

Dates (months & days) These dates are estimates only and include a cushion at the end of the year	Unit/Content What topics will be taught and learned? What is the essential vocabulary for the unit? What do students need to know? Topic Vocabulary		Skills What do students have to be able to do related to the content?	Essential Questions What are the fundamental, enduring questions that will guide study and instruction?	CCSS & WIDA What benchmarks will be achieved through this topic? ~ Instruction What activities will be used to develop the skills and knowledge?	Resources What materials, texts, videos, Internet, software, or human resources support instruction?	Assessment What evidence (products and/or performances/ will be collected to establish that the Content and Skills have been learned?
Unit 1 Part 1	Living Tradition Focus: Cultural Traditions	Key Vocabulary: Social Studies Vocabulary: craft, musical, perform, pottery, tradition, weave Academic Vocabulary: create, culture, express, medium, style Basic Vocabulary: The Arts: act in a play, dance to the music, draw a picture, paint a picture, play the drums, play the guitar, play the piano, sing a song, take a picture, write a story	Language Function: -Express Feelings -Agree and Disagree -Complete Sentences -Simple Subjects and Predicates -Listen for Implicit Ideas -Use Nonverbal Cues -Interview Reading Strategies: -Plan and Monitor -Main Idea and Details -Questions and Answers -Quotations -Phrasing -Accuracy and Rate Writing:	How important are traditions? Part 1: How can traditions shape who we are?	RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (T18-19, T29) RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text. (T12, T18-19) RI.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. (T13) RI.4.10: By the end of the 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. (T10-T24-25) RF.4.4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. (T13) W.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. (T9) L.4.1f: Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (T7a, T35a-35, T36g) L.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. (T28, T35) Listening - Comprehension Strategies Level 1: Point to letter combinations, words, parts of books or illustrations in response to teachers' reading of illustrated books to show comprehension. (T7, T10, T12, T29a) Level 5: Connect information from oral reading of grade-level material to demonstrate comprehension strategies (e.g., "Show me two sentences that go together.") (cause/effect, problem/solution, goal/outcome, compare/contrast) T16-17) Reading - Fact or Opinion Level 2: Identify language associated with fact in fiction or non-fiction illustrated paragraphs (e.g., "I know that..." "It could be..." (T14-15)	Josh Ponte: A Musical Journey (student book) Shaped by Tradition (student book) Teacher Edition – Volume 1 T2a – T36g Sing with Me Language Songs – Level F Practice Masters: 1.1: Living Traditions 1.2: Street Fair 1.3: Family Gathering 1.4: Josh Ponte: A Musical Journey 1.5: Let's Agree 1.6: Josh Ponte: A Musical Journey 1.7: Josh Ponte: A Musical Journey 1.8: Shaped by Tradition 1.9: Compare Author's Purpose 1.10: Is It Complete? NGReach.com <ul style="list-style-type: none"> ● Build Background Video ● Key Word Images ● Language Builder Picture Cards ● eVisual 1.1 ● eVisual 1.2 ● eVisual 1.3 ● eVisual 1.4 	Unit 1 – Part 1 - Key Words Test – Content Words Unit 1 – Part 1 - Key Words Test – Academic Vocabulary Unit 1 – Part 1 - Oral Language Rubrics – Optional Daily observations – participation and practice masters work

			<p>Daily writing tasks</p> <p>Genre: -Interview -Biography</p>		<p>Level 3: Differentiate between statements of fact and opinion found in various illustrated reading selections. (T14-15)</p> <p>Reading - Fluency Strategies</p> <p>Level 1: Use cues for sounding out unfamiliar words with accompanying visuals (T8, T12)</p> <p>Level 3: Show how to use punctuation cues to facilitate expression and fluency with visually supported text. (T24-25)</p> <p>Level 4: Identify self-monitoring and self-correcting strategies to increase fluency with visually supported text. (T27c)</p> <p>Listening - Explicit & Inferential Information</p> <p>Level 3: Project next in sequence from oral discourse on narrative or expository material supported by illustrations. (T14-15)</p> <p>Level 5: Make connections and draw conclusions from oral discourse using grade-level materials. (T16-17, T32-33)</p> <p>Reading - Main Ideas & Details</p> <p>Level 1: Find identifying information illustrative of main ideas from illustrations, words or phrases. (T6a-6, T18-19, T27c-27, T29)</p> <p>Level 2: Sort main ideas and details from sentences using visual support and graphic organizers. (T6a-6, T27c-27)</p> <p>Level 3: Match main ideas with their details from paragraphs using visual support and graphic organizers. (T6a-6, T27c-27)</p> <p>Level 4: Interpret text to identify main ideas and details from multiple paragraphs using visual or graphic support. (T6a-6, T27c-27)</p> <p>Level 5: Form or infer main ideas from details using grade-level materials. (T6a-6, T18-19, T27c-27, T29)</p>	<ul style="list-style-type: none"> ● eVisual 1.5 ● eVisual 1.6 ● eVisual 1.7 ● eVisual 1.8 ● eVisual 1.9 ● eVisual 1.10 ● eVisual 1.11 ● eVisual 1.12 ● eVisual 1.13 ● eVisual 1.14 ● eVisual 1.15 <p>Leveled Books: (See attached Lesson Plans for each book)</p> <p>Fiction Books:</p> <p><u>At the Crossroads</u> by Rachel Isadora</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Crossroads ● Distant ● Guitar ● Rumble ● Waiting <p><u>Tea with Milk</u> by Allen Say</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Department ● Foreigner ● Homeland ● Marry ● Worst <p><u>The Red Lantern Festival</u> by Janet Stutley</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Festival ● Lanterns ● Palace ● Parade ● Tradition <p>Non-Fiction Books:</p> <p><u>El Dia De Los Muertos</u> by Mary Dodson Wade</p>	
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						<p>Key Words:</p> <ul style="list-style-type: none">• Celebrate• Cemetery• Glow• Graves• Spirit <p><u>In My Family/En Mi Familia</u> by Carmen Lomas Garza</p> <p>Key Words:</p> <ul style="list-style-type: none">• Cactus• Dozens• Easter• Peace• Toad <p><u>Harvest Festivals</u> by Gare Thompson</p> <p>Key Words:</p> <ul style="list-style-type: none">• Celebrate• Feast• Festival• Important• Worship <p><u>National Geographic Explorer!</u> <u>Vanishing Cultures</u> by Wade Davis (Pioneer Edition)</p> <p>Key Words:</p> <ul style="list-style-type: none">• Arrow• Cultures• Forest• Jungle• Nomads• Tribe <p><u>Vanishing Cultures</u> by Wade Davis (Pathfinder Edition)</p> <p>Key Words:</p> <ul style="list-style-type: none">• Anthropologist• Cultures• Famine• Habitat• Nomads• Tribe	
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						Additional Resources: <ul style="list-style-type: none"> • Language and Literacy Teamwork Activities • Cross-Curricular Teamwork Activities 	
Unit 1 Part 2	Living Traditions Focus: Family Traditions and Customs	Key Vocab: Social Studies Vocab: ancestor, ceremony, marriage, occasion, ritual Academic Vocab: belief, custom, influence, relationship, role Basic Vocab: Family: aunt, family, grandfather, grandmother, mother, brother, niece, father, granddaughter, grandson, son, uncle, cousin, daughter, sister, nephew	Language Functions: -Ask for and Give Information -Compound Subjects -Compound Predicates -Subject-Verb Agreement -Give Instructions -Self-Monitor and Self-Correct Reading Strategies: -Plan and Monitor -Plot -Character and Setting -Narrator -Expression -Accuracy and Rate Writing: Daily writing tasks Genre: -Folk Tale -Magazine Article	How important are traditions? Part 2: How do traditions help guide us?	RF.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (T45) RF.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text. (T54-55) RL.4.3: Describe in depth of 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). (T46-47, T48-49) RL.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). (T50-51, T52-53, T54-55, T60) RL.4.7: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (T66a) RL.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. (T44-T56-57) RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (T62) RI.4.10: By the end of the 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. (T61a-63) RF.4.4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. (T45) b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (T64) W.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.) (T66k-T69) W.4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on pages 28 and 29). (T67a-69) W.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. (T66k-69) SL.4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (T69)	Martina the Beautiful Cockroach (student Book) Coming of Age (student book) Teacher Edition – Volume 1 T36i – T71a Sing with Me Language Songs – Level F Practice Master: 1.11: Plot of a Story 1.12: The Twins’ Birthday Party 1.13: Martina the Beautiful Cockroach 1.14: Spin, Create, and Say Aloud 1.15: Word Race 1.16: Martina the Beautiful Cockroach 1.17: Martina the Beautiful Cockroach 1.18: Coming of Age 1.19: Compare Content 1.20: Please Agree 1.21: Focus and Coherence 1.22: 5W’s Chart 1.23: Revise 1.24: Edit and Proofread NGReach.com <ul style="list-style-type: none"> • Build Background Video • Key Word Images • Language Builder Picture Cards • eVisual 1.16 • eVisual 1.17 	Unit 1 – Part 2 - Key Words Test – Content Words Unit 1 – Part 2 - Key Words Test – Academic Vocabulary Unit 1 – Part 2 - Oral Language Rubrics – Optional Daily observations – participation and practice masters work

				<p>L.4.2d: Spell grade-appropriate words correctly, consulting references as needed. (T69a)</p> <p>L.4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely. (T67c-67)</p> <p>c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (T66k)</p> <p>L.4.5b: Recognize and explain the meaning of common idioms, adages, and proverbs. (T60, T65)</p> <p>L.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., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal reservation). (T59a-59b)</p> <p>Listening - Comprehension Strategies</p> <p>Level 1: Point to letter combinations, words, parts of books or illustrations in response to teachers' reading of illustrated books to show comprehension. (T54-55, T61a)</p> <p>Level 5: Connect information from oral reading of grade-level material to demonstrate comprehension strategies (e.g., "Show me two sentences that go together.") (cause/effect, problem/solution, goal/outcome, compare/contrast) (T54-55)</p> <p>Speaking - Folklore</p> <p>Level 1: Answer WH- or choice questions about characters, settings, or situations in folktales from peers in L1 or L2. (T48-49)</p> <p>Level 2: Describe characters, settings, or situations in folktales to peers in L1 or L2. (T46-47, T48-49)</p> <p>Level 3: Provide details of characters, settings, or situations in folktales to peers. (T46-47, T48-49, T50-51, T52-53, T54-55, T59c-59)</p> <p>Level 4: Develop and enact scenarios from characters, settings, or situations in folktales with peers. (T66c-66d)</p> <p>Reading - Fluency Strategies</p> <p>Level 1: Use cues for sounding out unfamiliar words with accompanying visuals. (T40, T44)</p> <p>Level 4: Identify self-monitoring and self-correcting strategies to increase fluency with visually supported text. (T59c)</p> <p>Level 5: Apply strategies to adjust pace and expression while reading orally. (T50-51, T58c)</p> <p>Writing - Editing & Revising</p> <p>Level 1: Produce personal word/phrase lists from labeled pictures and check with a partner for edits and revision. (T42b)</p> <p>Level 3: Create phrases/short sentences from models and check with a partner for edits and revision. (T67, T68a-68, T69a-69)</p>	<ul style="list-style-type: none"> ● eVisual 1.18 ● eVisual 1.19 ● eVisual 1.20 ● eVisual 1.21 ● eVisual 1.22 ● eVisual 1.23 ● eVisual 1.24 ● eVisual 1.25 ● eVisual 1.26 ● eVisual 1.27 ● eVisual 1.28 ● eVisual 1.29 ● eVisual 1.30 ● eVisual 1.31 ● eVisual 1.32 ● eVisual 1.33 ● eVisual 1.34 ● eVisual 1.35 <p>Leveled Books: (See attached Lesson Plans for each book)</p> <p>Fiction Books:</p> <p><u>A Picnic in October</u> by Eve Bunting</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Braid ● Dock ● Millions ● October ● Statue <p><u>How My Parents Learned to Eat</u> by Ina R. Friedman</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Chopsticks ● Fork ● Knives ● Restaurant ● Taught <p><u>The Big Catch</u> by Gare Thompson</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Ancestors ● Catch 	
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					<p>Level 3: Edit and revise guided writing (e.g., for conventions and structures) based on teacher feedback. (T68a-68, T69a-69)</p> <p>Level 4: Edit and revise writing (e.g., using word processing or rubrics) based on class or peer reviews. (T68a-68, T69a-69)</p> <p>Level 5: Self-assess to edit and revise writing to produce final drafts. (T68a-68, T69a-69)</p> <p>Listening - Explicit & Inferential Information</p> <p>Level 3: Project next in a sequence from oral discourse on narrative or expository material supported by illustrations. (T38a-38, T59c-59, T63)</p> <p>Speaking - Story Elements & Types of Genres</p> <p>Level 2: Describe story elements of various genres supported by illustrations. (T38a-38, T46-47, T48-49, T50-51, T52-53, T54-55, T59c-59)</p> <p>Writing - Conventions & Mechanics</p> <p>Level 4: Revise illustrated paragraphs according to use of specified conventions or mechanics (e.g., combine sentences to make appositives) (T69a-69)</p> <p>Level 5: Provide examples and reasons for use of specified conventions or mechanics (e.g., “Why do we need commas?”) (T65a-65)</p>	<ul style="list-style-type: none"> ● Customer ● Neighborhood ● Tradition <p><u>Non-Fiction Books:</u></p> <p><u>This Is the Way We Eat Our Food</u> by Laine Falk Key Words:</p> <ul style="list-style-type: none"> ● Around ● Finished ● Fork ● Sip ● Tool <p><u>I Am Indian American</u> by Jane Stuart Key Words:</p> <ul style="list-style-type: none"> ● Actually ● Continent ● Patterns ● Respect ● Spices <p><u>Mexico: Cultures and Celebrations</u> by Greg Banks Key Words:</p> <ul style="list-style-type: none"> ● Ancestors ● Language ● National ● Pottery ● Victory <p><u>National Geographic Explorer!</u> <u>Culture Clash</u> by Peter Winkler and Fran Downey (Pioneer Edition) Key Words:</p> <ul style="list-style-type: none"> ● Culture ● Empire ● Explorers ● Guest ● Language ● Prisoner 	
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						<p><u>Culture Clash</u> by Peter Winkler and Fran Downey (Pathfinder Edition) Key Words:</p> <ul style="list-style-type: none"> • Conquistador • Culture • Explorers • Immunity • Language • Migrated <p>Additional Resources:</p> <ul style="list-style-type: none"> • Language and Literacy Teamwork Activities • Cross-Curricular Teamwork Activities 	
Unit 2 Part 1	<p>Animal Intelligence</p> <p>Focus: Animal Behavior</p>	<p>Key Words:</p> <p>Science Vocab: adaptation, defend, predator, prey, trait</p> <p>Academic Vocab: behavior, characteristics, response, strategy, survival</p> <p>Basic Vocab: Food: chicken, chips, salsa, egg, hamburger, hot dog, pizza, salad, sandwich, soup, taco</p>	<p>Language Function: -Express Ideas -Engage in Discussion -Kinds of Sentences -Questions -Listen Actively -Find Patterns in Language</p> <p>Reading Strategies: -Make Connections -Analyze Characters -Dialogue -Expression -Accuracy and Rate</p> <p>Writing: Daily writing tasks</p> <p>Genre:</p>	<p>Just how smart are animals?</p> <p>Part 1: What can we learn from animals?</p>	<p>RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (T84-85, T92-93, T99)</p> <p>RL.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). (T83, T84-85, T100-101)</p> <p>RL.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). (T90-91)</p> <p>RL.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. (T99, T100-101)</p> <p>RL.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. (T104a-104)</p> <p>RL.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. (T82-T84-85)</p> <p>RF.4.4: Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> Read on-level text with purpose and understanding. (T99) Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (T92-93) <p>W.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. (T106b)</p> <p>SL.4.1b: Follow agreed-upon rules for discussions and carry out assigned roles. (T80a, T98a)</p>	<p><u>Love and Roast Chicken</u> (student book)</p> <p><u>Mouse Deer and Farmer</u> (student book)</p> <p>Teacher Edition – Volume 1 T72a – T106h</p> <p>Sing with Me Language Songs – Level F</p> <p>Practice Masters: 2.1: Animal Intelligence 2.2: Tell About a Character 2.3: The Prickly Porcupine 2.4: Love and Roast Chicken: A Trickster Tale from the Andes Mountains 2.5: You Asked, Didn’t You? 2.6: Love and Roast Chicken 2.7: Love and Roast Chicken 2.8: Compare Characters’ Adventures 2.9: It’s Not So Tricky!</p> <p><u>NGReach.com</u></p> <ul style="list-style-type: none"> • Build Background Video • Key Word Images 	<p>Unit 2 – Part 1 - Key Words Test – Content Words</p> <p>Unit 2 – Part 1 - Key Words Test – Academic Vocabulary</p> <p>Unit 2 – Part 1 - Oral Language Rubrics – Optional</p> <p>Daily observations – participation and practice masters work</p>

			-Trickster Tale		<p>SL.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. (T80a, T98a)</p> <p>SL.4.1d: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (T80a, T98a)</p> <p>L.4.1g: Correctly use frequently confused words (e.g., to, too, two; there, their). (T98)</p> <p>L.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. (T105)</p> <p>L.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., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservations</i>, and <i>endangered</i> when discussing animal reservation). (T98a)</p> <p>Listening - Comprehension Strategies</p> <p>Level 1: Point to letter combinations, words, parts of books or illustrations in response to teachers' reading of illustrated books to show comprehension. (T83a)</p> <p>Level 2: Gesture during shared reading of illustrated stories or trade books (e.g., giving thumbs-up/thumbs-down signals) to show comprehension. (T88-T89)</p> <p>Level 4: Respond non-verbally to teachers or peers (e.g., during guided reading) to demonstrate comprehension strategies. (T88-T89)</p> <p>Speaking - Folklore</p> <p>Level 1: Answer WH- or choice questions about characters, settings, or situations in folktales from peers in L1 or L2. (T83, T84-T85, T86-T87, T88-T89, T92-T93)</p> <p>Level 2: Describe characters, settings, or situations in folktales to peers in L1 or L2. (83, T84-T85, T86-T87, T92-T93, T96c-T96, T97c-T97, T99, T100-T101, T102-T103, T104a-T104)</p> <p>Level 3: Provide details of characters, settings, or situations in folktales to peers. (T83, T84-T85, T86-T87, T86-T87, T88-T89, T92-T93, T97c-T97, T100-T101, T102-T103, T104a-T104)</p> <p>Level 4: Develop and enact scenarios from characters, settings, or situations in folktales with peers. (T106c-T106d)</p> <p>Level 5: Make up folktales about imaginary characters, settings, or situations and share with peers. (T106c-T106d)</p> <p>Reading - Fluency Strategies</p> <p>Level 1: Use cues for sounding out unfamiliar words with accompanying visuals. (T78)</p> <p>Level 4: Identify self-monitoring and self-correcting strategies to increase fluency with visually supported text. (T97c)</p> <p>Level 5: Apply strategies to adjust pace and expression while reading orally. (T92-T93, T96c)</p> <p>Writing - Narratives</p>	<ul style="list-style-type: none"> ● Language Builder Picture Cards ● eVisual 2.1 ● eVisual 2.2 ● eVisual 2.3 ● eVisual 2.4 ● eVisual 2.5 ● eVisual 2.6 ● eVisual 2.7 ● eVisual 2.8 ● eVisual 2.9 ● eVisual 2.10 ● eVisual 2.11 ● eVisual 2.12 ● eVisual 2.13 ● eVisual 2.14 ● eVisual 2.15 ● eVisual 2.16 ● eVisual 2.17 ● eVisual 2.18 <p>Leveled Books: (See attached Lesson Plans for each book)</p> <p>Fiction Books:</p> <p><u>An Interview with Harry the Tarantula</u> by Leigh Ann Tyson</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Breathe ● Burrow ● Cricket ● Hind ● Poison <p><u>Dolphin Rescue</u> by Glen Phelcan</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Blowhole ● Echo ● Mammal ● Shark ● Surface <p><u>The World According to Humphrey</u> by Betty G. Birney</p> <p>Key Words:</p>	
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					<p>Level 4: Narrate a series of illustrated events using paragraph transitions in narrative form based on models and peer edits. (T106b)</p> <p>Level 5: Produce grade-level narrative stories or reports using process writing. (T106b)</p> <p>Listening - Explicit & Inferential Information</p> <p>Level 5: Make connections and draw conclusions from oral discourse using grade-level materials. (T83, T86-T87)</p> <p>Speaking - Story Elements & Types of Genres</p> <p>Level 2: Describe story elements of various genres supported by illustrations. (T76a-T76, T83, T84-T85, T99)</p> <p>Level 3: Summarize story lines, issues or conflicts in various genres supported by illustrations. (T90-T91, T102-T103)</p>	<ul style="list-style-type: none"> ● According ● Anxious ● Creatures ● Humans ● Stroked <p><u>Non-Fiction Books:</u></p> <p><u>What Did One Elephant Say to the Other?</u> by Becky Baines</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Calves ● Danger ● Greet ● Grumble ● Trumpet <p><u>Creepy Creatures</u> by Sneed B. Collard III</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Control ● Prey ● Scales ● Shark ● Tentacles <p><u>Do Animals Have Feelings Too?</u> by David L. Rice</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Devotion ● Grief ● Happiness ● Loyalty ● Mate <p>National Geographic Explorer!</p> <p><u>Dogs at Work</u> by Terrell Smith (Pioneer Edition)</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Breed ● Disease ● Rescue ● Search ● Service ● Skills 	
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						<p><u>Dogs at Work</u> by Terrell Smith (Pathfinder Edition) Key Words:</p> <ul style="list-style-type: none"> • Breed • Commands • Disabilities • Impaired • Rescue • service <p>Additional Resources:</p> <ul style="list-style-type: none"> • Language and Literacy Teamwork Activities • Cross-Curricular Teamwork Activities 	
Unit 2 Part 2	<p>Animal Intelligence</p> <p>Focus: Animal Intelligence</p>	<p>Key Words:</p> <p>Science Vocab: command, imitate, memory, pattern, skill, tool</p> <p>Academic Vocab: ability, communication, inherit, language, learn</p> <p>Basic Vocab: Greetings and Good-Byes: Hi/Hey, Hello/Hello, Hi there/Hello, Hello/Good Morning, Bye/See you</p>	<p>Language Function: -Engage in Conversation -Tell an Original Story -Compound Sentences -Complex Sentences -Understand Compound Sentences -Use Gestures and Expressions -Relate to Personal Experience</p> <p>Reading Strategies: -Make Connections -Main Idea and Details</p>	<p>Just how smart are animals?</p> <p>Part 2: How do animals show their intelligence?</p>	<p>RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (T116-117, T118-119) RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text. (T132-133, T134-135) RI.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. (T115, T116-117, T120-121, T122-123, T132-133, T134-135) RI.4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (T136a-136) RI.4.10: By the end of the 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. (T114, T126-127) RF.4.3: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. (T115) W.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). (T138k-T141) W.4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4). (T139a-T141) W.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. (T141)</p>	<p><u>Animal Smarts</u> (student book)</p> <p><u>The Clever Chips of Fongoli</u> (student book)</p> <p>Teacher Edition – Volume 1 T106i – T143a</p> <p>Sing with Me Language Songs – Level F</p> <p>Practice Masters: 2.10: Identify Main Idea and Details 2.11: Cat and Mouse 2.12: Animal Smarts 2.13: Why or When? 2.14: Animal Smarts 2.15: Animal Smarts 2.16: The Clever Chimps of Fongoli 2.17: Compare Information 2.18: The Game of Coordination 2.19: Development of Ideas 2.20: Main Idea Diagram 2.21: Revise</p>	<p>Unit 2 – Part 2 - Key Words Test – Content Words</p> <p>Unit 2 – Part 2 - Key Words Test – Academic Vocabulary</p> <p>Unit 2 – Part 2 - Oral Language Rubrics – Optional</p> <p>Daily observations – participation and practice masters work</p>

		<p>later, Good-bye. Have a nice day./Good-By e, See you soon/Bye, Good-bye/Good- bye</p>	<p>-Photographs and Captions -Writer's Style -Intonation -Accuracy and Rate</p> <p>Writing: Daily writing tasks</p> <p>Genre: -Science Article</p>		<p>W.4.10: Writing 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. (T138b)</p> <p>SL.4.1: Engage effectively in a range of collaborative discussions (one-to-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly. (T138c-T138d)</p> <p>SL.4.1b: Follow agreed-upon rules for discussions and carry out assigned roles. (T106, T128c, T138c-T138d)</p> <p>SL.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. (T138c-T138d)</p> <p>SL.4.1d: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (T106, T138g)</p> <p>SL.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. (T112a, T130a)</p> <p>SL.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. (T139c, T140, T141)</p> <p>L.4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization. (T141a)</p> <p>c. Use a comma before a coordinating conjunction in a compound references as needed. (T137a-T137, T141)</p> <p>L.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). (T138k, T141)</p> <p>L.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. (T130)</p> <p>Listening - Comprehension Strategies</p> <p>Level 1: Point to letter combinations, words, parts of books or illustrations in response to teachers' reading of illustrated books to show comprehension. (T114)</p> <p>Level 5: Connect information from oral reading of grade-level material to demonstrate comprehension strategies (e.g., "Show me two sentences that go together.") (T122-123)</p> <p>Reading - Informational Text</p> <p>Level 1: Identify and use common text features (headings, photos, captions, graphs) found in illustrated informational texts to answer questions as a class or with a partner. (T115, T116-117, T122-123, T126-127, T131)</p> <p>Level 2: Sequence events or steps in a process in illustrated informational texts as a class or with a partner, (T124-125)</p>	<p>2.22: Edit and Proofread</p> <p><u>NGReach.com</u></p> <ul style="list-style-type: none"> ● Build Background Video ● Key Word Images ● Language Builder Picture Cards ● eVisual 2.19 ● eVisual 2.20 ● eVisual 2.21 ● eVisual 2.22 ● eVisual 2.23 ● eVisual 2.24 ● eVisual 2.25 ● eVisual 2.26 ● eVisual 2.27 ● eVisual 2.28 ● eVisual 2.29 ● eVisual 2.30 ● eVisual 2.31 ● eVisual 2.32 ● eVisual 2.33 ● eVisual 2.34 ● eVisual 2.35 ● eVisual 2.36 ● eVisual 2.37 ● eVisual 2.38 <p>Leveled Books: (See attached Lesson Plans for each book)</p> <p>Fiction Books:</p> <p><u>Mouse –Deer Must Be Quick</u> by Constance Foland</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Angry ● Guarding ● Licked ● Tiger ● Trick <p><u>My Buddy</u> by Audrey Osofsky</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Commands ● Disease 	
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				<p>Level 3: Sort main ideas and details in illustrated informational articles or books using graphic organizers or physical activity. (T129c, T129, T138h)</p> <p>Level 4: Compare/contrast information read in illustrated articles or books using graphic organizers or physical activity. (T136a, T136)</p> <p>Level 5: Synthesize information read in informational texts to form opinions on the subject/topic. (T126-127)</p> <p>Reading - Fluency Strategies</p> <p>Level 1: Use cues for sounding out unfamiliar words with accompanying visuals. (T110, T114)</p> <p>Level 4: Identify self-monitoring and self-correcting strategies to increase fluency with visually supported text. (T129c)</p> <p>Level 5: Apply strategies to adjust pace and expression while reading orally. (T122-123)</p> <p>Writing - Editing & Revising</p> <p>Level 2: Create phrases/short sentences from models and check with a partner for edits and revision. (T139, T140a-140, T141a-141)</p> <p>Level 3: Edit and revise guided writing (e.g., for conventions and structures) based on teacher feedback. (T140a-140, T141a-141)</p> <p>Level 4: Edit and revise writing (e.g., using word processing or rubrics) based on class or peer reviews. (T140a-140, T141a-141)</p> <p>Level 5: Self-assess to edit and revise writing to produce final drafts. (T140a-140, T141a-141)</p> <p>Listening - Explicit & Inferential Information</p> <p>Level 3: Project next in a sequence from oral discourse on narrative or expository material supported by illustrations. (T124-125)</p> <p>Level 5: Make connections and draw conclusions from oral discourse using grade-level materials. (T131, T134-135)</p> <p>Speaking - Story Elements & Types of Genres</p> <p>Level 3: Summarize story lines, issues or conflicts in various genres supported by illustrations. (T116-117)</p> <p>Level 4: Discuss relationships among ideas or offer opinions on issues in various genres supported by illustrations. (T120-121)</p> <p>Reading - Main Ideas & Details</p> <p>Level 1: Find identifying information illustrative of main ideas from illustrations, words or phrases. (T108a-108, T115, T129c-129, T132-133, T134-135)</p> <p>Level 2: Sort main ideas and details from sentences using visual support and graphic organizers. (T108a-108, T129c-129)</p> <p>Level 3: Match main ideas with their details from paragraphs using visual support and graphic organizers. (T108a-108, T129c-129)</p> <p>Level 4: Interpret text to identify main ideas and details from multiple paragraphs using visual or graphic support. (T108a-108, T129c-129)</p> <p>Level 5: Form or infer main ideas from details using grade-level materials. (T108a-108, T115, T129c-129, T132-133, T134-135)</p> <p>Writing - Conventions & Mechanics</p>	<ul style="list-style-type: none"> ● Obey ● Service ● Wheelchair <p><u>Animal Trainer</u> by Susan Koehler Key Words:</p> <ul style="list-style-type: none"> ● Behavior ● Dolphin ● Perform ● Target ● Trainer <p>Non-Fiction Books: <u>Good Dog!</u> by Susan Ring Key Words</p> <ul style="list-style-type: none"> ● Contest ● Energy ● Guide ● Missing ● Roam <p><u>Animal Masterminds</u> by Catherine Nichols Key Words:</p> <ul style="list-style-type: none"> ● Chimpanzee ● Experiments ● Parrot ● Scientist ● Squawk <p><u>Koko's Kitten</u> by Dr. Francine Patterson Key Words:</p> <ul style="list-style-type: none"> ● Communicate ● Gorilla ● Kitten ● Language ● Understand <p>National Geographic Explorer! <u>Do Elephants Talk?</u> by Peter Winkler (Pioneer Edition) Key Words:</p>	
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					<p>Level 1: Identify basic conventions or mechanics in text (e.g., use of capital letters) (T141a)</p> <p>Level 2: Differentiate uses of conventions or mechanics in illustrated passages (e.g., those that end in periods or question marks) (T141a)</p> <p>Level 3: Relate when to use conventions or mechanics in illustrated passages (e.g., commas to indicate a series) (T109a, T137a-137)</p> <p>Level 4: Revise illustrated paragraphs according to use of specified conventions or mechanics (e.g., combine sentences to make appositives) (T141a-141)</p> <p>Level 5: Provide examples and reasons for use of specified conventions or mechanics (e.g., “Why do we need comma?”) (T109a, T137a-137)</p>	<ul style="list-style-type: none"> ● Calves ● Habitat ● Herd ● Language ● Regions ● Wilderness <p><u>Do Elephants Talk?</u> by Peter Winkler (Pathfinder Edition) Key Words:</p> <ul style="list-style-type: none"> ● Calves ● Extinction ● Scientists ● Language ● Tusks ● Wilderness <p>Additional Resources:</p> <ul style="list-style-type: none"> ● Language and Literacy Teamwork Activities ● Cross-Curricular Teamwork Activities 	
Unit 3 Part 1	<p>Amazing Places</p> <p>Focus: Visualizing Other Places</p>	<p>Key Words: Social Studies Vocab: continent, country, equator, globe, hemisphere, inhabitant, map</p> <p>Academic Vocab: border, imagine, range, suggest, transport</p> <p>Basic Vocab: Places in the World:</p>	<p>Language Function: -Give and Follow Directions -Give, Restate, and Follow Directions -Plural Nouns with <i>-s</i>, <i>-es</i> -Nouns and Articles <i>a</i>, <i>an</i>, <i>the</i> -Listen for Important Details -Ask for Clarification</p> <p>Reading Strategies:</p>	<p>Why learn about other places?</p> <p>Part 1: What helps us imagine the world?</p>	<p>RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (T156-157, T170)</p> <p>RL.4.2: Determine a theme of a story, drama, or a poem from details in the text; summarize the text. (T148a-148, T160-161, T162-163, T164, T167c-167)</p> <p>RL.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). (T156-157, T162-163)</p> <p>RL.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). (T155, T164)</p> <p>RL.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. (T154-T165)</p> <p>RF.4.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context. (T154)</p> <p>RF.4.4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding. (T155)</p>	<p><u>How I Learned Geography</u> (student book)</p> <p><u>Tortillas Like Africa</u> (student book)</p> <p>Teacher Edition – Volume 1 T144a – T174h</p> <p>Sing with Me Language Songs – Level F</p> <p>Practice Masters: 3.1: Amazing Places 3.2: Story Theme 3.3: Kate’s Treasure Map 3.4: How I Learned Geography 3.5: In a Box Game 3.6: How I Learned Geography 3.7:How I Learned Geography 3.8: Tortillas Like Africa</p>	<p>Unit 3 – Part 1 - Key Words Test – Content Words</p> <p>Unit 3 – Part 1 - Key Words Test – Academic Vocabulary</p> <p>Unit 3 – Part 1 - Oral Language Rubrics – Optional</p> <p>Daily observations – participation and practice masters work</p>

		<p>China, Columbia, Dominican Republic, El Salvador, Ethiopia, Guatemala, Haiti, India, Jamaica, Mexico, Pakistan, Peru, Philippines, Russia, South Korea, Vietnam, Iran</p>	<p>-Visualize -Theme -Setting -Elements of Poetry -Intonation -Accuracy and Rate</p> <p>Writing: Daily writing tasks</p> <p>Genre: -Fictional Tale -Free Verse</p>		<p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (T172)</p> <p>L.4.4b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>). (T168, T173)</p> <p>L4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. (T172a-172)</p> <p>L.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., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal reservation). (T168a)</p> <p>Listening - Comprehension Strategies</p> <p>Level 1: Point to letter combinations, words, parts of books or illustrations in response to teachers' reading of illustrated books to show comprehension. (T154, T169)</p> <p>Level 2: Gesture during shared reading of illustrated stories or trade books (e.g., giving thumbs-up/thumbs-down signals) to show comprehension. (T156-157, T162-163)</p> <p>Level 3: Follow directions (e.g., create word families or word walls) in response to group reading of illustrated stories or trade books to show comprehension. (T152a, T166c, T168a)</p> <p>Level 4: Respond non-verbally to teachers or peers (e.g., during guided reading) to demonstrate comprehension strategies. (T156-157, T162-163)</p> <p>Speaking - Folklore</p> <p>Level 4: Develop and enact scenarios from characters, settings, or situations in folktales with peers. (T143)</p> <p>Speaking - Affixes and Root Words</p> <p>Level 1: Identify affixes and root words found in writing with the class or a partner. (T168, T173, T174h)</p> <p>Level 2: Determine meanings of words with affixes or root words by using a dictionary, language frames, or activity worksheets with the class or a partner. (T168, T173)</p> <p>Level 3: Select appropriate root words or words with affixes to answer questions or complete sentences frames with the class or a partner. (T168, T174h)</p> <p>Level 4: Generate lists of words that share the same affix or root word as a class or with a partner. (T174h)</p> <p>Reading - Fluency Strategies</p> <p>Level 1: Use cues for sounding out unfamiliar words with accompanying visuals. (T150, T154)</p> <p>Level 3: Show how to use punctuation cues to facilitate expression and fluency with visually supported text. (T166c)</p>	<p>3.9: Compare Figurative Language 3.10: Moving Day</p> <p><u>NGReach.com</u></p> <ul style="list-style-type: none"> ● Build Background Video ● Key Word Images ● Language Builder Picture Cards ● eVisual 3.1 ● eVisual 3.2 ● eVisual 3.3 ● eVisual 3.4 ● eVisual 3.5 ● eVisual 3.6 ● eVisual 3.7 ● eVisual 3.8 ● eVisual 3.9 ● eVisual 3.10 ● eVisual 3.11 ● eVisual 3.12 ● eVisual 3.13 ● eVisual 3.14 ● eVisual 3.15 ● eVisual 3.16 ● eVisual 3.17 ● eVisual 3.18 <p>Leveled Books: (See attached Lesson Plans for each book)</p> <p>Fiction Books: <u>Postcards to Paul</u> by Talia Reed</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Forest ● Houseboats ● Ranch ● Traveling ● Yesterday <p>Somewhere in the World Right Now by Stacey Schuett</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Darkness ● Morning ● Murmurs 	
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				<p>Level 4: Identify self-monitoring and self-correcting strategies to increase fluency with visually supported text. (T167c)</p> <p>Level 5: Apply strategies to adjust pace and expression while reading orally. (T166c)</p> <p>Listening - Explicit & Inferential Information</p> <p>Level 2: Determine literal meanings of oral passages from narrative or expository material supported by illustrations. (T156-157, T160-161)</p> <p>Level 3: Project next in a sequence from oral discourse on narrative or expository material supported by illustrations. (T169)</p> <p>Level 4: Identify cause/effect in oral discourse from narrative or expository material supported by illustrations. (T158-159)</p> <p>Level 5: Make connections and draw conclusions from oral discourse using grade-level materials. (T156-157)</p> <p>Speaking - Story Elements & Types of Genres</p> <p>Level 1: Name story elements of various genres (e.g., non-fiction works, fairy tales, myths, fables or legends) depicted visually. (T155)</p> <p>Level 2: Describe story elements of various genres supported by illustrations. (T158-159, T162-163)</p> <p>Level 3: Summarize story lines, issues or conflicts in various genres supported by illustrations. (T167c-167)</p>	<ul style="list-style-type: none"> ● Shoulders ● Tomorrow <p><u>The Flying Doctor</u> by Alan Horsfield</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Climate ● Directions ● Emergency ● Landmarks ● Range <p><u>Non-Fiction Books:</u></p> <p><u>A Look at Mexico</u> by Helen Frost</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Coyote ● Desert ● Factories ● Million ● Popular <p><u>Coober Pedy, Australia</u> by Elspeth Leacock</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Climate ● Continent ● Equator ● Kangaroo ● Underground <p><u>Galway, Ireland</u> by Elspeth Leacock</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Community ● Famine ● Language ● Peaceful ● Traditions <p><u>National Geographic Explorer!</u></p> <p><u>The Great Wall of China</u> by David Jeffery (Pioneer Edition)</p> <p>Key Words:</p>
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						<ul style="list-style-type: none"> ● China ● Dragon ● Emperor ● Invaders ● Protect ● Soldiers <p><u>The Great Wall of China</u> by David Jeffery (Pathfinder Edition) Key Words:</p> <ul style="list-style-type: none"> ● Dragon ● Dynasty ● Emperor ● Invaders ● Nomads ● Steppe <p>Additional Resources:</p> <ul style="list-style-type: none"> ● Language and Literacy Teamwork Activities ● Cross-Curricular Teamwork Activities 	
Unit 3 Part 2	<p>Amazing Places</p> <p>Focus: Amazing Places</p>	<p>Key Words:</p> <p>Social Studies Vocab: canyon, elevation, landform, ocean, plain, plateau, valley</p> <p>Academic Vocab: feature, locate, physical, region, surface</p> <p>Basic Vocab: Seasons, Months, and Activities:</p>	<p>Language Function: -Describe Places -Make and Respond to Requests -Irregular Plurals: Count/Non-count -Capitalization of Proper Nouns -More Plural Nouns -Adjust Speech for Purpose -Analyze Expressions</p>	<p>Why learn about other places?</p> <p>Part 2: What makes a place amazing?</p>	<p>RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (T192-193, T199)</p> <p>RF.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. (T183, T184-185, T188-189)</p> <p>RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text. (T200-201)</p> <p>RI.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. (T182, T194-195)</p> <p>RF.4.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context. (T198, T205, T206h)</p> <p>W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p><u>Extreme Earth</u> (student book)</p> <p><u>Photographing the World</u> (student book) Teacher Edition – Volume 1 T174i – T213a</p> <p>Sing with Me Language Songs – Level F</p> <p>Practice Masters: 3.11: Logical Order 3.12: Can You Count It? 3.13: Extreme Earth 3.14: A Proper Game 3.15: Around the World 3.16: Reread and Summarize: Outline 3.17: Extreme Earth 3.18: Photographing the World</p>	<p>Unit 3 – Part 2 - Key Words Test – Content Words</p> <p>Unit 3 – Part 2 - Key Words Test – Academic Vocabulary</p> <p>Unit 3 – Part 2 - Oral Language Rubrics – Optional</p> <p>Daily observations – participation and practice masters work</p>

		<p>winter, spring, summer, fall, sled down a hill, plant seeds, swim in a lake, rake leaves</p>	<p>Reading Strategies: -Visualize -Main Idea and Details -Graphs and Diagrams -Genre: Profile -Phrasing -Accuracy and Rate</p> <p>Writing: Daily writing tasks</p> <p>Genre: -Social Studies Article -Profile</p>		<p>a. 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. (T208a-208, T209-210a, T210b-214)</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (T209-210A, T210b-214)</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic. (T210b-210, T211a-211b)</p> <p>W.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). (T206-211)</p> <p>W.4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing conventions should demonstrate command of Language standards 1-3 up to and including grade 4). (T208a-211)</p> <p>W.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. (T208, T209)</p> <p>W.4.7: Conduct a short research projects that build knowledge through investigation of different aspects of a topic. (T208a-211)</p> <p>W.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. (T209-210a)</p> <p>W.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. (T206-211)</p> <p>SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (T193, T197c)</p> <p>SL.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. (T211)</p> <p>SL.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. (T197a)</p> <p>L.4.1g: Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>). (T205)</p> <p>L.4.2d: Spell grade-appropriate words correctly, consulting references as needed. (T211a)</p> <p>L.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). (T206)</p>	<p>3.19: Photographing the World 3.20: Saving a Forest from Fire 3.21: Organization 3.22: Brainstorm Your Topic 3.23: Revise 3.24: Edit and Proofread</p> <p><u>NGReach.com</u></p> <ul style="list-style-type: none"> ● Build Background Video ● Key Word Images ● Language Builder Picture Cards ● eVisual 3.19 ● eVisual 3.20 ● eVisual 3.21 ● eVisual 3.22 ● eVisual 3.23 ● eVisual 3.24 ● eVisual 3.25 ● eVisual 3.26 ● eVisual 3.27 ● eVisual 3.28 ● eVisual 3.29 ● eVisual 3.30 ● eVisual 3.31 ● eVisual 3.32 ● eVisual 3.33 ● eVisual 3.34 ● eVisual 3.35 ● eVisual 3.36 ● eVisual 3.37 ● eVisual 3.38 ● eVisual 3.39 <p>Leveled Books: (See attached Lesson Plans for each book) Fiction Books: <u>In the Dark Cave</u> by Richard Watson</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Creatures ● Cricket ● Darkness ● Depths 	
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				<p>L.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., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal reservation). (T198a)</p> <p>Listening - Comprehension Strategies Level 1: Point to letter combinations, words, parts of books or illustrations in response to teachers’ reading of illustrated books to show comprehension. (T182) Level 5: Connect information from oral reading of grade-level material to demonstrate comprehension strategies (e.g., “Show me two sentences that go together.”) (T190-191)</p> <p>Reading - Fluency Strategies Level 3: Show how to use punctuation cues to facilitate expression and fluency with visually supported text. (T192-193) Level 4: Identify self-monitoring and self-correcting strategies to increase fluency with visually supported text. (T197c)</p> <p>Writing - Editing & Revising Level 1: Produce personal word/phrase lists from labeled pictures and check with a partner for edits and revision. (T177) Level 2: Create phrase/short sentences from models and check with a partner for edits and revision. (T210, T211a-211b, T211c-211) Level 3: Edit and revise guided writing (e.g., for conventions and structures) based on teacher feedback. (T211a-211b, T211c-211) Level 4: Edit and revise writing (e.g., using word processing or rubrics) based on class or peer reviews. (T211a-211b, T211c-211) Level 5: Self-assesses to edit and revise writing to produce final drafts. (T211a-211b, T211c-211)</p> <p>Listening - Explicit & Inferential Information Level 1: Match oral statements from narrative or expository material to their illustrated representations. (T200-201) Level 2: Determine literal meanings of oral passages from narrative or expository material and match to illustrations. (T200-201) Level 5: Make connections and draw conclusions from oral discourse using grade-level materials. (T199)</p> <p>Speaking - Story Elements & Types of Genres Level 3: Summarize story lines, issues or conflicts in various genres supported by illustrations. (T186-187, T192-193, T197c-197) Level 4: Discuss relationships among ideas or offer opinions on issues in various genres supported by illustrations. (T190-191)</p> <p>Reading - Main Ideas & Details Level 1: Find identifying information illustrative of main ideas from illustrations, words or phrases. (T176a-176, T183, T194-195, T197c-197) Level 2: Sort main ideas and details from sentences using visual support and graphic organizers. (T176a-176, T197c-197)</p>	<ul style="list-style-type: none"> ● Shaft <p><u>My Little Island</u> by Frane Lessac Key Words:</p> <ul style="list-style-type: none"> ● Dozens ● Folktales ● Gobble ● Square ● Volcano <p><u>Antarctic Adventure</u> by Rebecca L. Johnson Key Words:</p> <ul style="list-style-type: none"> ● Icebergs ● Penguin ● Predators ● Scientists ● Survival <p>Non-Fiction Books: <u>Places to Visit</u> by Nick Bruce Key Words:</p> <ul style="list-style-type: none"> ● Areas ● Canyon ● Marsh ● National ● Volcano <p><u>Antarctica: Ice-Covered Continent</u> by Sherilin Chanek Key Words:</p> <ul style="list-style-type: none"> ● Coldest ● Continent ● Explored ● Icebergs ● Penguin <p><u>Matthew Henson</u> by Maryann N. Weidt Key Words:</p> <ul style="list-style-type: none"> ● Adventure ● Expedition ● Friendships ● Journey 	
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					<p>Level 3: Match main ideas with their details from paragraphs using visual support and graphic organizers. (T176a-176, T197c-197)</p> <p>Level 4: Interpret text to identify main ideas and details from multiple paragraphs using visual or graphic support . (T176a-176, T197c-197)</p> <p>Level 5: Form or infer main ideas from details using grade-level materials. (T176a-176, T183, T194-195, T197c-197)</p> <p>Writing - Conventions & Mechanics</p> <p>Level 1: Identify basic conventions or mechanics in text (e.g., use of capital letters) (T183, T196a)</p> <p>Level 4: Revise illustrated paragraphs according to use of specified conventions or mechanics (e.g., combine sentences to make appositives). (T211c-211)</p>	<ul style="list-style-type: none"> • Servant <p>National Geographic Explorer! <u>Climbing to Success</u> by Jacqueline St. Jacques (Pioneer Edition) Key Words:</p> <ul style="list-style-type: none"> • Avalanche • Dangerous • Guide • Sherpa • Skills • Summit <p><u>Climbing to Success</u> by Jacqueline St. Jacques (Pathfinder Edition) Key Words:</p> <ul style="list-style-type: none"> • Avalanche • Dangerous • Expeditions • Migrated • Scale • Summit <p>Additional Resources:</p> <ul style="list-style-type: none"> • Language and Literacy Teamwork Activities • Cross-Curricular Teamwork Activities 	
Unit 4 Part 1	<p>Power of Nature</p> <p>Focus: How We Use Natural Resources</p>	<p>Key Words:</p> <p>Science Vocab: convert, electricity, generate, power, renewable, scarce</p> <p>Academic Vocab: available, conservation,</p>	<p>Language Function: -Make Comparisons -Express Certainty, Probability, Possibility -Present-Tense Action Verbs -Present Progressive Tense</p>	<p>How do we relate to nature?</p> <p>Part 1: How powerful are wind and water?</p>	<p>RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (T226-227, T230-231)</p> <p>RI.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. (T228-229, T232-233)</p> <p>RI.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. (T225, T228-229)</p> <p>RI.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. (T228-229)</p> <p>RI.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. (T244a-244)</p> <p>RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text. (T240-241, T242-243, T244a-244)</p>	<p><u>Wind at Work</u> (student book)</p> <p><u>Water: The Blue Gold</u> (student book)</p> <p>Teacher Edition – Volume 1 T214a –T246h</p> <p>Sing with Me Language Songs – Level F</p> <p>Practice Masters: 4.1: Power of Nature 4.2: What Happens to Soil?</p>	<p>Unit 4 – Part 1 - Key Words Test – Content Words</p> <p>Unit 4 – Part 1 - Key Words Test – Academic Vocabulary</p> <p>Unit 4 – Part 1 - Oral Language Rubrics – Optional</p>

		<p>current, flow, resources</p> <p>Basic Vocab: Weather: Today is cloudy. Today is foggy. Today is rainy. Today is snowing. Today is sunny. Today is windy.</p>	<p>-Listen and Learn from Others -Ask for Clarification -Instructions</p> <p>Reading Strategies: -Ask Questions -Cause and Effect -Section Headings -Fact/Opinion -Intonation -Accuracy and Rate</p> <p>Writing: Daily writing tasks</p> <p>Genre: -Science Article -Persuasive Essay</p>		<p>RI.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. (T239a-T242-243)</p> <p>RF.4.4c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (T238, T245)</p> <p>W.4.9b: Applying grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text.” (T237)</p> <p>W.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. (T237)</p> <p>L4.1b: Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. (T236a)</p> <p>L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (T238, T245)</p> <p>Listening - Comprehension Strategies Level 5: Connect information from oral reading of grade-level material to demonstrate comprehension strategies (e.g., “Show me two sentences that go together.”) (T226-227, T239)</p> <p>Reading - Informational Text Level 1: Identify and use common text features (headings, photos, captions, graphs) found in illustrated informational texts to answer questions as a class or with a partner. (T225, T226, T227, T228-229, T234) Level 3: Sort main ideas and details in illustrated informational articles or books using graphic organizers or physical activity. (T237)</p> <p>Reading - Fact or Opinion Level 3: Sort language associated with fact or opinion in fiction or non-fiction illustrated text (e.g., “I think...,” “We believe that...,” “It could be...”). (T240-241) Level 4: Differentiate between statements of fact and opinion found in various illustrated reading selections. (T239) Level 5: Identify authors’ purpose associated with fact or opinion in fiction or non-fiction from grade-level text. (T242-243, T246a)</p> <p>Reading - Fluency Strategies Level 1: Use cues for sounding out familiar words with accompanying visuals. (T220) Level 2: Match visually supported context cues with statements to find meaning and facilitate fluency. (T238) Level 4: Identify self-monitoring and self-correcting strategies to increase fluency with visually supported text. (T237c)</p> <p>Writing - Editing & Revising</p>	<p>4.3: Ready, Set, Go! 4.4: Wind at Work 4.5: What is Happening Now? 4.6: Vocabulary Bingo 4.7: Wind at Work 4.8: Wind at Work 4.9: Water: The Blue Gold 4.10: Compare Genres 4.11: Lots of Action 4.12: Water: Blue Gold</p> <p><u>NGReach.com</u></p> <ul style="list-style-type: none"> ● Build Background Video ● Key Word Images ● Language Builder Picture Cards ● eVisual 4.1 ● eVisual 4.2 ● eVisual 4.3 ● eVisual 4.4 ● eVisual 4.5 ● eVisual 4.6 ● eVisual 4.7 ● eVisual 4.8 ● eVisual 4.9 ● eVisual 4.10 ● eVisual 4.11 ● eVisual 4.12 ● eVisual 4.13 ● eVisual 4.14 <p>Leveled Books: (See attached Lesson Plans for each book) Fiction Books: The Wind Blew by Pat Hutchins Key Words:</p> <ul style="list-style-type: none"> ● Newspaper ● Postman ● Stole ● Umbrella ● Wig <p>The Wind Eagle by Joyce McGreevy</p>	<p>Daily observations – participation and practice masters work</p>
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					<p>Level 1: Produce personal word/phrase lists from labeled pictures and check with a partner for edits and revision. (T219)</p> <p>Listening - Explicit & Inferential Information</p> <p>Level 4: Identify cause/effect in oral discourse from narrative or expository material supported by illustrations. (T232-233, T234, T239, T240-241)</p> <p>Level 5: Make connections and draw conclusions from oral discourse using grade-level materials. (T230-231)</p> <p>Speaking - Story Elements & Types of Genres</p> <p>Level 4: Discuss relationships among ideas or offer opinions on issues in various genres supported by illustrations. (T226-227, T235, T237c-237)</p> <p>Writing - Conventions & Mechanics</p> <p>Level 1: Identify basic conventions or mechanics in text (e.g., use of capital letters). (T225)</p> <p>Level 2: Differentiate uses of conventions or mechanics in illustrated sentences (e.g., those that end in periods or question marks). (T225)</p>	<p>Key Words:</p> <ul style="list-style-type: none"> ● Angry ● Eagle ● Mighty ● Rage ● Silence <p><u>The Missing Lighthouse</u> by Glen Phelan</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Erosion ● Investigate ● Lighthouse ● Magazine ● Platform <p>Non-Fiction Books:</p> <p><u>Wind</u> by Helen Frost</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Electricity ● Hurricane ● Movements ● Pollen ● Tornado <p><u>Wind Power</u> by Pat Malone</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Dunes ● Moving ● Scatters ● Shore ● Windmill <p><u>Wonders of Water</u> by Nancy Finton</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Conserve ● Dinosaurs ● Glaciers ● Irrigation ● Wetlands <p>National Geographic Explorer!</p> <p><u>Hurricane Hunters</u> by Beth Geiger (Pioneer Edition)</p>	
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						<p>Key Words:</p> <ul style="list-style-type: none"> ● Damage ● Dangerous ● Data ● Eye ● Hurricane ● Scientist <p><u>Hurricane Hunters</u> by Beth Geiger (Pathfinder Edition)</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Category ● Data ● Hurricane ● Scientist ● Thunderstorm ● Warming <p>Additional Resources:</p> <ul style="list-style-type: none"> ● Language and Literacy Teamwork Activities ● Cross-Curricular Teamwork Activities 	
Unit 4 Part 2	<p>Power of Nature</p> <p>Focus: Peoples’ Connection to the Natural World</p>	<p>Key Words:</p> <p>Science Vocab: atmosphere, element, landscape, material, natural</p> <p>Academic Vocab: benefit, force, interact, modify, relate</p> <p>Basic Vocab: Parts of the Body: arm, elbow, back, body,</p>	<p>Language Function: -Express Needs and Wants -Ask for and Give Advice -Forms of <i>be</i> -Forms of <i>have</i> and Helping Verbs -Forms of <i>be</i> and <i>have</i> -Adjust Your Speech for Your Audience -Relate to Personal Experience</p>	<p>How do we relate to nature?</p> <p>Part 2: How is nature part of us?</p>	<p>RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (T258-259)</p> <p>RL.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) (T256-257)</p> <p>RL.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). (T256-257, T272)</p> <p>RL.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. (T255, T260-261, T271, T272)</p> <p>RL.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. (T254-266-267)</p> <p>RF.4.4: Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> Read on-level text with purpose and understanding. (T255) Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (T269c, T274) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (T270, T275) 	<p><u>Doña Flor</u> (student book)</p> <p><u>Nature Inside Us</u> (student book)</p> <p>Teacher Edition – Volume 1 T246i – T281a</p> <p>Sing with Me Language Songs – Level F</p> <p>Practice Masters: 4.13: Problem and Solution 4.14: At the Beach 4.15: At the Park 4.16: Doña Flor 4.17: Imagine This! 4.18: Word Race 4.19: Doña Flor 4.20: Doña Flor</p>	<p>Unit 4 – Part 2 - Key Words Test – Content Words</p> <p>Unit 4 – Part 2 - Key Words Test – Academic Vocabulary</p> <p>Unit 4 – Part 2 - Oral Language Rubrics – Optional</p> <p>Daily observations – participation and practice masters work</p>

		<p>chest, foot, toe, ankle, hand, finger, thumb, wrist, hip, knee, leg, shoulder, stomach</p>	<p>Reading Strategies: -Ask Questions -Problem and Solution -Main Character -Sensory Language -Expression -Accuracy and Rate</p> <p>Writing: Daily writing tasks</p> <p>Genre: -Tall Tale -Lyrical Poetry</p>		<p>W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (T277a-277b) Use dialogue and description to develop experiences and events or show the responses of characters to situations. (T278a-278) Use a variety of transitional words and phrases to manage the sequence of events. (T277b) Use concrete words and phrases and sensory details to convey experiences and events precisely. (T277c-277, T278a-278) Provide a conclusion that follows from the narrated experiences or events. (T277b) <p>W.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). (T276k-279)</p> <p>W.4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4). (T277a-279)</p> <p>W.4.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (T279)</p> <p>W.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. (T276b)</p> <p>SL.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. (T279)</p> <p>SL.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. (See grade 4 Language standards 1 for specific expectations). (T269a)</p> <p>L.4.1c: Use modal auxiliaries (e.g., <i>can</i>, <i>may</i>, <i>must</i>) to convey various conditions. (T268a)</p> <p>L.4.1fProduce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (T277)</p> <p>L.4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Use correct capitalization. (T279a) Spell grade-appropriate words correctly, consulting references as needed. (T279a) 	<p>4.21:Comida 4.22:Compare Figurative Language 4.23: The Moon Is.... 4:24:Voice and Style 4.25:Problem – and – Solution Chart 4.26: Revise 4:27: Edit and Proofread</p> <p><u>NGReach.com</u></p> <ul style="list-style-type: none"> ● Build Background Video ● Key Word Images ● Language Builder Picture Cards ● eVisual 4.15 ● eVisual 4.16 ● eVisual 4.17 ● eVisual 4.18 ● eVisual 4.19 ● eVisual 4.20 ● eVisual 4.21 ● eVisual 4.22 ● eVisual 4.23 ● eVisual 4.24 ● eVisual 4.25 ● eVisual 4.26 ● eVisual 4.27 ● eVisual 4.28 ● eVisual 4.29 ● eVisual 4.30 ● eVisual 4.31 ● eVisual 4.32 ● eVisual 4.33 ● eVisual 4.34 ● eVisual 4.35 ● eVisual 4.36 ● eVisual 4.37 <p>Leveled Books: (See attached Lesson Plans for each book) Fiction Books: <u>Dream Weaver</u> by Jonathan London Key Words:</p>	
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				<p>L.4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely. (T277c-277)</p> <p>C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (T276k)</p> <p>L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (T270, T275)</p> <p>C. 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. (T275)</p> <p>L.4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. (T256-257)</p> <p>Listening - Tall Tales</p> <p>Level 1: Match pictures to individual ideas based on oral statements with a partner. (T252, T264-265)</p> <p>Level 2: Identify pictures associated with characters, settings, or events in tall tales read aloud with a partner. (T252, T264-265)</p> <p>Level 3: Make predictions based on pictures of characters, settings, or events in tall tales and oral descriptions in cooperative groups. (T252, T258-259, T260-261, T264-265)</p> <p>Level 4: Sequence events in tall tales read aloud in cooperative groups. (T269c-269)</p> <p>Level 5: Relate events or characters in tall tales read aloud to students' lives. (T260-261)</p> <p>Listening - Comprehension Strategies</p> <p>Level 5: Connect information from oral reading of grade-level materials to demonstrate comprehension strategies. (e.g., "Show me two sentences that go together.") (T258-259)</p> <p>Reading - Fluency Strategies</p> <p>Level 2: Match visually supported context cues with statements to find meaning and facilitate fluency. (T270)</p> <p>Level 5: Apply strategies to adjust pace and expression while reading orally. (T264-265, T268c)</p> <p>Writing - Narratives</p> <p>Level 2: List illustrated events using phrases or short sentences based on models in round tables with peers. (T277)</p> <p>Level 3: Describe a series of illustrated events using related sentences in narrative form based on models in round tables with peers. (T277)</p>	<ul style="list-style-type: none"> ● Creak ● Pause ● Spider ● Weave ● Web <p><u>Prince William</u> by Gloria Rand Key Words:</p> <ul style="list-style-type: none"> ● Death ● Rescue ● Seal ● Volunteers ● Wilderness <p><u>A River Ran Wild</u> by Lynn Cherry Key Words:</p> <ul style="list-style-type: none"> ● Lumber ● Migration ● Pollution ● Rhythm ● Riverbanks <p>Non-Fiction Books: <u>I Love Our Earth</u> by Bill Martin Jr. and Michael Sampson Key Words:</p> <ul style="list-style-type: none"> ● Blossoms ● Flicker ● Glow ● Mosses ● Sunsets <p><u>Oil Spill!</u> by Melvin Berger Key Words:</p> <ul style="list-style-type: none"> ● Accidents ● Chemicals ● Damaged ● Gallons ● Vacuum <p><u>Kids Care for the Earth</u> by Gare Thompson Key Words:</p> <ul style="list-style-type: none"> ● Conserve 	
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				<p>Level 4: Narrate a series of illustrated events using paragraph transitions in narrative form based on models and peer edits. (T277b, T277)</p> <p>Level 5: Produce grade-level narrative stories or reports using process writing. (T276k-279)</p> <p>Writing - Editing & Revising</p> <p>Level 2: Create phrases/short sentences from models and check with a partner for edits and revision. (T277, T278a-278, T279a-279)</p> <p>Level 3: Edit and revise guided writing (e.g., for conventions and structures) based on teacher feedback. (T278a-278, T279a-279)</p> <p>Level 4: Edit and revise writing (e.g., using word processing or rubrics) based on class or peer reviews. (T278a-278, T279a-279)</p> <p>Level 5: Self-assess to edit and revise writing to produce final drafts. (T278a-278, T279a-279)</p> <p>Listening - Explicit & Inferential Information</p> <p>Level 1: Match oral statements from narrative or expository material to their illustrated representations. (T271)</p> <p>Level 2: Determine literal meanings of oral passages from narrative or expository material and match to illustrations. (T271)</p> <p>Speaking - Story Elements & Types of Genres</p> <p>Level 2: Describe story elements of various genres supported by illustrations. (T258-259)</p> <p>Level 3: Summarize story lines, issues or conflicts in various genres supported by illustrations. (T262-263)</p> <p>Level 4: Discuss relationships among ideas or offer opinions on issues in various genres supported by illustrations. (T258-259)</p> <p>Writing - Conventions & Mechanics</p> <p>Level 1: Identify basic conventions or mechanics in text (e.g., use of capital letters). (T279a)</p> <p>Level 4: Revise illustrated paragraphs according to use of specified conventions or mechanics (e.g., combine sentences to make appositives). (T279a-279)</p>	<ul style="list-style-type: none"> ● Landfill ● Natural ● Pesticide ● Resources <p><u>National Geographic Explorer!</u> <u>Watching Chimps</u> by Peter Winkler (Pioneer Edition) Key Words:</p> <ul style="list-style-type: none"> ● Ape ● Chimp ● Discovery ● Grooming ● Reserve ● Wildlife <p><u>Watching Chimps</u> by Peter Winkler (Pathfinder Edition) Key Words:</p> <ul style="list-style-type: none"> ● Ape ● Chimpanzee ● Discovery ● Reserve ● Social ● Species <p>Additional Resources:</p> <ul style="list-style-type: none"> ● Language and Literacy Teamwork Activities ● Cross-Curricular Teamwork Activities 	
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