

Mullica Township School District



English Language Arts Fourth Grade

Board approval: 11/28/2018

Unit Overview

Content Area:

English Language Arts

Unit Title:

Helping brings Out the Best in Us - Journeys Grade 4 - Unit 1; Houghton Mifflin Harcourt, 2012

Grade Level:

Fourth Grade

Unit Summary:

Fourth graders are introduced to key concepts related to comprehension, vocabulary, grammar, research, and decoding, while they learn that helping brings out the best in us.

Learning Targets

Common Core Standards*Reading Literature*

- 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- 4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- 4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- 4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- 4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- 4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- 4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- 4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
- 4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Informational Text

- 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- 4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- 4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- 4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- 4.8 Explain how an author uses reasons and evidence to support particular points in a text.
- 4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- 4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Foundational Skills

- 4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- 4.4a Read grade-level text with purpose and understanding.
- 4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- 4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

- 4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- 4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- 4.3c Use a variety of transitional words and phrases to manage the sequence of events.
- 4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.
- 4.3e Provide a conclusion that follows from the narrated experiences or events.
- 4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by

planning, revising, and editing.

- 4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- 4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- 4.9a Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
- 4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

- 4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- 4.1b Follow agreed-upon rules for discussions and carry out assigned roles.
- 4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- 4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- 4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 4.3 Identify the reasons and evidence a speaker provides to support particular points.
- 4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- 4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- 4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation

Language

- 4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- 4.1g Correctly use frequently confused words (e.g., to, too, two; there, their).
- 4.2c Use a comma before a coordinating conjunction in a compound sentence.
- 4.2d Spell grade-appropriate words correctly, consulting references as needed.

- 4.3a Choose words and phrases to convey ideas precisely.
- 4.3b Choose punctuation for effect.
- 4.3c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
- 4.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- 4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- 4.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- 4.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- 4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Technology Standard(s) Number and Description

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.5.D.1 Understand the need for and use of copyrights.

8.1.5.D.2 Analyze the resource citations in online materials for proper use.

8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

9.1 Personal Financial Literacy - Income And Careers

9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

9.1.4.A.2 Identify potential sources of income.

9.1.4.A.3 Explain how income affects spending and take-home pay

Interdisciplinary Standard(s) Number and Description

CAEP.9.2.8.B.3- (Standard) Evaluate communication, collaboration, and leadership skills that can be developed through school, work, home, and

extracurricular activities for use in a career

Unit Essential Questions:

- How do friends help each other?
- How can an author show what it takes to be a leader?
- What happens when one person helps another?
- How can characters' actions inspire us to do good things?
- What motivates one character to help another?

Unit Enduring Understandings:

- Helping brings out the best in us.

Unit Learning Targets:

Students will...

- listen to fluent reading
- listen for story structure
- understand and use the Target Vocabulary words
- use prefixes to determine word meaning
- listen to find author's purpose
- use prefixes, roots, and base words to learn meanings of unfamiliar words
- use words-learning strategies independently
- listen for a purpose
- listen for cause-and-effect relationships
- use context clues to determine meanings of unfamiliar or multiple-meaning words
- listen for clues about the theme
- use prefixes to determine word meaning
- listen for clues about the character
- use a dictionary to determine meaning, syllabication, and pronunciation of unfamiliar words
- recognize sound/spelling changes in VCV words
- decode words with VCV pattern
- decode words with open and closed syllables
- learn and use words with prefixes in-, im-, il-, ir-
- recognize the VCCV spelling pattern

- decode words with the VCCV sound/spelling pattern
- recognize the VCV and VCCV syllable patterns
- decode words with the VCV and VCCV sound/spelling pattern
- decode words that are homophones
- identify the plot's main events and explain their influence on future events
- use a story map to sequence and summarize plot events
- analyze plot events
- make inferences about story events and explain how they influence future events
- retell a story
- identify and explain the author's purpose for writing
- monitor and clarify text to infer the author's message
- recognize stated and implied purpose in expository text
- connect details to details in an author's life
- identify cause-and-effect relationships
- use cause-and-effect to track plot events
- visualize plot events to identify cause-and-effect relationships
- infer cause-effect relationships in the text
- understand that the message of a work of fiction is its theme
- use the analyze/evaluate strategy to make inferences about a story's theme
- explain the message of a work of fiction as its theme
- understand story characters' behavior and relationships
- use the infer/predict strategy to make inferences about story characters and to predict how they might change
- read aloud with grade-appropriate fluency
- adjust reading rate as needed for understanding
- read fluently by using natural phrasing
- read aloud with grade-appropriate fluency
- read with accuracy by improving words recognition
- read aloud with intonation that reflects comprehension of the text
- read with expression to help listeners enjoy the story
- spell words that have the long a and short a sound

- spell words that have the short e and long e sound
- spell words with the short o and long o sounds
- spell homophones
- spell words that have the long i and short i sound
- identify complete sentences and fragments
- use complete sentences in writing and speaking
- identify and use contractions
- identify subjects and predicates
- use complete subjects and predicates
- identify the four kinds of sentences
- use the four kinds of sentences in writing and speaking
- identify simple and compound sentences
- identify and understand common and proper nouns
- use common and proper nouns in writing and speaking
- identify and understand singular, plural, and irregular plural nouns
- use singular, plural, and irregular plural nouns in writing and speaking
- understand the features of a descriptive paragraph
- demonstrate focused ideas in writing
- write a descriptive paragraph about a place
- identify the parts of narrative composition
- write a narrative composition
- understand the features of a dialogue
- write a dialogue
- recognize and correctly use quotation marks
- use simple and compound sentences in writing and speaking
- study and evaluate fictional narratives
- use the writing process to plan a fictional narrative
- use focused ideas to plan a first draft
- draft, revise, proofread, edit, and publish a fictional narrative
- read independently for a sustained period of time
- brainstorm to generate research ideas and narrow topics

- brainstorm research topics
- narrow topics for research
- give and follow directions
- narrow topics and formulate questions from research
- summarize a spoken message
- formulate questions to focus research
- express opinions on characters in literature

Evidence of Learning

Summative Assessments

- Writer's Workshop/Conferencing
- Pretest, Test and Daily Work
- Final Drafts
- Showcase Portfolio
- Fountas & Pinell Benchmark Assessment System
- Reading Assessment/Running Records
- District Benchmarks
- End-of-Unit or Chapter Tests
- Oral Presentation
- Reflective journal
 - Unit Project-“Reaching Out”-Students will learn about people’s experiences helping others by conducting interviews.
- Literature Circles

Formative Assessments:

- Journal
- Class Discussion
- Teacher Observations
- Do-Nows
- Literary Projects
- Sight Word Assessment
- Graphic Organizers
- Literature Discussion
- Literature Responses
- Questioning
- Writer's Notebook
- Peer/Self Assessments
- Cooperative Learning Groups
- Writing Assignments
- Teacher Conferences
- Portfolios
- Running Records
- Presentations
- Visual Representations
- Kinesthetic Assessments
- Learning/Response Logs
- Presentations
- Visual representations
- Kinesthetic Assessments
- Individual Whiteboards
- Pre-Assessments
- Writing Workshop
- Conferencing
- Writing Assignments
- Working Portfolio
- Scoring Rubrics

Lesson Plans

Lesson	Timeframe
<p>Lesson 1</p> <p>“Because of Winn-Dixie”; “Because of Book Ends”</p> <ul style="list-style-type: none"> • Target Skill – Story Structure • Target Strategy – Summarize • Vocabulary Strategy-Prefixes re-, un-, dis- • Fluency – Rate • Decoding –The VCV Syllable Patter • Research Skills-Brainstorming • Grammar-Complete Sentences • Spelling- Short a and Long a • Writing-Descriptive Paragraph 	One Week
<p>Lesson 2</p> <p>“My Brother Martin”; “Langston Hughes”</p> <ul style="list-style-type: none"> • Target Skill-Author’s Purpose • Target Strategy-Monitor/Clarify • Vocabulary Strategies-Prefixes in-, im-, il-, ir- • Fluency-Phrasing: Pauses • Decoding-Open and Closed Syllables • Research Skills-Brainstorming and Researching • Grammar-Subjects and Predicates • Spelling- Short e and Long e • Writing-Narrative Composition 	One Week
<p>Lesson 3</p> <p>“How Tia Lola Came to Stay”; “Pizza Pizzazz”</p> <ul style="list-style-type: none"> • Target Skill-Cause and Effect • Target Strategy-Visualize 	One Week

<ul style="list-style-type: none"> • Vocabulary Strategies-Use Context • Fluency-Accuracy • Decoding-The VCCV Syllable Pattern • Research Skills-Narrowing Topics • Grammar-Kinds of Sentences • Spelling- Short i and Long i • Writing-Dialogue Lesson 4 	
<p>Lesson 4</p> <p>“The Power of W.O.W!”; “Knowing Noses: Search- and-Rescue Dogs”</p> <ul style="list-style-type: none"> • Target Skill-Theme • Target Strategy- Analyze/Evaluate • Vocabulary Strategies-Prefixes non-, mis- • Fluency-Intonation • Decoding-VCV and VCCV Syllable Patterns • Research Skills-Narrowing Topics/Formulating Questions • Grammar-Simple and Compound Sentences • Spelling- Short o and Long o • Writing-Plan a Fictional Narrative 	<p>One Week</p>
<p>Lesson 5</p> <p>“Stormalong”; “Hoderi the Fisherman”</p> <ul style="list-style-type: none"> • Target Skill-Understanding Characters • Target Strategy-Infer/Predict • Vocabulary Strategies-Use a Dictionary • Fluency-Rate: Expression • Decoding-Homophones • Research Skills-Formulating Questions • Grammar-Nouns • Spelling- Homophones • Writing- Draft, Revise, Edit, Publish: Fictional 	<p>One Week</p>

Narrative	
Additional Resources	
<p>Student Resources:</p> <ul style="list-style-type: none"> • Student Book • Practice Book • Leveled Readers Parker’s Problem; The Mystery on Maple Street; Trading Talents; What Happened on Maple Street; Sharing a Dream; A Voice of Equality; A Leader For All; Thurgood Marshall; New Kid on the Court; The Picky Eater; My Sister’s Surprise; I Will Not Eat That!; Nina Wows Kwow; A Friendly Field Trip; A.L.L. to the Rescue; Friends on a Field Trip; Mississippi Marvis Barnes; Balina; Whisper; The Amazing Balina • Vocabulary Readers Check Out the Library; Separate Worlds; A Visit to the Dominican Republic; Community Teamwork; The Golden Age of Sail 	<p>Teacher Resources:</p> <ul style="list-style-type: none"> • Journeys Unit 1 – Teacher’s Edition • Vocabulary in Context Cards • Ready Made Work Stations • Grab and Go Kit • Literacy Tool Kit
<p>Modifications (ELL, Intervention, Enrichment)</p> <p><i>English Language Learners (ELLs):</i></p> <ul style="list-style-type: none"> • Increase comprehensible input via: <ul style="list-style-type: none"> ○ visuals ○ gesturing ○ miming and roleplay ○ use of realia and manipulatives ○ simplified language / teacher talk / thinking aloud • Strategies may include: <ul style="list-style-type: none"> ○ personal word walls / word rings ○ introducing key vocabulary before lesson ○ <i>total physical response</i> (TPR) activities ○ <i>cloze</i> activities ○ teacher modeling ○ pattern sentences (speaking and/or writing) ○ choral chanting ○ small group instruction / cooperative learning ○ allowing for additional wait time for student responses during conversations 	

- scaffolding questions and instructional language
- allowing students to show or use gestures if not yet able to produce oral language
- modeled and shared writing activities
- providing a student buddy

Intervention:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Enrichment:

- Create an enhanced set of introductory activities (e.g. advanced organizers, concept maps, concept puzzles)
- Provide options, alternatives, and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities

504

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction
- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments
- Use behavioral management techniques consistently within a classroom and across classes
- Implement behavioral/academic contracts
- Utilize positive verbal and/or nonverbal reinforcements
- Utilize logical consequences
- Confer with the student's parents

IEP

- Listen to audio recordings instead of reading text

- Learn content from audiobooks, movies, videos and digital media instead of reading print versions
- Work with fewer items per page or line and/or materials in a larger print size
- Have a designated reader
- Hear instructions orally
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Use visual presentations of verbal material, such as word webs and visual organizers
- Be given a written list of instructions

Unit Overview

Content Area:

English Language Arts

Unit Title:

Do You Know What I Mean? - Journeys Grade 4 - Unit 2; Houghton Mifflin Harcourt, 2012

Grade Level:

Fourth Grade

Unit Summary:

Fourth graders are introduced to key concepts related to comprehension, vocabulary, grammar, research, and decoding, while they learn that we express ourselves in many ways.

Learning Targets

Common Core Standards

Reading Literature

- 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- 4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- 4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- 4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- 4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- 4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- 4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- 4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
- 4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Informational Text

- 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- 4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- 4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- 4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- 4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- 4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- 4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as

needed at the high end of the range.

Reading Foundational Skills

- 4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- 4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

Writing

- 4.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- 4.1b Provide reasons that are supported by facts and details.
- 4.1c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- 4.1d Provide a concluding statement or section related to the opinion presented.
- 4.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- 4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- 4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.
- 4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- 4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- 4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- 4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- 4.9a Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
- 4.9b Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
- 4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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- 4.1b Follow agreed-upon rules for discussions and carry out assigned roles.
- 4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- 4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- 4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 4.3 Identify the reasons and evidence a speaker provides to support particular points.
- 4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- 4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Language

- 4.1b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
- 4.1c Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
- 4.2d Spell grade-appropriate words correctly, consulting references as needed.
- 4.3a Choose words and phrases to convey ideas precisely
- 4.3b Choose punctuation for effect.
- 4.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- 4.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- 4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.
- 4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- 4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Technology Standard(s) Number and Description

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- 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.5.D.1 Understand the need for and use of copyrights.

8.1.5.D.2 Analyze the resource citations in online materials for proper use.

8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Unit Essential Questions:

- How are old and new fairy tales alike and different?
- How can movies express facts and opinions?
- How would you make someone comfortable in a new place?
- Why would someone make an insincere apology?
- Why do authors write biographies?

Unit Enduring Understandings:

- We express ourselves in many ways.

Unit Learning Targets:

Students will...

- listen to fluent reading
- listen to compare and contrast
- listen to learn Target Vocabulary words
- listen for fact and opinion
- use Greek and Latin roots and affixes to determine word meaning
- use word-learning strategies independently
- listen to understand characters
- understand that idioms are a form of figurative language
- identify and determine the meanings of common idioms
- listen to draw conclusions and make generalizations
- understand that antonyms are words with opposite meanings
- recognize and use antonyms

- listen to find the author's purpose
- use knowledge of synonyms and antonyms to complete analogies
- listen to distinguish fact from opinion
- recognize common consonant patterns and digraphs
- decode words with digraphs
- use affixes to determine word meaning
- decode words with common consonant clusters
- recognize stresses and unstressed syllables
- use stressed and unstressed syllables to decode longer words
- recognize common beginning syllables in words
- use common beginning syllables to decode longer words
- use vowel + r sound to decode longer words
- compare and contrast story details within and across texts
- explain how comparing and contrasting affects plot
- use the infer/predict strategy to anticipate future plot events
- make connections across texts
- ask and answer questions about texts
- distinguish facts and opinions in text
- use facts and opinions to summarize important ideas in the text
- explain how to verify a fact
- understand story characters' behavior and relationships
- use text details to visualize story character and how they change
- analyze character traits to understand how characters and their relationships change in a story
- draw conclusions and make generalizations based on text details
- ask questions while reading to confirm understanding of text
- use text details and background knowledge to draw conclusions and make generalizations
- identify the author's implied purpose for writing a text
- use the analyze/evaluate strategy to determine author's purpose
- use text details and background knowledge to determine the author's purpose
- identify whether the author's purpose is stated or implied
- read aloud with grade-appropriate fluency and expression

- pay attention to phrasing and punctuation to aid fluency
- read aloud with grade-level fluency using stress to clarify meaning
- read with increasing accuracy
- read fluently by using intonation
- spell words that have the /u/, /yoo/, and /oo/ sounds
- spell words that have the /oo/ and /oo/ vowel sounds
- spell words with the /ou/ and /o/ vowel sounds
- spell words that have the vowel + /r/ sound
- identify action, main, helping, and linking verbs
- use verbs correctly in writing and speaking
- use and understand verbs and verb tenses
- use correct tenses in writing and speaking
- identify and use conjunctions in compound sentences
- use conjunctions in writing
- identify and use subject pronouns and object pronouns
- identify and use reflexive pronouns
- write a response to literature that demonstrates understanding
- identify the parts of a compare-contrast response
- understand the features of an opinion paragraph
- demonstrate voice in writing
- write an opinion paragraph that responds to text and demonstrates understanding
- identify the structural elements of poetry
- write a poem with sensory words that create vivid sounds and images
- use commas correctly in writing
- study and evaluate response to literature essays
- use the writing process to plan a response to literature essay
- plan a first draft
- draft, proofread, edit, and publish a response to literature essay
- read independently for a sustained period of time
- determine primary and secondary sources
- analyze how to generate research plans

- discuss and apply tips for analyzing print and nonprint sources
- use surveys, inspections, and interviews to conduct research
- express opinions about literature
- use data from experts to focus research
- discuss and apply tips for listening and responding in a literature discussion
- use reference texts and visual sources to conduct research
- learn and apply test-taking strategies
- practice previewing texts and answering questions about them

Evidence of Learning

Summative Assessments

- Writer’s Workshop/Conferencing
- Pretest, Test and Daily Work
- Final Drafts
- Showcase Portfolio
- Fountas & Pinell Benchmark Assessment System
- Reading Assessment/Running Records
- District Benchmarks
- End-of-Unit or Chapter Tests
- Oral Presentation
- Reflective journal
 - Unit
- Project-“Expressions”-Students will choose a unique way to express themselves by writing stories, plays, or poems.
- Literature Circles

Formative Assessments:

- Journal
- Class Discussion
- Teacher Observations
- Do-Nows
- Literary Projects
- Sight Word Assessment
- Graphic Organizers
- Literature Discussion
- Literature Responses
- Questioning
- Writer’s Notebook
- Peer/Self Assessments
- Cooperative Learning Groups
- Writing Assignments
- Teacher Conferences
- Portfolios
- Running Records
- Presentations
- Visual Representations
- Kinesthetic Assessments
- Learning/Response Logs
- Presentations
- Visual representations
- Kinesthetic Assessments
- Individual Whiteboards
- Pre-Assessments
- Writing Workshop
- Conferencing
- Writing Assignments
- Working Portfolio

	<ul style="list-style-type: none"> • Scoring Rubrics
Lesson Plans	
Lesson	Timeframe
<p>Lesson 6</p> <p>“Once Upon a Cool Motorcycle Dude”; “Storyteller Diane Ferlatte”</p> <ul style="list-style-type: none"> • Target Skill – Compare/Contrast • Target Strategy – Infer/Predict • Vocabulary Strategy-Suffixes –y, -ous • Fluency – Expression • Decoding –Common Consonant Patterns: Digraphs • Research Skills-Sources • Grammar-Verbs • Spelling- Vowel Sounds: u, yoo, and oo • Writing-Response to Literature 	<p>One Week</p>
<p>Lesson 7</p> <p>“Coming Distractions: Questioning Movies”; “The Wonder of Animation”</p> <ul style="list-style-type: none"> • Target Skill-Fact and Opinion • Target Strategy-Summarize • Vocabulary Strategies-Greek and Latin Word Parts phon, photo, graph, auto, tele • Fluency-Phrasing: Punctuation • Decoding-Common Consonant Patterns; Clusters • Research Skills-Generate Research Plans • Grammar-Simple Verb Tenses • Spelling- Vowel sounds /oo/ and /oo/ • Writing-Opinion Paragraph 	<p>One Week</p>

<p>Lesson 8</p> <p>“Me and Uncle Romie”; “Sidewalk Artists”</p> <ul style="list-style-type: none"> • Target Skill-Understanding Characters • Target Strategy-Visualize • Vocabulary Strategies-Figurative Language • Fluency-Stress • Decoding-Stressed and Unstressed Syllables • Research Skills-Surveys, Inspections, and Interviews • Grammar-Conjunctions • Spelling- Vowel Sounds /ou/, /o/ • Writing-Poem 	<p>One Week</p>
<p>Lesson 9</p> <p>“Dear Mr. Winston”; “Field Guide to Snakes of the Southwest”</p> <ul style="list-style-type: none"> • Target Skill-Conclusions and Generalizations • Target Strategy- Question • Vocabulary Strategies-Antonyms • Fluency-Accuracy • Decoding-Common Beginning Syllables • Research Skills-Using Data From Experts • Grammar-Commas • Spelling- Vowel + /r/sounds • Writing-Prewrite: Response to Literature 	<p>One Week</p>
<p>Lesson 10</p> <p>“Jose! Born to Dance”; “Dance to the Beat”</p> <ul style="list-style-type: none"> • Target Skill-Author’s Purpose • Target Strategy-Analyze/Evaluate • Vocabulary Strategies-Analogies • Fluency-Intonation • Decoding-Vowel + r Sound in Multi- Syllable 	<p>One Week</p>

<p>Words</p> <ul style="list-style-type: none"> • Research Skills-Using Reference Texts and Visual Sources • Grammar-Pronouns • Spelling- More Vowel + /r/ Sounds • Writing- Draft, Revise, Edit, Publish: Response to Literature 	
<p>Additional Resources</p>	
<p>Student Resources:</p> <ul style="list-style-type: none"> • Student Book • Practice Book • <i>Leveled Readers</i> Ike in the Spotlight; A Pen and a Painting; The Lark Sings in Many Colors; Rosa’s Adventure; Now Showing in Your Living Room; The Magic of Movies; Critics in Hollywood; Making Movies; Recipe for Learning; Gramps’ Favorite Gift; Stuck at Camp; A Gift for Grandpa; Painting the Ocean; Soccer Sisters; Think Before You Speak; Sisters Play Soccer; Isadora Duncan; Jackson Pollack in Action; Luciano Pavarotti; The Life of Jackson Pollack • <i>Vocabulary Readers</i> Storytelling Through the Years; Behind the Scenes; Romare Bearden; Reptiles as Pets; Artists in Training 	<p>Teacher Resources:</p> <ul style="list-style-type: none"> • Journeys Unit 2– Teacher’s Edition • Vocabulary in Context Cards • Ready Made Work Stations • Grab and Go Kit • Literacy Tool Kit
<p>Modifications (ELL, Intervention, Enrichment)</p> <p><i>English Language Learners (ELLs):</i></p> <ul style="list-style-type: none"> • Increase comprehensible input via: <ul style="list-style-type: none"> ○ visuals ○ gesturing ○ miming and roleplay ○ use of realia and manipulatives ○ simplified language / teacher talk / thinking aloud • Strategies may include: <ul style="list-style-type: none"> ○ personal word walls / word rings ○ introducing key vocabulary before lesson 	

- *total physical response* (TPR) activities
- *cloze* activities
- teacher modeling
- pattern sentences (speaking and/or writing)
- choral chanting
- small group instruction / cooperative learning
- allowing for additional wait time for student responses during conversations
- scaffolding questions and instructional language
- allowing students to show or use gestures if not yet able to produce oral language
- modeled and shared writing activities
- providing a student buddy

Intervention:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Enrichment:

- Create an enhanced set of introductory activities (e.g. advanced organizers, concept maps, concept puzzles)
- Provide options, alternatives, and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities

504

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction
- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments
- Use behavioral management techniques consistently within a classroom and across classes
- Implement behavioral/academic contracts
- Utilize positive verbal and/or nonverbal reinforcements

- Utilize logical consequences
- Confer with the student's parents

IEP

- Listen to audio recordings instead of reading text
- Learn content from audiobooks, movies, videos and digital media instead of reading print versions
- Work with fewer items per page or line and/or materials in a larger print size
- Have a designated reader
- Hear instructions orally
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Use visual presentations of verbal material, such as word webs and visual organizers
- Be given a written list of instructions

Unit Overview

Content Area:
English Language Arts

Unit Title:

Natural Encounters - Journeys Grade 4 - Unit 3; Houghton Mifflin Harcourt, 2012

Grade Level:

Fourth Grade

Unit Summary:

Fourth graders are introduced to key concepts related to comprehension, vocabulary, grammar, research, and decoding, while they learn that nature can amaze us.

Learning Targets**Common Core Standards***Reading Literature*

- 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- 4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- 4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- 4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- 4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- 4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- 4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Informational Text

- 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- 4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- 4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- 4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

- 4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- 4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- 4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- 4.8 Explain how an author uses reasons and evidence to support particular points in a text.
- 4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- 4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Foundational Skills

- 4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- 4.4a Read grade-level text with purpose and understanding.
- 4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- 4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

- 4.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- 4.1b Provide reasons that are supported by facts and details.
- 4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- 4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- 4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- 4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

- 4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- 4.9b Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
- 4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

- 4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- 4.1b Follow agreed-upon rules for discussions and carry out assigned roles.
- 4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- 4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- 4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 4.3 Identify the reasons and evidence a speaker provides to support particular points.
- 4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- 4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Language

- 4.1b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
- 4.1g Correctly use frequently confused words (e.g., to, too, two; there, their)
- 4.2a Use correct capitalization.
- 4.2d Spell grade-appropriate words correctly, consulting references as needed.
- 4.3a Choose words and phrases to convey ideas precisely.
- 4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- 4.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- 4.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- 4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words

with similar but not identical meanings (synonyms).

- 4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Technology Standard(s) Number and Description

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.5.D.1 Understand the need for and use of copyrights.

8.1.5.D.2 Analyze the resource citations in online materials for proper use.

8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Unit Essential Questions:

- How do animals influence your opinion of nature?
- How can nature influence events?
- How do events in nature affect other events?
- How do illustrations make a text interesting?
- How do details help you understand the main idea?

Unit Enduring Understandings:

- Nature can amaze us.

Unit Learning Targets:

Students will...

- listen to fluent reading
- listen for fact and opinion
- listen to learn Target Vocabulary words

- listen for sequence of events
- identify and use synonyms
- use knowledge of synonyms to complete analogies
- listen to identify cause and effect relationships
- listen for emphasis to identify text features
- use Greek and Latin roots and affixes to determine word meaning
- use roots and affixes to determine word meaning
- listen for main ideas and details
- use context to determine the appropriate meaning of multiple-meaning words
- listen to summarize ideas
- recognize compound words
- decode compound words
- understand words with suffixes –ful, -less, -ness, -ment
- use roots and affixes to determine meaning
- recognize sound/spelling changes in related words
- decode words with sound/spelling changes
- look for common word parts to decode longer words
- use suffixes to decode words
- recognize and use words with suffixes –able and –ible
- decode words with three syllables
- distinguish facts from opinions
- use facts and opinions to make inferences about the text
- analyze facts and opinions
- explain how to verify facts
- make connections across texts
- identify the sequence of events in a passage
- visualize story events and their sequence
- analyze the influence of early story events on future events
- identify cause-and-effect relationships in text
- use the summarize strategy to check understanding of cause and effect
- use text details and background knowledge to infer causes and effects

- identify text features and their functions
- identify and summarize main ideas and details in text
- use the monitor/clarify strategy to check understanding of main ideas and details
- use evidence from text to identify main ideas and details
- summarize main ideas and details
- read aloud with grade-appropriate fluency
- read aloud with fluency by paying attention to phrasing and punctuation
- adjust reading rate to suit purpose of reading
- read fluently with natural phrasing
- read fluently by stressing certain words
- spell words that are compound words
- spell words that have –ed and –ing added to base words
- spell more words that have –ed or –ing added to base words
- spell words that have the final /e/ sound
- spell words in which the final y changes to i
- capitalize the names of historical events and documents
- capitalize titles of books, stories, and essays
- capitalize languages, races, and nationalities
- form possessive nouns
- use possessive nouns in writing and speaking
- identify and use the past tense of regular verbs
- identify and use present and past participles and participial phrases
- use participial phrases to combine sentences
- identify irregular verbs
- use irregular verbs in writing and speaking
- understand the features of a persuasive paragraph
- demonstrate focused ideas in writing
- understand the features of a problem-solution composition
- demonstrate focused ideas in writing
- write a problem-solution composition about a real problem
- write sentences with past participles and helping verbs

- understand the features of a persuasive letter
- demonstrate a sincere and friendly voice in writing
- write a persuasive letter to specify audience
- study and evaluate persuasive essays
- use the writing process to plan a persuasive essay
- plan a first draft
- draft, revise, edit, and publish a persuasive essay
- read independents for a sustained period of time
- analyze forms of media for research
- evaluate interview questions
- read independently for a sustained period of time
- analyze advertising techniques
- plan an interview
- evaluate nonprint media sources
- ask questions to understand information presented graphically
- explain information presented graphically
- use graphic features to answer questions and obtain information
- explain the influence of media design techniques
- apply listening tips to evaluate presentations
- compare media design techniques
- learn and apply test-taking strategies
- practice previewing a text and answering questions about it

Evidence of Learning

Summative Assessments

- Writer's Workshop/Conferencing
- Pretest, Test and Daily Work
- Final Drafts
- Showcase Portfolio
- Fountas & Pinell Benchmark Assessment System
- Reading Assessment/Running Records
- District Benchmarks
- End-of-Unit or Chapter Tests

Formative Assessments:

- Journal
- Class Discussion
- Teacher Observations
- Do-Nows
- Literary Projects
- Sight Word Assessment
- Graphic Organizers
- Literature Discussion
- Literature Responses

<ul style="list-style-type: none"> ● Oral Presentation ● Reflective journal <ul style="list-style-type: none"> ● Unit Project-“A World of Wonder”-Students will write and illustrate a summary about a local natural event. ● Literature Circles 	<ul style="list-style-type: none"> ● Questioning ● Writer’s Notebook ● Peer/Self Assessments ● Cooperative Learning Groups ● Writing Assignments ● Teacher Conferences ● Portfolios ● Running Records ● Presentations ● Visual Representations ● Kinesthetic Assessments ● Learning/Response Logs ● Presentations ● Visual representations ● Kinesthetic Assessments ● Individual Whiteboards ● Pre-Assessments ● Writing Workshop ● Conferencing ● Writing Assignments ● Working Portfolio ● Scoring Rubrics
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Lesson Plans

Lesson	Timeframe
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<p>Lesson 11</p> <p>“The Screech Owl Who Liked Television”; “In the Wild”</p> <ul style="list-style-type: none"> • Target Skill – Fact/Opinion • Target Strategy – Infer/Predict • Vocabulary Strategy-Suffixes –ful, -less, -ness, -ment • Fluency – Phrasing: Punctuation • Decoding –Compound Words • Research Skills-Forms of Media • Grammar-Proper Nouns • Spelling- Compound Words 	<p>One Week</p>
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<ul style="list-style-type: none"> • Writing-Persuasive Paragraph 	
<p>Lesson 12 “The Earth Dragon Awakes”; “Texas Twisters”</p> <ul style="list-style-type: none"> • Target Skill-Sequence of Events • Target Strategy-Visualize • Vocabulary Strategies-Synonyms • Fluency-Adjust Rate to Purpose • Decoding-Base Words and Endings • Research Skills-Advertising Techniques • Grammar-Possessive Nouns • Spelling- Words with –ed or -ing • Writing-Problem-Solution Composition 	<p>One Week</p>
<p>Lesson 13 “Antarctic Journal”; “The Coolest Marathon”</p> <ul style="list-style-type: none"> • Target Skill-Cause and Effect • Target Strategy-Summarize • Vocabulary Strategies-Greek and Latin Word Parts spect, struct, tele, vis • Fluency-Phrasing: Pauses • Decoding-Recognizing Common Word Parts • Research Skills-Advertisement Techniques • Grammar-Regular Verbs • Spelling- More Words with –ed or -ing • Writing-Persuasive Letter 	<p>One Week</p>
<p>Lesson 14 “The Life and Times of Ants”; “The Dove and the Ant”</p> <ul style="list-style-type: none"> • Target Skill-Text and Graphic Features • Target Strategy- Question • Vocabulary Strategies-Suffixes –able, ible 	<p>One Week</p>

<ul style="list-style-type: none"> • Fluency-Stress • Decoding-Recognizing Suffixes • Research Skills-Media Design Techniques • Grammar-Participles • Spelling- Final Long e • Writing-Prewrite: Persuasive Essay 	
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<p>Lesson 15</p> <p>“Ecology for Kids”; “Wonderful Weather”</p> <ul style="list-style-type: none"> • Target Skill-Main Idea and Details • Target Strategy-Monitor/Clarify • Vocabulary Strategies-Multiple Meaning Words • Fluency-Expression • Decoding-Three-Syllable Words • Research Skills-Media Design Techniques • Grammar-Irregular Verbs • Spelling- Changing Final y to i • Writing- Draft, Revise, Edit, Publish: Persuasive Essay 	<p>One Week</p>
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Additional Resources

<p>Student Resources:</p> <ul style="list-style-type: none"> • Student Book • Practice Book • Leveled Readers Koko Communicates; Going Wild at the Zoo; An Inside Look at Zoos; Inside the Zoo; Sailing to Safety; Little Hare and the Thundering Earth; Two Against the Mississippi; A New Name for Lois; Amazing Birds of Antarctica; An Icy Adventure; Heroes of the Antarctic; A Visit to Antarctica; The Lives of Social Insects; Arthropods Rule!; Love Those Bugs; Arthropods Everywhere!; The Seal Who Wanted to Live; Dad’s Garden; The Princess and 	<p>Teacher Resources:</p> <ul style="list-style-type: none"> • Journeys Unit 3 – Teacher’s Edition • Vocabulary in Context Cards • Ready Made Work Stations • Grab and Go Kit • Literacy Tool Kit
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the Monster; A Father's Garden

• Vocabulary Readers Feathered Hunters of the Night; Keeping Safe in an Earthquake; Really, Really Cold!; Ants of All Kinds; Squash in the Schoolyard

Modifications (ELL, Intervention, Enrichment)

English Language Learners (ELLs):

- Increase comprehensible input via:
 - visuals
 - gesturing
 - miming and roleplay
 - use of realia and manipulatives
 - simplified language / teacher talk / thinking aloud

- Strategies may include:
 - personal word walls / word rings
 - introducing key vocabulary before lesson
 - *total physical response* (TPR) activities
 - *cloze* activities
 - teacher modeling
 - pattern sentences (speaking and/or writing)
 - choral chanting
 - small group instruction / cooperative learning
 - allowing for additional wait time for student responses during conversations
 - scaffolding questions and instructional language
 - allowing students to show or use gestures if not yet able to produce oral language
 - modeled and shared writing activities
 - providing a student buddy

Intervention:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Enrichment:

- Create an enhanced set of introductory activities (e.g. advanced organizers, concept maps, concept puzzles)
- Provide options, alternatives, and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations

- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities

504

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction
- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments
- Use behavioral management techniques consistently within a classroom and across classes
- Implement behavioral/academic contracts
- Utilize positive verbal and/or nonverbal reinforcements
- Utilize logical consequences
- Confer with the student's parents

IEP

- Listen to audio recordings instead of reading text
- Learn content from audiobooks, movies, videos and digital media instead of reading print versions
- Work with fewer items per page or line and/or materials in a larger print size
- Have a designated reader
- Hear instructions orally
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Use visual presentations of verbal material, such as word webs and visual organizers
- Be given a written list of instructions

Unit Overview

Content Area:
English Language Arts

Unit Title:
Never Give Up! - Journeys Grade 4 - Unit 4; Houghton Mifflin Harcourt, 2012

Grade Level:
Fourth Grade

Unit Summary:
Fourth graders are introduced to key concepts related to comprehension, vocabulary, grammar, research, and decoding, while they learn that there is more than one secret to success.

Learning Targets

Common Core Standards

Reading Literature

- 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- 4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- 4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- 4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- 4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- 4.6 Compare and contrast the point of view from which different stories are narrated, including the

difference between first- and third-person narrations.

- 4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
- 4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Informational Text

- 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- 4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- 4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- 4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- 4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- 4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- 4.8 Explain how an author uses reasons and evidence to support particular points in a text.
- 4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- 4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Foundational Skills

- 4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- 4.4a Read grade-level text with purpose and understanding.
- 4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- 4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

- 4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- 4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- 4.3c Use a variety of transitional words and phrases to manage the sequence of events.
- 4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.
- 4.3e Provide a conclusion that follows from the narrated experiences or events.
- 4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- 4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- 4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- 4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- 4.9a Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
- 4.9b Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
- 4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

- 4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- 4.1b Follow agreed-upon rules for discussions and carry out assigned roles.
- 4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- 4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

- 4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- 4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Language

- 4.1d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- 4.1e Form and use prepositional phrases.
- 4.1g Correctly use frequently confused words (e.g., to, too, two; there, their).
- 4.2d Spell grade-appropriate words correctly, consulting references as needed.
- 4.3a Choose words and phrases to convey ideas precisely
- 4.3c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
- 4.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- 4.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- 4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.
- 4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Technology Standard(s) Number and Description

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
- 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.
- 8.1.5.D.1 Understand the need for and use of copyrights.
- 8.1.5.D.2 Analyze the resource citations in online materials for proper use.
- 8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
- 8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
- 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness

of using print and non-print electronic information sources to complete a variety of tasks.

Unit Essential Questions:

- What traits do successful people have in common?
- What steps can you take toward success?
- How can people share their successes?
- Why might a leader use persuasion?
- What makes a team successful?

Unit Enduring Understandings:

- Nature can amaze us.

Unit Learning Targets:

Students will...

- listen to fluent reading
- listen to compare and contrast
- listen to learn Target Vocabulary words
- use context to determine the meaning of unfamiliar and multiple-meaning words
- listen for sequence of events
- learn and use words with suffixes –ion, -ation, and –ition
- listen to understand character
- recognize and use homonyms, homophones, and homographs
- listen for persuasion and propaganda
- use dictionary to determine meaning, syllabication, and pronunciation of unfamiliar words
- understand dictionary organization
- listen for main idea and supporting details
- use context and base words to determine the meanings of unfamiliar words
- learn to categorize and sort information
- listen to interpret poetry
- recognize sound/spelling changes in related words
- decode words with sound/spelling changes
- recognize words with sound/spelling changes
- decode words with sound/spelling changes

- recognize prefixes in longer words
- decode words with prefixes and base words
- recognize common suffixes
- decode words with common suffixes
- recognize words with the VCCV pattern
- use the VCCV pattern to decode longer words
- learn and use compound words
- identify similarities and differences in text
- use the monitor/clarify strategy to check understanding of similarities and differences
- compare and contrast details and ideas within a story
- make connections across texts
- identify the sequence of events in text
- describe the relationship of ideas organized in sequence
- use the sequence of events to summarize text
- use text details and background knowledge to infer sequence of events
- infer characters' feelings and motives based on their behavior
- ask questions to understand characters and their relationships
- analyze the characters' relationships to understand behavior and motives
- understand how a story's plot advances as the characters change
- recognize an author's use of language to influence readers
- make inferences/use textual evidence
- use text details to evaluate author's use of language to influence reader
- read fluently by stressing words, as needed, for comprehension
- identify main ideas and supporting details in information text
- use details from the text to visualize
- use text details and background knowledge to infer main ideas and supporting details
- summarize the main idea and details while maintaining the text's meaning
- read aloud with grade-appropriate fluency
- adjust reading rate as needed for understanding
- read fluently by adjusting intonation
- read with accuracy and self-correct as necessary for comprehension

- read fluently by adjusting for phrasing and punctuation
- spell words with the /k/, /ng/, and /kw/ sounds
- spell words with the final /j/ and /s/ sounds
- spell words with the prefixes re-, un-, and dis-
- spell words with the suffixes -ful, -less, -ness, and -ment
- spell words with VCCV pattern
- identify adjectives and the nouns they describe
- use adjectives and articles in writing and speaking
- identify adverbs and the verbs they describe
- use adverbs in writing and speaking
- identify prepositions and prepositional phrases
- use prepositions and prepositional phrases in writing and speaking
- identify transition words
- use transition words in writing and speaking
- identify abbreviations
- use correct abbreviations in writing
- understand the features of a descriptive paragraph
- demonstrate focused ideas in writing
- write a descriptive paragraph about a personal experience
- write a friendly letter that includes thoughts and feelings
- identify the parts of a friendly letter
- understand the features of a narrative composition
- demonstrate focused word choice in writing
- study and evaluate personal narratives
- use the writing process to plan a personal narrative
- organize ideas to write a first draft
- draft, revise, proofread, edit, and publish a personal narrative
- read independently for a sustained period of time
- learn to skim and scan text sources
- present instructions on evaluating media sources
- take notes and identify sources correctly

- discuss and apply tips for evaluating and adapting spoken language
- analyze reliable online sources
- prepare and deliver oral summaries
- use keywords in online searches
- learn and apply test-taking strategies
- practice previewing texts and answering questions about them

Evidence of Learning

Summative Assessments

- Writer's Workshop/Conferencing
- Pretest, Test and Daily Work
- Final Drafts
- Showcase Portfolio
- Fountas & Pinell Benchmark Assessment System
- Reading Assessment/Running Records
- District Benchmarks
- End-of-Unit or Chapter Tests
- Oral Presentation
- Reflective journal
 - Unit Project-“You’ve Earned It!”

Students will determine the criteria for and create an award to be presented to a book character.
- Literature Circles

Formative Assessments:

- Journal
- Class Discussion
- Teacher Observations
- Do-Nows
- Literary Projects
- Sight Word Assessment
- Graphic Organizers
- Literature Discussion
- Literature Responses
- Questioning
- Writer's Notebook
- Peer/Self Assessments
- Cooperative Learning Groups
- Writing Assignments
- Teacher Conferences
- Portfolios
- Running Records
- Presentations
- Visual Representations
- Kinesthetic Assessments
- Learning/Response Logs
- Presentations
- Visual representations
- Kinesthetic Assessments
- Individual Whiteboards
- Pre-Assessments
- Writing Workshop
- Conferencing
- Writing Assignments
- Working Portfolio
- Scoring Rubrics

Lesson Plans

Lesson	Timeframe
<p>Lesson 16</p> <p>“Riding Freedom”; “Spindletop”</p> <ul style="list-style-type: none"> • Target Skill – Compare and Contrast • Target Strategy – Monitor/Clarify • Vocabulary Strategy-Using Context • Fluency – Rate • Decoding –Sound/Spelling Changes • Research Skills-Skimming and Scanning Texts and Sources • Grammar-Adjectives • Spelling- Words with /k/, /ng/, /kw/ • Writing-Descriptive Paragraph 	One Week
<p>Lesson 17</p> <p>“The Right Dog for the Job”; “The Sticky Coyote”</p> <ul style="list-style-type: none"> • Target Skill-Sequence of Events • Target Strategy-Summarize • Vocabulary Strategies-Suffixes –ion, -ation, -ition • Fluency-Intonation • Decoding-More Sound/Spelling Changes • Research Skills-Taking Notes/Identifying Sources • Grammar-Adverbs • Spelling- Words with Final /j/ and /s/ • Writing-Problem-Friendly Letter 	One Week
<p>Lesson 18</p> <p>“Moon Runner”; “A Day for the Moon”</p> <ul style="list-style-type: none"> • Target Skill-Understanding Characters 	One Week

<ul style="list-style-type: none"> • Target Strategy-Question • Vocabulary Strategies-Homophones, Homonyms, and Homographs • Fluency-Accuracy and Self-Correction • Decoding-Recognizing Prefixes re-, un-,dis- • Research Skills-Online Searches: Reliable Sources • Grammar-Prepositions and Prepositional Phrases • Spelling- Prefixes re-, un-, dis- • Writing-Narrative Composition 	
<p>Lesson 19</p> <p>“Harvesting Hope: The Story of Cesar Chavez”; “The Edible Schoolyard”</p> <ul style="list-style-type: none"> • Target Skill-Persuasion • Target Strategy- Infer/Predict • Vocabulary Strategies-Use a Dictionary • Fluency-Stress • Decoding-More Common Suffixes • Research Skills-Online Searches: Keywords • Grammar-Transitions • Spelling- Suffixes –ful, -less, -ness, -ment • Writing-Prewrite: Personal Narrative 	<p>One Week</p>
<p>Lesson 20</p> <p>“Sacagawea”; “Native American Nature Poetry”</p> <ul style="list-style-type: none"> • Target Skill-Main Idea and Details • Target Strategy-Visualize • Vocabulary Strategies-Compound Words • Fluency-Phrasing: Punctuation • Decoding-VCCV Pattern and Word Parts • Research Skills-Taking Notes/Sorting Evidence/Citing Online Sources 	<p>One Week</p>

<ul style="list-style-type: none"> • Grammar-Abbreviations • Spelling- Words with VCCV Pattern • Writing- Draft, Revise, Edit, Publish: Personal Narrative 	
Additional Resources	
<p>Student Resources:</p> <ul style="list-style-type: none"> • Student Book • Practice Book • <i>Leveled Readers</i> Elizabeth’s Stormy Ride; Perilous Passage; Come to Nicodemus; A Dangerous Trip; Animal Doctors; A Rural Veterinarian; Helping Wild Animals; Taking Care of Animals; Tammy’s Goal; Baseball Boys; The Friendship Garden; Baseball Friends; Songs for the People; The People’s President; The Story of Dorothea Lange; A President for the People; John Wesley Powell; Writer from the Prairie; Chief Washakie; Laura Ingalls Wilder • <i>Vocabulary Readers</i> Stagecoach Travel; Animals Helping People; The First Lady of Track; Tough Times; Lewis and Clark’s Packing List 	<p>Teacher Resources:</p> <ul style="list-style-type: none"> • Journeys Unit 4 – Teacher’s Edition • Vocabulary in Context Cards • Ready Made Work Stations • Grab and Go Kit • Literacy Tool Kit
<p>Modifications (ELL, Intervention, Enrichment)</p> <p><i>English Language Learners (ELLs):</i></p> <ul style="list-style-type: none"> • Increase comprehensible input via: <ul style="list-style-type: none"> ○ visuals ○ gesturing ○ miming and roleplay ○ use of realia and manipulatives ○ simplified language / teacher talk / thinking aloud • Strategies may include: <ul style="list-style-type: none"> ○ personal word walls / word rings ○ introducing key vocabulary before lesson ○ <i>total physical response</i> (TPR) activities ○ <i>cloze</i> activities ○ teacher modeling ○ pattern sentences (speaking and/or writing) 	

- choral chanting
- small group instruction / cooperative learning
- allowing for additional wait time for student responses during conversations
- scaffolding questions and instructional language
- allowing students to show or use gestures if not yet able to produce oral language
- modeled and shared writing activities
- providing a student buddy

Intervention:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Enrichment:

- Create an enhanced set of introductory activities (e.g. advanced organizers, concept maps, concept puzzles)
- Provide options, alternatives, and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities

504

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction
- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments
- Use behavioral management techniques consistently within a classroom and across classes
- Implement behavioral/academic contracts
- Utilize positive verbal and/or nonverbal reinforcements
- Utilize logical consequences
- Confer with the student's parents

IEP

- Listen to audio recordings instead of reading text
- Learn content from audiobooks, movies, videos and digital media instead of reading print versions
- Work with fewer items per page or line and/or materials in a larger print size
- Have a designated reader
- Hear instructions orally
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Use visual presentations of verbal material, such as word webs and visual organizers
- Be given a written list of instructions

Unit Overview

Content Area:
English Language Arts

Unit Title:
Never Give Up! - Journeys Grade 4 - Unit 5; Houghton Mifflin Harcourt, 2012

Grade Level:
Fourth Grade

Unit Summary:
Fourth graders are introduced to key concepts related to comprehension, vocabulary, grammar, research, and decoding, while they learn that change happens to us and because of us.

Learning Targets

Common Core Standards

Reading Literature

- 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- 4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- 4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- 4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- 4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- 4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- 4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
- 4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Informational Text

- 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- 4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- 4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- 4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- 4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- 4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- 4.8 Explain how an author uses reasons and evidence to support particular points in a text.
- 4.9 Integrate information from two texts on the same topic in order to write or speak about the subject

knowledgeably.

- 4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Foundational Skills

- 4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- 4.4a Read grade-level text with purpose and understanding.
- 4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

Writing

- 4.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- 4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- 4.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- 4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- 4.2e Provide a concluding statement or section related to the information or explanation presented.
- 4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience
- 4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- 4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- 4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- 4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- 4.9b Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
- 4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

- 4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- 4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 4.3 Identify the reasons and evidence a speaker provides to support particular points.
- 4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- 4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Language

- 4.1a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- 4.2a Use correct capitalization.
- 4.2b Use commas and quotation marks to mark direct speech and quotations from a text.
- 4.2d Spell grade-appropriate words correctly, consulting references as needed.
- 4.3b Choose punctuation for effect.
- 4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- 4.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- 4.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- 4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.
- 4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Technology Standard(s) Number and Description

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
- 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.
- 8.1.5.D.1 Understand the need for and use of copyrights.
- 8.1.5.D.2 Analyze the resource citations in online materials for proper use.
- 8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber

ethics when using technologies and social media.

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Unit Essential Questions:

- How would your day differ without TV?
- What cause change in a community?
- How do forests and trees show change?
- How can friendship help us find things in common?
- Why might an author write about change?

Unit Enduring Understandings:

- Change happens to us and because of us.

Unit Learning Targets:

Students will...

- listen to fluent reading
- listen to identify theme
- listen to learn Target Vocabulary words
- understand and use the Target Vocabulary words
- understand and use words with multiple meanings
- listen for cause-and-effect relationships
- use a dictionary to identify the pronunciation syllabication, meaning, and etymology of unknown words
- listen to understand the effect of text features
- learn and use words with prefixes pre-, inter-, and ex-
- listen to compare and contrast
- recognize and use words with the suffixes –ed and –ly
- learn and use Greek and Latin word roots and affixes to understand the meaning of words
- decode words with the VCV syllable pattern
- use word parts to decode longer words
- recognize words with VCV and VCCV syllable patterns to decode longer words

- recognize words with difficult VCCV patterns
- use the VCCV syllable pattern to decode longer words
- recognize words with the VCCV syllable pattern
- use the VCCV syllable pattern to decode longer words
- recognize words with the VV syllable pattern
- use the VV syllable pattern to decode longer words
- explain the message of a work of fiction as its theme
- use the summarize strategy to identify, explain, and check understanding of theme
- make connections across texts
- identify the parts of a summary
- summarize plot events
- identify cause-and-effect relationships in text
- distinguish between cause and effect
- use cause and effect to infer/predict
- use cause-and-effect text structure to find and recall information
- identify text features and how they are used
- use text and graphic features to preview text and monitor comprehension
- interpret information from graphic features
- use graphic features to gain overview and locate information in text
- identify compare and contrast relationships in text
- use the analyze/evaluate strategy to check for understanding of compare and contrast relationships
- identify and explain the relationship of ideas in text by analyzing their similarities and differences
- identify author's purpose
- question text details to identify author's purpose and viewpoint
- use text details and background knowledge to examine the author's purpose and viewpoint
- describe how the author's purpose affects text organization and language choices
- read aloud with grade-appropriate fluency
- read fluently by improving accuracy
- read fluently by using natural phrasing, including pauses
- read with comprehension by stressing words
- adjust intonation to increase fluency and comprehension

- read fluently by adjusting rate to purpose
- spell words with the VCV pattern
- spell words with the VCCV and VCV patterns
- spell words with the VCCV pattern
- spell words with the VCCV pattern
- spell words with the VV pattern
- use adjectives to compare
- understand how adverbs are used
- use negatives correctly
- proofread for proper use of negatives
- recognize direct quotations in sentences
- write quotation marks correctly in sentences
- use commas with introductory words
- proofread for commas used with introductory words, names, and in a series
- use capitalization/punctuation correctly
- use apostrophes in contractions and possessive nouns
- identify the parts of a cause-and-effect paragraph
- write and cause-and-effect paragraph
- identify the parts of an informational paragraph
- use process transitions to clarify process order
- include supporting facts in a procedural composition
- study and evaluate research reports
- use the writing process to plan a research report
- listen to find the author's purpose
- write a research report
- revise, proofread, edit, and publish drafts of a research report
- differentiate between paraphrasing and plagiarism
- discuss and apply tips for listening critically to persuasive techniques
- improve focus of research
- create and use visuals in presentations
- organize ideas for a speech

- synthesize information from sources
- give a narrative speech
- present a research report
- learn and apply test-taking strategies
- practice previewing texts and answering questions about them

Evidence of Learning

Summative Assessments

- Writer’s Workshop/Conferencing
- Pretest, Test and Daily Work
- Final Drafts
- Showcase Portfolio
- Fountas & Pinell Benchmark Assessment System
- Reading Assessment/Running Records
- District Benchmarks
- End-of-Unit or Chapter Tests
- Oral Presentation
- Reflective journal
 - Unit Project-“Changes” Students will research a change that has affected their community. They will write and broadcast a news report to present their findings.
- Literature Circles

Formative Assessments:

- Journal
- Class Discussion
- Teacher Observations
- Do-Nows
- Literary Projects
- Sight Word Assessment
- Graphic Organizers
- Literature Discussion
- Literature Responses
- Questioning
- Writer’s Notebook
- Peer/Self Assessments
- Cooperative Learning Groups
- Writing Assignments
- Teacher Conferences
- Portfolios
- Running Records
- Presentations
- Visual Representations
- Kinesthetic Assessments
- Learning/Response Logs
- Presentations
- Visual representations
- Kinesthetic Assessments
- Individual Whiteboards
- Pre-Assessments
- Writing Workshop
- Conferencing
- Writing Assignments
- Working Portfolio
- Scoring Rubrics

Lesson Plans

Lesson	Timeframe
<p>Lesson 21</p> <p>“The World According to Humphrey”; “Make the Switch”</p> <ul style="list-style-type: none"> • Target Skill – Theme • Target Strategy – Summarize • Vocabulary Strategy-Multiple Meaning Words • Fluency – Accuracy • Decoding –VCV Pattern and Word Parts • Research Skills-Paraphrasing vs. Plagiarism • Grammar-Comparative and Superlative Adjectives and Adverbs • Spelling- Words with VCV Pattern • Writing-Writing to Inform: Summary 	<p>One Week</p>
<p>Lesson 22</p> <p>“I Could Do That!”; “Working for the Vote”</p> <ul style="list-style-type: none"> • Target Skill-Cause and Effect • Target Strategy-Infer/Predict • Vocabulary Strategies-Use a Dictionary • Fluency-Phrasing: Pauses • Decoding-Syllable Patterns and Word Parts • Research Skills-Improving Focus • Grammar-Negatives • Spelling- VCCV and VCV Patterns • Writing-Cause-and-Effect Paragraph 	<p>One Week</p>
<p>Lesson 23</p> <p>“The Ever-Living Tree”; “Towering Trees”</p> <ul style="list-style-type: none"> • Target Skill-Text and Graphic Features • Target Strategy-Monitor/Clarify • Vocabulary Strategies-Prefixes pre-, inter-, ex- 	<p>One Week</p>

<ul style="list-style-type: none"> • Fluency-Stress • Decoding-Difficult VCCV Patterns • Research Skills-Improving Focus • Grammar-Quotations • Spelling- Words with VCCV Pattern • Writing-Procedural Composition 	
<p>Lesson 24</p> <p>“Owen and Mzee: The True Story of a Remarkable Friendship”; “Sea Sanctuary”</p> <ul style="list-style-type: none"> • Target Skill-Compare and Contrast • Target Strategy- Analyze/Evaluate • Vocabulary Strategies-Suffixes –ed, -ly • Fluency-Intonation • Decoding-Words with VCCCV Pattern • Research Skills-Synthesizing Information • Grammar-More Commas • Spelling- Words with VCCCV Pattern • Writing-Prewrite: Research Report 	<p>One Week</p>
<p>Lesson 25</p> <p>The Fun They Had from Isaac Asmov: The Complete Stories”; “Technology for All Learners”</p> <ul style="list-style-type: none"> • Target Skill-Author’s Purpose • Target Strategy-Question • Vocabulary Strategies-Greek and Latin Word Parts meter, therm, aud, fac • Fluency-Adjust Rate to Purpose • Decoding-VV Pattern • Research Skills- Synthesizing/Creating a Works-Cited Page • Grammar-Proper Mechanics • Spelling- Words with VV Pattern 	<p>One Week</p>

- Writing- Write a Research Report

Additional Resources

Student Resources:

- Student Book
- Practice Book
- Leveled Readers The Magic of Teamwork; The Beltons' Imagination; A Dragon's View; Summer with Uncle Vince; The First Woman Doctor; A Champion of Change; The Writer Who Changed America; Shirley Chisholm; Plants of the Redwood Forest; Life Among the Redwoods; Gentle Redwood Giants; Animals of the Redwood Forest; Flying Into History; Helen Keller's Lifelong Friend; Champions on Ice; Helen Keller's Special Friend; The Linney Twins Get Cooking; A Hero Weighs In; Math Today and Tomorrow; Dex is a Hero
- Vocabulary Readers The Truth about Rodents; Mill Girls; Forever Green; Dangerous Waves; Remarkable Robots

Teacher Resources:

- Journeys Unit 5 – Teacher's Edition
- Vocabulary in Context Cards
- Ready Made Work Stations
- Grab and Go Kit
- Literacy Tool Kit

Modifications (ELL, Intervention, Enrichment)

English Language Learners (ELLs):

- Increase comprehensible input via:
 - visuals
 - gesturing
 - miming and roleplay
 - use of realia and manipulatives
 - simplified language / teacher talk / thinking aloud
- Strategies may include:
 - personal word walls / word rings
 - introducing key vocabulary before lesson
 - *total physical response* (TPR) activities
 - *cloze* activities
 - teacher modeling
 - pattern sentences (speaking and/or writing)
 - choral chanting
 - small group instruction / cooperative learning

- allowing for additional wait time for student responses during conversations
- scaffolding questions and instructional language
- allowing students to show or use gestures if not yet able to produce oral language
- modeled and shared writing activities
- providing a student buddy

Intervention:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Enrichment:

- Create an enhanced set of introductory activities (e.g. advanced organizers, concept maps, concept puzzles)
- Provide options, alternatives, and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities

504

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction
- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments
- Use behavioral management techniques consistently within a classroom and across classes
- Implement behavioral/academic contracts
- Utilize positive verbal and/or nonverbal reinforcements
- Utilize logical consequences
- Confer with the student's parents

IEP

- Listen to audio recordings instead of reading text
- Learn content from audiobooks, movies, videos and digital media instead of reading print versions
- Work with fewer items per page or line and/or materials in a larger print size
- Have a designated reader
- Hear instructions orally
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Use visual presentations of verbal material, such as word webs and visual organizers
- Be given a written list of instruction

Unit Overview

Content Area:
English Language Arts

Unit Title:
Paths to Discovery - Journeys Grade 4 - Unit 6; Houghton Mifflin Harcourt, 2012

Grade Level:

Fourth Grade

Unit Summary:

Fourth graders are introduced to key concepts related to comprehension, vocabulary, grammar, research, and decoding, while they learn that exploration leads people to discovery.

Learning Targets

Common Core Standards

Reading Literature

- 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- 4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- 4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- 4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- 4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- 4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
- 4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Informational Text

- 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- 4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- 4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- 4.8 Explain how an author uses reasons and evidence to support particular points in a text.

Reading Foundational Skills

- 4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and

morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

- 4.4a Read grade-level text with purpose and understanding.
- 4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- 4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

- 4.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- 4.1b Provide reasons that are supported by facts and details.
- 4.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- 4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- 4.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- 4.2e Provide a concluding statement or section related to the information or explanation presented.
- 4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- 4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- 4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- 4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

- 4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- 4.1b Follow agreed-upon rules for discussions and carry out assigned roles.
- 4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- 4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Language

- 4.2b Use commas and quotation marks to mark direct speech and quotations from a text.
- 4.2d Spell grade-appropriate words correctly, consulting references as needed.
- 4.3a Choose words and phrases to convey ideas precisely.
- 4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- 4.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- 4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Technology Standard(s) Number and Description

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.5.D.1 Understand the need for and use of copyrights.

8.1.5.D.2 Analyze the resource citations in online materials for proper use.

8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Unit Essential Questions:

- How does exploring nature build story events?
- What are the most important ideas about amphibians?
- How do facts about museums help shape opinions?
- What lessons can people learn by working for a cause?
- How does exploring nature help people form conclusions?

Unit Enduring Understandings:

- Exploration leads people to discovery.

Unit Learning Targets:

Students will...

- listen to fluent reading
- listen for story structure
- understand and use the Review Vocabulary words
- review Greek and Latin Roots
- listen for main idea and supporting details
- review analogies
- read words with analogies
- listen for facts and opinions
- review prefixes con-, com-, in-, im-
- use words with prefixes con-, com-, in-, im-
- listen for character traits and behaviors
- use origins to understand meaning
- listen for conclusions and generalizations
- review suffixes –er, -or, -ist
- read words with suffixes –er, -or, ist
- divide words into syllables
- decode words with common final syllables
- divide words into syllables
- decode words with common final syllables
- decode multisyllable words
- decode words with silent consonants
- recognize words with unusual spellings
- decode words with unusual spellings
- identify story structure
- visualize detail in the text
- make comparisons across texts
- identify the main ideas and supporting details
- ask questions that relate to the main ideas and supporting details
- identify fact and opinion

- monitor understanding of the text information while reading and clarify confusion
- understand characters' motivations and actions
- make inferences and predictions about characters' actions and behaviors
- draw conclusions and make generalizations
- summarize the most important parts of a text
- read fluently using expression to create a conversational, natural-sounding reading
- read fluently by phrasing using punctuation
- read fluently at an appropriate rate
- read fluently by phrasing using punctuation and grouping of words
- read fluently by monitoring accuracy and self-correcting
- spell words that have the final schwa + /r/ sound
- spell words that have the final schwa + /l/ sound
- spell words that have three syllables
- spell words that have silent consonants
- spell words that have unusual spelling patterns
- use and understand adjectives that compare
- use and understand adjectives and adverbs to compare
- use correct mechanics
- identify and use possessive pronouns
- replace repeated possessive nouns with possessive pronouns
- identify and use correct pronouns
- use and understand reflexive pronouns
- use pronoun contractions and homophones in speaking and writing
- identify the features of poetry
- write a poem with sensory details
- identify the features of a journal entry
- identify the features of a public service announcement
- write a public service announcement
- study and evaluate writing in multiple genres
- use the writing process to plan a multigenre collage
- discuss and apply tips for viewing a dramatic performance

- share and compare what you read
- discuss and apply tips for oral presentations
- discuss symbols and images in media

Evidence of Learning

Summative Assessments

- Writer’s Workshop/Conferencing
- Pretest, Test and Daily Work
- Final Drafts
- Showcase Portfolio
- Fountas & Pinell Benchmark Assessment System
- Reading Assessment/Running Records
- District Benchmarks
- End-of-Unit or Chapter Tests
- Oral Presentation
- Reflective journal
 - • Unit Project-“News Broadcast”

Students will create a news broadcast about the discoveries described in the selections
- Literature Circles

Formative Assessments:

- Journal
- Class Discussion
- Teacher Observations
- Do-Nows
- Literary Projects
- Sight Word Assessment
- Graphic Organizers
- Literature Discussion
- Literature Responses
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- Working Portfolio
- Scoring Rubrics

Lesson Plans

Lesson

Timeframe

<p>Lesson 26</p> <p>“The Girl Who Loved Spiders”; “Web Wise”; “The Spider/Spider Ropes”</p> <ul style="list-style-type: none"> • Target Skill – Story Structure • Target Strategy – Visualize • Vocabulary Strategy-Greek and Latin Roots • Fluency – Expression • Decoding –Common Final Syllables • Grammar-Making Comparisons • Spelling-Final Schwa + /r/ Sound • Writing-Multigenre Writing: Poem 	<p>One Week</p>
<p>Lesson 27</p> <p>“Amphibian Alert!”; “The Frog in the Milk Pail”; “Toad by the Road/The Poison-Dart Frog”</p> <ul style="list-style-type: none"> • Target Skill-Main Idea and Details • Target Strategy-Question • Vocabulary Strategies-Analogies • Fluency-Phrasing: Punctuation • Decoding- More Final Syllables • Grammar-More Comparisons • Spelling- Final Schwa + /l/ Sound • Writing-Multigenre Writing Focus Trait: Voice 	<p>One Week</p>
<p>Lesson 28</p> <p>“Museums: Worlds of Wonder”; “Making the Most from Trash”; “Dinosaur Bone/Museum Farewell”</p> <ul style="list-style-type: none"> • Target Skill-Fact and Opinion • Target Strategy-Monitor/Clarify • Vocabulary Strategies-Prefixes con-, com-, in-, im- 	<p>One Week</p>

<ul style="list-style-type: none"> • Fluency-Rate • Decoding-Stress in Multi-Syllable Words • Grammar-Possessive Pronouns • Spelling- Three Syllable Words • Writing-Multigenre Collage Focus Trait: Organization 	
<p>Lesson 29</p> <p>“Save Timber Woods!”; “Following Muir: A Persuasive Essay”; “The Comb of Trees/Enjoy the Earth”</p> <ul style="list-style-type: none"> • Target Skill-Understanding Characters • Target Strategy- Infer/Predict • Vocabulary Strategies-Word Origins • Fluency-Phrasing: Pauses • Decoding-Words with Silent Consonants • Grammar-Correct Pronouns • Spelling- Words with Silent Consonants • Writing-Multigenre Collage Focus Trait: Ideas 	<p>One Week</p>
<p>Lesson 30</p> <p>“Mystery at Reed’s Pond”; “A Big Python Problem”; “Naming the Turtle/Greater Flamingo”</p> <ul style="list-style-type: none"> • Target Skill-Conclusions and Generalizations • Target Strategy-Summarize • Vocabulary Strategies-Suffixes –er, -or, -ist • Fluency-Accuracy and Self-Correction • Decoding-Unusual Spellings • Grammar-Pronoun Contractions • Spelling- Unusual Spellings • Writing- Draft, Revise, Edit, Publish: Multigenre Collage 	<p>One Week</p>

Additional Resources

Student Resources:

- Student Book
- Practice Book
- Trade Books: Justin and the Best Bisucits in the World, Phineus L. MacGuire gets Slimed, Sea Turtles: Ocean Nomads

Teacher Resources:

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Modifications (ELL, Intervention, Enrichment)

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