context: Use Relative Pronouns	Day 2- Mini Lesson 4; p. 92-93 Close Reading: Identify and Explain the Overall Structure of an Opinion Text(Problem/Solution)	Alternative Homes 770L Q/40 Safe Rides 880L R/40 Opinions About Drones 980L R/40	Alternative Homes 770L Q/40 Safe Rides 880L R/40 Opinions About Drones 980L R/40	Day 2- Mini Lesson 6: Write an Opinion Essay: Revise to Strengthen Reasons and Evidence
				Day 3- Mini Lesson 7; pgs. 98-99; Close Reading: Evaluate How Authors Use Reasons and Evidence to Support Claims in a Text	Day 3- 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	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	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	Day 3- Mini Lesson 8; pgs. 100-101; Write an Opinion Essay: Recognize and Correct Run-On Sentences
				Day 4- Mini Lesson 9; p.102-103 Explain	Day 4- Mini Lesson 9; p.102-103			Day 4- Mini Lesson 11; p. 106-107

	<p>ELA. 4.R.3.2b Include the central idea and relevant details for an informational text.</p>	<p>Form and use progressive verb tenses.</p>		<p>How Author's Use Reasons and Evidence to Support Claims</p> <p>Model using first story</p>	<p>Explain How Author's Use Reasons and Evidence to Support Claims</p> <p>Finish with remainder of stories</p>	<p>Oh, Those Sentence Changing Mixer Uppers L/24 F/10 I/15 F/9 H/14 G/12</p> <p><u>Intervention Articles</u></p>	<p>Oh, Those Sentence Changing Mixer Uppers L/24 F/10 I/15 F/9 H/14 G/12</p> <p><u>Intervention Articles</u></p>	<p>Write an Opinion Essay: Edit for Correct Use of Progressive Verb Tenses</p>
				<p>1/16- No school MLK JR. Day</p>		<p>Lesson 26 Standard 2.1 p. 60-61, story on p. 100-101 (The Nation's Wildest Roller Coaster).</p> <p>Lesson 27 Standard R2.1, p. 62-63, story on p. 90-91 (From Shapeless to Chic: The Rise of Nelly Don)</p> <p>Lesson 12 Standard R2.2, p. 32-33, Story on p. 88-89 (What Do Entomologists do?)</p> <p>Lesson 13 Standard R2.2 p34-35, Story on p. 90-91 (Shapeless to Chic: Rise of Nelly Don)</p> <p>Lesson 28 Standard R2.4 P. 64-65. Story on p. 86-87 (Don't wake the Pay it</p>	<p>Lesson 26 Standard 2.1 p. 60-61, story on p. 100-101 (The Nation's Wildest Roller Coaster).</p> <p>Lesson 27 Standard R2.1, p. 62-63, story on p. 90-91 (From Shapeless to Chic: The Rise of Nelly Don)</p> <p>Lesson 12 Standard R2.2, p. 32-33, Story on p. 88-89 (What Do Entomologists do?)</p> <p>Lesson 13 Standard R2.2 p34-35, Story on p. 90-91 (Shapeless to Chic: Rise of Nelly Don)</p> <p>Lesson 28 Standard R2.4 P. 64-65. Story on p. 86-87 (Don't wake the Pay it Forward)</p>	

						Forward) Lesson 29 Standard R2.4 p. 66-67. Story on p. 96-97 (Protecting the Great Barrier Reef) Lesson 17 Standard R3.2b on p. 42-43, Story on p. 98-99 (How to Play Marbles).	Lesson 29 Standard R2.4 p. 66-67. Story on p. 96-97 (Protecting the Great Barrier Reef) Lesson 17 Standard R3.2b on p. 42-43, Story on p. 98-99 (How to Play Marbles).	
				Day 5- Mini Lesson 12; pgs. 108-109; Explain How Metaphors Contribute to Meaning in Poetry	Day 5- Rise of the Drones Questions			Day 5- Mini Lesson 13; pgs. 110-111; Write an Opinion Essay: Choose a Font Style and Size
				<p>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.</p> <p>**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.</p> <p>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.</p>				

Date	Standard	Learning Target/ Question Stems	Vocabulary	Whole Group/ Assessment/ Culminating Project	Small Group	Para Center	Student Peer-to-peer	Whole Group 2 Response to Literature/ Grammar
1/19- 1/26/23 Unit 6 Week 1	ELA.4.R.1.1 Explain how setting, events, conflict, and character development contribute to	Essential Question: How do we overcome obstacles? Comprehen	Explicitly Taught: Bored, fatigue, valor See page	Day 1- Mini Lesson 1; pgs. 134-135; Introduce the Knowledge Focus: Confronting Challenges	Day 1- Mini Lesson 2; pgs. 136-137; First Reading: Make Connections to Build Knowledge of Legends	<u>Leveled Readers</u> -Goldilocks on Trial NP O/34 -Kinal's Trek 620L R/40 -The Love of the	<u>Leveled Readers</u> -Goldilocks on Trial NP O/34 -Kinal's Trek 620L R/40 -The Love of the	Day 1- Mini Lesson 3; pgs. 138-139; Writing a Narrative Response: Read and Analyze a Narrative Source

<p>WEEK 1 MATERIALS</p> <p>plot in a literary text.</p> <p>ELA.4.R.1.2 Explain a stated or implied theme and how it develops, using details in a literary text.</p> <p>ELA.4. R.1.4 Explain how rhyme and structure create meaning in a poem.</p> <p>ELA. 4.R.2.4 Explain an author's claim and the reasons and evidence used to support this claim.</p> <p>ELA.4.R.3.2.a Include plot and theme in a literary text.</p> <p>ELA. 4.R.3.2b Include the central idea and relevant details for an informational text.</p>	<p>sion 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 a narrative essay.</p> <p>Grammar Learning Target: Use principal modals.</p>	<p>122 TE for words in context</p>	<p>Day 2- Mini Lesson 5; p. 142-143 Adverb Suffixes -ly, -ily, -ways, -wise</p>	<p>Day 2- Mini Lesson 4; p.140-141 Describe a Story's Characters, Setting, and Events and How They Contribute to Plot</p>	<p>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>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>Text</p>
			<p>Day 3- Mini Lesson 8; pgs. 148-149; Grammar in Context: Use Principal Modals</p>	<p>Day 3- Mini Lesson 7; pgs. 146-147; Determine the Theme of a Legend</p>	<p><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</p>	<p><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</p>	<p>Day 2- Mini Lesson 6; p. 144-145 Write a Narrative Response: Read and Analyze a Prompt</p>
			<p>Day 4- Mini Lesson 10; p. 152-153 First Reading Summarize and Synthesize to Build Knowledge of Folktales</p>	<p>Day 4- Mini Lesson 12; p.156-157 Build Vocabulary: Determine the Meaning of Words and Phrases in a Folktale</p>	<p><u>Intervention Articles</u> Lesson 26 Standard 2.1 p. 60-61, story on p. 100-101 (The Nation's Wildest Roller Coaster).</p>	<p><u>Intervention Articles</u> Lesson 26 Standard 2.1 p. 60-61, story on p. 100-101 (The Nation's Wildest Roller Coaster).</p>	<p>Day 3- Mini Lesson 9; pgs. 150-151; Write a Narrative Response: Read Closely to Find Details and Events</p>
			<p>Day 5- Mini Lesson 13; pgs. 158-159; Explain Events and Themes in Two Stories</p>	<p>Day 5- The Valiant Little Tailor Sugar Maple and Woodpecker</p>	<p><u>Intervention Articles</u> Lesson 27 Standard R2.1, p. 62-63, story on p. 90-91 (From Shapeless to Chic: The Rise of Nelly Don)</p>	<p><u>Intervention Articles</u> Lesson 27 Standard R2.1, p. 62-63, story on p. 90-91 (From Shapeless to Chic: The Rise of Nelly Don)</p>	<p>Day 4- Mini Lesson 11; p. 154-155 Write a Narrative Response: Draft a Response</p>
							<p>Day 5- Mini Lesson 14 p. 160-161 Write a Narrative Response: Revise and Edit a Response</p>

						<p>Lesson 12 Standard R2.2, p. 32-33, Story on p. 88-89 (What Do Entomologists do?)</p> <p>Lesson 13 Standard R2.2 p34-35, Story on p. 90-91 (Shapeless to Chic:Rise of Nelly Don)</p> <p>Lesson 28 Standard R2.4 P. 64-65. Story on p. 86-87 (Don't wake the Pay it Forward)</p> <p>Lesson 29 Standard R2.4 p. 66-67. Story on p. 96-97 (Protecting the Great Barrier Reef)</p> <p>Lesson 17 Standard R3.2b on p. 42-43, Story on p. 98-99 (How to Play Marbles).</p>	<p>Lesson 12 Standard R2.2, p. 32-33, Story on p. 88-89 (What Do Entomologists do?)</p> <p>Lesson 13 Standard R2.2 p34-35, Story on p. 90-91 (Shapeless to Chic:Rise of Nelly Don)</p> <p>Lesson 28 Standard R2.4 P. 64-65. Story on p. 86-87 (Don't wake the Pay it Forward)</p> <p>Lesson 29 Standard R2.4 p. 66-67. Story on p. 96-97 (Protecting the Great Barrier Reef)</p> <p>Lesson 17 Standard R3.2b on p. 42-43, Story on p. 98-99 (How to Play Marbles).</p>	
<p>-Day 6- Reading Assessment: Unit 6 Week 1 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.</p>								

Date	Standard	Learning	Vocabulary	Whole Group/	Small Group	Para Center	Student Peer-to-peer	Whole Group 2
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		Target/ Question Stems		Assessment/ Culminating Project				Response to Literature/ Grammar
1/27- 2/3/23 Unit 6 Week 2 WEEK 2 MATER IALS	ELA.4.R.1.1 Explain how setting, events, conflict, and character development contribute to plot in a literary text.	Essential Question: How do we overcome obstacles? Comprehen sion 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:	Explicitly Taught: Stride, subsided, undertaking, wrathfully See page 122 TE for words in context	Day 1- Mini Lesson 2; pgs. 170-171; Introduce (oo, ew, ould, ull)	Day 1- Mini Lesson 1; pgs. 168-169; First Reading: Make Connections To Build Knowledge of Myths	<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	<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	Day 1- Mini Lesson 3; pgs. 172-173; Write an Expository Response: Read and Analyze Source Texts
	ELA.4.R.1.2 Explain a stated or implied theme and how it develops, using details in a literary text.			Day 2- Mini Lesson 5; p. 176-177 Build Vocabulary: Determine the Meaning of Words and Phrases in a Myth	Day 2- Mini Lesson 4; p. 174-175 Summarize the Text	Day 2- Mini Lesson 6; p.178-179 Write an Expository Response: Read and Analyze a Prompt		
	ELA.4. R.1.4 Explain how rhyme and structure create meaning in a poem.			Day 3- Mini Lesson 7; pgs. 180-181; Language in Context: Choose Punctuation for Effect	Day 3- Mini Lesson 8; pgs. 182-183; Close Reading: Describe Characters and How They Contribute to Plot	Day 3- Mini Lesson 9; pgs. 184-185; Write an Expository Response: Read Closely to Find Text Evidence		
	ELA. 4.R.2.4 Explain an author's claim and the reasons and evidence used to support this claim.			Day 4- Mini Lesson 10; p.186-187 Close Reading: Infer the Theme of a Myth	Day 4- Mini Lesson 10; p.186-187 Close Reading: Infer the Theme of a Myth Additional Materials: Close Reading questions	Day 4- Mini Lesson 11; pgs. 188-189; Write an Expository Response: Draft a Response		
	ELA.4.R.3.2.a Include plot and theme in a literary text.			Day 5- Mini Lesson 12; pgs. 190-191; Close Reading: Explain Events and Themes in Two Stories	Day 5- Continue Mini Lesson 12; pgs. 190-191; Close Reading: Explain Events and Themes in Two Stories Hercules Quest Questions	Day 5- Mini Lesson 13; pgs. 192-193; Write an Expository Response: Revise and Edit a Response		
ELA. 4.R.3.2b Include the central idea and relevant details for an informational text.		<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>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 Standard 2.1 p. 60-61, story on p. 100-101 (The Nation's Wildest	<u>Intervention Articles</u> Lesson 26 Standard 2.1 p. 60-61, story on p. 100-101 (The Nation's Wildest					

						<p>Roller Coaster).</p> <p>Lesson 27 Standard R2.1, p. 62-63, story on p. 90-91 (From Shapeless to Chic: The Rise of Nelly Don)</p> <p>Lesson 12 Standard R2.2, p. 32-33, Story on p. 88-89 (What Do Entomologists do?)</p> <p>Lesson 13 Standard R2.2 p34-35, Story on p. 90-91 (Shapeless to Chic:Rise of Nelly Don)</p> <p>Lesson 28 Standard R2.4 P. 64-65. Story on p. 86-87 (Don't wake the Pay it Forward)</p> <p>Lesson 29 Standard R2.4 p. 66-67. Story on p. 96-97 (Protecting the Great Barrier Reef)</p> <p>Lesson 17 Standard R3.2b on p. 42-43, Story on p. 98-99 (How to Play Marbles).</p>	<p>Roller Coaster).</p> <p>Lesson 27 Standard R2.1, p. 62-63, story on p. 90-91 (From Shapeless to Chic: The Rise of Nelly Don)</p> <p>Lesson 12 Standard R2.2, p. 32-33, Story on p. 88-89 (What Do Entomologists do?)</p> <p>Lesson 13 Standard R2.2 p34-35, Story on p. 90-91 (Shapeless to Chic:Rise of Nelly Don)</p> <p>Lesson 28 Standard R2.4 P. 64-65. Story on p. 86-87 (Don't wake the Pay it Forward)</p> <p>Lesson 29 Standard R2.4 p. 66-67. Story on p. 96-97 (Protecting the Great Barrier Reef)</p> <p>Lesson 17 Standard R3.2b on p. 42-43, Story on p. 98-99 (How to Play Marbles).</p>	
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				-Day 6- Reading Assessment: Unit 6 Week 2 Grammar Assessment: Choose Punctuation for Effect Spelling Assessment: Long oo and short oo Culminating Research Project: Benchmark Mini-Lesson #15 – Discuss the blueprint and build toward the culminating task.
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Date	Standard	Learning Target/ Question Stems	Vocabulary	Whole Group/ Assessment/ Culminating Project	Small Group	Para Center	Student Peer-to-peer	Whole Group 2 Response to Literature/ Grammar
2/6-2/13/23 Unit 6 Week 3 WEEK 3 MATERIALS	ELA.4.R.1.1 Explain how setting, events, conflict, and character development contribute to plot in a literary text.	Essential Question: How do we overcome obstacles? Comprehension Learning Targets: Explain a stated or implied theme and how it develops.	Explicitly Taught: Animated, attentive, glimpse, lustrous See page 122 TE for words in context	Day 1- Mini Lesson 2; pgs. 202-203; Adjectives Suffixes -ful, -ous, -ible, -able, -some	Day 1- Mini Lesson 1; pgs. 200-201; First Reading: Summarize and Synthesize to Build Knowledge of Folktales	<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	<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	Day 1- Mini Lesson 3; pgs. 204-205; Write an Opinion Response: Read and Analyze a Source Text
	ELA.4.R.1.2 Explain a stated or implied theme and how it develops, using details in a literary text.	Explain how setting, events, conflict, and character development contribute to plot.		Day 2- Mini Lesson 5; pgs. 208-209; Grammar in Context: Use Relative Adverbs (where, when, why)	Day 2- Mini Lesson 4; pgs. 206-207; Close Reading: Describe a Character in a Story	-Jinx Digital Detective 650L S/40 -The Secret Language of Elephants 730L T/44	-Jinx Digital Detective 650L S/40 -The Secret Language of Elephants 730L T/44	Day 2- Mini Lesson 6; pgs. 210-211; Write an Opinion Response: Read and Analyze a Prompt
	ELA.4.R.1.4 Explain how rhyme and structure create meaning in a poem.	Vocabulary Learning Target: Use context clues, figurative language, word relationships and reference materials to determine meaning.		Day 3- Mini Lesson 7; p. 212-213 Close Reading: Infer the theme of a folktale	Day 3- Mini Lesson 7; p. 212-213 Close Reading: Infer the theme of a folktale			Day 3- Mini Lesson 8; p.214-215 Write an Opinion Response: State and Support a Claim Using Text Evidence
	ELA.4.R.2.4 Explain an author's claim and the reasons and evidence used to support this claim.	Writing Learning Target: Write an opinion essay.		Introduce whole group; continue small group	Day 4- Continue Mini Lesson 9; pgs. 216-217; Close Reading: Explain the Development of Themes in Two Texts	Day 4- Continue Mini Lesson 9; pgs. 216-217; Close Reading: Explain the Development of Themes in Two Texts	<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>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
	ELA.4.R.3.2.a Include plot and theme in a literary text.							
	ELA.4.R.3.2b Include the central idea and relevant details for an informational	Grammar						

	text.	Learning Target: Use subordinate clauses.		Day 5- Mini Lesson 12; pgs. 222-223; Analyze the Rhyme, Meter, and Theme of a Poem	Day 5- Estrella and the Emerald Ring	<u>Intervention Articles</u> Lesson 26 Standard 2.1 p. 60-61, story on p. 100-101 (The Nation's Wildest Roller Coaster). Lesson 27 Standard R2.1, p. 62-63, story on p. 90-91 (From Shapeless to Chic: The Rise of Nelly Don) Lesson 12 Standard R2.2, p. 32-33, Story on p. 88-89 (What Do Entomologists do?) Lesson 13 Standard R2.2 p34-35, Story on p. 90-91 (Shapeless to Chic:Rise of Nelly Don) Lesson 28 Standard R2.4 P. 64-65. Story on p. 86-87 (Don't wake the Pay it Forward) Lesson 29 Standard R2.4 p. 66-67. Story on p. 96-97 (Protecting	<u>Intervention Articles</u> Lesson 26 Standard 2.1 p. 60-61, story on p. 100-101 (The Nation's Wildest Roller Coaster). Lesson 27 Standard R2.1, p. 62-63, story on p. 90-91 (From Shapeless to Chic: The Rise of Nelly Don) Lesson 12 Standard R2.2, p. 32-33, Story on p. 88-89 (What Do Entomologists do?) Lesson 13 Standard R2.2 p34-35, Story on p. 90-91 (Shapeless to Chic:Rise of Nelly Don) Lesson 28 Standard R2.4 P. 64-65. Story on p. 86-87 (Don't wake the Pay it Forward) Lesson 29 Standard R2.4 p. 66-67. Story on p. 96-97 (Protecting	Day 5- Mini Lesson; pgs. 224-225; Write an Opinion Response: Revise and Edit a Response
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						the Great Barrier Reef) Lesson 17 Standard R3.2b on p. 42-43, Story on p. 98-99 (How to Play Marbles).	the Great Barrier Reef) Lesson 17 Standard R3.2b on p. 42-43, Story on p. 98-99 (How to Play Marbles).	
<p>Day 6- Reading Assessment: Unit 6 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.</p> <p>**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.</p> <p>Grammar Assessment: Relative Pronouns and relative adverbs Spelling Assessment: suffixes -ful, -ous, -ible, -able, -some Culminating Research Project: Benchmark Mini-Lesson #15 – Discuss the blueprint and complete optional culminating activity.</p>								

Date	Standard	Learning Target/ Question Stems	Vocabulary	Whole Group/ Assessment/ Culminating Project	Small Group	Para Center	Student Peer-to-peer	Whole Group 2 Response to Literature/ Grammar
2/14- 2/22/23 Unit 7 Week 1 WEEK 1 MATERIALS	<p>ELA.4. R.1.4 Explain how rhyme and structure create meaning in a poem.</p> <p>ELA.4.R.2.1 Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description of texts.</p> <p>ELA.4.R.2.2 Explain how relevant details support</p>	<p>Essential Question: How do communities evolve?</p> <p>Comprehension Learning Targets: Explain how text features contribute to meaning, identify text structures.</p> <p>Explain an author's claims, reasons, and evidence.</p> <p>Vocabulary Learning</p>	<p>Explicitly Taught: Grueling, incentive</p> <p>See page 8 TE for words in context.</p>	Day 1- Mini Lesson 1; pgs. 20-21; Introduce the Knowledge Focus: The Transcontinental Railroad	Day 1- Mini Lesson 2; pgs. 22-23; First Reading: Apply Metacognitive & Fix-Up Strategies to Build Knowledge of American History	<p>Leveled Readers Travel the USA 770L O/34</p> <p>City Histories in Maps 790L P/38</p> <p>Early American Communities 840/L Q/40</p>	<p>Leveled Readers Travel the USA 770L O/34</p> <p>City Histories in Maps 790L P/38</p> <p>Early American Communities 840/L Q/40</p>	Day 1- Mini Lesson 3; Write Historical Fiction: Introduce the Genre
				Day 2- Mini Lesson 5;p.28-29 Review /ou/ and /oi/ and reading big words strategy	Day 2- Mini Lesson 4; p.26-27 Identify and Review Chronological Text Structure	<p>Where Two Rivers Meet 810/L T/50</p> <p>Cross Country Adventures 870/L R/40</p>	<p>Where Two Rivers Meet 810/L T/50</p> <p>Cross Country Adventures 870/L R/40</p>	Day 2- Mini Lesson 6; p.30-31 Write Historical Fiction; Brainstorm Ideas
				Day 3- Mini Lesson 8; pgs. 34-35; Grammar	Day 3- Mini Lesson 7; pgs. 32-33;			Day 3- Mini Lesson 9; pgs. 36-37; Write

<p>the central idea, implied, or explicit.</p> <p>ELA. 4.R.2.4 Explain an author's claim and the reasons and evidence used to support this claim.</p> <p>ELA. 4.R.3.1 Explain how figurative language contributes to meaning in text(s).</p> <p>ELA. 4.R.3.3 Compare and contrast accounts of the same event using primary and/or secondary sources</p>	<p>Target: Use context clues to determine meaning.</p> <p>Writing Learning Target: Write narrative texts.</p> <p>Grammar Learning Target: Use correct capitalization .</p> <p>Use appositives, main clauses, and subordinate clauses.</p>		<p>in Context: Review Correct Capitalization</p>	<p>Explain How a Text Feature Contributes to Meaning</p>	<p>Eat Your Way Across the USA 920L R/40</p>	<p>Eat Your Way Across the USA 920L R/40</p>	<p>Historical Fiction: Evaluate Ideas</p>
			<p>Day 4- Mini Lesson 12; Build Vocabulary: Use Context Clues to Determine the Meaning of Unknown Words</p>	<p>Day 4- Mini Lesson 10; pgs. 38-39; First Reading: Apply Metacognitive & Fix-Up Strategies to Build Knowledge of American History</p>	<p>Time and Again: Exploring the United States 690L S/40</p> <p>Capital Clues NP Q/40</p> <p>Florida Regions 940L Q/40</p>	<p>Time and Again: Exploring the United States 690L S/40</p> <p>Capital Clues NP Q/40</p> <p>Florida Regions 940L Q/40</p>	<p>Day 4- Mini Lesson 14; pgs. 46-47; Language:Use Appositives to Add Information</p>
			<p>2/20- No school Presidents Day</p>		<p>Spanish Florida 930L S/50</p>	<p>Spanish Florida 930L S/50</p>	
			<p>Day 5- Mini Lesson 13; p. 44-45 Explain an Author's Claims, Reasons and Evidence</p> <p>Continue the lesson in small group</p>	<p>Day 5- Mini Lesson 13; p. 44-45 Explain an Author's Claims, Reasons and Evidence</p> <p>Building the Transcontinental Railroad Questions</p>	<p>Florida in the Civil War 970L U/50</p> <p>A New Life in Florida 920L Q/40</p> <p>Early People of Florida 810L R/40</p> <p>Pioneering Florida 920L S/40</p> <p>Railroads of the sunshine State 910L R/40</p> <p>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</p> <p>Battle for the Ballot N/30 O/34 P/38 Q/40 R/40 S/44 T/44 U/50</p>	<p>Florida in the Civil War 970L U/50</p> <p>A New Life in Florida 920L Q/40</p> <p>Early People of Florida 810L R/40</p> <p>Pioneering Florida 920L S/40</p> <p>Railroads of the sunshine State 910L R/40</p> <p>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</p> <p>Battle for the Ballot N/30 O/34 P/38 Q/40 R/40 S/44 T/44 U/50</p>	<p>Day 5- Mini Lesson 15; p.48-49 Discuss the Blueprint/Build Toward the Culminating Task</p>

					<p><u>Intervention Articles</u></p> <p>Lesson 26 Standard 2.1 p. 60-61, story on p. 100-101 (The Nation's Wildest Roller Coaster).</p> <p>Lesson 27 Standard R2.1, p. 62-63, story on p. 90-91 (From Shapeless to Chic: The Rise of Nelly Don)</p> <p>Lesson 12 Standard R2.2, p. 32-33, Story on p. 88-89 (What Do Entomologists do?)</p> <p>Lesson 13 Standard R2.2 p34-35, Story on p. 90-91 (Shapeless to Chic:Rise of Nelly Don)</p> <p>Lesson 28 Standard R2.4 P. 64-65. Story on p. 86-87 (Don't wake the Pay it Forward)</p> <p>Lesson 29 Standard R2.4 p. 66-67. Story on p. 96-97 (Protecting the Great Barrier</p>	<p><u>Intervention Articles</u></p> <p>Lesson 26 Standard 2.1 p. 60-61, story on p. 100-101 (The Nation's Wildest Roller Coaster).</p> <p>Lesson 27 Standard R2.1, p. 62-63, story on p. 90-91 (From Shapeless to Chic: The Rise of Nelly Don)</p> <p>Lesson 12 Standard R2.2, p. 32-33, Story on p. 88-89 (What Do Entomologists do?)</p> <p>Lesson 13 Standard R2.2 p34-35, Story on p. 90-91 (Shapeless to Chic:Rise of Nelly Don)</p> <p>Lesson 28 Standard R2.4 P. 64-65. Story on p. 86-87 (Don't wake the Pay it Forward)</p> <p>Lesson 29 Standard R2.4 p. 66-67. Story on p. 96-97 (Protecting the Great Barrier</p>	
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						Reef) Lesson 23 Standard R3.3 p. 54-55. Story on p. 108-109 (Navy Response to the Influenza Epidemic 1918) Lesson 24 Standard R3.3 p.56-57. Story on p. 110-111 (The Influenza Epidemic of 1918)	Reef) Lesson 23 Standard R3.3 p. 54-55. Story on p. 108-109 (Navy Response to the Influenza Epidemic 1918) Lesson 24 Standard R3.3 p.56-57. Story on p. 110-111 (The Influenza Epidemic of 1918)	
Day 6- Reading Assessment: Unit 7 Week 1 Grammar Assessment: Appositives Spelling Assessment: /ou/ and /oi/ Culminating Research Project: Benchmark Mini-Lesson #15 – Discuss the blueprint and build toward the culminating task.								

Date	Standard	Learning Target/ Question Stems	Vocabulary	Whole Group/ Assessment/ Culminating Project	Small Group	Para Center	Student Peer-to-peer	Whole Group 2 Response to Literature/ Grammar
2/23-3/2/23 Unit 7 Week 2 WEEK 2 MATERIALS	ELA.4.R.1.4 Explain how rhyme and structure create meaning in a poem. ELA.4.R.2.1 Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description of texts.	Essential Question: How do communities evolve? Comprehension Learning Targets: Explain how text features contribute to meaning, identify text structures. Compare and contrast accounts of	Explicitly Taught: Isolated, recruiting, set a record See page 8 TE for words in context	Day 1- Mini Lesson 2; pgs. 56-57; Prefixes trans-, pro-, sub-, super-, inter- and Reading Big Words Strategy Day 2- Mini Lesson 4; p. 60-61 Build Vocabulary: Use Context Clues to Determine the	Day 1- Mini Lesson 2; pgs. 54-55; First Reading: Apply Metacognitive & Fix-Up Strategies to Build Knowledge of American History Day 2- Mini Lesson 5; p. 62-63 Identify Sequence Text Structure and Review	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	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	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

<p>ELA.4.R.2.2 Explain how relevant details support the central idea, implied, or explicit.</p> <p>ELA. 4.R.2.4 Explain an author's claim and the reasons and evidence used to support this claim.</p> <p>ELA. 4.R.3.1 Explain how figurative language contributes to meaning in text(s).</p> <p>ELA. 4.R. 3.3 Compare and contrast accounts of the same event using primary and/or secondary sources</p>	<p>the same event using primary and secondary sources.</p> <p>Vocabulary Learning Target: Use context clues to determine meaning.</p> <p>Writing Learning Target: Write narrative texts.</p> <p>Grammar Learning Target:</p>	<p>Meaning of Unknown Words</p>	<p>Comparison Text Structure</p>	<p>Cross Country Adventures 870/L R/40</p>	<p>Cross Country Adventures 870/L R/40</p>	<p>and Events</p>
		<p>Day 3- Mini Lesson 7; pgs. 66-67; Grammar in Context: Form and Use Prepositional Phrases</p>	<p>Day 3- Mini Lesson 8; pgs. 68-69; Close Reading: Infer an Implied Central Idea and Explain How Details Support It</p>	<p>Eat Your Way Across the USA 920L R/40</p> <p>Time and Again: Exploring the United States 690L S/40</p> <p>Capital Clues NP Q/40</p> <p>Florida Regions 940L Q/40</p> <p>Spanish Florida 930L S/50</p> <p>Florida in the Civil War 970L U/50</p> <p>A New Life in Florida 920L Q/40</p> <p>Early People of Florida 810L R/40</p> <p>Pioneering Florida 920L S/40</p> <p>Railroads of the sunshine State 910L R/40</p> <p>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</p> <p>Battle for the</p>	<p>Eat Your Way Across the USA 920L R/40</p> <p>Time and Again: Exploring the United States 690L S/40</p> <p>Capital Clues NP Q/40</p> <p>Florida Regions 940L Q/40</p> <p>Spanish Florida 930L S/50</p> <p>Florida in the Civil War 970L U/50</p> <p>A New Life in Florida 920L Q/40</p> <p>Early People of Florida 810L R/40</p> <p>Pioneering Florida 920L S/40</p> <p>Railroads of the sunshine State 910L R/40</p> <p>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</p>	<p>Day 3- Mini Lesson 9; pgs. 70-71; Write Historical Fiction: Use Dialogue</p>
		<p>Day 4- Mini Lesson 10; p.72 -73 Close Reading Explain How Text Features Contribute to Meaning</p> <p>Continue to small group</p>	<p>Day 4- Day 4- Mini Lesson 10; p.72 - 73 Close Reading Explain How Text Features Contribute to Meaning</p>	<p>Day 5- Mini Lesson 12; pgs. 76-77; Close Reading: Compare and Contrast Accounts of the Same Event</p>	<p>Day 5- Continue Mini Lesson 12; pgs. 76-77; Close Reading: Compare and Contrast Accounts of the Same Event</p> <p>The Chinese Railroad Workers</p>	<p>Day 4- Mini Lesson 11;p.74-75 Write Historical Fiction: Provide a Sense of Closure</p>

					<p>Ballot N/30 O/34 P/38 Q/40 R/40 S/44 T/44 U/50</p> <p><u>Intervention Articles</u></p> <p>Lesson 26 Standard 2.1 p. 60-61, story on p. 100-101 (The Nation's Wildest Roller Coaster).</p> <p>Lesson 27 Standard R2.1, p. 62-63, story on p. 90-91 (From Shapeless to Chic: The Rise of Nelly Don)</p> <p>Lesson 12 Standard R2.2, p. 32-33, Story on p. 88-89 (What Do Entomologists do?)</p> <p>Lesson 13 Standard R2.2 p34-35, Story on p. 90-91 (Shapeless to Chic:Rise of Nelly Don)</p> <p>Lesson 28 Standard R2.4 P. 64-65. Story on p. 86-87 (Don't wake the Pay it Forward)</p> <p>Lesson 29</p>	<p>Battle for the Ballot N/30 O/34 P/38 Q/40 R/40 S/44 T/44 U/50</p> <p><u>Intervention Articles</u></p> <p>Lesson 26 Standard 2.1 p. 60-61, story on p. 100-101 (The Nation's Wildest Roller Coaster).</p> <p>Lesson 27 Standard R2.1, p. 62-63, story on p. 90-91 (From Shapeless to Chic: The Rise of Nelly Don)</p> <p>Lesson 12 Standard R2.2, p. 32-33, Story on p. 88-89 (What Do Entomologists do?)</p> <p>Lesson 13 Standard R2.2 p34-35, Story on p. 90-91 (Shapeless to Chic:Rise of Nelly Don)</p> <p>Lesson 28 Standard R2.4 P. 64-65. Story on p. 86-87 (Don't wake the Pay it Forward)</p>	
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					<p>Standard R2.4 p. 66-67. Story on p. 96-97 (Protecting the Great Barrier Reef)</p> <p>Lesson 23 Standard R3.3 p. 54-55. Story on p. 108-109 (Navy Response to the Influenza Epidemic 1918)</p> <p>Lesson 24 Standard R3.3 p.56-57. Story on p. 110-111 (The Influenza Epidemic of 1918)</p>	<p>Lesson 29 Standard R2.4 p. 66-67. Story on p. 96-97 (Protecting the Great Barrier Reef)</p> <p>Lesson 23 Standard R3.3 p. 54-55. Story on p. 108-109 (Navy Response to the Influenza Epidemic 1918)</p> <p>Lesson 24 Standard R3.3 p.56-57. Story on p. 110-111 (The Influenza Epidemic of 1918)</p>	
<p>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.</p>							

Date	Standard	Learning Target/ Question Stems	Vocabulary	Whole Group/ Assessment/ Culminating Project	Small Group	Para Center	Student Peer-to-peer	Whole Group 2 Response to Literature/ Grammar
3/3-3/10/23 Unit 7 Week 3 WEEK 3 MATERIALS	<p>ELA.4. R.1.4 Explain how rhyme and structure create meaning in a poem.</p> <p>ELA.4.R.2.1 Explain how text features contribute to</p>	<p>Essential Question: How do communities evolve?</p> <p>Comprehension Learning Targets: Explain how</p>	<p>Explicitly Taught: Roamed, plentiful, devastating</p> <p>See page 8 TE for words in context.</p>	Day 1- Mini Lesson 2; pgs. 88-89; Review Homophones and Reading Big Words Strategy	Day 1- Mini Lesson 1; pgs. 86-87; First Reading: Apply Metacognitive & Fix-Up Strategies to Build Knowledge of American History	<p>Leveled Readers Travel the USA 770L O/34</p> <p>City Histories in Maps 790L P/38</p> <p>Early American Communities</p>	<p>Leveled Readers Travel the USA 770L O/34</p> <p>City Histories in Maps 790L P/38</p> <p>Early American Communities</p>	Day 1- Mini Lesson 3; pgs. 90-91; Write Historical Fiction: Revise to Add Words to Signal Event Order

<p>the meaning and identify the text structures of problem/solution, sequence, and description of texts.</p> <p>ELA.4.R.2.2 Explain how relevant details support the central idea, implied, or explicit.</p> <p>ELA. 4.R.2.4 Explain an author's claim and the reasons and evidence used to support this claim.</p> <p>ELA. 4.R.3.1 Explain how figurative language contributes to meaning in text(s).</p> <p>ELA. 4.R. 3.3 Compare and contrast accounts of the same event using primary and/or secondary sources</p>	<p>text features contribute to meaning, identify text structures.</p> <p>Explain an author's claims, reasons, and evidence.</p> <p>Compare and contrast accounts of the same event using primary and secondary sources.</p> <p>Vocabulary Learning Target: Use context clues to determine meaning.</p> <p>Writing Learning Target: Write narrative texts.</p> <p>Grammar Learning Target: Use appositives, main clauses, and subordinate clauses.</p> <p>Use commas correctly.</p>		<p>Day 2- Mini Lesson 5; p.94-95 Grammar in Context: Commas with Compound Sentences and Subordinate Clauses</p>	<p>Day 2- Mini Lesson 4; p.92-93 Close Reading: Identify and Describe the Main Structure of a Text</p>	<p>840/L Q/40</p> <p>Where Two Rivers Meet 810/L T/50</p> <p>Cross Country Adventures 870/L R/40</p>	<p>840/L Q/40</p> <p>Where Two Rivers Meet 810/L T/50</p> <p>Cross Country Adventures 870/L R/40</p>	<p>Day 2- Mini Lesson 6; p.96-97 Write Historical Fiction: Revise to add Concrete and Sensory Details</p>
			<p>Day 3- Mini Lesson 7; pgs. 98-99; Close Reading: Explain How an Author Uses Reasons and Evidence to Support Claims in a Text</p>	<p>Day 3- Continue Mini Lesson 7; pgs. 98-99; Close Reading: Explain How an Author Uses Reasons and Evidence to Support Claims in a Text</p>	<p>Eat Your Way Across the USA 920L R/40</p> <p>Time and Again: Exploring the United States 690L S/40</p>	<p>Eat Your Way Across the USA 920L R/40</p> <p>Time and Again: Exploring the United States 690L S/40</p>	<p>Day 3- Mini Lesson 8; pgs. 100-101; Write Historical Fiction: Review Comma Usage</p>
			<p>Day 4- Mini Lesson 9; p. 102-103 Close Reading: Compare and Contrast Accounts of the Same Topic</p> <p>Continue in small group</p>	<p>Day 4- Mini Lesson 9; p. 102-103 Close Reading: Compare and Contrast Accounts of the Same Topic</p>	<p>Capital Clues NP Q/40</p> <p>Florida Regions 940L Q/40</p> <p>Spanish Florida 930L S/50</p>	<p>Capital Clues NP Q/40</p> <p>Florida Regions 940L Q/40</p> <p>Spanish Florida 930L S/50</p>	<p>Day 4- Mini Lesson 11; p.106-107 Write Historical Fiction: Edit to Choose Specific Words and Phrases in Descriptions</p>
			<p>Day 5- Mini Lesson 12; pgs. 108-109; Explain How Rhyme and Figurative Language Create Meaning in a Poem</p>	<p>Day 5- The Railroad's Impact on Native Americans</p>	<p>Florida in the Civil War 970L U/50</p> <p>A New Life in Florida 920L Q/40</p> <p>Early People of Florida 810L R/40</p> <p>Pioneering Florida 920L S/40</p> <p>Railroads of the sunshine State 910L R/40</p> <p>Reader's Theater John Henry F/9-10</p>	<p>Florida in the Civil War 970L U/50</p> <p>A New Life in Florida 920L Q/40</p> <p>Early People of Florida 810L R/40</p> <p>Pioneering Florida 920L S/40</p> <p>Railroads of the</p>	<p>Day 5- Mini Lesson 13; pgs. 110-111; Write Historical Fiction: Use Digital Tools to Format Text</p>

					<p>G/11-12 H/13-14 I/15-16 J/18 K/20 L/24 M/28</p> <p>Battle for the Ballot N/30 O/34 P/38 Q/40 R/40 S/44 T/44 U/50</p> <p><u>Intervention Articles</u></p> <p>Lesson 26 Standard 2.1 p. 60-61, story on p. 100-101 (The Nation's Wildest Roller Coaster).</p> <p>Lesson 27 Standard R2.1, p. 62-63, story on p. 90-91 (From Shapeless to Chic: The Rise of Nelly Don)</p> <p>Lesson 12 Standard R2.2, p. 32-33, Story on p. 88-89 (What Do Entomologists do?)</p> <p>Lesson 13 Standard R2.2 p34-35, Story on p. 90-91 (Shapeless to Chic:Rise of Nelly Don)</p> <p>Lesson 28 Standard R2.4 P. 64-65. Story on</p>	<p>sunshine State 910L R/40</p> <p>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</p> <p>Battle for the Ballot N/30 O/34 P/38 Q/40 R/40 S/44 T/44 U/50</p> <p><u>Intervention Articles</u></p> <p>Lesson 26 Standard 2.1 p. 60-61, story on p. 100-101 (The Nation's Wildest Roller Coaster).</p> <p>Lesson 27 Standard R2.1, p. 62-63, story on p. 90-91 (From Shapeless to Chic: The Rise of Nelly Don)</p> <p>Lesson 12 Standard R2.2, p. 32-33, Story on p. 88-89 (What Do Entomologists do?)</p> <p>Lesson 13 Standard R2.2 p34-35, Story on p. 90-91 (Shapeless to Chic:Rise of Nelly Don)</p>	
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					<p>p. 86-87 (Don't wake the Pay it Forward)</p> <p>Lesson 29 Standard R2.4 p. 66-67. Story on p. 96-97 (Protecting the Great Barrier Reef)</p> <p>Lesson 23 Standard R3.3 p. 54-55. Story on p. 108-109 (Navy Response to the Influenza Epidemic 1918)</p> <p>Lesson 24 Standard R3.3 p.56-57. Story on p. 110-111 (The Influenza Epidemic of 1918)</p>	<p>Chic:Rise of Nelly Don)</p> <p>Lesson 28 Standard R2.4 P. 64-65. Story on p. 86-87 (Don't wake the Pay it Forward)</p> <p>Lesson 29 Standard R2.4 p. 66-67. Story on p. 96-97 (Protecting the Great Barrier Reef)</p> <p>Lesson 23 Standard R3.3 p. 54-55. Story on p. 108-109 (Navy Response to the Influenza Epidemic 1918)</p> <p>Lesson 24 Standard R3.3 p.56-57. Story on p. 110-111 (The Influenza Epidemic of 1918)</p>	
<p>Day 6- Reading Assessment: Unit 7 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.</p> <p>**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.</p> <p>Grammar Assessment: Coordinating Conjunctions Spelling Assessment: Homophones Culminating Research Project: Benchmark Mini-Lesson #15 – Discuss the blueprint and complete optional</p>							

<p>contributes to meaning in text(s).</p> <p>ELA. 4.R.3.2b Include the central idea and relevant details for an informational text.</p> <p>ELA. 4.R. 3.3 Compare and contrast accounts of the same event using primary and/or secondary sources.</p>	<p>Target: Use prepositions and prepositional phrases.</p>			<p>group</p> <p>Day 5- NO TEST NEEDED Mini Lesson 12; pgs. 156-157; Analyze a Primary-Source Account of an Earthquake and/or Mini Lesson 13, pgs. 158-159; Compare and Contrast Two Accounts of Earthquakes</p> <p>Short Read 2 - In Mexico City</p>	<p>Day 5- Continue Mini Lesson 12; pgs. 156-157; Analyze a Primary-Source Account of an Earthquake and/or Mini Lesson 13, pgs. 158-159; Compare and Contrast Two Accounts of Earthquakes</p>	<p><u>Intervention Articles</u></p> <p>Lesson 1 Standard R1.2 p.10-11 Story on p. 68-69 (Letters to Eve)</p> <p>Lesson 8 Standard R1.4 p.24-25, Story on p. 82-83 (Space Cowboy)</p> <p>Lesson 26 Standard 2.1 p. 60-61, story on p. 100-101 (The Nation's Wildest Roller Coaster).</p> <p>Lesson 27 Standard R2.1, p. 62-63, story on p. 90-91 (From Shapeless to Chic: The Rise of Nelly Don)</p> <p>Lesson 12 Standard R2.2, p. 32-33, Story on p. 88-89 (What Do Entomologists do?)</p> <p>Lesson 13 Standard R2.2 p34-35, Story on p. 90-91 (Shapeless to Chic: Rise of Nelly Don)</p>	<p>The Three Sisters S/40 T/40 U/50</p> <p>Paul Bunyan H/13-14 J/18 L/24 M/28</p> <p><u>Intervention Articles</u></p> <p>Lesson 1 Standard R1.2 p.10-11 Story on p. 68-69 (Letters to Eve)</p> <p>Lesson 8 Standard R1.4 p.24-25, Story on p. 82-83 (Space Cowboy)</p> <p>Lesson 26 Standard 2.1 p. 60-61, story on p. 100-101 (The Nation's Wildest Roller Coaster).</p> <p>Lesson 27 Standard R2.1, p. 62-63, story on p. 90-91 (From Shapeless to Chic: The Rise of Nelly Don)</p> <p>Lesson 12 Standard R2.2, p. 32-33, Story on p. 88-89 (What Do Entomologists do?)</p>	<p>Day 5- Mini Lesson 14; pgs. 160-161; Grammar: Use Prepositional Phrases to Add Details</p> <p>Spelling/Grammar Tests at Teacher Discretion</p>
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				3/17- TEACHER PLANNING	Day 6-	Day 6-	Day 6-	Day 6-

Date	Standard	Learning Target/ Question Stems	Vocabulary	Whole Group/ Assessment/ Culminating Project	Small Group	Para Center	Student Peer-to- peer	Whole Group 2 Response to Literature/ Grammar
3/27- 4/3/23 Unit 8	ELA.4.R.1.2 Explain a stated or implied theme and how it	Essential Question: How do Earth's natural processes	Explicitly Taught: Distinctive, substantially,	Day 1- Mini Lesson 2; pgs. 170-171; Review Greek and Latin Roots <i>geo-. archae-, rupt-</i>	Day 1- Mini Lesson 1; pgs. 168-169; First Reading: App;y	Leveled Readers Electricity for Saburo 610L O/34	Leveled Readers Electricity for Saburo 610L O/34	Day 1- Mini Lesson 3; pgs. 172-173; Write a Research Report: Introduce

<p>Week 2</p> <p>WEEK 2 MATERIALS</p>	<p>develops, using details in a literary text.</p> <p>ELA.4. R.1.4 Explain how rhyme and structure create meaning in a poem.</p> <p>ELA.4.R.2.1 Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description of texts.</p> <p>ELA.4.R.2.2 Explain how relevant details support the central idea, implied, or explicit.</p> <p>ELA. 4.R.2.3 Explain how an author's perspective toward a topic in an informational text.</p> <p>ELA. 4.R.3.1 Explain how figurative language contributes to meaning in text(s).</p> <p>ELA. 4.R.3.2b Include the central idea and relevant details for an informational text.</p> <p>ELA. 4.R. 3.3 Compare and contrast accounts of the same</p>	<p>impact our lives?</p> <p>Comprehension Learning Targets: Explain how text features contribute to meaning, identify text structures.</p> <p>Summarize: Include Central idea and relevant details.</p> <p>Compare and contrast accounts of the same event using primary and secondary sources.</p> <p>Explain how relevant details support the central idea.</p> <p>Explain an author's perspective toward a topic.</p> <p>Vocabulary Learning Target: Use context clues to determine meaning.</p> <p>Writing Learning Target: Create research projects.</p> <p>Grammar Learning Target: Recognize and correct inappropriate fragments</p>	<p>far-reaching, hazardous</p> <p>See page 122 TE for words in context.</p>	<p>and Reading Big Words Strategy</p>	<p>Metacognitive & Fix-Up Strategies to Build Knowledge of Earth's Changes</p>	<p>The Great Hoodoo Detectives 690L P/38</p> <p>Waterfalls 870L Q/40</p> <p>Avalanche 780L Q/40</p> <p>Natural Disasters 760L R/40</p> <p>Mountain Climber 760L R/40</p> <p>Race to the North Star 800L S/40</p> <p>I am an Earth Scientist, Astronaut and Explorer 980L T/50</p> <p>Reader's Theater The Three Sisters S/40 T/40 U/50</p> <p>Paul Bunyan H/13-14 J/18 L/24 M/28</p> <p><u>Intervention Articles</u></p> <p>Lesson 1 Standard R1.2 p.10-11 Story on p. 68-69 (Letters to Eve)</p> <p>Lesson 8 Standard R1.4 p.24-25, Story on p. 82-83 (Space Cowboy)</p>	<p>The Great Hoodoo Detectives 690L P/38</p> <p>Waterfalls 870L Q/40</p> <p>Avalanche 780L Q/40</p> <p>Natural Disasters 760L R/40</p> <p>Mountain Climber 760L R/40</p> <p>Race to the North Star 800L S/40</p> <p>I am an Earth Scientist, Astronaut and Explorer 980L T/50</p> <p>Reader's Theater The Three Sisters S/40 T/40 U/50</p> <p>Paul Bunyan H/13-14 J/18 L/24 M/28</p> <p><u>Intervention Articles</u></p> <p>Lesson 1 Standard R1.2</p>	<p>the Topic</p> <p>Day 2- Mini Lesson 6;p.178-179 Write a Research Report: Develop a Topic with Specific Details</p> <p>Day 3- Mini Lesson 9; pgs. 184-185; Write a Research Report: Use Transitional Words and Phrases to Connect Ideas</p> <p>Day 4- Mini Lesson 11;p.188-189 Write a Research Report: Provide a Conclusion</p> <p>Day 5- Mini Lesson 13; pgs. 192-193; Grammar: Identify and Correct Sentence Fragments and Run-On Sentences</p>
	<p>Day 2- Mini Lesson 5; p.176-177 Build Vocabulary: Use Context Clues to Determine the Meanings of Multiple-Meaning Words</p>	<p>Day 2- Mini Lesson 4; p.174-175 Summarize the Text</p>	<p>Day 2- Mini Lesson 6;p.178-179 Write a Research Report: Develop a Topic with Specific Details</p>					
	<p>Day 3- Mini Lesson 7; pgs. 180-181; Grammar in Context: Review Parts of a Complete Sentence</p>	<p>Day 3- Mini Lesson 8; pgs. 182-183; Close Reading: Identify and Review Information Text Structures (Cause/Effect and Description)</p>	<p>Day 3- Mini Lesson 9; pgs. 184-185; Write a Research Report: Use Transitional Words and Phrases to Connect Ideas</p>					
	<p>Day 4- Mini Lesson 10;p.186-187 Close Reading Infer an Author's Perspective</p> <p>Continue to small group</p>	<p>Day 4- Mini Lesson 10;p.186-187 Close Reading Infer an Author's Perspective</p>	<p>Day 4- Mini Lesson 11;p.188-189 Write a Research Report: Provide a Conclusion</p>					
	<p>Day 5- Mini Lesson 12; pgs. 190-191; Close Reading: Compare and Contrast Information from Two Secondary Sources</p>	<p>Day 5- Continue Mini Lesson 12; pgs. 190-191; Close Reading: Compare and Contrast Information from Two Secondary Sources</p> <p>Additional Resources Close Reading Questions</p>	<p>Day 5- Mini Lesson 13; pgs. 192-193; Grammar: Identify and Correct Sentence Fragments and Run-On Sentences</p>					

	<p>event using primary and/or secondary sources.</p>	<p>and run-ons.</p>			<p>Extended Read 1 - Volcanoes</p>	<p>Lesson 26 Standard 2.1 p. 60-61, story on p. 100-101 (The Nation's Wildest Roller Coaster).</p> <p>Lesson 27 Standard R2.1, p. 62-63, story on p. 90-91 (From Shapeless to Chic: The Rise of Nelly Don)</p> <p>Lesson 12 Standard R2.2, p. 32-33, Story on p. 88-89 (What Do Entomologists do?)</p> <p>Lesson 13 Standard R2.2 p34-35, Story on p. 90-91 (Shapeless to Chic:Rise of Nelly Don)</p> <p>Lesson 17 Standard R3.2b on p. 42-43, Story on p. 98-99 (How to Play Marbles).</p> <p>Lesson 23 Standard R3.3 p. 54-55. Story on p. 108-109 (Navy Response to the Influenza Epidemic 1918)</p> <p>Lesson 24</p>	<p>p.10-11 Story on p. 68-69 (Letters to Eve)</p> <p>Lesson 8 Standard R1.4 p.24-25, Story on p. 82-83 (Space Cowboy)</p> <p>Lesson 26 Standard 2.1 p. 60-61, story on p. 100-101 (The Nation's Wildest Roller Coaster).</p> <p>Lesson 27 Standard R2.1, p. 62-63, story on p. 90-91 (From Shapeless to Chic: The Rise of Nelly Don)</p> <p>Lesson 12 Standard R2.2, p. 32-33, Story on p. 88-89 (What Do Entomologists do?)</p> <p>Lesson 13 Standard R2.2 p34-35, Story on p. 90-91 (Shapeless to Chic:Rise of Nelly Don)</p>	
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						Standard R3.3 p.56-57. Story on p. 110-111 (The Influenza Epidemic of 1918)	99 (How to Play Marbles). Lesson 23 Standard R3.3 p. 54-55. Story on p. 108-109 (Navy Response to the Influenza Epidemic 1918) Lesson 24 Standard R3.3 p.56-57. Story on p. 110-111 (The Influenza Epidemic of 1918)	
<p>Day 6- Reading Assessment: Unit 8 Week 1 and Week 2 Grammar Assessment: Main Clauses and Subordinate Clauses Spelling Assessment: Greek and Latin Roots geo-, archae-, -rupt Culminating Research Project: Benchmark Mini-Lesson #15 – Discuss the blueprint and build toward the culminating task.</p>								

Date	Standard	Learning Target/ Question Stems	Vocabulary	Whole Group/ Assessment/ Culminating Project	Small Group	Para Center	Student Peer-to-peer	Whole Group 2 Response to Literature/ Grammar
4/4-4/11/23 Unit 8 Week 3 WEEK 3 MATERIALS	ELA.4.R.1.2 Explain a stated or implied theme and how it develops, using details in a literary text. ELA.4. R.1.4 Explain how rhyme and structure create meaning in a poem.	Essential Question: How do Earth's natural processes impact our lives? Comprehension Learning Targets: Explain how text features contribute to meaning, identify text	Explicitly Taught: Daunting, reluctantly, immersed See page 122 TE for words in context.	Day 1- Mini Lesson 2; pgs. 202-203; Variant Vowel and Reading Big Words Strategy	Day 1- Mini Lesson 1; pgs. 200-201; First Reading: Apply Metacognitive & Fix-Up Strategies to Build Knowledge of Earth's Changes	Leveled Readers Electricity for Saburo 610L O/34 The Great Hoodoo Detectives 690L P/38 Waterfalls 870L Q/40	Leveled Readers Electricity for Saburo 610L O/34 The Great Hoodoo Detectives 690L P/38 Waterfalls 870L	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 5; pgs. 208-209;	Day 2- Mini Lesson 4; Close		Waterfalls 870L	Day 2- Mini Lesson 6; pgs. 210-211;

<p>ELA.4.R.2.1 Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description of texts.</p> <p>ELA.4.R.2.2 Explain how relevant details support the central idea, implied, or explicit.</p> <p>ELA. 4.R.2.3 Explain how an author's perspective toward a topic in an informational text.</p> <p>ELA. 4.R.3.1 Explain how figurative language contributes to meaning in text(s).</p> <p>ELA. 4.R.3.2b Include the central idea and relevant details for an informational text.</p> <p>ELA. 4.R. 3.3 Compare and contrast accounts of the same event using primary and/or secondary sources.</p>	<p>structures.</p> <p>Compare and contrast accounts of the same event using primary and secondary sources.</p> <p>Explain how relevant details support the central idea.</p> <p>Vocabulary Learning Target: Use context clues to determine meaning.</p> <p>Writing Learning Target: Create research projects.</p> <p>Grammar Learning Target: Use commas and conjunctions</p>			<p>Grammar in Context: Use a Comma with Coordinating Conjunction</p> <p>Day 3- Mini Lesson 7; pgs. 212-213; Close Reading: Refer to Relevant Details in Two Primary Source Accounts to Draw Inferences</p> <p>Day 4- Mini Lesson 9; pgs. 216-217; Close Reading: Compare and Contrast a Primary and a Secondary Source Account on the Same Event</p> <p>Day 5- Mini Lesson 14; pgs. 226-227; Unit Wrap-Up: Demonstrate Knowledge and Share Real-World Perspectives</p>	<p>Reading: Explain How a Painting Contributes to Meaning</p> <p>Day 3- Continue Mini Lesson 7; pgs. 212-213; Close Reading: Refer to Relevant Details in Two Primary Source Accounts to Draw Inferences</p> <p>Day 4- Continue Mini Lesson 9; pgs. 216-217; Close Reading: Compare and Contrast a Primary and a Secondary Source Account on the Same Event Extended Read 2 - The Eruption of Vesuvius</p> <p>Day 5- Day 5- Mini Lesson 12; pgs. 222-223; Analyze Personification, Repetition, and Theme in a Poem</p>	<p>Avalanche 780L Q/40</p> <p>Natural Disasters 760L R/40</p> <p>Mountain Climber 760L R/40</p> <p>Race to the North Star 800L S/40</p> <p>I am an Earth Scientist, Astronaut and Explorer 980L T/50</p> <p>Reader's Theater The Three Sisters S/40 T/40 U/50</p> <p>Paul Bunyan H/13-14 J/18 L/24 M/28</p> <p>Intervention Articles</p> <p>Lesson 1 Standard R1.2 p.10-11 Story on p. 68-69 (Letters to Eve)</p> <p>Lesson 8 Standard R1.4 p.24-25, Story on p. 82-83 (Space Cowboy)</p> <p>Lesson 26 Standard 2.1 p. 60-61, story on p.</p>	<p>Q/40</p> <p>Avalanche 780L Q/40</p> <p>Natural Disasters 760L R/40</p> <p>Mountain Climber 760L R/40</p> <p>Race to the North Star 800L S/40</p> <p>I am an Earth Scientist, Astronaut and Explorer 980L T/50</p> <p>Reader's Theater The Three Sisters S/40 T/40 U/50</p> <p>Paul Bunyan H/13-14 J/18 L/24 M/28</p> <p>Intervention Articles</p> <p>Lesson 1 Standard R1.2 p.10-11 Story on p. 68-69 (Letters to Eve)</p> <p>Lesson 8 Standard R1.4 p.24-25, Story on p. 82-83 (Space Cowboy)</p>	<p>Write a Research Report: Revise to Include Vocabulary Related to a Topic</p> <p>Day 3- Mini Lesson 8; pgs. 214-215; Write a Research Report: Edit for Proper Use of Possessives</p> <p>Day 4- Mini Lesson 11; Write a Research Report: Edit for Correct Use of Formal English</p> <p>Day 5- Mini Lesson 13; pgs. 224-225; Write a Research Report: Create a Final Draft by Adding Multimedia Elements</p>
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					<p>100-101 (The Nation's Wildest Roller Coaster).</p> <p>Lesson 26 Standard 2.1 p. 60-61, story on p. 100-101 (The Nation's Wildest Roller Coaster).</p> <p>Lesson 27 Standard R2.1, p. 62-63, story on p. 90-91 (From Shapeless to Chic: The Rise of Nelly Don)</p> <p>Lesson 12 Standard R2.2, p. 32-33, Story on p. 88-89 (What Do Entomologists do?)</p> <p>Lesson 13 Standard R2.2 p34-35, Story on p. 90-91 (Shapeless to Chic:Rise of Nelly Don)</p> <p>Lesson 17 Standard R3.2b on p. 42-43, Story on p. 98-99 (How to Play Marbles).</p> <p>Lesson 23 Standard R3.3 p. 54-55. Story on p. 108-109 (Navy Response to the Influenza Epidemic 1918)</p> <p>Lesson 24 Standard R3.3 p.56-57. Story on p. 110-111 (The Influenza</p>	<p>Lesson 26 Standard 2.1 p. 60-61, story on p. 100-101 (The Nation's Wildest Roller Coaster).</p> <p>Lesson 27 Standard R2.1, p. 62-63, story on p. 90-91 (From Shapeless to Chic: The Rise of Nelly Don)</p> <p>Lesson 12 Standard R2.2, p. 32-33, Story on p. 88-89 (What Do Entomologists do?)</p> <p>Lesson 13 Standard R2.2 p34-35, Story on p. 90-91 (Shapeless to Chic:Rise of Nelly Don)</p> <p>Lesson 17 Standard R3.2b on p. 42-43, Story on p. 98-99 (How to Play Marbles).</p> <p>Lesson 23 Standard R3.3 p. 54-55. Story on p. 108-109 (Navy Response to the Influenza Epidemic 1918)</p>
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						Epidemic of 1918)	Lesson 24 Standard R3.3 p.56-57. Story on p. 110-111 (The Influenza Epidemic of 1918)	
<p>Day 6- Reading Assessment: Unit 8 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.</p> <p>**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.</p> <p>Grammar Assessment: Recognize and correct fragments and run ons Spelling Assessment: Variant vowel /o/ Culminating Research Project: Benchmark Mini-Lesson #15 – Discuss the blueprint and complete optional culminating activity.</p>								

Date	Standard	Learning Target/ Question Stems	Vocabulary	Whole Group/ Assessment/ Culminating Project	Small Group	Para Center	Student Peer-to-peer	Whole Group 2 Response to Literature/ Grammar
4/12-4/19/23 Unit 9 Week 1 WEEK 1 MATERIALS	ELA.4.R.1.2 Explain a stated or implied theme and how it develops, using details in a literary text.	Essential Question: How do access to resources influence people's lives? Comprehension Learning Targets: Identify text structures.	Explicitly Taught: Crippled, agricultural, union See page 8 TE for words in context.	Day 1- Mini Lesson 1; pgs. 20-21; Introduce the Knowledge Focus: Resources and Their Impact	Day 1- Mini Lesson 2; pgs. 22-23; First Reading: Apply Metacognitive & Fix-Up Strategies to Build Knowledge of Economics	Day 1- <u>Leveled Readers</u> -The Film Crew 610L O/34 -Online Research Entrepreneurs 670L P/38 -Denim Days 630L Q/40	Day 1- <u>Leveled Readers</u> -The Film Crew 610L O/34 -Online Research Entrepreneurs 670L P/38 -Denim Days 630L Q/40	Day 1- Mini Lesson 3; pgs. 24-25; Write a Multimedia Presentation: Watch a Mentor Presentation
	ELA.4.R.1.4 Explain how rhyme and structure create meaning in a poem. ELA.4.R.2.1 Explain how text features contribute to the meaning	Explain author's claims, reasons and evidence.	Day 2- Mini Lesson 5; p.28-29 Noun Suffixes -dom, -ity, -tion, -ment, -ness, and Reading Big Words	Day 2- Mini Lesson 4; p. 26-27 Identify Text Structures and Explain How they Contribute to	-Dream Big 710L Q/40 -Growth of the Cattle Industry 860L Q/40	-Denim Days 630L Q/40 -Dream Big 710L Q/40 -Growth of the Cattle Industry	Day 2- Mini Lesson 6; p.30-31 Write a multimedia presentation: analyze a mentor multimedia	

<p>and identify the text structures of problem/solution, sequence, and description of texts.</p> <p>ELA.4.R.2.2 Explain how relevant details support the central idea, implied, or explicit.</p> <p>ELA. 4.R.2.4 Explain an author's claim and the reasons and evidence used to support this claim.</p> <p>ELA. 4.R.3.1 Explain how figurative language contributes to meaning in text(s).</p> <p>ELA.4.R.3.2.a Include plot and theme in a literary text.</p> <p>ELA. 4.R.3.2b Include the central idea and relevant details for an informational text.</p>	<p>Summarize: Include central idea and relevant details.</p> <p>Vocabulary Learning Target: Use context clues to determine meaning.</p> <p>Writing Learning Target: Create a multimedia presentation.</p> <p>Grammar Learning Target: Review correct capitalization .</p>			Meaning	<p>-The Cost of Green 890L S/50</p> <p>-The Sioux Chef 850L R/40</p> <p>-Guide to Fundraising 900L T/50</p> <p>-What Grows Where in Florida 840L Q/40</p> <p>-Protecting Florida's Waters 900L S/40</p> <p>-Great Depression 930L S/40</p> <p>-Florida's Space Coast 880L R/40</p> <p>-The Cost of a Hurricane 910L R/40</p> <p>-Spending and Saving in the Sunshine State 940L R/40</p> <p>-Florida on the Job 1020L Q/40</p> <p>-The Port of Miami 950L S/40</p> <p><u>Reader's Theater</u></p> <p>-The Two Golden Geese F/9-10, G/11-12, H/13-14, I/15-16, J/18</p> <p>-"Pet Care" Kids N/30, O/34, P/38, Q/40, R/40, S/44, T/44, U/50</p> <p><u>Comprehension Articles</u></p> <p>Lesson 26 Standard 2.1 p.</p>	<p>860L Q/40</p> <p>-The Cost of Green 890L S/50</p> <p>-The Sioux Chef 850L R/40</p> <p>-Guide to Fundraising 900L T/50</p> <p>-What Grows Where in Florida 840L Q/40</p> <p>-Protecting Florida's Waters 900L S/40</p> <p>-Great Depression 930L S/40</p> <p>-Florida's Space Coast 880L R/40</p> <p>-The Cost of a Hurricane 910L R/40</p> <p>-Spending and Saving in the Sunshine State 940L R/40</p> <p>-Florida on the Job 1020L Q/40</p> <p>-The Port of Miami 950L S/40</p> <p><u>Reader's Theater</u></p> <p>-The Two Golden Geese F/9-10, G/11-12, H/13-14, I/15-16, J/18</p> <p>-"Pet Care" Kids N/30, O/34, P/38, Q/40, R/40, S/44, T/44, U/50</p> <p><u>Comprehension</u></p>	<p>presentation</p>
		Day 3- Mini Lesson 8; pgs. 34-35; Language in Context: Review Correct Capitalization	Day 3- Mini Lesson 7; pgs. 32-33; Explain the Reasons and Evidence an Author Uses to Support Claims in a Text	Day 3- Mini Lesson 9; pgs. 36-37; Write a Multimedia Presentation: Brainstorm a Topic			
		Day 4- Mini Lesson 10 p.38-39 First Reading: Apply Metacognitive & Fluency Strategies to Build Knowledge of Labor	Day 4- Mini Lesson 12; p.42-43 Explain How Structure Creates Meaning in a Poem	Day 4- Mini Lesson 11;p.40-41 Write a Multimedia Presentation: Use Valid Sources to Conduct Research			
Day 5- Mini Lesson 13; pgs. 44-45; Summarize Two Texts to Build Knowledge	Day 5- Continue Mini Lesson 13; pgs. 44-45; Summarize Two Texts to Build Knowledge	Day 5- Mini Lesson 14; pgs. 46-47; Write a Multimedia Presentation: Organize Information and Support the Information with Visuals					

					<p>60-61, story on p. 100-101 (The Nation's Wildest Roller Coaster).</p> <p>Lesson 27 Standard R2.1, p. 62-63, story on p. 90-91 (From Shapeless to Chic: The Rise of Nelly Don)</p> <p>Lesson 12 Standard R2.2, p. 32-33, Story on p. 88-89 (What Do Entomologists do?)</p> <p>Lesson 13 Standard R2.2 p34-35, Story on p. 90-91 (Shapeless to Chic: Rise of Nelly Don)</p> <p>Lesson 28 Standard R2.4 P. 64-65. Story on p. 86-87 (Don't wake the Pay it Forward)</p> <p>Lesson 29 Standard R2.4 p. 66-67. Story on p. 96-97 (Protecting the Great Barrier Reef)</p> <p>Lesson 17 Standard R3.2b on p. 42-43, Story on p. 98-99 (How</p>	<p><u>Articles</u></p> <p>Lesson 26 Standard 2.1 p. 60-61, story on p. 100-101 (The Nation's Wildest Roller Coaster).</p> <p>Lesson 27 Standard R2.1, p. 62-63, story on p. 90-91 (From Shapeless to Chic: The Rise of Nelly Don)</p> <p>Lesson 12 Standard R2.2, p. 32-33, Story on p. 88-89 (What Do Entomologists do?)</p> <p>Lesson 13 Standard R2.2 p34-35, Story on p. 90-91 (Shapeless to Chic: Rise of Nelly Don)</p> <p>Lesson 28 Standard R2.4 P. 64-65. Story on p. 86-87 (Don't wake the Pay it Forward)</p> <p>Lesson 29 Standard R2.4 p. 66-67. Story on p. 96-97 (Protecting the Great Barrier</p>	
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<p>relevant details support the central idea, implied, or explicit.</p> <p>ELA. 4.R.2.4 Explain an author's claim and the reasons and evidence used to support this claim.</p> <p>ELA. 4.R.3.1 Explain how figurative language contributes to meaning in text(s).</p> <p>ELA.4.R.3.2.a Include plot and theme in a literary text.</p> <p>ELA. 4.R.3.2b Include the central idea and relevant details for an informational text.</p>	<p>determine meaning.</p> <p>Writing Learning Target: Create a multimedia presentation.</p> <p>Grammar Learning Target:</p>			<p>and Explain How They Contribute to Meaning</p>	<p>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</p> <p><u>Reader's Theater</u> -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/</p> <p><u>Comprehension Articles</u> Lesson 26 Standard 2.1 p. 60-61, story on p. 100-101 (The Nation's Wildest Roller Coaster).</p> <p>Lesson 27 Standard R2.1, p. 62-63, story on p. 90-91 (From Shapeless to Chic:</p>	<p>-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</p> <p><u>Reader's Theater</u> -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</p> <p><u>Comprehension Articles</u> Lesson 26 Standard 2.1 p. 60-61, story on p. 100-101 (The Nation's Wildest Roller Coaster).</p>	<p>Conclusion</p>
				<p>Day 4- ½ DAY Mini Lesson 10; pgs. 72-73; Close Reading: Explain How Reasons and Evidence Support an Author's Claims</p>	<p>Day 4- Continue Mini Lesson 10; pgs. 72-73; Close Reading: Explain How Reasons and Evidence Support an Author's Claims</p>	<p>Day 5- Mini Lesson 12;p.76-77 Close Reading: Summarize Two Texts to Enhance Comprehension</p>	<p>Day 5- Continue Mini Lesson 12;p.76-77</p> <p><u>Natural Resources and Workers Questions</u></p>

					<p>The Rise of Nelly Don) Lesson 12 Standard R2.2, p. 32-33, Story on p. 88-89 (What Do Entomologists do?)</p> <p>Lesson 13 Standard R2.2 p34-35, Story on p. 90-91 (Shapeless to Chic:Rise of Nelly Don)</p> <p>Lesson 28 Standard R2.4 P. 64-65. Story on p. 86-87 (Don't wake the Pay it Forward)</p> <p>Lesson 29 Standard R2.4 p. 66-67. Story on p. 96-97 (Protecting the Great Barrier Reef)</p> <p>Lesson 17 Standard R3.2b on p. 42-43, Story on p. 98-99 (How to Play Marbles).</p>	<p>Lesson 27 Standard R2.1, p. 62-63, story on p. 90-91 (From Shapeless to Chic: The Rise of Nelly Don) Lesson 12 Standard R2.2, p. 32-33, Story on p. 88-89 (What Do Entomologists do?)</p> <p>Lesson 13 Standard R2.2 p34-35, Story on p. 90-91 (Shapeless to Chic:Rise of Nelly Don)</p> <p>Lesson 28 Standard R2.4 P. 64-65. Story on p. 86-87 (Don't wake the Pay it Forward)</p> <p>Lesson 29 Standard R2.4 p. 66-67. Story on p. 96-97 (Protecting the Great Barrier Reef)</p> <p>Lesson 17 Standard R3.2b on p. 42-43, Story on p. 98-99 (How to Play</p>	
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							Marbles).	
<p>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.</p>								

Date	Standard	Learning Target/ Question Stems	Vocabulary	Whole Group/ Assessment/ Culminating Project	Small Group	Para Center	Student Peer-to-peer	Whole Group 2 Response to Literature/ Grammar	
4/28-5/5/23 Unit 9 Week 3 WEEK 3 MATERIALS	ELA.4.R.1.2 Explain a stated or implied theme and how it develops, using details in a literary text.	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.	Explicitly Taught: Ratcheted, spindly, tearing up, withered See page 8 TE for words in context.	Day 1- Mini Lesson 2;p.88-89 Review Variant Vowel /ar/ and Reading Big Words	Day 1- Mini Lesson 1; p.86-88 First Reading: Apply Metacognitive and Fix Up Strategies to Build Knowledge	Day 1- <u>Leveled Readers</u> -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	Day 1- <u>Leveled Readers</u> -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	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;	
	ELA.4. R.1.4 Explain how rhyme and structure create meaning in a poem.	Vocabulary Learning Target: Use context clues to determine meaning. Writing Learning Target: Create a multimedia presentation.		Day 2- Mini Lesson 5; pgs. 94-95; Grammar in Context: Subject-Verb Agreement and Correct Pronoun Use	Day 2- Mini Lesson 4; pgs. 92; Close Reading: Use Details to Explain the Implied Theme of a Poem	Day 3- Mini Lesson 7; p.98-99 Close Reading: Explain How Figurative Language Contributes to Meaning in a Poem Continue in small Group	Day 3- Mini Lesson 7; p.98-99 Close Reading: Explain How Figurative Language Contributes to Meaning in a Poem		Day 3- Mini Lesson 8; p.100-101 Write a Multimedia Presentation: Rehearse the Presentation
	ELA.4.R.2.1 Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description of texts.	Grammar		Day 4- Mini Lesson 9; pgs. 102-103; Close	Day 4- Continue Mini Lesson 9;	Day 4- Continue Mini Lesson 9;	Day 4- Continue Mini Lesson 9;		Day 4- Mini Lesson 11; pgs. 106-107;
	ELA.4.R.2.2 Explain how relevant details support the central idea, implied, or explicit.								

<p>reasons and evidence used to support this claim.</p> <p>ELA. 4.R.3.1 Explain how figurative language contributes to meaning in text(s).</p> <p>ELA.4.R.3.2.a Include plot and theme in a literary text.</p> <p>ELA. 4.R.3.2b Include the central idea and relevant details for an informational text.</p>	<p>Learning Target: Use pronouns correctly.</p> <p>Ensure subject/verb agreement.</p>			<p>Reading: Summarize Multiple Texts to Enhance Comprehension</p>	<p>pgs. 102-103; Close Reading: Summarize Multiple Texts to Enhance Comprehension</p>	<p>-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</p>	<p>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</p>	<p>Write a Multimedia Presentation: Present Information Orally</p>
				<p>Day 5- Mini Lesson 12; pgs. 108-109; Explain How Assonance and Alliteration Create Meaning in a Poem</p>	<p>Day 5- Dust Dance Questions</p>	<p><u>Reader's Theater</u> -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</p> <p><u>Comprehension Articles</u></p> <p>Lesson 26 Standard 2.1 p. 60-61, story on p. 100-101 (The Nation's Wildest Roller Coaster).</p> <p>Lesson 27 Standard R2.1, p. 62-63, story on p. 90-91 (From Shapeless to Chic: The Rise of Nelly Don)</p> <p>Lesson 12 Standard R2.2, p. 32-33, Story on p.</p>	<p><u>Reader's Theater</u> -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</p> <p><u>Comprehension Articles</u></p> <p>Lesson 26 Standard 2.1 p. 60-61, story on p. 100-101 (The Nation's Wildest Roller Coaster).</p> <p>Lesson 27 Standard R2.1, p. 62-63, story on p. 90-91 (From Shapeless to Chic: The Rise</p>	<p>Day 5- Mini Lesson 13; pgs. 110-111; Write a Multimedia Presentation: Evaluate the Presentation</p>

					<p>88-89 (What Do Entomologists do?)</p> <p>Lesson 13 Standard R2.2 p34-35, Story on p. 90-91 (Shapeless to Chic:Rise of Nelly Don)</p> <p>Lesson 28 Standard R2.4 P. 64-65. Story on p. 86-87 (Don't wake the Pay it Forward)</p> <p>Lesson 29 Standard R2.4 p. 66-67. Story on p. 96-97 (Protecting the Great Barrier Reef)</p> <p>Lesson 17 Standard R3.2b on p. 42-43, Story on p. 98-99 (How to Play Marbles).</p>	<p>of Nelly Don) Lesson 12 Standard R2.2, p. 32-33, Story on p. 88-89 (What Do Entomologists do?)</p> <p>Lesson 13 Standard R2.2 p34-35, Story on p. 90-91 (Shapeless to Chic:Rise of Nelly Don)</p> <p>Lesson 28 Standard R2.4 P. 64-65. Story on p. 86-87 (Don't wake the Pay it Forward)</p> <p>Lesson 29 Standard R2.4 p. 66-67. Story on p. 96-97 (Protecting the Great Barrier Reef)</p> <p>Lesson 17 Standard R3.2b on p. 42-43, Story on p. 98-99 (How to Play Marbles).</p>	
<p>Day 6- Reading Assessment: Unit 9 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.</p> <p>**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.</p>							

				<p>Grammar Assessment: Subject Verb Agreement with Intervening Clauses Spelling Assessment: Variant vowel /ar/ Culminating Research Project: Benchmark Mini-Lesson #15 – Discuss the blueprint and complete optional culminating activity.</p>
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