

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Reading/Language Arts –Grade 4

Curriculum writing committee:

Grade Level: 4

Date of Board Approval: _____2021_____

Example of course weighting to be listed on each curriculum and uniform throughout the district.

Example only: Course Weighting: Algebra 1

Tests	30%
Quizzes	30%
Writing	30%
Homework/Classwork	10%
Total	100%

Course Description:

Students will read skillfully with meaning and purpose using appropriate comprehension and vocabulary strategies. They will examine multiple points of view and the structural elements of text. Emphasis will be on drawing evidence from text as they read, discuss, reflect, and respond to informational text and a wide variety of literary genres with an inclusion of texts from other cultures. They will explore the theme of texts and begin to move from integrating information from one text to several texts. Students will read for pleasure and continue to choose books based on personal preference, topic, theme, or author.

Students will write for a range of purposes, including describing, telling a story, and explaining. They will produce writing that goes beyond formulaic compositions to more self-directed pieces that will include domain-specific vocabulary, precise language, and the use of transition words to convey meaning. They will become aware of the interdependence of topic, audience, purpose, and form. They will select and sometimes adapt basic forms to meet specific requirements. Their understanding and use of figurative language will introduce imagery to their writing. Informational writing will reflect an understanding of specific purpose, and often require gathering, paraphrasing, and synthesizing facts and details from a number of resources to express and justify an opinion. There will be an increased use of technology, including the internet. Students will become more aware of the conventions of writing as they reflect on their strengths and weaknesses and strive to improve.

Curriculum Map

Overview:

Goals:

Big Ideas:

Effective readers use appropriate strategies to construct meaning.

Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.

Effective speakers prepare and communicate messages to address the audience and purpose

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Effective speakers prepare and communicate messages to address the audience and purpose

Effective readers use appropriate strategies to construct meaning.

An expanded vocabulary enhances one's ability to express ideas and information.

Effective readers use appropriate strategies to construct meaning.

Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

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Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.

Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.

Effective research requires multiple sources of information to gain or expand knowledge.

Textbook and Supplemental Resources:

Reading Wonders

Curriculum Plan

Time/Days

BY unit list

- **Standards (by number):**

CC.1.1.4.D	CC.1.2.4.A
CC.1.2.4.C	CC.1.2.4.D
CC.1.2.4.E	CC.1.2.4.G
CC.1.2.4.I	CC.1.3.4.A
CC.1.3.4.B	CC.1.3.4.C
CC.1.3.4.D	CC.1.3.4.E
CC.1.3.4.G	CC.1.3.4.I
CC.1.4.4.A	CC.1.4.4.C
CC.1.4.4.D	CC.1.4.4.E
CC.1.4.4.G	CC.1.4.4.I
CC.1.4.4.J	CC.1.4.4.M
CC.1.4.4.N	CC.1.4.4.T

- **Anchors:**

- E04.A-K.1.1 Demonstrate understanding of key ideas and details in literature
- E04.A-C.2.1 Demonstrate understanding of craft and structure in literature
- E04-A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.
- E04.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.
- E04.B-C.2.1 Demonstrate understanding of craft and structure in information texts.
- E04.B-C.3.1 Demonstrate understanding of connections within, between, and/or among informational texts.
- E04.D.2.1 Use knowledge of language and its conventions.
- E04.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and/or research.

- **Eligible Content:**

- E04.A-K.1.1.1 Refer to details and examples in a text when explaining what the text explicitly says and when drawing inferences from the text
- E04-A-K.1.1.2 Determine a theme of a story, drama or poem from details in the text; summarize the text.
- E04-A-K.1.1.3 Describe in depth a character, setting, or event in a story, drama, or poem, drawing on specific details in the text (E.G., A character's thoughts, words, or actions)

E04.A-C.2.1.1 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third- person narrations.

E04.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibility from range of strategies.

E04.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

E04.B-K.1.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

E04.B-K.1.1.2 Demonstrate the main idea of a text and explain how it is supported by key details; summarize the text.

E04.B-K.1.1.3 Explain events, procedures, ideas, steps, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

E04.B-C.2.1.1 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

E04.B-C.2.1.2 Describe the overall structure (e.g. Chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in a text or part of a text.

E04.B-C.3.1.1 Explain how an author uses reasons and evidence to support particular points in a text.

E04.B-C.3.1.2 Integrate information from two texts on the same topic in order to demonstrate subject knowledge.

E04.B-C.3.1.3 Interpret text features (e.g., headings, graphics, charts, timelines, diagrams) and/or make connections between text and the content of text features.

E04.D.2.1.1 Choose words and phrases that convey ideas precisely

E04.D.2.1.2 Choose punctuation for effect

E04.D.2.1.3 Choose words and phrases for effect

E04.E.1.1.1 Introduce text(s) for the intended audience, state and opinion and/or topic, establish a situation, and create and organizational structure in which related ideas are logically grouped to support the writer's purpose.

E04.E.1.1.2 Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.

E04.E.1.1.3 Link ideas within categories of information using words and phrases (e.g.; another, for example, also, because)

E04.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.

E.04.E.1.1.5 Provide a concluding statement or section related to the analysis presented.

Instructional Methods:

Flexible small group differentiated instruction will occur based on student need. Teachers will utilize direct instruction and may also use workstations, independent practice and/or partner or group work options during small group instruction. Suggested materials and resources for use during small group instruction include: Differentiated Workstation Activity Cards, Practice Book, Blast Assignments, Expand Vocabulary Activities, Process Writing and Peer Conferencing, Word Sorts, Fluency Practice, Research and Inquiry Projects, Leveled Readers/Activities, Online Games and Activities, Self-Selected Reading, Self-Selected Writing, Writer's Notebook, Spiral Review.

UNIT 1**Unit 1 Weeks 1 and 2**

Genre Study: Expository Text

Corresponding novel studies:

Incorporate appropriate novel to meet, enhance, and review instructional skills

Essential Question: How do people respond to natural disasters?

Comprehension/Genre/Author's Craft**Student Outcomes**

Cite relevant evidence from text.

Make inferences to support understanding.

Identify the author's use of compare-and-contrast text structure.

Reread to monitor and adjust comprehension.

Explain the author's purpose and message within a text.

Analyze the author's use of text features to achieve specific purposes.

Core Activities/Instructional Methods

Introduce Concept-Essential Question

Introduce Genre- Expository Text Listening comprehension read aloud- "Avalanche"

Use the close reading routine to read "A World of Change"

Comprehension Strategy: Reread

Comprehension Skill: Compare and contrast

Use Close Companion Reader to teach the following skills: Diagrams and Headings, Comparing and contrasting, craft and structure and following directions

Paired Selection: personal narrative- "Weathering the Storm"

Writer's Craft- Author's purpose

Components of Social and Emotional Learning

Writing

Writing Process

Utilize Writer's Notebook

Student Outcomes

Plan and draft a personal narrative

Core Activities/Instructional Methods

Study Expert Model

Plan and draft

Write a draft

Components of Social and Emotional Learning

Analytical Writing

Student Outcomes

Write responses that demonstrate understanding

Core Activities/Instructional Methods

Analyze a prompt

Cite text evidence

Use a graphic organizer

Respond using text evidence

Components of Social and Emotional Learning

Speaking and Listening

Student Outcomes

Engage in collaborative conversation

Paraphrase portions of "Avalanche"

Present information about erosion

Language Development

Vocabulary Strategy and Acquisition

Student Outcomes

Acquire and use academic vocabulary

Use context clues to determine the meaning of multiple-meaning words

Core Activities/Instructional Methods

Vocabulary Strategy: Multiple meaning words

Vocabulary Strategy: Homograph

Components of Social and Emotional Learning

Grammar

Student Outcomes

Give examples of the four types of sentences

Identify the subject and predicate in a sentence

Core Activities/Instructional Methods

Sentences

Subject and Predicates

Foundational Skills

Decode words with short vowels

Decode words with long a

Differentiation: Extensions/Correctives

Approaching or On Level Practice Book

Differentiated Workstation Activity Cards

Leveled Readers

Assessments: All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

Grammar and Spelling weekly assessment

Vocabulary and Comprehension bi-weekly assessments

*On the second to last day (day 9) of the two -week cycle, test the two short reading passages and grammar. On the final day (day 10) of the two- week cycle test the long reading passage and the vocabulary)

Access IXL skill plan correlated lessons

Unit 1 Weeks 3 and 4

Genre Study: Realistic Fiction

Corresponding novel studies:

Incorporate appropriate novel to meet, enhance, and review instructional skills

Essential Question: How do your actions affect others?

Comprehension/Genre/Author's Craft

Student Outcomes

Cite relevant evidence from text.

Make inferences to support understanding.

Identify the problem and solution in plot

Make predictions using context clues

Distinguish between fact and opinion

Identify how dialogue is used in a story

Core Activities/Instructional Methods

Introduce Concept-Essential Question

Introduce Genre- Realistic Fiction Listening comprehension read aloud- "The Talent Show"

Realistic Fiction: "Experts Incorporated"

Use the close reading routine to read "Say Something"

Comprehension Strategy: Make Predictions

Comprehension Skill: Problem and Solution

Use Close Companion Reader to teach the following skills: making predictions, dialogue, plot-problem and solution

Paired Selection: personal narrative- "Speaking Out to Stop "

Writer's Craft- Fact and Opinion

Writing

Writing Process

Utilize Writer's Notebook

Student Outcomes

Revise, edit, and publish a personal narrative

Core Activities/Instructional Methods

Revise and Peer Conference

Edit and Proofread

Publish, Present, and Evaluate

Components of Social and Emotional Learning

Analytical Writing

Student Outcomes

Write responses that demonstrate understanding

Core Activities/Instructional Methods

Analyze a prompt

Cite text evidence

Use a graphic organizer

Respond using text evidence

Components of Social and Emotional Learning

Speaking and Listening

Student Outcomes

Engage in collaborative discussion

Paraphrase portions of "Say Something"

Present information about bullying and anti-bullying laws

Language Development

Vocabulary Strategy and Acquisition

Student Outcomes

Acquire and use academic vocabulary

Use context clues to understand idioms and homophones

Core Activities/Instructional Methods

Vocabulary Strategy: idioms

Vocabulary Strategy: Homographs

Components of Social and Emotional Learning

Grammar

Student Outcomes

Create compound sentences

Identify types of clauses in complex sentences

Core Activities/Instructional Methods

Compound Sentences

Clauses and Complex sentences

Components of Social and Emotional Learning

Foundational Skills

Decode words with long e

Decode words with long i

Differentiation: Extensions/Correctives

Approaching or On Level Practice Book
Differentiated Workstation Activity Cards
Leveled Readers

Assessments: All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

Grammar and Spelling weekly assessment

Vocabulary and Comprehension bi-weekly assessments

*On the second to last day (day 9) of the two week cycle, test the two short reading passages and grammar. On the final day (day 10) of the two-week cycle test the long reading passage and the vocabulary)

Access IXL skill plan correlated lessons

Unit 1 Week 5

Genre Study: Argumentative Text

Corresponding novel studies:

Incorporate appropriate novel to meet, enhance, and review instructional skills

Essential Question: How can starting a business help other?

Comprehension/Genre/Author's Craft

Student Outcomes

Cite relevant evidence from the text.

Make inferences to support understanding.

Identify main ideas and details.

Reread to monitor and adjust comprehension.

Analyze the procedural text structure.

Identify and use graphs and headings.

Core Activities/Instructional Methods

Introduce Concept-Essential Question- How can starting a business help other?

Introduce Genre- Argumentative Text Listening comprehension read aloud- "Kids Can Help"

Argumentative Text: "Dollars and Sense"

Use the close reading routine to read "Dollars and Sense"

Comprehension Strategy: Reread

Comprehension Skill: Main Idea and Details

Use Close Companion Reader to teach the following skills: graphs and headings, main idea and detail

Paired Selection: personal narrative- "Starting a Successful Business "

Writer's Craft- Procedural Text

Components of Social and Emotional Learning

Writing

Writing Process

Utilize Writer's Notebook

Student Outcomes

Plan and draft an opinion essay

Core Activities/Instructional Methods

Study the Expert Model

Plan the Opinion Essay

Write a Draft

Components of Social and Emotional Learning

Analytical Writing

Student Outcomes

Write responses that demonstrate understanding

Core Activities/Instructional Methods

Analyze a prompt

Cite text evidence

Use a graphic organizer

Respond using text evidence

Components of Social and Emotional Learning

Speaking and Listening

Student Outcomes

Engage in collaborative conversation

Paraphrase portions of "Kids can help"

Present biographical information about a state specific entrepreneur

Language Development

Vocabulary Strategy and Acquisition

Student Outcomes

Acquire and use academic vocabulary

Identify and use suffixes

Core Activities/Instructional Methods

Vocabulary Strategy: Suffixes

Components of Social and Emotional Learning

Grammar

Student Outcomes

Identify and correct run on sentences

Core Activities/Instructional Methods

Run on Sentences

Components of Social and Emotional Learning

Foundational Skills

Decode words with long o

Differentiation: Extensions/Correctives

Approaching or On Level Practice Book
Differentiated Workstation Activity Cards
Leveled Readers

Assessments: All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

Grammar and Spelling weekly assessment

Vocabulary and Comprehension bi-weekly assessments

*On the second to last day (day 9) of the two week cycle, test the two short reading passages and grammar. On the final day (day 10) of the two-week cycle test the long reading passage and the vocabulary)

Access IXL skill plan correlated lessons

Unit 1 Week 6

Genre Study: Review, Extend, and Assess

Corresponding novel studies:

Incorporate appropriate novel to meet, enhance, and review instructional skills

Comprehension/Genre/Author's Craft**Student Outcomes**

Review strategies and skills

Track Progress

Cite relevant evidence from text

Summarize the text

Interpret information presented visually

Core Activities/Instructional Methods

Spiral review, see previous weeks

Components of Social and Emotional Learning

Writing**Writing Process**

Utilize Writer's Notebook

Student Outcomes

Complete an opinion essay

Share writing and choose a portfolio piece

Core Activities/Instructional Methods

Revise and Peer Conference

Edit and Proofread

Publish, Present, and Evaluate

Components of Social and Emotional Learning

Analytical Writing**Student Outcomes**

Write an opinion

Write a summary

Core Activities/Instructional Methods

- Analyze a prompt
- Cite text evidence
- Use a graphic organizer
- Respond using text evidence
- Components of Social and Emotional Learning

Speaking and Listening

Student Outcomes

- Engage in collaborative conversations
- Paraphrase information presented digitally

Language Development

Vocabulary Acquisition

Student Outcomes

- Use context to determine the meaning of unfamiliar words
- Use multiple meaning words and homographs

Core Activities/Instructional Methods

- Spiral review, see previous weeks
- Components of Social and Emotional Learning

Foundational Skills

- Read grade level text fluently with appropriate prosody, accuracy, rate

Differentiation: Extensions/Correctives

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards
- Leveled Readers

Assessments: All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

- Grammar and Spelling weekly assessment
- Vocabulary and Comprehension bi-weekly assessments
- *On the second to last day (day 9) of the two-week cycle, test the two short reading passages and grammar. On the final day (day 10) of the two-week cycle test the long reading passage and the vocabulary)
- Access IXL skill plan correlated lessons

UNIT 2

Unit 2 Weeks 1 and 2

Genre Study: Expository Text

Corresponding novel studies:

- Incorporate appropriate novel to meet, enhance, and review instructional skills

Essential Question: What helps an animal survive?

Comprehension/Genre/Author's Craft

Student Outcomes

Cite relevant evidence from text.

Make inferences to support understanding.

Identify the main idea and key detail

Summarize, maintaining meaning and logical order

Analyze how the author shows the changes a character undergoes

Core Activities/Instructional Methods

Introduce concept-essential question

Introduce Genre- Expository Text Listening comprehension read aloud- "Adaptations at work"

Use the close reading routine to read "Animal Adaptations"

Comprehension Strategy: Summarize

Comprehension Skill: Main Idea and Key Details

Use Close Companion Reader to teach the following skills: Photographs, captions and headings

Paired Selection: Trickster Tale - Anansi and the Birds

Writer's Craft- Character

Components of Social and Emotional Learning

Writing

Writing Process

Utilize Writer's Notebook

Student Outcomes

Plan and draft a comparison essay on animal adaptations

Core Activities/Instructional Methods

Study Expert Model

Plan and draft

Write a draft

Components of Social and Emotional Learning

Analytical Writing

Student Outcomes

Write responses that demonstrate understanding

Core Activities/Instructional Methods

Analyze a prompt

Cite text evidence

Use a graphic organizer

Respond using text evidence

Components of Social and Emotional Learning

Speaking and Listening

Student Outcomes

- Engage in collaborative conversation
- Paraphrase portions of "Adaptations at Work"
- Present illustrated information comparing cricket and beetle life cycles

Language Development

Vocabulary Strategy and Acquisition

Student Outcomes

- Acquire and use academic vocabulary
- Use prefixes to determine meaning

Core Activities/Instructional Methods

- Vocabulary Strategy: Prefixes
- Vocabulary Strategy: Suffixes
- Components of Social and Emotional Learning

Grammar

Student Outcomes

- Identify common and proper nouns
- Analyze the use of singular and plural nouns

Core Activities/Instructional Methods

- Common and proper nouns, capitalizing proper nouns
- Singular and plural Nouns, commas in a series
- Components of Social and Emotional Learning

Foundational Skills

- Decode words with prefixes
- Decode words with digraphs

Differentiation: Extensions/Correctives

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards
- Leveled Readers

Assessments: All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

Grammar and Spelling weekly assessment

Vocabulary and Comprehension bi-weekly assessments

*On the second to last day (day 9) of the two-week cycle, test the two short reading passages and grammar. On the final day (day 10) of the two-week cycle test the long reading passage and the vocabulary)

Access IXL skill plan correlated lessons

Unit 2 Weeks 3 and 4

Genre Study: Drama

Corresponding novel studies:

Incorporate appropriate novel to meet, enhance, and review instructional skills

Essential Question: How do animal characters change familiar stories?

Comprehension/Genre/Author's Craft

Student Outcomes

Cite relevant evidence from text.

Make inferences to support understanding.

Use story details to determine theme

Ask and Answer questions to clarify understanding

Define and recognize hyperbole

Identify structure of a drama, including acts, scene, setting, stage directions, and characters

Core Activities/Instructional Methods

Introduce concept- Essential Question

Introduce Genre- Drama

Listening comprehension read aloud- "A Grasshopper's Sad Tale

Drama: "Ranita, The Frog Princess"

Use the close reading routine to read "The Ant and the Grasshopper"

Comprehension Strategy: Ask and Answer Questions

Comprehension Skill: Theme

Use Close Companion Reader to teach the following skills: structure in Drama, craft and structure, theme, ask and answer questions

Paired Selection: Tall Tale - "Pecos Bill and the Bear Lake Monster"

Writer's Craft- Hyperbole

Components of Social and Emotional Learning

Writing

Writing Process

Utilize Writer's Notebook

Student Outcomes

Revise, edit, and publish a comparison essay

Core Activities/Instructional Methods

Revise and Peer Conference

Edit and Proofread

Publish, Present, and Evaluate

Components of Social and Emotional Learning

Analytical Writing

Student Outcomes

Write responses that demonstrate understanding

Core Activities/Instructional Methods

Analyze a prompt

Cite text evidence
Use a graphic organizer
Respond using text evidence

Speaking and Listening

Student Outcomes

Engage in collaborative discussion
Paraphrase portions of "A Grasshoppers Sad Tale"
Present information about a food web

Language Development

Vocabulary Strategy and Acquisition

Student Outcomes

Acquire and use academic vocabulary
Use antonyms and Greek roots to determine meaning

Core Activities/Instructional Methods

Vocabulary Strategy: Antonyms
Vocabulary Strategy: Greek Roots
Components of Social and Emotional Learning

Grammar

Student Outcomes

Use correct form of irregular plural nouns
Recognize when to use possessive nouns with proper punctuation

Core Activities/Instructional Methods

Irregular plural nouns, correct plural nouns
possessive nouns, apostrophes
Components of Social and Emotional Learning

Foundational Skills

Decode words with three letter blends
Decode words with r-controlled vowels /ar/ and /or/

Differentiation: Extensions/Correctives

Approaching or On Level Practice Book
Differentiated Workstation Activity Cards
Leveled Readers

Assessments: All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

Grammar and Spelling weekly assessment
Vocabulary and Comprehension bi-weekly assessments

*On the second to last day (day 9) of the two-week cycle, test the two short reading passages and grammar. On the final day (day 10) of the two-week cycle test the long reading passage and the vocabulary)

Access IXL skill plan correlated lessons

Unit 2 Week 5

Genre Study: Poetry

Corresponding novel studies:

Incorporate appropriate novel to meet, enhance, and review instructional skills

Essential Question: How are writers inspired by animals?

Comprehension/Genre/Author's Craft

Student Outcomes

Cite relevant evidence from the text.

Make inferences to support understanding.

Analyze point of view

Identify meter and rhyme

Describe purpose of imagery and assonance

Core Activities/Instructional Methods

Introduce Concept-Essential Question

Introduce Genre- Lyric Poetry Listening comprehension read aloud- "Animal Haiku"

Lyric Poetry and Haiku: "The Sandpiper, Bat, The Grasshopper Springs, Fireflies at Night"
"Fog"

Use the close reading routine to read "Dog The Eagle, Chimpanzee, Rat"

Literary Elements: Meter and Rhyme

Comprehension Skill: Point of View

Use Close Companion Reader to teach the following skills: simile and metaphor, words
In context, point of view, meter and rhyme

Paired Selection: poetry - "White Cat Winter "

Writer's Craft- Imagery and Assonance

Components of Social and Emotional Learning

Writing

Writing Process

Utilize Writer's Notebook

Student Outcomes

Plan and draft a lyric poem

Core Activities/Instructional Methods

Study the Expert Model

Plan the Opinion Essay

Write a Draft

Components of Social and Emotional Learning

Analytical Writing

Student Outcomes

Write responses that demonstrate understanding

Core Activities/Instructional Methods

Analyze a prompt

Cite text evidence

Use a graphic organizer
Respond using text evidence
Components of Social and Emotional Learning

Speaking and Listening

Student Outcomes

Engage in collaborative conversation
Paraphrase portions of "Animal Haiku"
Present information about fun animal facts

Language Development

Vocabulary Strategy and Acquisition

Student Outcomes

Acquire and use academic vocabulary
Identify and explain similes and metaphors

Core Activities/Instructional Methods

Vocabulary Strategy: Similes and Metaphors
Components of Social and Emotional Learning

Grammar

Combine sentences for coherence and clarity

Student Outcomes

Core Activities/Instructional Methods

combining sentences, phrases and interjections
Components of Social and Emotional Learning

Foundational Skills

Decode words with suffixes
Decode words with contractions

Differentiation: Extensions/Correctives

Approaching or On Level Practice Book
Differentiated Workstation Activity Cards
Leveled Readers

Assessments: All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

Grammar and Spelling weekly assessment

Vocabulary and Comprehension bi-weekly assessments

*On the second to last day (day 9) of the two- week cycle, test the two short reading passages and grammar. On the final day (day 10) of the two -week cycle test the long reading passage and the vocabulary)

Access IXL skill plan correlated lessons

Unit 2 Week 6

Genre Study: Review, Extend, and Assess

Corresponding novel studies:

Incorporate appropriate novel to meet, enhance, and review instructional skills

Comprehension/Genre/Author's Craft

Student Outcomes

Review strategies and skills

Track Progress

Cite relevant evidence from text

Summarize the text

Interpret information presented visually

Core Activities/Instructional Methods

Spiral review, see previous weeks

Components of Social and Emotional Learning

Writing

Writing Process

Utilize Writer's Notebook

Student Outcomes

Complete a lyric poem

Share writing and choose a portfolio piece

Core Activities/Instructional Methods

Revise and Peer Conference

Edit and Proofread

Publish, Present, and Evaluate

Components of Social and Emotional Learning

Analytical Writing

Student Outcomes

Write an opinion

Write a summary

Core Activities/Instructional Methods

Analyze a prompt

Cite text evidence

Use a graphic organizer

Respond using text evidence

Components of Social and Emotional Learning

Speaking and Listening

Student Outcomes

Engage in collaborative conversations

Paraphrase information presented digitally

Language Development

Vocabulary Acquisition

Student Outcomes

Use context to determine the meaning of unfamiliar words

Use prefixes and suffixes to help determine the meaning of words

Identify and understand figurative language

Core Activities/Instructional Methods

Spiral review, see previous weeks

Components of Social and Emotional Learning

Foundational Skills

Read grade level text fluently with appropriate prosody, accuracy, rate

Differentiation: Extensions/Correctives

Approaching or On Level Practice Book

Differentiated Workstation Activity Cards

Leveled Readers

Assessments: All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

Access IXL skill plan correlated lessons

Grammar and Spelling weekly assessment

Vocabulary and Comprehension bi-weekly assessments

UNIT 3

Unit 3 Weeks 1 and 2

Genre Study: Realistic Fiction

Corresponding novel studies:

Incorporate appropriate novel to meet, enhance, and review instructional skills

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

Comprehension/Genre/Author's Craft

Student Outcomes

Cite relevant evidence from text.

Make inferences to support understanding.

Identify point of view

Visualize descriptive details to deepen understanding

Analyze the author's use of facts and opinions

Explain the author's use of flashback

Core Activities/Instructional Methods

Introduce concept-essential question

Introduce Genre- Realistic Fiction

Listening comprehension read aloud- "Books"

Use the close reading routine to read "Remembering Hurricane Katrina"

Comprehension Strategy: Visualize
Comprehension Skill: Point of View

Use Close Companion Reader to teach the following skills: Visualize, Point of View, Flashback, Craft and Structure

Paired Selection: Expository Text, "Partaking in Public Service"
Writer's Craft- Fact and Opinion
Components of Social and Emotional Learning

Writing

Writing Process

Utilize Writer's Notebook

Student Outcomes

Plan and draft a realistic fiction narrative

Core Activities/Instructional Methods

Study Expert Model

Plan and draft

Write a draft

Components of Social and Emotional Learning

Analytical Writing

Student Outcomes

Write responses that demonstrate understanding

Core Activities/Instructional Methods

Analyze a prompt

Cite text evidence

Use a graphic organizer

Respond using text evidence

Components of Social and Emotional Learning

Speaking and Listening

Student Outcomes

Engage in collaborative conversation

Paraphrase portions of "Books"

Present information about preserving a state landmark

Language Development

Vocabulary Strategy and Acquisition

Student Outcomes

Acquire and use academic vocabulary

Use context clues to understand meaning

Core Activities/Instructional Methods

Vocabulary Strategy: Context Clues

Vocabulary Strategy: Suffixes

Components of Social and Emotional Learning

Grammar

Student Outcomes

Identify action verbs

Analyze the use of verb tenses

Core Activities/Instructional Methods

Action Verbs, titles

Verb tenses, subject-verb agreement

Components of Social and Emotional Learning

Foundational Skills

Decode words with r-controlled vowels er, ir, and ur

Decode words with silent letters

Differentiation: Extensions/Correctives

Approaching or On Level Practice Book

Differentiated Workstation Activity Cards

Leveled Readers

Assessments: All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

Grammar and Spelling weekly assessment

Vocabulary and Comprehension bi-weekly assessments

*On the second to last day (day 9) of the two-week cycle, test the two short reading passages and grammar. On the final day (day 10) of the two-week cycle test the long reading passage and the vocabulary)

Access IXL skill plan correlated lessons

Unit 3 Weeks 3 and 4

Genre Study: Biography

Corresponding novel studies:

Incorporate appropriate novel to meet, enhance, and review instructional skills

Essential Question: How can one person make a difference?

Comprehension/Genre/Author's Craft

Student Outcomes

Cite relevant evidence from text.

Make inferences to support understanding.

Analyze the author's point of view

reread to monitor comprehension

Explain the use of anecdote

Identify the sequence of events using timelines

Core Activities/Instructional Methods

Introduce concept- Essential Question

Introduce Genre- Expository Text

Listening comprehension read aloud- "Nelson Mandela: Working for Freedom"

Use the close reading routine to read "Judy's Appalachia"

Comprehension Strategy: Reread
Comprehension Skill: Point of View

Use Close Companion Reader to teach the following skills: Reread, timelines, Author's Point of View, Craft and Structure

Paired Selection: Autobiography - "Keeping Freedom in the Family"
Writer's Craft- Anecdote
Components of Social and Emotional Learning

Writing

Writing Process

Utilize Writer's Notebook

Student Outcomes

Revise, edit, and publish a fictional narrative

Core Activities/Instructional Methods

Revise and Peer Conference

Edit and Proofread

Publish, Present, and Evaluate

Components of Social and Emotional Learning

Analytical Writing

Student Outcomes

Write responses that demonstrate understanding

Core Activities/Instructional Methods

Analyze a prompt

Cite text evidence

Use a graphic organizer

Respond using text evidence

Components of Social and Emotional Learning

Speaking and Listening

Student Outcomes

Engage in collaborative discussion

Paraphrase portions of "Nelson Mandela"

Present information about a state historical figure who made a difference

Language Development

Vocabulary Strategy and Acquisition

Student Outcomes

Acquire and use academic vocabulary

Use antonyms and synonyms to determine meaning

Core Activities/Instructional Methods

Vocabulary Strategy: Synonyms and Antonyms

Vocabulary Strategy: Homographs

Components of Social and Emotional Learning

Grammar

Student Outcomes

Use main and helping verbs correctly

Make Linking verbs and subjects agree

Core Activities/Instructional Methods

Main and helping verbs, punctuation in contractions

Linking verbs, subject verb agreement

Components of Social and Emotional Learning

Foundational Skills

Decode words with soft c and g

Decode plural nouns with multiple syllables

Differentiation: Extensions/Correctives

Approaching or On Level Practice Book

Differentiated Workstation Activity Cards

Leveled Readers

Assessments: All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

Grammar and Spelling weekly assessment

Vocabulary and Comprehension bi-weekly assessments

*On the second to last day (day 9) of the two-week cycle, test the two short reading passages and grammar. On the final day (day 10) of the two-week cycle test the long reading passage and the vocabulary)

Access IXL skill plan correlated lessons

Unit 3 Week 5

Genre Study: Argumentative Text

Corresponding novel studies:

Incorporate appropriate novel to meet, enhance, and review instructional skills

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

Comprehension/Genre/Author's Craft

Student Outcomes

Cite relevant evidence from the text.

Make inferences to support understanding.

Identify author's point of view

 reread to monitor and adjust comprehension

Analyze the procedural text structure

Identify and use maps and headings

Core Activities/Instructional Methods

Introduce Concept-Essential Question

Introduce Genre- Argumentative text Listening comprehension read aloud- "All About Organic"

Use the close reading routine to read "Food Fight"

Comprehension Skill: Point of View

Use Close Companion Reader to teach the following skills: maps and headings, author's point of view

Paired Selection: poetry -" The Pick of the Patch"

Components of Social and Emotional Learning

Writing

Writing Process

Utilize Writer's Notebook

Student Outcomes

Plan and draft an opinion essay

Core Activities/Instructional Methods

Study the Expert Model

Plan the Opinion Essay

Write a Draft

Components of Social and Emotional Learning

Analytical Writing

Student Outcomes

Write responses that demonstrate understanding

Core Activities/Instructional Methods

Analyze a prompt

Cite text evidence

Use a graphic organizer

Respond using text evidence

Components of Social and Emotional Learning

Speaking and Listening

Student Outcomes

Engage in collaborative conversation

Paraphrase portions of "All About Organic"

Present information about a crop's journey from the field to shipment

Language Development

Vocabulary Strategy and Acquisition

Student Outcomes

Acquire and use academic vocabulary

Use Greek roots to define unfamiliar words

Core Activities/Instructional Methods

Vocabulary Strategy: Greek roots

Components of Social and Emotional Learning

Grammar

Student Outcomes

Identify and use irregular verbs

Core Activities/Instructional Methods

Irregular Verbs, correct verb usage

Components of Social and Emotional Learning

Foundational Skills

Decode words with compound parts

Differentiation: Extensions/Correctives

Approaching or On Level Practice Book

Differentiated Workstation Activity Cards

Assessments: All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

Grammar and Spelling weekly assessment

Vocabulary and Comprehension bi-weekly assessments *On the second to last day (day 9) of the two-week cycle, test the two short reading passages and grammar. On the final day (day 10) of the two-week cycle test the long reading passage and the vocabulary)

Access IXL skill plan correlated lessons

Unit 3 Week 6

Genre Study: Review, Extend, and Assess

Corresponding novel studies:

Incorporate appropriate novel to meet, enhance, and review instructional skills

Comprehension/Genre/Author's Craft

Student Outcomes

Review strategies and skills

Track Progress

Cite relevant evidence from text

Summarize the text

Interpret information presented visually

Core Activities/Instructional Methods

Spiral review, see previous weeks

Components of Social and Emotional Learning

Writing

Writing Process

Utilize Writer's Notebook

Student Outcomes

Complete an opinion essay

Share writing and choose a portfolio piece

Core Activities/Instructional Methods

Revise and Peer Conference

Edit and Proofread

Publish, Present, and Evaluate

Components of Social and Emotional Learning

Analytical Writing**Student Outcomes**

Write an opinion

Write a summary

Core Activities/Instructional Methods

Analyze a prompt

Cite text evidence

Use a graphic organizer

Respond using text evidence

Components of Social and Emotional Learning

Speaking and Listening**Student Outcomes**

Engage in collaborative conversations

Paraphrase information presented digitally

Language Development**Vocabulary Acquisition****Student Outcomes**

Use context to determine the meaning of unfamiliar words

Use Greek roots to help determine the meaning of words

Core Activities/Instructional Methods

Spiral review, see previous weeks

Components of Social and Emotional Learning

Foundational Skills

Read grade level text fluently with appropriate prosody, accuracy, rate

Differentiation: Extensions/Correctives

Approaching or On Level Practice Book

Differentiated Workstation Activity Cards

Leveled Readers

Assessments: All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

Access IXL skill plan correlated lessons

Grammar and Spelling weekly assessment

Vocabulary and Comprehension bi-weekly assessments

UNIT 4

Unit 4 Weeks 1 and 2

Genre Study: Narrative Nonfiction

Corresponding novel studies:

Incorporate appropriate novel to meet, enhance, and review instructional skills

Essential Question: Why do we need government?

Comprehension/Genre/Author's Craft

Student Outcomes

Cite relevant evidence from text.

Make inferences to support understanding.

Describe how the cause-effect text structure contributes to the author's purpose

Ask and answer questions about text

Use context to understand and use the correct form of homophones and homographs

Explain the author's use of text features

Core Activities/Instructional Methods

Introduce concept-essential question

Introduce Genre- Narrative Nonfiction

Listening comprehension read aloud- "Speaking Out Against Child Labor"

Use the close reading routine to read "See How They Run"

Comprehension Strategy: Ask and Answer Questions

Comprehension Skill: Cause and Effect - Text Structure

Use Close Companion Reader to teach the following skills: Ask and answer questions,

Headings and Pronunciations, Text Structure: Cause and Effect, Craft and Structure

Paired Selection: Expository Text, "The Birth of American Democracy"

Writer's Craft- Homophones and Homographs

Components of Social and Emotional Learning

Writing

Writing Process

Utilize Writer's Notebook

Student Outcomes

Plan and draft a narrative nonfiction essay

Core Activities/Instructional Methods

Study Expert Model

Plan and draft

Write a draft

Analytical Writing

Student Outcomes

Write responses that demonstrate understanding

Core Activities/Instructional Methods

Analyze a prompt

Cite text evidence

Use a graphic organizer

Respond using text evidence

Components of Social and Emotional Learning

Speaking and Listening

Student Outcomes

- Engage in collaborative conversation
- Paraphrase portions of "Speaking Out Against Child Labor"
- Present information about the branches of state government

Language Development

Vocabulary Strategy and Acquisition

Student Outcomes

- Acquire and use academic vocabulary
- Use Greek and Latin roots to determine meaning

Core Activities/Instructional Methods

- Vocabulary Strategy: Latin Roots
- Vocabulary Strategy: Greek Roots
- Components of Social and Emotional Learning

Grammar

Student Outcomes

- Use pronouns and antecedents correctly
- Differentiate between types of pronouns

Core Activities/Instructional Methods

- pronouns and antecedents, pronoun capitalization and clarity
- types of pronouns, subject and object pronouns
- Components of Social and Emotional Learning

Foundational Skills

- Decode words with inflectional endings
- Decode words with inflectional endings: changing y to i

Differentiation: Extensions/Correctives

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards
- Leveled Readers

Assessments: All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

- Grammar and Spelling weekly assessment
- Vocabulary and Comprehension bi-weekly assessments
- *On the second to last day (day 9) of the two- week cycle, test the two short reading passages and grammar. On the final day (day 10) of the two -week cycle test the long reading passage and the vocabulary)

Access IXL skill plan correlated lessons

Unit 4 Weeks 3 and 4

Genre Study: Historical Fiction

Corresponding novel studies:

Incorporate appropriate novel to meet, enhance, and review instructional skills

Essential Question: How do inventions and technology affect your life?

Comprehension/Genre/Author's Craft

Student Outcomes

Cite relevant evidence from text.
Make inferences to support understanding.
Identify point of view in a story
Make, confirm, and revise predictions
Identify purpose of sidebar and inset text features
Analyze how setting and dialogue develop plot

Core Activities/Instructional Methods

Introduce concept- Essential Question
Introduce Genre- Historical Fiction
Listening comprehension read aloud- "Good-bye Icebox!"
Use the close reading routine to read "See How They Run"
Comprehension Strategy: Make predictions
Comprehension Skill: Point of View
Use Close Companion Reader to teach the following skills: make predictions, setting and dialogue, point of view, craft structure
Paired Selection: Autobiography - "Keeping Freedom in the Family"
Writer's Craft- sidebars, insets
Components of Social and Emotional Learning

Writing

Writing Process

Utilize Writer's Notebook

Student Outcomes

Revise, edit, and publish a narrative nonfiction essay

Core Activities/Instructional Methods

Revise and Peer Conference
Edit and Proofread
Publish, Present, and Evaluate
Components of Social and Emotional Learning

Analytical Writing

Student Outcomes

Write responses that demonstrate understanding

Core Activities/Instructional Methods

Analyze a prompt
Cite text evidence
Use a graphic organizer

Respond using text evidence
Components of Social and Emotional Learning

Speaking and Listening

Student Outcomes

Engage in collaborative discussion
Paraphrase portions of "Good-bye Icebox"
Present a persuasive flyer for a community project

Language Development

Vocabulary Strategy and Acquisition

Student Outcomes

Acquire and use academic vocabulary
Use synonyms and context clues to determine word meanings

Core Activities/Instructional Methods

Vocabulary Strategy: Synonyms
Vocabulary Strategy: Context Clues
Components of Social and Emotional Learning

Grammar

Student Outcomes

Determine correct pronoun and verb agreement
Locate and punctuate possessive pronouns

Core Activities/Instructional Methods

pronoun-verb agreement, punctuation in dialogue
possessive pronouns, possessive nouns
Components of Social and Emotional Learning

Foundational Skills

Decode words with soft /u/, /u/, and /u/
Decode words with diphthongs /oi/ and /ou/

Differentiation: Extensions/Correctives

Approaching or On Level Practice Book
Differentiated Workstation Activity Cards
Leveled Readers

Assessments: All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

Grammar and Spelling weekly assessment

Vocabulary and Comprehension bi-weekly assessments

*On the second to last day (day 9) of the two-week cycle, test the two short reading passages and grammar. On the final day (day 10) of the two-week cycle test the long reading passage and the vocabulary)

Access IXL skill plan correlated lessons

Unit 4 Week 5

Genre Study: Narrative Poetry

Corresponding novel studies:

Incorporate appropriate novel to meet, enhance, and review instructional skills

Essential Question: How do writers look at success in different ways?

Comprehension/Genre/Author's Craft

Student Outcomes

Cite relevant evidence from the text.

Make inferences to support understanding.

Infer the theme in a poem using text evidence

Identify stanza and repetition in a poem

Analyze character and plot in a poem

Identify and analyze elements of narrative poetry

Core Activities/Instructional Methods

Introduce Concept-Essential Question

Introduce Genre- Narrative Poetry Listening comprehension read aloud- "Sam's Box"

Use the close reading routine to read "Sing to Me" "The Climb"

Comprehension Skill: Theme

Literary Elements: Stanza and Repetition

Use Close Companion Reader to teach the following skills: stanza and repetition, character and plot, theme

Paired Selection: narrative poetry -" Genius" "Winner"

Components of Social and Emotional Learning

Writing

Writing Process

Utilize Writer's Notebook

Student Outcomes

Plan and draft a narrative poem

Core Activities/Instructional Methods

Study the Expert Model

Plan the Opinion Essay

Write a Draft

Components of Social and Emotional Learning

Analytical Writing

Student Outcomes

Write responses that demonstrate understanding

Core Activities/Instructional Methods

Analyze a prompt

Cite text evidence

Use a graphic organizer

Respond using text evidence

Components of Social and Emotional Learning

Speaking and Listening

Student Outcomes

Engage in collaborative conversation

Paraphrase portions of "Sam's Box"

Present information via a podcast or recording of an interview of a person who has helped your community

Language Development

Vocabulary Strategy and Acquisition

Student Outcomes

Acquire and use academic vocabulary

Use a dictionary or context clues to determine the connotation or denotation of a word

Core Activities/Instructional Methods

Vocabulary Strategy: Connotation and Denotation

Components of Social and Emotional Learning

Grammar

Student Outcomes

Identify and use pronouns and homophones

Core Activities/Instructional Methods

pronouns and homophones

contractions and possessives

Components of Social and Emotional Learning

Foundational Skills

Decode words with Variant Vowel /o/

Differentiation: Extensions/Correctives

Approaching or On Level Practice Book

Differentiated Workstation Activity Cards

Assessments: All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

Grammar and Spelling weekly assessment

Vocabulary and Comprehension bi-weekly assessments *On the second to last day (day 9) of the two-week cycle, test the two short reading passages and grammar. On the final day (day 10) of the two-week cycle test the long reading passage and the vocabulary)

Access IXL skill plan correlated lessons

Unit 4 Week 6

Genre Study: Review, Extend, and Assess

Corresponding novel studies:

Incorporate appropriate novel to meet, enhance, and review instructional skills

Comprehension/Genre/Author's Craft

Student Outcomes

Review strategies and skills

Track Progress

Cite relevant evidence from text

Summarize the text

Interpret information presented visually

Core Activities/Instructional Methods

Spiral review, see previous weeks

Components of Social and Emotional Learning

Writing

Writing Process

Utilize Writer's Notebook

Student Outcomes

Complete a narrative poem

Share writing and choose a portfolio piece

Core Activities/Instructional Methods

Revise and Peer Conference

Edit and Proofread

Publish, Present, and Evaluate

Components of Social and Emotional Learning

Analytical Writing

Student Outcomes

Write an opinion

Write a summary

Core Activities/Instructional Methods

Analyze a prompt

Cite text evidence

Use a graphic organizer

Respond using text evidence

Components of Social and Emotional Learning

Speaking and Listening

Student Outcomes

Engage in collaborative conversations

Paraphrase information presented digitally

Language Development

Vocabulary Acquisition

Student Outcomes

Use context to determine the meaning of unfamiliar words
Use and explain homophones and homographs
Explore related words based on a Latin root

Core Activities/Instructional Methods

Spiral review, see previous weeks
Components of Social and Emotional Learning

Foundational Skills

Read grade level text fluently with appropriate prosody, accuracy, rate

Differentiation: Extensions/Correctives

Approaching or On Level Practice Book
Differentiated Workstation Activity Cards
Leveled Readers

Assessments: All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

Access IXL skill plan correlated lessons
Grammar and Spelling weekly assessment
Vocabulary and Comprehension bi-weekly assessments

UNIT 5

Unit 5 Weeks 1 and 2

Genre Study: Expository Text

Corresponding novel studies:

Incorporate appropriate novel to meet, enhance, and review instructional skills

Essential Question: What can you discover when you look closely at something?

Comprehension/Genre/Author's Craft

Student Outcomes

Cite relevant evidence from text.
Make inferences to support understanding.
Evaluate author's use of sequence text structure
Summarize key ideas and details
Identify and analyze author's use of imagery
Identify purpose of photographs and captions

Core Activities/Instructional Methods

Introduce concept-essential question
Introduce Genre- Expository Texts
Listening comprehension read aloud- "Stick Like a Gecko"
Use the close reading routine to read "A Drop of Water"
Comprehension Strategy: Summarize
Comprehension Skill: Text Structure: Sequence

Use Close Companion Reader to teach the following skills: Summarize, Photographs and Captions, Text Structure: Sequence, Craft and Structure
Paired Selection: "The Incredible Shrinking Potion"
Writer's Craft- Imagery
Components of Social and Emotional Learning

Writing

Writing Process

Utilize Writer's Notebook

Student Outcomes

Plan and draft an explanatory essay

Core Activities/Instructional Methods

Study Expert Model

Plan and draft

Write a draft

Components of Social and Emotional Learning

Analytical Writing

Student Outcomes

Write responses that demonstrate understanding

Core Activities/Instructional Methods

Analyze a prompt

Cite text evidence

Use a graphic organizer

Respond using text evidence

Components of Social and Emotional Learning

Speaking and Listening

Student Outcomes

Engage in collaborative conversation

Paraphrase portions of "Stick Like a Gecko"

Present information about the water cycle

Language Development

Vocabulary Strategy and Acquisition

Student Outcomes

Acquire and use academic vocabulary

Use antonyms to determine the meaning of unfamiliar words

Identify and use homophones correctly

Core Activities/Instructional Methods

Vocabulary Strategy: antonyms

Vocabulary Strategy: homophones

Components of Social and Emotional Learning

Grammar

Student Outcomes

Identify and use adjectives correctly

Use articles before singular or plural nouns

Core Activities/Instructional Methods

Adjectives that compare, punctuation

articles and demonstrative adjectives

Components of Social and Emotional Learning

Foundational Skills

Decode words with closed syllables

Decode words with open syllables

Differentiation: Extensions/Correctives

Approaching or On Level Practice Book

Differentiated Workstation Activity Cards

Leveled Readers

Assessments: All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

Grammar and Spelling weekly assessment

Vocabulary and Comprehension bi-weekly assessments

*On the second to last day (day 9) of the two -week cycle, test the two short reading passages and grammar. On the final day (day 10) of the two -week cycle test the long reading passage and the vocabulary)

Access IXL skill plan correlated lessons

Unit 5 Weeks 3 and 4

Genre Study: Realistic Fiction

Corresponding novel studies:

Incorporate appropriate novel to meet, enhance, and review instructional skills

Essential Question: In what ways can people show they care about each other?

Comprehension/Genre/Author's Craft

Student Outcomes

Cite relevant evidence from text.

Make inferences to support understanding.

Identify the story's problem and how it is solved

Visualize characters, events, or settings

Use story clues to make inferences about characters, settings, and plot events

Recognize an author's use of literary elements, such as foreshadowing

Core Activities/Instructional Methods

Introduce concept- Essential Question

Introduce Genre- Realistic Fiction

Listening comprehension read aloud- "A Special Birthday Hug"

Use the close reading routine to read "Mama, I'll Give you the World"

Comprehension Strategy: Visualize

Comprehension Skill: Problem and Solution

Use Close Companion Reader to teach the following skills: Visualize, foreshadowing, text structure: problem and solution, craft and structure
Paired Selection: Autobiography - "Miami by Way of Fujian"
Writer's Craft- Make Inferences
Components of Social and Emotional Learning

Writing

Writing Process

Utilize Writer's Notebook

Student Outcomes

Revise, edit, and publish an explanatory essay

Core Activities/Instructional Methods

Revise and Peer Conference

Edit and Proofread

Publish, Present, and Evaluate

Components of Social and Emotional Learning

Analytical Writing

Student Outcomes

Write responses that demonstrate understanding

Core Activities/Instructional Methods

Analyze a prompt

Cite text evidence

Use a graphic organizer

Respond using text evidence

Components of Social and Emotional Learning

Speaking and Listening

Student Outcomes

Engage in collaborative discussion

Paraphrase portions of "A Special Birthday Hug"

Present information about a cultural celebration

Language Development

Vocabulary Strategy and Acquisition

Student Outcomes

Acquire and use academic vocabulary

Identify and explain similes and metaphors

Core Activities/Instructional Methods

Vocabulary Strategy: Similes and Metaphors

Vocabulary Strategy: Idioms

Components of Social and Emotional Learning

Grammar

Student Outcomes

Use comparative and superlative adjectives correctly

Use comparative and superlative adjectives with more and most correctly

Core Activities/Instructional Methods

Adjectives that compare
punctuation in letters
comparing with more and most
combining sentences
Components of Social and Emotional Learning

Foundational Skills

Decode words with vowel teams
Decode words with r-controlled vowel syllables

Differentiation: Extensions/Correctives

Approaching or On Level Practice Book
Differentiated Workstation Activity Cards
Leveled Readers

Assessments: All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

Grammar and Spelling weekly assessment
Vocabulary and Comprehension bi-weekly assessments
*On the second to last day (day 9) of the two -week cycle, test the two short reading passages and grammar. On the final day (day 10) of the two-week cycle test the long reading passage and the vocabulary)
Access IXL skill plan correlated lessons

Unit 5 Week 5

Genre Study: Expository Text

Corresponding novel studies:

Incorporate appropriate novel to meet, enhance, and review instructional skills

Essential Question: How can learning about the past help you understand the present?

Comprehension/Genre/Author's Craft**Student Outcomes**

Cite relevant evidence from the text.
Make inferences to support understanding.
Identify author's use of sequence text structure
 summarize key details in a text
Analyze the author's purpose
Use sidebars and maps to better understand the main text

Core Activities/Instructional Methods

Introduce Concept-Essential Question
Introduce Genre- Expository text Listening comprehension read aloud- "Pictures from Long Ago"
Use the close reading routine to read "The Founding of Jamestown"
Comprehension Skill: Text Structure: Sequence
Comprehension strategy: Summarize

Author's Craft: Author's purpose

Use Close Companion Reader to teach the following skills: sidebars and maps, sequence, summarizing

Paired Selection: poetry - "History's Mysteries"

Components of Social and Emotional Learning

Writing

Writing Process

Utilize Writer's Notebook

Student Outcomes

Plan and draft an expository essay

Core Activities/Instructional Methods

Study the Expert Model

Plan the Opinion Essay

Write a Draft

Analytical Writing

Student Outcomes

Write responses that demonstrate understanding

Core Activities/Instructional Methods

Analyze a prompt

Cite text evidence

Use a graphic organizer

Respond using text evidence

Components of Social and Emotional Learning

Speaking and Listening

Student Outcomes

Engage in collaborative conversation

Paraphrase portions of "Pictures from Long Ago"

Present information about Spanish settlements in Texas in the 1700's

Language Development

Vocabulary Strategy and Acquisition

Student Outcomes

Acquire and use academic vocabulary

Use context clues to determine the meanings of proverbs and adages

Core Activities/Instructional Methods

Vocabulary Strategy: proverbs and adages

Components of Social and Emotional Learning

Grammar

Student Outcomes

Use comparative adjectives good and bad

Core Activities/Instructional Methods

Comparing good and bad, combining sentences

Components of Social and Emotional Learning

Foundational Skills

Decode words with consonant + le syllables

Differentiation: Extensions/Correctives

Approaching or On Level Practice Book

Differentiated Workstation Activity Cards

Leveled Readers

Assessments: All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

Grammar and Spelling weekly assessment

Vocabulary and Comprehension bi-weekly assessments *On the second to last day (day 9) of the two-week cycle, test the two short reading passages and grammar. On the final day (day 10) of the two-week cycle test the long reading passage and the vocabulary)

Access IXL skill plan correlated lessons

Unit 5 Week 6

Genre Study: Review, Extend, and Assess

Corresponding novel studies:

Incorporate appropriate novel to meet, enhance, and review instructional skills

Comprehension/Genre/Author's Craft

Student Outcomes

Review strategies and skills

Track Progress

Cite relevant evidence from text

Summarize the text

Interpret information presented visually

Core Activities/Instructional Methods

Spiral Review, see previous skills

Components of Social and Emotional Learning

Writing

Writing Process

Utilize Writer's Notebook

Student Outcomes

Complete an expository essay

Share writing and choose a portfolio piece

Core Activities/Instructional Methods

Revise and Peer Conference

Edit and Proofread

Publish, Present, and Evaluate

Components of Social and Emotional Learning

Analytical Writing

Student Outcomes

Write an opinion

Write a summary

Core Activities/Instructional Methods

Analyze a prompt

Cite text evidence

Use a graphic organizer

Respond using text evidence

Components of Social and Emotional Learning

Speaking and Listening

Student Outcomes

Engage in collaborative conversations

Paraphrase information presented digitally

Language Development

Vocabulary Acquisition

Student Outcomes

Use context to determine the meaning of unfamiliar words

Understand and explain proverbs and adages

Core Activities/Instructional Methods

Spiral review, see previous weeks

Components of Social and Emotional Learning

Foundational Skills

Read grade level text fluently with appropriate prosody, accuracy, rate

Differentiation: Extensions/Correctives

Approaching or On Level Practice Book

Differentiated Workstation Activity Cards

Leveled Readers

Assessments: All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

Access IXL skill plan correlated lessons

Grammar and Spelling weekly assessment

Vocabulary and Comprehension bi-weekly assessments

UNIT 6

Unit 6 Weeks 1 and 2

Genre Study: Narrative Nonfiction

Corresponding novel studies:

Incorporate appropriate novel to meet, enhance, and review instructional skills

Essential Question: How have our energy resources changed over the years?

Comprehension/Genre/Author's Craft

Student Outcomes

Cite relevant evidence from text.

Make inferences to support understanding.

Identify main idea and key details in a text

Ask and answer questions to help understand difficult sections of text

Identify the elements of a Greek Myth

Identify and use text features, such as sidebars

Core Activities/Instructional Methods

Introduce concept-essential questions

Introduce Genre- Narrative Nonfiction

Listening comprehension read aloud- "Light Through the Ages"

Use the close reading routine to read "Energy Island"

Comprehension Strategy: Ask and Answer Questions

Comprehension Skill: Main Idea and Key Details

Use Close Companion Reader to teach the following skills: Ask and Answer Questions,

Sidebars, Main Idea and Key Details

Paired Selection: Myth, "Of Fire and Water", "Water vs. Wisdom"

Writer's Craft- Elements of a Myth

Components of Social and Emotional Learning

Writing

Writing Process

Utilize Writer's Notebook

Student Outcomes

Plan and draft a narrative nonfiction essay

Core Activities/Instructional Methods

Study Expert Model

Plan and draft

Write a draft

Components of Social and Emotional Learning

Analytical Writing

Student Outcomes

Write responses that demonstrate understanding

Core Activities/Instructional Methods

Analyze a prompt

Cite text evidence

Use a graphic organizer

Respond using text evidence

Components of Social and Emotional Learning

Speaking and Listening

Student Outcomes

Engage in collaborative conversation

Paraphrase portions of "Light Through the Ages"

Present information about renewable and renewable resources

Language Development

Vocabulary Strategy and Acquisition

Student Outcomes

Acquire and use academic vocabulary

Use prefixes to determine the meaning of unfamiliar words

Core Activities/Instructional Methods

Vocabulary Strategy: Latin and Greek Prefixes

Vocabulary Strategy: Prefixes

Components of Social and Emotional Learning

Grammar

Student Outcomes

Identify and use adverbs correctly

Use adverbs to compare two or more actions

Core Activities/Instructional Methods

Adverbs

Good vs Well

Comparing with Adverbs

Punctuation and capitalization

Components of Social and Emotional Learning

Foundational Skills

Decode words with the final /en/ sound

Decode homophones (words with the same pronunciation but different meanings)

Differentiation: Extensions/Correctives

Approaching or On Level Practice Book

Differentiated Workstation Activity Cards

Leveled Readers

Assessments: All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

Grammar and Spelling weekly assessment

Vocabulary and Comprehension bi-weekly assessments

*On the second to last day (day 9) of the two- week cycle, test the two short reading passages and grammar. On the final day (day 10) of the two- week cycle test the long reading passage and the vocabulary)

Access IXL skill plan correlated lessons

Unit 6 Weeks 3 and 4

Genre Study: Historical Fiction

Corresponding novel studies:

Incorporate appropriate novel to meet, enhance, and review instructional skills

Essential Question: How do traditions connect people?

Comprehension/Genre/Author's Craft

Student Outcomes

Cite relevant evidence from text.

Make inferences to support understanding.

Use text evidence to infer the story's theme

reread to monitor and adjust comprehension

Analyze an author's use of text features, including maps and images

Evaluate an author's use of literary elements, such as dialogue

Core Activities/Instructional Methods

Introduce concept- Essential Question

Introduce Genre- Historical Fiction

Listening comprehension read aloud- "Reading the Sky"

Use the close reading routine to read "The Game of Silence"

Comprehension Strategy: Reread

Comprehension Skill: Theme

Use Close Companion Reader to teach the following skills: Reread, dialogue, theme, Craft and structure

Paired Selection: Expository Text - "Native Americans: Yesterday and Today"

Writer's Craft- Text Features

Components of Social and Emotional Learning

Writing

Writing Process

Utilize Writer's Notebook

Student Outcomes

Revise, edit, and publish a narrative nonfiction essay

Core Activities/Instructional Methods

Revise and Peer Conference

Edit and Proofread

Publish, Present, and Evaluate

Components of Social and Emotional Learning

Analytical Writing

Student Outcomes

Write responses that demonstrate understanding

Core Activities/Instructional Methods

Analyze a prompt

Cite text evidence

Use a graphic organizer

Respond using text evidence

Components of Social and Emotional Learning

Speaking and Listening

Student Outcomes

- Engage in collaborative discussion
- Paraphrase portions of "Reading the Sky"
- Present information about a Native American Group

Language Development

Vocabulary Strategy and Acquisition

Student Outcomes

- Acquire and use academic vocabulary
- Use context clues or a dictionary to determine the connotation and denotation of words

Core Activities/Instructional Methods

- Vocabulary Strategy: Connotation and Denotation
- Vocabulary Strategy: Words from Mythology
- Components of Social and Emotional Learning

Grammar

Student Outcomes

- Use negative words correctly
- Use prepositions correctly

Core Activities/Instructional Methods

- Negatives and correcting Double Negatives
- Prepositions
- Using Quotation marks
- Components of Social and Emotional Learning

Foundational Skills

- Decode words with prefixes
- Decode words with suffixes

Differentiation: Extensions/Correctives

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards
- Leveled Readers

Assessments: All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

- Grammar and Spelling weekly assessment
- Vocabulary and Comprehension bi-weekly assessments
- *On the second to last day (day 9) of the two-week cycle, test the two short reading passages and grammar. On the final day (day 10) of the two-week cycle test the long reading passage and the vocabulary)
- Access IXL skill plan correlated lessons

Unit 6 Week 5

Genre Study: Free Verse Poetry

Corresponding novel studies:

Incorporate appropriate novel to meet, enhance, and review instructional skills

Essential Question: What shapes a person's identity?

Comprehension/Genre/Author's Craft**Student Outcomes**

Cite relevant evidence from the text.

Make inferences to support understanding.

Analyze and explain the theme in a poem

Identify examples of imagery and personification

Evaluate the author's voice in poem

Determine literary elements of free verse

Core Activities/Instructional Methods

Introduce Concept-Essential Question

Introduce Genre- Free Verse Listening comprehension read aloud- "Papa's Pastry Shop"

Use the close reading routine to read "Climbing Blue Hill" "My Name is Ivy" "Collage"

Comprehension Skill: Theme

Literary Elements: Imagery and personification

Use Close Companion Reader to teach the following skills: imagery and personification

Paired Selection: poetry -" Growing Up" "My People"

Components of Social and Emotional Learning

Writing**Writing Process**

Utilize Writer's Notebook

Student Outcomes

Plan and draft a free verse poem

Core Activities/Instructional Methods

Study the Expert Model

Plan the Opinion Essay

Write a Draft

Components of Social and Emotional Learning

Analytical Writing**Student Outcomes**

Write responses that demonstrate understanding

Core Activities/Instructional Methods

Analyze a prompt

Cite text evidence

Use a graphic organizer

Respond using text evidence

Components of Social and Emotional Learning

Speaking and Listening

Student Outcomes

Engage in collaborative conversation

Paraphrase portions of "Papa's Pastry Shop"

Present information about an interview with family member to discuss inherited and learned family traits

Language Development

Vocabulary Strategy and Acquisition

Student Outcomes

Acquire and use academic vocabulary

Analyze figurative language

Core Activities/Instructional Methods

Vocabulary Strategy: Figurative Language

Components of Social and Emotional Learning

Grammar

Student Outcomes

Identify sentences using prepositions

Core Activities/Instructional Methods

Using Prepositions

Using commas with phrases

Components of Social and Emotional Learning

Foundational Skills

Decode words with prefixes and suffixes

Differentiation: Extensions/Correctives

Approaching or On Level Practice Book

Differentiated Workstation Activity Cards

Leveled Readers

Assessments: All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

Grammar and Spelling weekly assessment

Vocabulary and Comprehension bi-weekly assessments *On the second to last day (day 9) of the two-week cycle, test the two short reading passages and grammar. On the final day (day 10) of the two-week cycle test the long reading passage and the vocabulary)

Access IXL skill plan correlated lessons

Unit 6 Week 6

Genre Study: Review, Extend, and Assess

Corresponding novel studies:

Incorporate appropriate novel to meet, enhance, and review instructional skills

Comprehension/Genre/Author's Craft

Student Outcomes

Review strategies and skills
Track Progress
Cite relevant evidence from text
Summarize the text
Interpret information presented visually

Core Activities/Instructional Methods

Spiral Review, see previous activities
Components of Social and Emotional Learning

Writing

Writing Process

Utilize Writer's Notebook

Student Outcomes

Complete a free verse poem
Share writing and choose a portfolio piece

Core Activities/Instructional Methods

Revise and Peer Conference
Edit and Proofread
Publish, Present, and Evaluate
Components of Social and Emotional Learning

Analytical Writing

Student Outcomes

Write an opinion
Write a summary

Core Activities/Instructional Methods

Analyze a prompt
Cite text evidence
Use a graphic organizer
Respond using text evidence
Components of Social and Emotional Learning

Speaking and Listening

Student Outcomes

Engage in collaborative conversations
Paraphrase information presented digitally

Language Development

Vocabulary Acquisition

Student Outcomes

Use context to determine the meaning of unfamiliar words
Describe how language contributes to voice
Explain personification

Core Activities/Instructional Methods

Spiral review, see previous weeks
Components of Social and Emotional Learning

Foundational Skills

Read grade level text fluently with appropriate prosody, accuracy, rate

Differentiation: Extensions/Correctives

Approaching or On Level Practice Book

Differentiated Workstation Activity Cards

Assessments: All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

Access IXL skill plan correlated lessons

Grammar and Spelling weekly assessment

Vocabulary and Comprehension bi-weekly assessments

Checklist to Complete and Submit:
(Scan and email)

- _____ Copy of the curriculum using the template entitled "Planned Instruction," available on the district website.

- _____ The primary textbook form(s).

- _____ The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document.

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name _____

First Reader/Reviewer Signature _____ Date _____

Second Reader/Reviewer Printed Name _____

Second Reader/Reviewer Signature _____ Date _____

Please Go to Human Resources page on the Delaware Valley School District website for updated Payment form to be submitted.

<https://pa01001022.schoolwires.net/site/handlers/filedownload.ashx?moduleinstanceid=7055&dataid=16708&FileName=AUTHORIZATION%20FOR%20PAYMENT%20-%20SECURED.pdf>