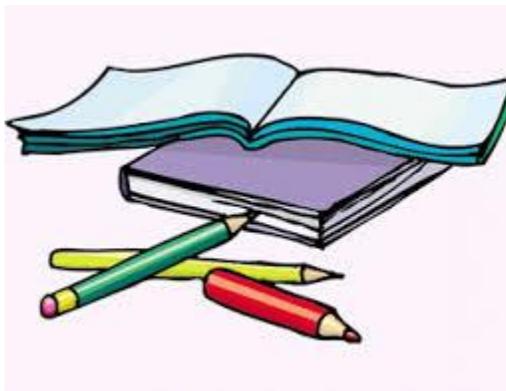




MEDFORD LAKES SCHOOL DISTRICT



English Language Arts Curriculum Guide

Grade 4

Written/Revised by: Lisa Leone

Aligned with the May 2016 New Jersey Student Learning Standards for English Language Arts

Approved by the Board of Education August 16, 2017

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The skills and knowledge captured in the New Jersey Student Learning Standards for English Language Arts (NJSLS for ELA) are designed to prepare students for life outside the classroom. They include critical-thinking skills and the ability to closely and attentively read and write text in a way that will help them understand and become effective members of the workforce. Students will learn the necessary skills to become competent, independent readers and writers. Competency in reading and writing naturally leads to success in college, career, and life. The NJSLS for ELA lay out a clear vision of what it means to be a literate person who is prepared for success in the 21st century.

The recursive nature of English Language Arts instruction demands that standards be addressed at many levels and in many units throughout a grade level. Students will need to learn a strategy or skill, for example, and apply it in varying circumstances and within varying levels of text complexity.

The English Language Arts Instructional Block for grades K-5 is comprised of the following:

- *Writer's Workshop*
- *Reader's Workshop*

Components of “Writer’s Workshop”

The “Writer’s Workshop” model recognizes that to achieve maximum success, writing instruction must be differentiated. Units of study support certain types of writing skills. For example, the development of setting during a narrative unit or the development of a coherent argument during an opinion essay unit. Each writing unit moves through the writing process “cycle” of generating ideas, planning, drafting, revising, and editing. Teachers present skills related to each type of writing with each unit taking a prescribed number of days to complete. Sometimes parents wonder where and how grammar and punctuation lessons “fit” into “Writer’s Workshop”. These lessons occur during the editing phase of each unit.

Mini-Lesson (approximately 10 minutes)

During the mini-lesson segment, a teacher models a specific writing skill or strategy. For example during a unit on research, a teacher might show how a student can create a certain tone by the words the student selects. If students are arguing that sting rays should be a protected species, we may use words like “majestic” or “magnificent” in their essays. Though these words aren’t technically a part of the argument, they help to set a favorable tone for the sting ray.

Independent Writing and Conferencing, Small Group Instruction, and/or Assessments (approximately 20-25 minutes)

Following the mini-lesson, students will research, note-take, and/or write independently for 20-25 minutes. They may also use this time for peer revision and/or peer editing. While students work, they may apply the strategy that was just presented by the teacher, or perhaps apply another previously taught strategy from their writing “toolkits.”

Conferencing is the core of the “Writer’s Workshop”. Teachers will meet with each student approximately one time per week. During this time, teachers are able to determine the student’s understanding of strategies that have been recently taught and/or teach a new skill specific to that child’s needs. For one writer, that skill might involve learning to “stretch out” an important moment in a story; for another, it might involve showing how to move through time with more subtlety (rather than, “the next day...the day after that...”). Naturally, the lesson depends on the student’s skill level as a writer in that particular unit. It is important to note that a student may be particularly strong in one area (for example, fiction), while struggling in another.

A teacher may also be facilitating a small group lesson. If a number of students are struggling with a similar skill – for example, “use of quotations”, then the teacher can form a small group together and re-teach the lesson to support their understanding.

Students are assessed both formally and informally throughout the school year. Informal assessments include writing conferences, small group conversations, and teacher observations. Formal assessments include strategy-checks, writing notebook collections, quizzes, the collection of writing folders (which contain drafts, revisions, and edits), and final publications. Students are assessed on all elements of the writing process, not simply the final product.

Share (approximately 5-7 minutes)

Following the block of time allotted for independent writing, teachers will have a “share.” During this time, students can share their glows (successes) or struggles (grows) with a particular strategy. These shares are often instructional in nature. For example, a teacher may have taught a mini-lesson showing how to use a timeline as one tool to plan a narrative. During the “share,” a student may show the class how he or she used a storyboard or a mini-book to plan instead. Everyone benefits from this sharing of ideas. Teachers are encouraged to have a “Publication Party” at the end of each unit, giving students the chance to enjoy others' writing, as well as with their parents! This celebration provides an authentic audience for their writing efforts, and acts as powerful motivation for each writer to strive for his or her best.

Components of “Reader’s Workshop”

“Readers Workshop” is a teaching method in which the goal is to teach students strategies for reading and comprehension. The workshop model allows teachers to differentiate and meet the needs of all their students. “Readers Workshop” helps to foster a love of reading and gives students chances to practice reading strategies independently and with guidance. It provides students with a supportive environment that involves them in authentic reading experiences that focus on the strengths and needs of individual students. “Readers Workshop” helps students develop strong reading skills through the use of a mini-lesson, shared reading, read aloud, conferencing, independent reading, paired reading, literature response, and sharing. The basic philosophy behind the “Readers Workshop” is to allow students to spend an extended amount of time reading authentic texts that interest them on a daily basis and to provide opportunities to talk about literature. The ultimate goal of a “Readers Workshop” is always to develop life-long passionate readers. “Readers Workshop” helps to foster a love of reading and gives students chances to practice reading strategies independently and with guidance.

Read Aloud (10 minutes)

The teacher reads orally and invites active listening and participation from the children. Longer, more diverse, and more complicated texts are selected to provide a rich experience of literature. This provides an excellent opportunity for additional modeling of reading and response strategies. It also offers closure for the reading workshop within the community.

Mini-Lesson (10 minutes)

Lesson topics are determined by the needs of the class as well as the curriculum. Lessons are brief, whole group, and always involve teaching a specific reading skill or strategy. Topics vary, but typically address the following: procedures, literary craft, reading and comprehension strategies, response, and conventions. During a mini-lesson, teachers model for the students a specific reading skill or strategy.

Independent Reading and Conferencing, Small Group Instruction via Guided Reading, Book Clubs, and/or Assessments (20-25 minutes)

As the children select new books or retrieve ones they are still reading from their book boxes, the teacher asks each student what she or he will be reading. This provides an excellent opportunity for a brief conference with every child about her or his reading and the books she or he has chosen. It also provides a reliable assessment tool by which the teacher can monitor self-selection and provide guidance when necessary. Once the children have selected their books and conferred with the teacher, they are expected to read silently and independently. While many primary age children vocalize while reading and may need the support of reading orally with a partner, silent independent reading remains the goal. Silent reading provides the teacher with guaranteed time to meet with individuals and small groups for assessment, guidance, remediation, and enrichment. If a number of students are struggling with a similar skill—say, making predictions based on what we know about a character—then a teacher may form a small group and re-teach the lesson from a different angle. As well, a teacher may form small groups as an enrichment opportunity for strong readers, challenging them with higher-level skills. During a conference, the teacher meets with individual children to talk about their reading and offer brief individual instruction in an informal conversation that may last from 8-10 minutes. Conferences focus on the individual needs of every child, so no two conferences are alike, although the conversation always surrounds books the child has recently been reading. Occasionally, the teacher groups 4 or 5 children according to their instructional needs and forms a book club. The teacher is then able to address these needs with a common text following a lesson structure that involves preparation for reading, independent reading, and response. Most often, book clubs meet over the course of two or more days. As children become more sophisticated readers, the book club format becomes increasingly independent. Students are assessed both formally and informally throughout the school year. Informal assessments include reading conferences, small group conversations, and teacher observations (i.e.: Does the student consistently choose texts within his/her level of understanding?) Formal assessments include strategy-checks, Reading Journal collections, homework checks, book club conversation reports, quizzes, presentations, and reading tests.

Share (10-15 minutes)

The children are invited to respond to their reading in both oral and written ways. During this time, students can share their successes or struggles with a particular strategy. These shares are often instructional in nature as well. For example, a teacher may have taught a mini-lesson on organizational strategies for note taking from nonfiction text. During the “share,” students may show the class their own note-taking strategies. This helps to increase everyone’s skill repertoire. Every day the children meet with a friend for book talks, brief conversations that share reactions and responses to reading. About once a week, the children write more formal responses in journals or traditional book reviews. The children write independently and freely, although the teacher occasionally provides a prompt to guide the response. Connections between reading and writing are encouraged. Written responses are always shared with peers and the teacher in order to maintain purpose and audience.

“Writer’s Workshop”

- *WriteSteps” (2017)*

“Reader’s Workshop”

- *Journeys (2014)*
- *Houghton Mifflin Harcourt’s Leveled Readers (2015)*
- *Scholastic Fiction Focus Leveled Readers (2010)*

Pacing	Unit # and Title
9 lessons 3 weeks	Unit 1: Getting Ready for Core Writing
21 lessons 7 weeks	Unit 2: Real Narrative Writing <i>Response Writing : Days 16-21</i>
11 lessons 4 weeks	Unit 3a: Informative/Explanatory Writing: 5 Square Paragraph
19 lessons 7 weeks	Unit 3b: Informative/ Explanatory Writing <i>Response Writing : Days 15-19</i>
14 lessons 5 weeks	Unit 4: Opinion Writing <i>Response Writing : Days 12-14</i>
13 lessons 3 weeks	Unit 5: Imagined Narrative Writing: Legend <i>Response Writing : Days 12-13</i>
17 lessons 5 weeks	Unit 6: Research Writing

Unit #1 Getting Ready for Core Writing

Day and Main Objectives	New Focus Skills from the NJLS	Review Focus Skills from the NJLS	Visual Aids
<p>Day 1 Getting Ready for Core Writing</p> <ul style="list-style-type: none"> • With guidance, develop and plan writing 	W.4.5		<p>Student Video: Show This First – Getting Ready for Core Writing <i>(video length: 14:36)</i></p> <p>Self-Reflection Checklist</p> <p>Topics I Can Write About</p>
<p>Day 2 Getting Ready for Core Writing</p> <ul style="list-style-type: none"> • Write narratives • Establish a situation, characters, and an event sequence • Use dialogue and description • Writing is appropriate to task, purpose, and audience 	W.4.3 W.4.3a W.4.3b W.4.4		<p>6 Traits of Quality Writing Poster</p> <p>Student Writing Sample: <i>Glowing Shoes</i> <i>A Day at the Zoo</i></p>
<p>Day 3 Getting Ready for Core Writing</p> <ul style="list-style-type: none"> • Use transition words • Provide a conclusion • Establish a situation, characters, and an event sequence 	W.4.3c W.4.3e	W.4.3a	<p>6 Traits of Quality Writing Poster</p> <p>Answer key for the above Student Sample – organization</p> <p>Advanced Preparation: <i>Prepare a prompt for today's Independent Practice. (When choosing a prompt, consider assigning a writing piece that relates to an area of study in your ELA, Social Studies, or Science curriculum.)</i></p>

<p style="text-align: center;">Day 4</p> <p>Getting Ready for Core Writing</p> <ul style="list-style-type: none"> • Use concrete words and sensory details • Use knowledge of language and its conventions • Understand figurative language, word relationships, and nuances in meanings • Use dialogue and description 	<p>*W.4.3d L.4.5</p>	<p>*W.4.3b</p>	<p>6 Traits of Quality Writing Poster</p> <p>Answer key for the above Student Sample – voice</p> <p>Peter Pan Visual Aid</p> <p>The Baseball Game</p>
<p style="text-align: center;">Day 5</p> <p>Getting Ready for Core Writing</p> <ul style="list-style-type: none"> • Conventions of Standard English grammar and usage • Choose punctuation for effect 	<p>L.4.1 L.4.3b</p>		<p>6 Traits of Quality Writing Poster</p> <p>Advanced Preparation: <i>Long piece of yarn or string (three to four feet)</i></p>
<p style="text-align: center;">Day 6</p> <p>Getting Ready for Core Writing</p> <ul style="list-style-type: none"> • Choose words and phrases to convey ideas precisely • Similes and metaphors • Antonyms and synonyms • Write narratives • Use concrete words and sensory details 	<p>L.4.3a L.4.5a L.4.5c</p>	<p>W.4.3 W.4.3d</p>	<p>6 Traits of Quality Writing Poster</p> <p>Answer key for the above Student Sample –word choice</p> <p>Thesauruses</p>

<p style="text-align: center;">Day 7</p> <p>Getting Ready for Core Writing</p> <ul style="list-style-type: none"> • Conventions of Standard English grammar and usage • Use relative pronouns and relative adverbs • Form and use the progressive verb tenses • Use modal auxiliaries • Form and use prepositional phrases • Produce complete sentences, correcting fragments and run-ons • Correctly use frequently confused words • Capitalization, punctuation, and spelling • Use correct capitalization • Use commas and quotation marks • Spell grade -appropriate words correctly, consulting references as needed 	<p>L.4.1a L.4.1b L.4.1 c L.4.1e L.4.1f L.4.2 L.4.2 a L.4.2b L.4.2c L.4.2d</p>		<p>6 Traits of Quality Writing Poster</p>
<p style="text-align: center;">Day 8</p> <p>Getting Ready for Core Writing</p> <ul style="list-style-type: none"> • Understand figurative language, word relationships, and nuances in meanings • Similes and metaphors 		<p>L.4.5 L.4.5a</p>	<p>Figurative Language SimileFlow Chart</p> <p>Christina’s student writing sample</p> <p>Similes and Metaphors (answer key)</p>

<p style="text-align: center;">Day 9</p> <p>Getting Ready for Core Writing</p> <ul style="list-style-type: none"> • Understand figurative language, word relationships, and nuances in meanings <ul style="list-style-type: none"> • Similes and metaphors 		<p>L.4.5 L.4.5a</p>	<p>Figurative Language Metaphor Flow Chart</p>
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*Students will have exposure to this standard today and will apply it in later “Write Steps” lessons.

Unit # 2 Real Narrative Writing

Day and Main Objectives	NFS+ New Focus Skills from the CCSS	RFS- Review Focus Skills from the CCSS	Visual Aids
<p style="text-align: center;">Day 1 Real Narrative</p> <ul style="list-style-type: none"> • Use concrete words and phrases and sensory details • Choose words and phrases to convey ideas precisely 		<p>W.4.3d L.4.3a</p>	<p>Student Video: Show This First – Narrative Writing <i>(video length: 12:31)</i></p> <p>Demo Video: Voice</p> <p>Mystery Boxes for Strong Verbs: Uncovering Weak Verb Answers</p>
<p style="text-align: center;">Day 2 Real Narrative</p> <ul style="list-style-type: none"> • Use concrete words and phrases and sensory details • Choose words and phrases to convey ideas precisely 		<p>W.4.3d L.4.3a</p>	<p>Fill in the Blanks with Strong Verbs</p> <p>Revising the Student Sample (Answer Key)</p> <p>Mystery Boxes for Strong Verbs (Teacher Answer Key)</p>

<p style="text-align: center;">Day 3</p> <p style="text-align: center;">Real Narrative</p> <ul style="list-style-type: none"> • Use concrete words and sensory details • Strengthen writing by planning, revising, and editing • Choose words and phrases to convey ideas precisely • Antonyms and synonyms 		<p>W.4.3 W.4.5 L.4.3a L.4.5c</p>	<p>Revising and Editing the Student Writing Sample: Student Practice Sheet</p> <p>Revising and Editing the Student Writing Sample answer key</p> <p>Editing and Revising poster</p>
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<p style="text-align: center;">Day 4 Real Narrative</p> <ul style="list-style-type: none"> • Order adjectives • Use concrete words and sensory details • Choose words and phrases to convey ideas precisely 	L.4.1d	W.4.3d L.4.3a	<p>Writing with Sensory Details: Writing that Tells not Shows</p> <p>Writing with Sensory Details: Writing that Shows not Tells, Revised Christmas Hope</p> <p>Writing with Sensory Details</p> <p>Color WordBank</p> <p>Five Senses Word Bank</p>
<p style="text-align: center;">Day 5 Real Narrative</p> <ul style="list-style-type: none"> • Use a variety of transitional words and phrases • Strengthen writing by planning, revising, and editing • Choose words and phrases to convey ideas precisely 		W.4.3c W.4.5 L.4.3a	<p>Revision Lesson: Using Transition Words</p> <p>Marquis' Revision Lesson: Adding Transitions</p>
<p style="text-align: center;">Day 6 Real Narrative</p> <ul style="list-style-type: none"> • Use dialogue and description • Strengthen writing by planning, revising, and editing • Use commas and quotation marks 		W.4.3b W.4.5 L.4.2b	<p>Abby's <i>The Christmas Present</i></p> <p>Advanced Preparation: <i>Any book with dialogue and quotation marks</i></p>
<p style="text-align: center;">Day 7 Real Narrative</p> <ul style="list-style-type: none"> • Use dialogue and description • Strengthen writing by planning, revising, and editing • Use commas and quotation marks 		W.4.3b W.4.5 L.4.2b	<p>Advanced Preparation: <i>Provide extra books with dialogue for student use.</i></p>

<p style="text-align: center;">Day 8</p> <p style="text-align: center;">Real Narrative</p> <ul style="list-style-type: none"> • Use dialogue and description • Use a variety of transitional words and phrases • Use concrete words and sensory details 		<p>W.4.3b W.4.3c W.4.3d</p>	<p>Demo Video: Focus Skill Review</p> <p>Felipa's <i>The Sad Day</i></p> <p>Teacher Answer Key: Finding Review Focus Skills in Felipa's The Sad Day</p> <p>Advanced Preparation: <i>Music for review game, or other signal such as a bell</i></p>
<p style="text-align: center;">Day 9</p> <p style="text-align: center;">Real Narrative</p> <ul style="list-style-type: none"> • Write narratives • Establish a situation and introduce a narrator and/or characters; organize an event sequence 		<p>*W.4.3 *W.4.3a</p>	<p>Student writing sample: Devon's <i>What a Game!</i></p> <p>Rubric</p>

<p>Day 10 Real Narrative</p> <ul style="list-style-type: none"> • Use dialogue and description • Use a variety of transitional words and phrases • Use concrete words and sensory details • Use relative pronouns and relative adverbs • Use modal auxiliaries • Form and use prepositional phrases • Correctly use frequently confused words • Conventions of capitalization, punctuation, and spelling • Use correct capitalization • Use commas and quotation marks • Use a comma before a coordinating conjunction in a compound sentence • Spell grade -appropriate words correctly • Understand figurative language, word relationships, and nuances in meaning 		<p>W.4.3b W.4.3c W.4.3d L.4.1a L.4.1c L.4.1e L.4.1f L.4.2 L.4.2a L.4.2b L.4.2c L.4.2d L.4.5</p>	
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<p style="text-align: center;">Day 11 Real Narrative</p> <ul style="list-style-type: none"> • Produce clear and coherent writing • Strengthen writing by planning, revising, and editing 		<p>W.4.4 W.4.5</p>	<p>Advanced Preparation: Today, you will complete the SES planning sheet and begin writing your Memorable Event writing piece.</p> <p>SES Planning Sheet</p> <p>Writing Prompt: Memorable Event</p>
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<p style="text-align: center;">Day 12</p> <p style="text-align: center;">Real Narrative</p> <ul style="list-style-type: none"> • Establish a situation and introduce a narrator and/or characters; organize an event sequence • Use dialogue and description • Use a variety of transitional words and phrases • Use concrete words and sensory details • Writing is appropriate to task, purpose, and audience 		<p>W.4.3a W.4.3b W.4.3c W.4.3d W.4.4</p>	
<p style="text-align: center;">Day 13</p> <p style="text-align: center;">Real Narrative</p> <ul style="list-style-type: none"> • Strengthen writing by planning, revising, and editing 		<p>W.4.5</p>	
<p style="text-align: center;">Day 14</p> <p style="text-align: center;">Real Narrative</p> <ul style="list-style-type: none"> • Strengthen writing by planning, revising, and editing 		<p>W.4.5</p>	<p>Fourth Grade Editing Checklist</p> <p>Editing and Revising Posters</p>
<p style="text-align: center;">Day 15</p> <p style="text-align: center;">Real Narrative</p> <ul style="list-style-type: none"> • Strengthen writing by planning, revising, and editing 		<p>W.4.5</p>	<p>Reflections on My Writing</p>

<p style="text-align: center;">Day 16</p> <p style="text-align: center;">Real Narrative</p> <ul style="list-style-type: none"> • Refer to details and examples in a text when explaining what the text explicitly and when drawing inferences from the text • By the end of the year, read and comprehend literature, with scaffolding as needed at the high end of the range • Write narratives Write over extended time frames and shorter time frames 	<p>RL.4.1 RL.4.10</p>	<p>W.4.4 W.4.10</p>	<p>Reasons to Re read</p> <p>Talking Back to Books</p>
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<p style="text-align: center;">Day 17</p> <p style="text-align: center;">Real Narrative</p> <ul style="list-style-type: none"> • Refer to details and examples in a text when explaining what the text explicitly and when drawing inferences from the text • By the end of the year, read and comprehend literature, with scaffolding as needed at the high end of the range • Produce clear and coherent writing • Write over extended time frames and shorter time frames 		<p>RL.4.1 RL.4.10 W.4.4 W.4.10</p>	<p><i>Flipped Out</i></p> <p>Talking Back to Books</p> <p>Off to the Races</p>
<p style="text-align: center;">Day 18</p> <p style="text-align: center;">Real Narrative</p> <ul style="list-style-type: none"> • Compare and contrast the point of view of the narration, including the first and third - person • Refer to details and examples in a text when explaining what the text says and when drawing inferences - Writing is appropriate to task, purpose, and audience • Write over extended time frames and shorter time frames 	<p>RL.4.6</p>	<p>RL.4.1 W.4.4 W.4.10</p>	<p>Student Writing Sample: Charlotte's response</p>

<p style="text-align: center;">Day 19</p> <p style="text-align: center;">Real Narrative</p> <ul style="list-style-type: none">• Refer to details and examples in a text when explaining what the text says and when drawing inferences.• Writing is appropriate to task, purpose, and audience• Strengthen writing by planning, revising, and editing• Write over extended time frames and shorter time frames		RL.4.1 W.4.4 W.4.5 W.4.10	Short Response Rubric Response Writing Checklist
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<p style="text-align: center;">Days 20-21 Real Narrative</p> <ul style="list-style-type: none"> • Describe in depth a character, setting or event, drawing on specific details in the text • Refer to details and examples in a text when explaining what the text says and when drawing inferences • By the end of the year, read and comprehend literature with scaffolding as needed at the high end of the range • Produce clear coherent writing • Develop and strengthen writing as needed by planning, revising, and editing • Write over extended time frames and shorter time frames 	<p>RL.4.3</p>	<p>RL.4.1 RL.4.10 W.4.4 W.4.5 W.4.10</p>	<p>Extended Response Rubric</p>
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*These standards will be reviewed today and applied in later lessons.

Unit #3a Informative/Explanatory Writing 5 Square Paragraph

Day and Main Objectives	NFS+ New Focus Skills from the CCSS	RFS- Review Focus Skills from the CCSS	Visual Aids
<p style="text-align: center;">Day 1</p> <p>5 Square Paragraphs-Informative</p> <ul style="list-style-type: none"> • Write informative/ explanatory texts • Use transitional words and phrases 		<p style="text-align: center;">W.4.2 W.4.3c</p>	<p>Student Video: Show This First – Informative Writing <i>(video length: 14:42)</i></p> <p>Elements of Informational Writing</p> <p>Marquis' <i>My School</i></p>
<p style="text-align: center;">Day 2</p> <p>5 Square Paragraphs-Informative</p> <ul style="list-style-type: none"> • Write informative/ explanatory texts 		<p style="text-align: center;">W.4.2</p>	<p>Demo Video: 5 Square Paragraph</p> <p>Jessica's <i>A Day in My Life As A Fourth Grader.</i></p> <p>Jen's My School</p> <p>5 Square Planning Sheet</p>

<p style="text-align: center;">Day 3</p> <p>5 Square Paragraphs-Informative</p> <ul style="list-style-type: none"> • Develop the topic with facts, definitions, concrete details, quotations, or other information • Provide a concluding statement or section • Strengthen writing as needed by planning, revising, and editing 	<p>W.4.2b W.4.2e</p>	<p style="text-align: center;">W.4.5</p>	<p>Advanced Preparation: <i>You will plan your 5 paragraph essay in front of the students today. You will also begin the writing. Over the next three days you will be writing your 5 paragraph essay about My School.</i></p>
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<p style="text-align: center;">Day 4</p> <p>5 Square Paragraphs-Informative</p> <ul style="list-style-type: none"> • Link ideas within categories of information using words and phrases • Use precise language and domain specific vocabulary • Write informative/ explanatory texts • Develop the topic with facts, definitions, concrete details, quotations, or other information • Provide a concluding statement or section • Strengthen writing as needed by planning, revising, and editing 	<p>W.4.2c W.4.2d</p>	<p>W.4.2 W.4.2b W.4.2e W.4.5</p>	<p>Advanced Preparation: <i>Over the next two days you will write a My School piece. You may want to prepare your writing or your ideas ahead of time.</i></p>
<p style="text-align: center;">Day 5</p> <p>5 Square Paragraphs-Informative</p> <ul style="list-style-type: none"> • Write informative/ explanatory texts • Provide a concluding statement or section • Strengthen writing as needed by planning, revising, and editing • Write routinely over extended time frames and shorter time frames 		<p>W.4.2 W.4.2e W.4.5 W.4.10</p>	<p>Advanced Preparation: <i>If you haven't already, you will finish modeling the writing of your 5 paragraph essay about My School today.</i></p>

<p style="text-align: center;">Day 6</p> <p>5 Square Paragraphs-Informative</p> <ul style="list-style-type: none"> • Correctly use frequently confused words • Strengthen writing as needed by planning, revising, and editing • Use relative pronouns and relative adverbs • Form and use the progressive verb tenses • Use a comma before a coordinating conjunction in a compound sentence • Spell grade appropriate words correctly 	L.4.1g	W.4.5 L.4.1a L.4.1 b L.4.2 c L.4.2d	<p>Demo Video: Strengths and Weaknesses</p> <p><i>Rachel’s School: A Great Place!</i></p> <p>Rubric (To save paper, print Reflections on my Writing on the back for use on Day 11.)</p> <p>Sharing Glows and Grows</p> <p>Sharing Glows and Grows (answer key)</p>
<p style="text-align: center;">Day 7</p> <p>5 Square Paragraphs-Informative</p> <ul style="list-style-type: none"> • Use precise language and domain specific vocabulary • Strengthen writing as needed by planning, revising, and editing • Antonyms and synonyms 		W.4.2d W.4.5 L.4.5c	<p><i>Bailey’s About My School</i></p> <p>Sharing Glows and Grows Bailey (answer key)</p>

<p style="text-align: center;">Day 8</p> <p>5 Square Paragraphs-Informative</p> <ul style="list-style-type: none"> • Strengthen writing as needed by planning, revising, and editing • Use correct capitalization • Use commas and quotation marks to mark direct speech and quotations 		<p>W.4.5 L.4.2a L.4.2b</p>	<p>Different Types of Informative /Explanatory Leads</p> <p>Revising poster</p>
<p style="text-align: center;">Day 9</p> <p>5 Square Paragraphs-Informative</p> <ul style="list-style-type: none"> • Strengthen writing as needed by planning, revising, and editing • Form and use prepositional phrases • Choose words and phrases to convey ideas precisely • Similes and metaphors 		<p>W.4.5 L.4.1e L.4.3a L.4.5a</p>	<p>Sensory Detail Passages</p>
<p style="text-align: center;">Day 10</p> <p>5 Square Paragraphs-Informative</p> <ul style="list-style-type: none"> • Strengthen writing as needed by planning, revising, and editing • Produce complete sentences, correcting fragments and run-ons • Correctly use frequently confused words • Use correct capitalization • Use a comma before a coordinating conjunction in a compound sentence. • Spell grade appropriate words correctly, consulting references 		<p>W.4.5 L.4.1f L.4.1 g L.4.2 a L.4.2c L.4.2d</p>	<p>Fourth Grade Editing Checklist</p> <p>Dino’s studentsample</p> <p>Advanced Preparation: <i>You will need one balloon per child for the Day 11 lesson.</i></p>
<p style="text-align: center;">Day 11</p> <p>5 Square Paragraphs-Informative</p> <ul style="list-style-type: none"> • Use technology to produce and publish writing as well as to interact and collaborate with others 	<p>W.4.6</p>		<p>Reflections on my Writing</p> <p>One copy to display and student copies of informative/explanatory: 6 traits Rubric from Day 6</p>

Unit 3b Informative/Explanatory Writing

Day and Main Objectives	NFS+ New Focus Skills from the CCSS	RFS- Review Focus Skills from the CCSS	Visual Aids
<p style="text-align: center;">Day 1</p> <p>Informative / Explanatory</p> <ul style="list-style-type: none"> • Strengthen writing as needed by planning, revising, and editing 		<p>W.4.5</p>	<p>Student Video: Show This First - Informative Writing (Video Length 8:11)</p> <p>What Is Informational/Explanatory Writing?</p> <p>Technology</p> <p>100 Years Ago</p>
<p style="text-align: center;">Day 2</p> <p>Informative / Explanatory</p> <ul style="list-style-type: none"> • Introduce a topic clearly and group related information in paragraphs • Provide a concluding statement • Strengthen writing as needed by planning, revising, and editing 	<p>W.4.2a</p>	<p>W.4.2e W.4.5</p>	<p>Informative/Explanatory: 5 Square Planning Sheet</p> <p><i>Kylie's Smoke Detectors</i></p>

<p style="text-align: center;">Day 3</p> <p>Informative / Explanatory</p> <ul style="list-style-type: none">• Develop the topic with facts, definitions, concrete details, quotations, or other information• Use precise language and domain -specific vocabulary• Consult reference materials		W.4.2b W.4.2d L.4.4	Using/Writing Definitions in Informational/Explanatory Writing
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<p style="text-align: center;">Day 4</p> <p>Informative / Explanatory</p> <ul style="list-style-type: none"> • Link ideas using words and phrases 		<p>W.4.2c</p>	<p>Demo Video: Informative/Explanatory</p> <p>Writing Linking Word and Phrase</p> <p>Purpose Cards Linking Word and</p> <p>Phrase Cards</p> <p>Advanced Preparation: <i>Cut the Linking Word and Phrase Cards for easier distribution to students. Make enough cards available so that each student can receive one. Cut the Linking Word and Phrase Purpose Cards. Hang them up in different areas of the classroom.</i></p>
<p style="text-align: center;">Day 5</p> <p>Informative / Explanatory</p> <ul style="list-style-type: none"> • Introduce a topic clearly and group related information in paragraphs • Develop the topic with facts, definitions, concrete details, quotations, or other information • Link ideas using words and phrases • Use precise language and domain -specific vocabulary 		<p>W.4.2a W.4.2b W.4.2c W.4.2d</p>	

<p>Day 6 Informative / Explanatory</p> <ul style="list-style-type: none"> • Introduce a topic clearly and group related information in paragraphs • Develop the topic with facts, definitions, concrete details, quotations, or other information • Link ideas using words and phrases • Use precise language and domain -specific vocabulary 		<p>W.4.2a W.4.2b W.4.2c W.4.2d</p>	
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<p>Day 7 Informative / Explanatory</p> <ul style="list-style-type: none"> • Link ideas using words and phrases • Provide a concluding statement 		<p>W.4.2c W.4.2e</p>	<p>Writing Strong Conclusions One copy to display “Smoke Detectors Display Kylies’ revised piece</p>
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<p>Day 8 Informative / Explanatory</p> <ul style="list-style-type: none"> • Strengthen writing as needed by planning, revising, and editing • Choose punctuation for effect 		<p>W.4.5 W.4.3b</p>	<p>Chinonso’s <i>Life Without Cellphones</i> 4th Grade Informational/Explanatory Formal Core Writing: Career</p>
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<p style="text-align: center;">Day 9</p> <p>Informative / Explanatory</p> <ul style="list-style-type: none">• Introduce a topic clearly and group related information in paragraphs• Provide a concluding statement• Strengthen writing as needed by planning, revising, and editing		W.4.2a W.4.2e W.4.5	Rubric
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<p style="text-align: center;">Day 10</p> <p>Informative / Explanatory</p> <ul style="list-style-type: none"> • Introduce a topic clearly and group related information in paragraphs • Develop the topic with facts, definitions, concrete details, quotations, or other information • Link ideas using words and phrases • Use precise language and domain -specific vocabulary • Strengthen writing as needed by planning, revising, and editing • Write over extended periods of time • Correctly use confused words 		<p>W.4.2a W.4.2b W.4.2c W.4.2d W.4.5 W.4.10 L.4.1g</p>	<p style="text-align: center;">Answer Key – Smoke Detectors</p>
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<p>Day 11</p> <p>Informative / Explanatory</p> <ul style="list-style-type: none"> • Introduce a topic clearly and group related information in paragraphs • Develop the topic with facts, definitions, concrete details, quotations, or other information • Link ideas using words and phrases • Use precise language and domain -specific vocabulary • Write over extended periods of time • Form and use progressive tenses Use modalauxiliaries 		<p>W.4.2a</p> <p>W.4.2b</p> <p>W.4.2c</p> <p>W.4.2d</p> <p>W.4.10</p> <p>L.4.1b</p> <p>L.4.1c</p>	<p>Weather Map</p>
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<p style="text-align: center;">Day 12</p> <p>Informative / Explanatory</p> <ul style="list-style-type: none"> • Introduce a topic clearly and group related information in paragraphs • Develop the topic with facts, definitions, concrete details, quotations, or other information • Link ideas using words and phrases • Use precise language and domain -specific vocabulary • Provide a concluding statement • Strengthen writing as needed by planning, revising, and editing • Write over extended periods of time 		<p>W.4.2a W.4.2b W.4.2c W.4.2d W.4.2e W.4.5 W.4.10</p>	<p>Sophie's <i>The Seatbelt</i></p> <p>A.R.M.S.</p> <p>Revising poster</p>
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<p style="text-align: center;">Day 13</p> <p>Informative / Explanatory</p> <ul style="list-style-type: none"> • Strengthen writing as needed by planning, revising, and editing • Demonstrate command of conventions • Form and use the progressive verb tenses • Produce complete sentences, correcting fragments and run-ons • Use correct capitalization • Use a comma before a coordinating conjunction in a compound sentence • Spell grade appropriate words correctly, consulting references 		<p>W.4.5 L.4.1a L.4.1b L.4.2a L.4.2c L.4.2d</p>	<p>Fourth Grade</p> <p>Editing Checklist</p> <p>Editing poster</p>
<p style="text-align: center;">Day 14</p> <p>Informative / Explanatory</p> <ul style="list-style-type: none"> • Strengthen writing as needed by planning, revising, and editing 		<p>W.4.5</p>	<p>Reflections on my Writing Informative/Explanatory Writing: 6 Traits Rubric</p>

<p style="text-align: center;">Day 15</p> <p>Informative / Explanatory</p> <ul style="list-style-type: none"> • Refer to details and examples in the text when explaining what the text says • Interpret information presented visually, orally, or quantitatively • Draw evidence from texts 	<p>RI.4.1 RI.4.7</p>	<p style="text-align: center;">W.4.9</p>	<p>Advanced Preparation: <i>You might choose to use magazine articles, short stories, or books related to a unit being studied in social studies or science instead of the ones suggested here. If so, gather the texts ahead of time.</i></p> <p><i>Architecture: Monticello - Jefferson's Masterpiece and US Presidents- Thomas Jefferson found at: http://www.readworks.org/passages/us-presidents-thomas-jefferson</i></p> <p style="text-align: right;"><i>Thomas Jefferson- A Timeline</i></p>
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<p style="text-align: center;">Day 16</p> <p>Informative / Explanatory</p> <ul style="list-style-type: none"> • Determine the main idea of a text and explain how it is supported • Refer to details and examples in the text when explaining what the text says • Recall information from experiences or gather information; take notes and categorize information 	<p>RI.4.2</p>	<p>RI.4.1 W.4.8</p>	<p>Advanced Preparation: You will be modeling the writing of a summary in front of students. In order to save time, it will be helpful to prepare it ahead of time. See the modeling section for a suggested summary.</p> <p>Mount Vesuvius 3-2-1</p> <p>Non Fiction Text Summaries 3 -2-1 3-2-1- Answer key</p> <p>You Tube Video https://www.youtube.com/user/MonticelloVisit</p>
<p style="text-align: center;">Day 17</p> <p>Informative / Explanatory</p> <ul style="list-style-type: none"> • Determine the meaning of general academic and domain -specific words • Draw evidence from texts • Refer to details and examples in the text when explaining what the text says 	<p>RI.4.4</p>	<p>W.4.9 RI.4.1</p>	<p>Response to Text: Non- Fiction Choice Cards</p>

<p>Day 18-19 Informative / Explanatory</p> <ul style="list-style-type: none"> • Describe the overall structure of events, ideas, concepts, or information • Integrate information from two texts • Recall information from experiences or gather information; take notes and categorize information • Apply grade 4 Reading standards to informational texts • Refer to details and examples in the text when explaining what the text says 	<p>RI.4.5 RI.4.9</p>	<p>W.4.8 W.4.9b RI.4.1 RI.4.3</p>	<p>Newsela.com link: https://newsela.com/articles/baker - worldwarii/id/8861/</p> <p>Newsela.com link: https://newsela.com/articles/holocaust - escape/id/734/</p> <p>Talking Back to Books</p> <p>Checklist</p> <p>Extended Response Rubric</p>
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Unit #4 Opinion Writing

Day and Main Objectives	NFS+ New Focus Skills from the CCSS	RFS- Review Focus Skills from the CCSS	Visual Aids
<p>Day 1 Opinion</p> <ul style="list-style-type: none"> • Write opinion pieces • Introduce a topic, state an opinion, and create an organized structure to support the writer’s purpose • Provide reasons supported by facts and details 	<p>W.4.1 W.4.1a W.4.1b</p>		<p>Student Video: Show This First - Opinion Writing</p> <p>Fact vs. Opinion</p> <p>What is an Opinion Paper?</p>
<p>Day 2 Opinion</p> <ul style="list-style-type: none"> • Write opinion pieces • Introduce a topic, state an opinion, and create an organized structure to support the writer’s purpose • Provide reasons supported by facts and details • Apply grade 4 Reading standard to informational texts 		<p>W.4.1 W.4.1a W.4.1b W.4.9</p>	<p>Are Zoos Cool or Cruel?</p> <p>Fact/Opinion T -Chart</p>

Day 3 Opinion

- Write opinion pieces
- Introduce a topic, state an opinion, and create an organized structure to support the writer’s purpose
- Provide reasons supported by facts and details
- Produce writing which is appropriate to task, purpose, and audience

W.4.1
W.4.1a
W.4.1b
W.4.4

5 Square Paragraph Planning Sheet

<p>Day 4 Opinion</p> <ul style="list-style-type: none"> • Write opinion pieces • Introduce a topic, state an opinion, and create an organized structure to support the writer’s purpose • Provide reasons supported by facts and details • Strengthen writing as needed by planning, revising, and editing 		<p>W.4.1 W.4.1a W.4.1b W.4.5</p>	<p>5 square planning sheet from Day 3</p>
<p>Day 5 Opinion</p> <ul style="list-style-type: none"> • Link opinion and reasons • Provide a concluding statement • Write opinion pieces • Introduce a topic, state an opinion, and create an organized structure to support the writer’s purpose • Provide reasons supported by facts and details • Strengthen writing as needed by planning, revising, and editing 	<p>W.4.1c W.4.1d</p>	<p>W.4.1 W.4.1a W.4.1b W.4.5</p>	<p>Sharing the Strengths and Weaknesses of the Five Square Paragraphs Opinion Writing</p> <p><i>Natalie’s Zoos are Cruel</i></p>

Day 6 Opinion

- Introduce a topic, state an opinion, and create an organized structure to support the writer’s purpose
- Provide reasons supported by facts and details
- Provide a concluding statement
- Use precise language and domain -specific vocabulary
- Produce writing which is appropriate to task, purpose, and audience
- Strengthen writing as needed by planning, revising, and editing
- Choose words and phrases to convey ideas precisely

W.4.1a
W.4.1b
W.4.1d
W.4.2d
W.4.4
W.4.5
L.4.3a

Rubric

<p>Day 7-8 Opinion</p> <ul style="list-style-type: none"> • Acquire and use accurately grade -appropriate words • Write opinion pieces • Introduce a topic, state an opinion, and create an organized structure to support the writer’s purpose • Provide reasons supported by facts and details • Link opinion and reasons • Use precise language and domain -specific vocabulary • Choose words and phrases to convey ideasprecisely 	<p>L.4.6</p>	<p>W.4.1 W.4.1a W.4.1b W.4.1c W.4.2d L.4.3a</p>	
<p>Day 9 Opinion</p> <ul style="list-style-type: none"> • Write opinion pieces on topics or texts, supporting a point of view with reasons and information • Strengthen writing as needed by planning, revising, and editing • Form and use prepositional phrases • Produce complete sentences, correcting fragments and run-ons • Choose words and phrases to convey ideasprecisely 		<p>W.4.1 W.4.1a W.4.1b W.4.1c W.4.5 L.4.1e L.4.1f L.4.3a</p>	<p>One copy to display of your opinion piece or Natalie’s piece from Day 5</p>

<p>Day 10 Opinion</p> <ul style="list-style-type: none"> • Strengthen writing as needed by planning, revising, and editing • Use modal auxiliaries • Produce complete sentences, correcting fragments and run-ons • Correctly use frequently confused words • Use correct capitalization • Use a comma before a coordinating conjunction in a compound sentence • Spell grade appropriate words correctly, consulting references as needed 		<p>W.4.5 L.4.1c L.4.1f L.4.1 g L.4.2 a L.4.2c L.4.2d</p>	<p>Fourth Grade Editing Checklist</p>
<p>Day 11 Opinion</p> <ul style="list-style-type: none"> • Strengthen writing as needed by planning, revising, and editing 		<p>W.4.5</p>	<p>Reflections on my Writing</p>
<p>Day 12 Opinion</p> <ul style="list-style-type: none"> • Refer to details and examples in a text when explaining what the text says and drawing inferences • Integrate from two texts on the same topic • Write opinion pieces • Produce writing which is appropriate to task, purpose, and audience • Write over extended time frames and shorter time frames 	<p>RL.4.1 RI.4.9</p>	<p>W.4.1 W.4.4 W.4.10</p>	<p>Talking Back To Books Evidence Based Terms Short Response Rubric <i>Idea~ Swap – Is It Okay for Kids?</i> <i>Idea~Swap and Kids</i></p>

<p>Day 13 Opinion</p> <ul style="list-style-type: none"> • Determine the main idea of a text and explain how it is supported by the key details; summarize the text • Refer to details and examples in a text when explaining what the text says and drawing inferences • Integrate from two texts on the same topic • Write opinion pieces • Produce writing which is appropriate to task, purpose, and audience 	<p>RI.4.2</p>	<p>RL.4.1 RI.4.9 W.4.1 W.4.4</p>	<p>Persuasive Letter Writing Template</p>
<p>Day 14 Opinion</p> <ul style="list-style-type: none"> • Refer to details and examples in a text when explaining what the text says and drawing inferences • Integrate from two texts on the same topic • Write opinion pieces • Produce writing which is appropriate to task, purpose, and audience • Write over extended time frames and shortertime frames 		<p>RL.4.1 RI.4.9 W.4.1 W.4.4 W.4.10</p>	<p>Short Response Rubric</p>

Unit # 5 Imagined Narrative Writing: Fable

Day and Main Objectives	NFS+ New Focus Skills from the CCSS	RFS- Review Focus Skills from the CCSS	Visual Aids
<p style="text-align: center;">Day 1</p> <p>Imagined Narrative Legend</p> <ul style="list-style-type: none"> • Establish a situation and introduce a narrator and/or characters; organize an event sequence • Produce complete sentences, correcting fragments and run-ons 		W.4.3a L.4.1f	<p>What Is a Legend?</p> <p>Advanced Preparation: <i>Gather many samples of legends. Have these mentor texts available for today's lesson, and read them to your students prior to and during this unit.</i></p>
<p style="text-align: center;">Day 2</p> <p>Imagined Narrative Legend</p> <ul style="list-style-type: none"> • Use concrete words and phrases and sensory details • Form and use progressive verb tenses • Order adjectives • Choose words and phrases to convey ideas precisely 		W.4.3d L.4.1.b L.4.1d L.4.3a	<p>Demo Video: Imagined Narrative Legend: Describing the Setting</p> <p><i>Alexander's Volcano Eruptions</i></p>

<p style="text-align: center;">Day 3</p> <p>Imagined Narrative Legend</p> <ul style="list-style-type: none">• Write narratives• Establish a situation and introduce a narrator and/or characters; organize an event sequence• Form and use the progressive verb tenses		<p>W.4.3 W.4.3a L.4.1b</p>	<p>Narrator Identification Cards</p>
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<p style="text-align: center;">Day 4</p> <p>Imagined Narrative Legend</p> <ul style="list-style-type: none"> • Establish a situation and introduce a narrator and/or characters; organize an event sequence • Use concrete words and phrases • Choose words and phrases to convey ideas precisely • Order adjectives 		<p>W.4.3a W.4.3d L.4.3a L.4.1d</p>	<p>Demo Video: Imagined Narrative Legend: Planning Wheels</p> <p>Planning Wheels Jamie’s</p> <p><i>All Dried Up</i></p>
<p style="text-align: center;">Day 5</p> <p>Imagined Narrative Legend</p> <ul style="list-style-type: none"> • Use dialogue and description • Apply grade 4 reading standards to literature • Use commas and quotation marks 		<p>W.4.3b W.4.9a L.4.2b</p>	<p>Torania’s <i>Brave Sunny Boy Bob</i></p>
<p style="text-align: center;">Day 6</p> <p>Imagined Narrative Legend</p> <ul style="list-style-type: none"> • Use dialogue and description • Use a variety of transitional words and phrases • Use concrete words and phrases and sensory details • Strengthen writing as needed by planning, revising, and editing • Choose words and phrases to convey ideas precisely • Use commas before coordinating conjunctions 		<p>W.4.3b W.4.3c W.4.3d W.4.5 L.4.2 c L.4.3 a</p>	<p>Advanced Preparation: <i>Cut the Uno, Dos, Traits scoring cards into strips for this lesson. Each student will need one strip of numbers 1 -6.</i></p> <p>Felicia’s <i>Save the Books</i></p> <p>Uno Dos Traits – Scoring Cards</p> <p>Rubric (To save paper, print Reflections on my Writing on the back for use on Day 11.)</p>

<p>Day 7</p> <p>Imagined Narrative Legend</p> <ul style="list-style-type: none">• Form and use prepositional phrases		<p>L.4.1e</p>	<p>Prepositions</p>
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<p style="text-align: center;">Day 8</p> <p>Imagined Narrative Legend</p> <ul style="list-style-type: none"> • Write narratives • Use dialogue and description • Use concrete words and phrases • Writing is appropriate to task, purpose, and audience • Writing is appropriate to task, purpose, and audience • Write over extended time frames and short time frames • Produce clear writing • Order adjectives 		<p>W.4.3 W.4.3b W.4.3d W.4.4 W.4.5 W.4.10 L.4.1d</p>	<p style="text-align: center;">Narrator Identification Cards from Day 3</p>
<p style="text-align: center;">Day 9</p> <p>Imagined Narrative Legend</p> <ul style="list-style-type: none"> • Strengthen writing as needed by planning, revising, and editing • Use modal auxiliaries • Produce complete sentences, correcting fragments and run-ons • Correctly use frequently confused words • Use correct capitalization • Use commas and quotation marks • Use a comma before a coordinating conjunction in a compound sentence • Spell grade appropriate words correctly, consulting references as needed 		<p>W.4.5 L.4.1c L.4.1f L.4.1 g L.4.2 a L.4.2b L.4.2c L.4.2d</p>	<p>Fourth Grade Editing Checklist</p> <p>Felicia's <i>Save the Books!</i> from Day 6</p> <p>Rubric</p>

<p style="text-align: center;">Day 10</p> <p>Imagined Narrative Legend</p> <ul style="list-style-type: none"> • Establish a situation and introduce a narrator and/or characters; organize an event sequence • Use concrete words and sensory details 		<p>W.4.3a W.4.3d</p>	<p style="text-align: center;">Compare Two Characters</p>
<p style="text-align: center;">Day 11</p> <p>Imagined Narrative Legend</p> <ul style="list-style-type: none"> • Write over extended time frames and shortertime frames 		<p>W.4.10</p>	<p style="text-align: center;">Reflections on My Writing</p>

<p style="text-align: center;">Day 12</p> <p>Imagined Narrative Legend</p> <ul style="list-style-type: none"> • Integrate information from two texts on the same • Refer to details and examples in a text when explaining what the text says and when drawing inferences • Determine the main idea of a text and explain how it is supported; summarize the text • Compare and contrast a firsthand and secondhand account of the same event or topic • Write opinion pieces • Writing is appropriate to task, purpose, and audience 	<p>RI.4.9</p>	<p>RL.4.1 RI.4.2 W.4.1 W.4.4</p>	<p><i>The Dancing Monkeys and The Wolf in Sheep's Clothing</i></p> <p>Venn Diagram</p> <p>Reasons to Reread</p> <p>Talking Back to Books</p>
<p style="text-align: center;">Day 13</p> <p>Imagined Narrative Legend</p> <ul style="list-style-type: none"> • Compare and contrast the treatment of similar themes and topics • Refer to details and examples in a text when explaining what the text says and when drawing inferences • Integrate information from two texts on the same topic • Writing is appropriate to task, purpose, and audience • Write over extended time frames and shorter time frames 	<p>RL.4.9</p>	<p>RL.4.1 RL.4.9 W.4.4 W.4.10</p>	<p><i>The Dancing Monkeys and The Wolf in Sheep's Clothing</i></p> <p>RACES</p> <p>Extended Response Rubric</p> <p>Response Writing Checklist</p>

Unit #6 Research Writing

Day and Main Objectives	NFS+ New Focus Skills from the CCSS	RFS- Review Focus Skills from the CCSS	Visual Aids
Day 1 Research <ul style="list-style-type: none"> • Develop the topic with facts, definitions, concrete details, quotations, or other information 		W.4.2b	Student Video: Show This First - Research Writing <i>(video length: 19:32)</i> What is a Research Project?
Day 2 Research <ul style="list-style-type: none"> • Develop the topic with facts, definitions, concrete details, quotations, or other information • Conduct short research projects • Recall information from experiences or gather information; take notes and categorize information 		W.4.2b W.4.7 W.4.8	Advanced Preparation: <i>Bring in informative resources for the students to use to research their topics. Students will also need online access and the use of a printer.</i>

Day 3 Research

- Develop the topic with facts, definitions, concrete details, quotations, or other information
- Conduct short research projects
- Recall information from experiences or gather information; take notes and categorize information
- Determine the main idea of a text

W.4.2b
W.4.7
W.4.8
RI.4.2

Sample Research Material

Advanced Preparation: Before Day 4, prepare a Guided Note-Taking Journal for each student. There are 5 pages that need to be put together.

<p>Day 4 Research</p> <ul style="list-style-type: none"> • Develop the topic with facts, definitions, concrete details, quotations, or other information • Strengthen writing by planning, revising, and editing • Conduct short research projects • Recall information from experiences or gather information; take notes and categorize information • Apply grade 4 Reading standards to informational texts 		<p>W.4.2b W.4.5 W.4.7 W.4.8 W.4.9b</p>	<p>Advanced preparation: <i>Prepare a Guided Note Taking Journal for each student. There are 5 pages that need to be copied and stapled together.</i></p> <p>Guided Note Taking Journal</p>
<p>Day 5 Research</p> <ul style="list-style-type: none"> • Develop the topic with facts, definitions, concrete details, quotations, or other information • Conduct short research projects • Recall information from experiences or gather information; take notes and categorize information • Determine main ideas from a text • Use precise language 		<p>W.4.2b W.4.2d W.4.7 W.4.8 RI.4.2 L.4.3a</p>	<p>Display and provided copies of Guided Note-taking from Day 4</p>

Day 6 Research

- Develop the topic with facts, definitions, concrete details, quotations, or other information
- Use precise language and domain -specific vocabulary
- Conduct short research projects
- Recall information from experiences or gather information; take notes and categorize information
- Apply 4 Reading standards to informational text
- Determine the main idea of a text
- Choose words and phrases to convey ideasprecisely

W.4.2b
W.4.2d
W.4.7
W.4.8
W.4.9b
RI.4.2
L.4.3a

Day 7 Research

- Develop the topic with facts, definitions, concrete details, quotations, or other information
- Use precise language and domain -specific vocabulary
- Conduct short research projects
- Recall information from experiences or gather information; take notes and categorize information
- Apply grade 4 Reading standards to informational texts
- Choose words to convey ideas precisely
- Determine the main idea of a text

W.4.2b
W.4.2d
W.4.7
W.4.8
W.4.9b
L.4.3a
RI.4.2

<p>Day 8 Research</p> <ul style="list-style-type: none"> • Develop the topic with facts, definitions, concrete details, quotations, or other information • Use precise language and domain -specific vocabulary • Conventions of Standard English grammar and usage • Use relative pronouns and relative adverbs • Form and use the progressive verb tenses • Form and use prepositional phrases • Conventions of capitalization, punctuation, and spelling • Use correct capitalization • Use a comma before a coordinating conjunction in a compound sentence • Choose words to convey ideas precisely 		<p>W.4.2b W.4.2d L.4.1 L.4.1a L.4.1 b L.4.1e L.4.2 L.4.2 a L.4.2 c L.4.3 a</p>	<p>What Is Informative/Explanatory Writing?</p> <p>5 Square Planning Sheet Marty's <i>Informative Writing in a Research Project</i></p> <p>Glows and Grows in Marty's 5 Square Paragraphs Informative Writing</p> <p>Rubric (To save paper, print Reflections on my Writing on the back for use on Day 17.)</p>
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<p>Day 9 Research</p> <ul style="list-style-type: none"> • Develop the topic with facts, definitions, concrete details, quotations, or other information • Use precise language and domain -specific vocabulary • Strengthen writing by planning, revising, and editing 		<p>W.4.2b W.4.2d W.4.5</p>	<p>5 Square Planning Sheet</p>
<p>Day 10 Research</p> <ul style="list-style-type: none"> • Develop the topic with facts, definitions, concrete details, quotations, or other information • Use precise language and domain -specific vocabulary • Strengthen writing by planning, revising, and editing • Choose words to convey ideas precisely • Use grade -appropriate general academic and domain -specific words 		<p>W.4.2b W.4.2d W.4.5 L.4.3a L.4.6</p>	<p>One copy of teacher’s modeled research writing</p> <p>Elements Memory Cards</p> <p>Advanced Preparation: <i>You will be writing paragraphs 1 and 2 in front of your students today.</i></p>

Day 11 Research <ul style="list-style-type: none">• Introduce a topic clearly and group related information in paragraphs• Develop the topic with facts, definitions, concrete details, quotations, or other information• Link ideas within categories• Use precise language• Write routinely over extended time frames and shorter time frames• Choose words to convey ideas precisely		W.4.2a W.4.2b W.4.2c W.4.2d W.4.10 L.4.3a	
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<p>Day 12 Research</p> <ul style="list-style-type: none"> • Introduce a topic clearly and group related information in paragraphs • Develop the topic with facts, definitions, concrete details, quotations, or other information • Link ideas within categories • Use precise language • Write routinely over extended time frames and shorter time frames • Choose words to convey ideas precisely 		<p>W.4.2a W.4.2b W.4.2c W.4.2d W.4.10 L.4.3a</p>	
<p>Day 13 Research</p> <ul style="list-style-type: none"> • Introduce a topic clearly and group related information in paragraphs • Develop the topic with facts, definitions, concrete details, quotations, or other information • Link ideas within categories • Use precise language • Provide a concluding statement • Write routinely over extended time frames and shorter time frames • Choose words to convey ideas precisely 		<p>W.4.2a W.4.2b W.4.2c W.4.2d W.4.2e W.4.10 L.4.3a</p>	
<p>Day 14 Research</p> <ul style="list-style-type: none"> • Strengthen writing by planning, revising, and editing 		<p>W.4.5</p>	<p>Revising Poster</p>

<p>Day 15 Research</p> <ul style="list-style-type: none"> Strengthen writing by planning, revising, and editing 		<p>W.4.5</p>	<p>My Fourth Grade Editing Checklist</p> <p>Editing poster</p>
<p>Day 16 Research</p> <ul style="list-style-type: none"> Strengthen writing by planning, revising, and editing Use technology to produce and publish writing 		<p>W.4.5</p> <p>W.4.6</p>	<p>Marty's Research Project – typed</p>

<p>Day 17 Research</p> <ul style="list-style-type: none"> Strengthen writing by planning, revising, and editing 		<p>W.4.5</p>	<p>Reflections on my Writing</p>
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Modifications

Special Education:

- Teacher models own writing
- Show additional number of samples/examples
- Provide additional opportunities to practice
- Use individual teacher/student conferences to address student's needs
- Use small group table conferences to address needs
- Develop target vocabulary
- Scaffold comprehension when reading is used to promote reader response
- Use graphic organizers to develop key concepts/ideas
- Teach key aspects of a topic. Eliminate nonessential information.

English Language Learners (ELLs):

- Model Thinking Aloud
- Encourage Partner Talk
- Repeat and Clarify
- Provide a Sequence
- Encourage self-selection of topics
- Target vocabulary
- Scaffold comprehension when reading is used to promote reader response
- Scaffold content-literacy reading
- Allow products to demonstrate student's learning
- Provide on-going feedback

Students at Risk of School Failure:

- Build a relationship
- Allow flexible due dates
- Employ strategies from Classroom Instruction that Works
- Create the Opportunity to Learn strategies
- Build lessons around student interests

Gifted Students:

- Utilize flexible groups-group gifted students with other gifted students or higher-level learners
- Encourage students to explore/research concepts in depth via independent studies or investigations (individual/group)
- Differentiate product assignments. Employ differentiated curriculum to keep interest/motivation high
- Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment (problem based learning)
- Invite students to explore different points of view on

A “Balanced Writing Program” is made up of three components:

1. modeled writing
2. shared writing
3. independent writing

“Modeled Writing” is writing **TO** students

“Shared Writing” is writing **WITH** students

“Independent Writing” is writing **BY** students

What is Modeled Writing?

“Modeled Writing” is a teaching strategy that is designed to teach specific skills to the whole group through the process of the teacher modeling their writing in front of the students.

What Does “Modeled Writing” Look Like?

- Teacher demonstrates writing
- Teacher thinks aloud while writing
- Writing is done in front of the students
- Students observe and listen as the teacher writes
- Teaching points are demonstrated in the context of writing

Why Do “Modeled Writing”?

Just as reading aloud to students provides a good “reading model,” the “writing model” is just as critical when teaching writing.

When modeling writing to students they will learn the following:

- How to set purposes for writing (Why am I writing this and what is it about?)
- Defining the audience (Who do I want to read this?)
- Organizing information
- Using phonics and spelling patterns
- Revising
- Editing

What Is Shared Writing?

“Shared Writing” is another name for Interactive Writing. It is a way of introducing students to writing *through* writing.

What Does “Shared Writing” Look Like?

- Teacher and students write together
- Both teacher and students have input into the content of the writing
- Teacher uses the pen or students share the pen with teacher support
- Skill and strategy lessons are included
- Usually done with the whole class

Why Do “Shared Writing”?

Shared Writing exposes students to different forms of writing. Shared Writing can serve as a tool for helping students accomplish an activity they can’t yet do on their own - it bridges the way to independent writing.

Students will learn the following from “Shared Writing”:

- Writing is a form of communication
- Writing informs others
- Design and format of writing can differ based on the purpose of writing
- That sequence is important
- Writing can be changed and revised
- Writing conventions, such as punctuation, capitalization, and grammar
- How to “stretch out” words to listen for different letters, letter combinations and sounds – phonological awareness
- Concepts of print
- The value of strategies such as rereading to check, confirm, or add to the writing

What Is Independent Writing?

“Independent Writing” is the chance for students to practice what they have learned in “Modeled” and “Shared Writing”.

What Does “Independent Writing” Look Like?

- Students write independently
- Usually this is a time when students write in their writer’s notebook
- While students are independently writing, the teacher uses this time to conference with students
- Students may be doing different things during Independent Writing time – planning, writing, editing, revising, or publishing
- Teacher support is given during writing conferences
- The teacher can use their students’ independent writing pieces to assess progress, and see areas of strength and weakness.
- The teacher can use their students’ independent writing pieces as instructional aids for the whole group

Why Do “Independent Writing”?

“Independent Writing” is the backbone of any writing program. Without it, students would never have a chance to practice the skills needed to become better writers. Without the opportunity to write students wouldn’t have the chance to express themselves and communicate their ideas with the world around them.

Students will learn the following from “Independent Writing”:

- We learn to write by writing
- The more students write the better they become
- Students learn that writing is a form of communication
- Writing can serve as an “outlet” for students’ imagination and provide an avenue for creativity
- With independent writing experiences, students will be able to organize what they want to say, discover the vocabulary with which to say it, use structure in writing it, and strengthen their ability to create pieces of writing that have meaning and voice
- Students learn that writing serves different purposes
- Students become better spellers through writing
- When students reread their writing, whether it’s the first time or fifth time, they are increasing their

Conferencing Tips

- Record the date of each conference so you don't forget to confer with any students.
- Meet with students according to their individual needs.
- Conferences can take place during any stage of the writing process. They do not need to be only after the first draft has been finished, but can occur during planning, drafting, revising, or editing.
- Fit conference time into the independent practice portion of the Writer's Workshop.
- For longer pieces of writing, you may choose to read the writing before class to know what your teaching points will be.
- Redefine your idea of a conference.
 - *It can be 45 seconds long or 5 minutes long.*
 - *It can be held in various locations.*
 - *You can walk over to a student's desk for an individual conference, meet with a small group of students, or meet with one student at a designated table and have another student "on deck."*
- Always be prepared to spread yourself thin; that's the nature of writing conferences.
- Use a common language/repeated terms and phrases:
 - *What would you like to talk about today?*
 - *Is there something you are proud of?*
 - *Is there something you want help with?*
 - *Let me show you how a writer... (spells... a particular word, uses commas, capitalizes proper nouns, etc.)*
 - *One thing writers do, is.... (add dialogue, include figurative language, make sure they use a variety of sentence structures, etc.)*

- *This is a glow (something done well).*
- *Here is a grow (something to work on).*

Conferencing Materials

Teachers should create a teacher binder or notebook of conferencing materials – the following should be included:

- A class list - to keep track of which students you have conferenced with
- Conferencing Recording Sheets- several copies for each student
- The Grammar Guide- use this to show students examples of various grammar skills during a conference as needed
- Rubrics- reviewing the bullet points can help you choose teaching points

In your conferencing area, cart or bin you should have:

- A “Focus Skills Chart” - hang a piece of chart paper at the beginning of each unit and list the focus skills as they are taught (noted in the lessons); use these to help select teaching points
- Small dry erase board and dry erase markers or demonstration purposes
- Sharpened pencils
- Highlighters
- Sticky notes
- A timer to help keep you from spending too much time with one student or group
- Extra sound cards or privacy folders
- Extra red and blue pens
- Extra paper

Hindering vs. Helping

Question: What is equally important to teaching students how to write?

Answer: Creating a supportive environment in which learners feel confident to develop their writing.

There is no great mystery to promoting writing within your classroom. Just like anything, you learn by doing. Your students learn to write by writing. The more students write, the better they will become. In addition to the frequency of writing, there are several ways you can help expand an average writer to an excellent writer.

Helping

- ✓ Supportive classroom environment
- ✓ Writing is valued and celebrated
- ✓ A regular block of time is assigned for writing
- ✓ Writers know why they are writing and for whom they are writing
- ✓ Having opportunities for free choice writing
- ✓ Writers deciding the length of their writing
- ✓ Knowing what good writing looks like
- ✓ Knowing what good writing sounds like
- ✓ Receiving feedback
- ✓ Having writing tools
- ✓ Presenting writing as a social, not solitary, activity

Hindering

- Alphabetical dictionaries (helpful when editing, hindering during daily writing)
- Solely using writing prompts
- Trying to spell accurately at all times
- Sporadic amounts of writing time
- Insufficient length of writing time

Timing of the Pre /Post Assessments

- The pre-assessment for grades 1 -5 should be administered at the end of Unit
- The same prompt will be assigned for both the pre -test and post -test.
- You may suggest that the students write about it differently on the post -test, but that is not necessary.

Directions for Administering the Pre/ Post Assessments

- Read the prompt to your students, but do not prepare them for the topic with any group lessons, such as: reading trade books; having class discussions; or creating a web, map, or any kind of graphic organizer on the topic being assigned.
- Suggest to students that they plan before writing. Do not, however, suggest a type of plan or create a plan as a class.
- This is an un-timed test, designed to be completed in one sitting. If your students need a short break to use the bathroom or stretch, that is fine. However, please limit the writing to basically one class period.
- The students will be provided a space for planning, plus a piece of paper lined on both sides.
- Tell the students that they may use additional sheets of the lined paper, if needed.
- Staple the pages for each student together - the name will only appear on the first page.

Page 1 of all grade levels (except K) will include:

- prompt
- explanation of scoring:
 - *tell about your ideas.*
 - *organize your work with a beginning, middle, and end.*
 - *use details.*
 - *use correct grammar, spelling, punctuation, and capitalization.*
- A blank space at the bottom of the page with this heading:
 - *Use this page to plan before you begin writing.*

Page 2 of all grade levels (except K) is a piece of paper lined on both sides.

Scoring the Pre/Post Assessments

Use the rubrics from Unit 5 to score both the pre and post assessments. Use the Unit 3a rubric to score the Kindergarten assessments. Be sure to score the assessments precisely based on what the students demonstrate in their writing. Remember that the pretest is a baseline that can be used for comparison and to show growth throughout the year.

Fourth Grade Pre & Post Writing Prompt:

“Imagine that one day while you are out on a walk with a dog, the dog suddenly starts talking. Write about what happens.”

Journeys Reading Grade 5 Unit #1

		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Essential Question		<i>How do friends help each other?</i>	<i>What might lead a person to try to change the world?</i>	<i>How are books and libraries important to people and communities?</i>	<i>Why might people raise money for a cause?</i>	<i>Why do people pass down stories over the years?</i>
Whole Group Instruction	<i>Oral Language</i>	Teacher Read Aloud "Sideline Support," T12 – T13	Teacher Read Aloud "The Troublemaker Who Healed a Nation," T86 – T87	Teacher Read Aloud "Bridging the Gap," T162 – T163	Teacher Read Aloud "Bookmobile Rescue," T240 – T241	Teacher Read Aloud "Mighty Joe Magarac," T314 – T315
	<i>Vocabulary</i>	Target Vocabulary Prefixes re-, un-, dis-	Target Vocabulary Prefixes in-, im-, il-ir-	Target Vocabulary Using Context	Target Vocabulary Prefixes non-, mis	Target Vocabulary Reference Materials
	<i>Text-Based Comprehension</i>	Target Skill Story Structure Target Strategy Summarize Analyze the Text Point of View, Flashback Anchor Text "Because of Winn-Dixie" Connect to the Topic "Because of BookEnds"	Target Skill Author's Purpose Target Strategy Monitor/Clarify Analyze the Text Explain Historical Events; Idioms Anchor Text "My Brother Martin" Connect to the Topic "Langston Hughes: A Poet and a Dreamer"	Target Skill Cause and Effect Target Strategy Visualize Analyze the Text Interpret Visuals; Domain –Specific Vocabulary Anchor Text "My Librarian Is a Camel" Connect to the Topic "From Idea to Book"	Target Skill Theme Target Strategy Analyze/Evaluate Analyze the Text Elements of Drama; Allusion Anchor Text "The Power of W.O.W.!" Connect to the Topic "The Kid's Guide to Money"	Target Skill Understanding Characters Target Strategy Infer/Predict Analyze the Text Point of View; Hyperbole Anchor Text "Stormalong" Connect to the Topic "Hoderi the Fisherman"
	<i>Foundational Skills</i>	Fluency Accuracy and Self-Correction Decoding The VCV Syllable Pattern	Fluency Phrasing; Pauses Decoding Open and Closed Syllables	Fluency Accuracy Decoding The VCV Syllable Pattern	Fluency Intonation Decoding VCV and VCCV Syllable Patterns	Fluency Expression Decoding Homophones
<i>Spelling</i>	Spelling Short a and Long a	Spelling Short e and Long e	Spelling Short i and Long i	Spelling Short o and Long o	Spelling Homophones	
Small Group Instruction	<i>Vocabulary Reader</i>	Differentiate Check Out the Library	Differentiate Separate Worlds	Differentiate Planes, Trains, and Snowmobiles	Differentiate Community Team Work	Differentiate The Golden Age of Sail
	<i>Leveled Readers</i>	<ul style="list-style-type: none"> ● Parker's Problem ▲ The Mystery on Maple Street ■ Trading Talents ◆ What Happened on Maple Street? 	<ul style="list-style-type: none"> ● Sharing a Dream ▲ A Voice for Equality ■ A Leader for All ◆ Thurgood Marshall 	<ul style="list-style-type: none"> ● Kids Can Save the Planet ▲ Habitat for Humanity ■ Volunteer! ◆ Helping with Houses? 	<ul style="list-style-type: none"> ● Nina Wows KWOW ▲ A Friendly Trip ■ A.L.L. to the Rescue ◆ Friends on a Fieldtrip 	<ul style="list-style-type: none"> ● Mississippi Marvis Barnes ▲ Balina ■ Whisper ◆ The Amazing Balina
	<i>Differentiate Instruction</i>	Differentiate Comprehension and Vocabulary Strategies	Differentiate Comprehension and Vocabulary Strategies	Differentiate Comprehension and Vocabulary Strategies	Differentiate Comprehension and Vocabulary Strategies	Differentiate Comprehension and Vocabulary Strategies

Journeys Reading Grade 5 Unit #2

Journeys Reading Grade 5 Unit #3

		Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
	Essential Question	<i>How are performances similar to an different from written stories?</i>	<i>How are movies a form of communication?</i>	<i>How do an artists experiences affect his or her art?</i>	<i>What are some different ways to do research?</i>	<i>What does it take to be a great performer?</i>
Whole Group Instruction	<i>Oral Language</i>	Teacher Read Aloud "the Tunguska Event," T12 – T13	Teacher Read Aloud "Steven Spielberg: A Filmmaker's Journey," T86 – T87	Teacher Read Aloud "Jazzy Jasmine," T160 – T161	Teacher Read Aloud "Is Sasquatch Out There?" T236 – T237	Teacher Read Aloud "Mexican Dove," T310 – T311
	<i>Vocabulary</i>	Target Vocabulary Suffixes –y, -ous	Target Vocabulary Greek and Latin Word Parts phon, photo, graph, auto, tele	Target Vocabulary Figurative Language	Target Vocabulary Antonyms	Target Vocabulary Shades of Meaning
	<i>Text-Based Comprehension</i>	Target Skill Story Structure Target Strategy Infer/Predict Analyze the Text Elements of Drama; Formal and Informal Language Anchor Text "Invasion from Mars" Connect to the Topic "The History of Radio"	Target Skill Fact and Opinion Target Strategy Summarize Analyze the Text Explain Concepts and Ideas; Domain-Specific Vocabulary Anchor Text "Coming Distractions" Connect to the Topic "How Do They Do That?"	Target Skill Understanding Characters Target Strategy Visualize Analyze the Text Theme; Point of View Anchor Text "Me and Uncle Romie" Connect to the Topic "Sidewalk Artists"	Target Skill Conclusions and Generalizations Target Strategy Question Analyze the Text Understanding Characters; Humor Anchor Text "Dear Mr. Winston" Connect to the Topic "Field Guide to Snakes of the Southwest"	Target Skill Author's Purpose Target Strategy Analyze/Evaluate Analyze the Text Genre; Biography; Simile and Metaphor Anchor Text "Jose! Born to Dance" Connect to the Topic "Dance to the Beat"
	<i>Foundational Skills</i>	Fluency Expression Decoding Common Consonant Patterns: Digraphs	Fluency Phrasing: Punctuation Decoding Common Consonant Patterns: Clusters	Fluency Stress Decoding Stressed and Unstressed Syllables	Fluency Accuracy Decoding Common Beginning Syllables	Fluency Intonation Decoding Vowel + r Sound in Multisyllable Words
	<i>Spelling</i>	Spelling Vowel Sounds Short u, /yoo/oo/Spellings ue, ew, ui, short u	Spelling Vowel Sounds /oo/, /oo/	Spelling Vowel Sounds: /ou/, /o/	Spelling Vowel + /r/ Sounds	Spelling More Vowel + /r/ Sounds
Small Group Instruction	<i>Vocabulary Reader</i>	Differentiate The Golden Age of Radio	Differentiate Behind the Scenes	Differentiate Romare Bearden	Differentiate Reptiles as Pets	Differentiate Artists in Training
	<i>Leveled Readers</i>	<ul style="list-style-type: none"> ● The Zeebo Encounter ▲ Time Tag ■ Be Afraid ◆ The Amazing Game 	<ul style="list-style-type: none"> ● Now Showing in Your Living Room ▲ The Magic of Movies ■ Critics in Hollywood ◆ Making Movies 	<ul style="list-style-type: none"> ● Recipe for Learning ▲ Gramps' Favorite Gift ■ Stuck at Camp ◆ A Gift for Grandpa 	<ul style="list-style-type: none"> ● Painting the Ocean ▲ Soccer Sisters ■ Think Before You Speak ◆ Sisters Play Soccer 	<ul style="list-style-type: none"> ● Isadora Duncan ▲ Jackson Pollock in Action ■ Luciano Pavarotti ◆ The Life of Jackson Pollock
	<i>Differentiate Instruction</i>	Differentiate Comprehension and Vocabulary Strategies				

		Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
	Essential Question	<i>What are the benefits of studying weather?</i>	<i>How do natural disasters affect people?</i>	<i>How are the different parts of an ecosystem connected?</i>	<i>How do living things each have an important role in the world?</i>	<i>Why is it important to be informed about what is happening in our world?</i>
Whole Group Instruction	<i>Oral Language</i>	Teacher Read Aloud "The Big Storm," T12 – T13	Teacher Read Aloud "Safe from Harm," T86 – T87	Teacher Read Aloud "On My Way to Meet the Khan," T1160 – T161	Teacher Read Aloud "Wicked Wind," T240 – T241	Teacher Read Aloud "Forests Are Forever," T316 – T317
	<i>Vocabulary</i>	Target Vocabulary Suffixes –ful, -less, -ness, -ment	Target Vocabulary Synonyms	Target Vocabulary Greek and Latin Word Parts spect, struct, tele, vix	Target Vocabulary Suffixes –able, -ible	Target Vocabulary Using Context
	<i>Text-Based Comprehension</i>	Target Skill Text and Graphic Features Target Strategy Infer/Predict Analyze the Text Explain Scientific Ideas: Text Structure Anchor Text "Hurricanes: Earth's Mightiest Storms" Connect to the Topic "Recovering from Katrina"	Target Skill Sequence of Events Target Strategy Visualize Analyze the Text Conclusions and Generalizations; Author's Word Choice Anchor Text "The Earth Dragon Awakes" Connect to the Topic "Twisters"	Target Skill Sequence of Events Target Strategy Summarize Analyze the Text Domain Specific Vocabulary; Simile and Metaphor Anchor Text "Antarctic Journal: Four Months at the Bottom of the world" Connect to the Topic "Cold, Cold Science"	Target Skill Text and Graphic Features Target Strategy Question Analyze the Text Explain Scientific Concepts and Ideas; Author's Purpose Anchor Text "The Life and Times of the Ant" Connect to the Topic "The Dove and the Ant"	Target Skill Main Ideas and Details Target Strategy Monitor/Clarify Analyze the Text Author's Word Choice; Analyze an Argument Anchor Text "Ecology for Kids" Connect to the Topic "Wonderful Weather"
	<i>Foundational Skills</i>	Fluency Phrasing: Punctuation Decoding Compound Words	Fluency Rate Decoding Base Words and Endings	Fluency Phrasing: Pauses Decoding Recognizing Common Word Parts	Fluency Stress Decoding Recognizing Suffixes	Fluency Expression Decoding Three-Syllable Words
	<i>Spelling</i>	Spelling Compound Words	Spelling Words with-ed or ing	Spelling More Words with –ed or -ing	Spelling Final Long e	Spelling Changing Final y to i
Small Group Instruction	<i>Vocabulary Reader</i>	Differentiate Tornadoes	Differentiate Keeping Safe in an Earthquake	Differentiate Really, Really Cold!	Differentiate Ants of All Kinds	Differentiate Squash in the Schoolyard
	<i>Leveled Readers</i>	<ul style="list-style-type: none"> ● Volcanoes ▲ Tsunami ■ Nature Destroys, Nature Renews ◆ The Big, Dangerous Wave 	<ul style="list-style-type: none"> ● Sailing to Safety ▲ Little Hare and the Thundering Earth ■ Two Against the Mississippi ◆ A New Name for Lois 	<ul style="list-style-type: none"> ● Amazing Birds of Antarctica ▲ An Icy Adventure ■ Heroes of the Antarctic ◆ A Visit to Antarctica 	<ul style="list-style-type: none"> ● The Lives of Social Insects ▲ Arthropods Rule! ■ Love Those Bugs! ◆ Arthropods Everywhere! 	<ul style="list-style-type: none"> ● The Seal Who Wanted to Live ▲ Dad's Garden ■ The Princess and the Manatee ◆ A Father's Garden
	<i>Differentiate Instruction</i>	Differentiate Comprehension and Vocabulary Strategies	Differentiate Comprehension and Vocabulary Strategies	Differentiate Comprehension and Vocabulary Strategies	Differentiate Comprehension and Vocabulary Strategies	Differentiate Comprehension and Vocabulary Strategies

Journeys Reading Grade 5 Unit #4

		Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20
	Essential Question	<i>What traits do successful people have?</i>	<i>How do people and animals benefit each other?</i>	<i>What makes characters memorable?</i>	<i>Why is farming important?</i>	<i>How do people from different cultures contribute to American history?</i>
Whole Group Instruction	<i>Oral Language</i>	Teacher Read Aloud “Getting the Story,” T12 – T13	Teacher Read Aloud “Let Me Be Brave,” T86 – T87	Teacher Read Aloud “Theseus and the Minotaur,” T160 – T161	Teacher Read Aloud “The Father of India,” T238 – T239	Teacher Read Aloud “Race Against Death,” T312 – T313
	<i>Vocabulary</i>	Target Vocabulary Figurative Language	Target Vocabulary Suffixes –ion, -ation, ition	Target Vocabulary Adages and Proverbs	Target Vocabulary Reference Materials	Target Vocabulary Shades of Meaning
	<i>Text-Based Comprehension</i>	Target Skill Compare and Contrast Target Strategy Monitor/Clarify Analyze the Text Genre: Historical Fiction; Personification Anchor Text “Riding Freedom” Connect to the Topic “Spindletop”	Target Skill Sequence of Events Target Strategy Summarize Analyze the Text Main Ideas and Details; Domain-Specific Vocabulary Anchor Text “The Right Dog for the Job” Connect to the Topic “Knowing Noses”	Target Skill Story Structure Target Strategy Question Analyze the Text Theme; Allusion Anchor Text “Hercules” Ques Connect to the Topic “Zomo’s Friends”	Target Skill Conclusions and Generalizations Target Strategy Infer/Predict Analyze the Text Problem and Solution; Idioms Anchor Text “Harvesting Hope” Connect to the Topic “The Edible Schoolyard”	Target Skill Main Ideas and Details Target Strategy Visualize Analyze the Text Text Structure Onomatopoeia Anchor Text “Sacagawea” Connect to the Topic “Native American Nature Poetry”
	<i>Foundational Skills</i>	Fluency Rate Decoding Sound/Spelling Changes	Fluency Intonation Decoding More Sound/Spelling Changes	Fluency Accuracy and Self-Correction Decoding Recognizing Prefixes re-, un-, dis-	Fluency Stress Decoding More Common Suffixes	Fluency Phrasing; Punctuation Decoding VCCV Pattern and Word Parts
	<i>Spelling</i>	Spelling Words with /k/, /ng/, and /kw/	Spelling Words with Final /j/ and /s/	Spelling Prefixes re-, un-, dis-	Spelling Suffixes –ful, -less, -ness, -ment	Spelling Words with VCCV Pattern
Small Group Instruction	<i>Vocabulary Reader</i>	Differentiate Stagecoach Travel	Differentiate Animals Helping People	Differentiate Long Ago in Greece	Differentiate Tough Times	Differentiate Lewis and Clark’s Packing List
	<i>Leveled Readers</i>	<ul style="list-style-type: none"> ● Elizabeth’s Stormy Ride ▲ Perilous Passage ■ Come to Nicodemus ◆ A Dangerous Trip 	<ul style="list-style-type: none"> ● Animal Doctors ▲ A Rural Veterinarian ■ Helping Wild Animals ◆ Taking Care of Animals 	<ul style="list-style-type: none"> ● King Midas and the Golden Touch ▲ The Adventures of Perseus ■ The Story of Icarus ◆ The Story of Perseus 	<ul style="list-style-type: none"> ● Songs for the People ▲ The People’s President ■ The Story of Dorothea Lange ◆ A President for the People 	<ul style="list-style-type: none"> ● John Wesley Powell ▲ Writer from the Prairie ■ Chief Washakie ◆ Laura Ingalls Wilder
	<i>Differentiate Instruction</i>	Differentiate Comprehension and Vocabulary Strategies	Differentiate Comprehension and Vocabulary Strategies	Differentiate Comprehension and Vocabulary Strategies	Differentiate Comprehension and Vocabulary Strategies	Differentiate Comprehension and Vocabulary Strategies

Journeys Reading Grade 5 Unit #5

		Lesson 21	Lesson 22	Lesson 23	Lesson 24	Lesson 25
Essential Question		<i>How can media be a distraction?</i>	<i>What causes change in a community?</i>	<i>How do forests and trees show change?</i>	<i>How can animal behavior be like human behavior?</i>	<i>How do inventions change the way we do things?</i>
Whole Group Instruction	<i>Oral Language</i>	Teacher Read Aloud “Fun and Games on the Range,” T12 – T13	Teacher Read Aloud “Jane’s Big Ideas,” T88 – T89	Teacher Read Aloud “Deserts on the Move?,” T164 – T165	Teacher Read Aloud “New Friends in the Newsroom,” T242 – T243	Teacher Read Aloud “The Future of Flight,” T316 – T317
	<i>Vocabulary</i>	Target Vocabulary Using Context	Target Vocabulary Adages and Proverbs	Target Vocabulary Prefixes pre-, inter-, ex-	Target Vocabulary Suffixes –ed, -ly	Target Vocabulary Greek and Latin Word Parts meter, therm, aud, fac
	<i>Text-Based Comprehension</i>	Target Skill Theme Target Strategy Summarize Analyze the Text Point of View, Idioms Anchor Text “The World According to Humphrey” Connect to the Topic “Make the Switch”	Target Skill Cause and Effect Target Strategy Infer/Predict Analyze the Text Conclusions and Generalizations; Domain-Specific Vocabulary Anchor Text “I Could Do That! Esther Morris Gets Women the Vote” Connect to the Topic “The Role of the Constitution”	Target Skill Text and Graphic Features Target Strategy Monitor/Clarify Analyze the Text Text Structure; Similes Anchor Text “The Ever-Living Tree” Connect to the Topic “Towering Trees”	Target Skill Compare and Contrast Target Strategy Analyze/Evaluate Analyze the Text Fact and Opinion; Author’s Word Choice Anchor Text “Owen and Mzee” The True Story of a Remarkable Friendship Connect to the Topic “Sea Sanctuary”	Target Skill Author’s Purpose Target Strategy Question Analyze the Text Genre: Science Fiction; Formal and Informal Language Anchor Text “The Fun They Had” from Isaac Asimov: The Complete Stories Connect to the Topic “Toys! Amazing Stories Behind Some Great Inventions”
	<i>Foundational Skills</i>	Fluency Accuracy Decoding VCV Pattern and Word Parts	Fluency Phrasing: Pauses Decoding Syllable Patterns and Word Parts	Fluency Stress Decoding Difficult VCCV Patterns	Fluency Intonation Decoding VCCCV Pattern	Fluency Adjust Rate to Purpose Decoding VV Pattern
	<i>Spelling</i>	Spelling Words with VCV Pattern	Spelling VCCV and VCV Patterns	Spelling Words with VCCV Pattern	Spelling Words with VCCV Pattern	Spelling Words with VV Pattern
Small Group Instruction	<i>Vocabulary Reader</i>	Differentiate The Truth About Rodents	Differentiate Mill Girls	Differentiate Forever Green	Differentiate Dangerous Waves	Differentiate Remarkable Robots
	<i>Leveled Readers</i>	<ul style="list-style-type: none"> ● The Magic of Teamwork ▲ The Beltons’ Imagination ■ A Dragon’s View ◆ Summer with Uncle Vince 	<ul style="list-style-type: none"> ● The First Woman Doctor ▲ A Champion of Change ■ The Writer Who Changed America ◆ Shirley Chrisolm 	<ul style="list-style-type: none"> ● Plants of the Redwood Forest ▲ Life Among the Redwoods ■ Gentle Redwood Giants 	<ul style="list-style-type: none"> ● Flying into History ▲ Helen Keller’s Lifelong Friend ■ Champions on Ice ◆ Helen Keller’s Special Friend 	<ul style="list-style-type: none"> ● The Linney Twins Get Cooking ▲ A Hero Weighs In ■ Math Today and Tomorrow ◆ Dex Is a Hero

				◆ Animals of the Redwood Forest		
	<i>Differentiate Instruction</i>	Differentiate Comprehension and Vocabulary Strategies				

Journeys Reading Grade 5 Unit #6

		Lesson 26	Lesson 27	Lesson 28	Lesson 29	Lesson 30
	Essential Question	<i>How does exploring nature help our understanding of the world?</i>	<i>Why is it important to learn about amphibians?</i>	<i>How do museums teach us about our world?</i>	<i>What can people learn by working for a cause?</i>	<i>What can we do to protect the environment?</i>
Whole Group	<i>Oral Language Vocabulary</i>	Review Vocabulary Vocabulary Strategies: Greek and Latin Word Parts Speaking and Listening: Presenting/Viewing a Dramatic Performance	Review Vocabulary Vocabulary Strategies: Analogies Speaking and Listening: Making an Informational Presentation	Review Vocabulary Vocabulary Strategies: Prefixes con-, com-, in-, Speaking and Listening: Making an Informal Presentation	Review Vocabulary Vocabulary Strategies: World Origins Speaking and Listening: Discuss Symbols and Images in Media	Review Vocabulary Vocabulary Strategies: Suffixes -er, -or, -ist Speaking and Listening: Dramatize a Story
	<i>Text-Based Comprehension</i>	Target Skill Story Structure Target Strategy Visualize Articles “The Girl Who Love Spiders:” “Web Wise”	Target Skill Main Ideas and Details Target Strategy Question Articles “Amphibian Alert!”; “The Frog in the Milk Pail”	Target Skill Fact and Opinion Target Strategy Monitor/Clarify Articles “Museums: Worlds of Wonder,” “Making the Most from Trash”	Target Skill Understanding Characters Target Strategy Infer/Predict Articles “Save Timber woods!”; “John Muir: A Persuasive Essay”	Target Skill Conclusions and Generalizations Target Strategy Summarize Articles “A Big Python Problem”
	<i>Foundational Skills</i>	Fluency Expression Decoding Common Final Syllables	Fluency Phrasing: Punctuation Decoding More Final Syllables	Fluency Rate Decoding Stress in Multisyllable Words	Fluency Phrasing Pauses Decoding Words with Silent Consonants	Fluency Accuracy and Self-Correction Decoding Unusual Spellings
	<i>Spelling</i>	Spelling Final Schwa + /r/ Sounds	Spelling The Final Schwa + /l/ Sound	Spelling Three Syllable Words	Spelling Words With Silent Consonants	Spelling Unusual Spellings
	<i>Differentiated Instruction Using Trade Books</i>	Justin and the Best Biscuits in the World: T237-T251 Read Chapters 1-3 Accessible Phineas L. MacGuire...Gets Slimed!: T293-T307 Read Chapters 1-3 COMPLEX Sea Turtles: Ocean Nomads: T349-T363 Read Chapter 1 MORE COMPLEX	Justin and the Best Biscuits in the World: T252-T261 Read Chapters 4-5 Accessible Phineas L. MacGuire...Gets Slimed!: T308-T317 Read Chapters 4-6 COMPLEX Sea Turtles: Ocean Nomads: T364-T373 Read Chapter 2 MORE COMPLEX	Justin and the Best Biscuits in the World: T262-T271 Read Chapters 6-8 Accessible Phineas L. MacGuire...Gets Slimed!: T318-T327 Read Chapters 7-9 COMPLEX Sea Turtles: Ocean Nomads: T374-T383 Read Chapter 3 MORE COMPLEX	Justin and the Best Biscuits in the World: T272-T281 Read Chapters 9-10 Accessible Phineas L. MacGuire...Gets Slimed!: T328-T337 Read Chapters 10-12 COMPLEX Sea Turtles: Ocean Nomads: T384-T393 Read Chapter 4 MORE COMPLEX	Justin and the Best Biscuits in the World: T282-T291 Read Chapters 11-12 Accessible Phineas L. MacGuire...Gets Slimed!: T338-T347 Read Chapters 12-15 COMPLEX Sea Turtles: Ocean Nomads: T338-T347 Read Chapter 5 MORE COMPLEX