

Crest Memorial School Curriculum and Pacing Guide	
Grade: 4	Subject Area: ELA
Adoption Date:	Revision Date: February 16, 2024

### Mission and Vision Statements

**Mission:** *The New Jersey Student Learning Standards for English Language Arts (NJSLS-ELA) build on the best of existing standards and reflect the skills and knowledge students need to succeed in college, career, and life. They define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.*

**Vision:** *A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. Throughout their kindergarten through grade 12 experience, students will:*

- *Develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language.*
- *Read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success.*
- *Engage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences).*
- *Leverage complex texts and digital media to develop comprehension, active listening, and discussion skills.*
- *Ground daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens.*
- *Evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media.*
- *Express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines.*
- *Learn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.*

## Integration of Technology

### 8.1.4.A.1: Develop an understanding of digital tools and systems:

- Students should demonstrate basic proficiency in using a range of digital tools and platforms to enhance their learning. For 4th grade, this could include using educational software, online research tools, and multimedia resources to support their projects and assignments.

### 8.2.4.A.1: Explore and demonstrate the use of creative design tools:

- Students apply creative thinking to solve problems and express ideas using digital tools. For example, they might create a digital poster or a multimedia project using images, text, and video.

## 21st Century Skills

- **9.2.4.A.1: Identify the career clusters that align with personal interests and aptitudes**
  - Students are introduced to various career options and how personal interests and strengths might align with future career paths.
- **9.4.4.A.2: Use critical thinking and problem-solving strategies to investigate and respond to challenges**
  - Focus on developing students' ability to think critically about challenges they face in schoolwork or personal experiences. Use structured tasks to develop these skills.
- **9.4.4.C.1: Work collaboratively with others to achieve a goal or solve a problem**
  - Emphasis is placed on teamwork. Whether it's group work in the classroom, collaborative projects, or joint activities, students learn to share ideas, divide tasks, and collectively achieve a goal.

## Career Education

### 9.2.4.B.1: Explore a variety of jobs and careers through reading, media, and role-play activities

By reading books, watching videos, or participating in role-playing activities, students explore a variety of careers. This helps them visualize themselves in different careers and develop an understanding of what different jobs entail. For example, students might engage in a "career day"

event or role-play scenarios of being a doctor, scientist, or teacher.

**9.3.4.B.1: Identify characteristics of a good worker, such as dependability, initiative, and cooperation**

Emphasize the personal qualities necessary for career success, including responsibility, dependability, cooperation, and problem-solving. Students might engage in activities where they work in teams to complete a task, helping them practice these skills.

**Interdisciplinary Connection**

6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens.

**Accommodations and Modifications**

Special Education

- follow 504/IEP accommodations
- create visual word wall with labels
- highlight and define important vocabulary
- ask yes/no questions
- provide sentence frames or sentence stems
- allow for use of pictures in science journal with dictation support
- create a word map

English Language Learners

- create visual word wall with labels
- highlight and define important vocabulary
- ask yes/no questions
- provide sentence frames or sentence stems
- allow for use of pictures in science journal with dictation support
- create a word map

Students At-Risk of Failure

- Allow verbalization before writing
- Use audio materials when necessary
- Read tests aloud
- Restate, reword, clarify directions
- Re-teach concepts using small groups
- Provide educational “breaks” as necessary
- Chunking content into “digestible bites”
- Shorten assignments to focus on mastery concept

	<ul style="list-style-type: none"> <li>● Assignment, Project, and Assessment Modification Based on Individual Student Needs</li> <li>● Use mnemonic devices</li> </ul>
Gifted and Talented	<ul style="list-style-type: none"> <li>● Student Choice</li> <li>● Ask students higher level questions</li> <li>● Provide opportunities for open-ended, self-directed activities</li> <li>● Give students opportunities to mentor other students</li> <li>● Give students opportunities to teach other students</li> <li>● Offer higher-level learning opportunities</li> <li>● Offer students opportunities to present their understanding of a topic in different ways</li> <li>● Assignment, Project, and Assessment Modification Based on Individual Student Needs</li> </ul>
Students with 504 Plans	<ul style="list-style-type: none"> <li>● Allow verbalization before writing</li> <li>● Use audio materials when necessary</li> <li>● Read tests aloud</li> <li>● Restate, reword, clarify directions</li> <li>● Re-teach concepts using small groups</li> <li>● Provide educational “breaks” as necessary</li> <li>● Chunking content into “digestible bites”</li> <li>● Shorten assignments to focus on mastery concept</li> <li>● Use mnemonic devices</li> </ul>

<b>Assessments</b>	
Formative	<ul style="list-style-type: none"> <li>● Lesson Quick Checks (Exit Tickets)</li> <li>● End of Project Checklist</li> <li>● Teacher Observation</li> </ul>
Summative	<ul style="list-style-type: none"> <li>● Write About Reading Responses</li> <li>● End of Unit Checklist/Conference Sheets</li> <li>● Quick writes</li> <li>● Final Process Pieces</li> <li>● On demand prompts</li> </ul>
Benchmark	<ul style="list-style-type: none"> <li>● MAP Testing</li> <li>● F &amp; P Testing</li> </ul>

	<ul style="list-style-type: none"> <li>• Lexia Core 5</li> </ul>
Alternative	<ul style="list-style-type: none"> <li>• Performance Tasks</li> <li>• Projects</li> <li>• Rubrics</li> <li>• Choice Boards</li> </ul>

<b>Pacing Guide</b>	
Unit Title	Number of Days
Unit 1 The Classroom Community/ Personal Narrative	20 days (4 weeks)
Unit 2 Strategy Development and Generate Independent Thinking/ Narrative Fiction	25 days (5 weeks)
Unit 3 Fiction/ Narrative Fiction	25 days (5 weeks)
Unit 4 Narrative Nonfiction/ Expository Nonfiction	20 days (4 weeks)
Unit 5 Expository Nonfiction/ Expository Nonfiction	20 days (4 weeks)
Unit 6 Persuasive Nonfiction/ Opinion	20 days (4 weeks)
Unit 7 Drama/ Opinion	20 days (4 weeks)

<b>Unit 1 Learning Goals</b>
<ul style="list-style-type: none"> <li>• <b>Discuss reading lives</b></li> <li>• <b>Identify the concept of genre</b></li> <li>• <b>Use reading strategies to understand fiction and nonfiction</b></li> <li>• <b>Use procedures to read independently</b></li> <li>• <b>Introduce etymology</b></li> <li>• <b>Review word parts</b></li> <li>• <b>Syllabication strategies</b></li> <li>• <b>Use print and online dictionaries</b></li> <li>• <b>Use nouns in the subject of sentences</b></li> <li>• <b>Use verbs in the predicate of sentences</b></li> </ul>

- **Write complete sentences**
- **Identify the types of sentences**
- **Writing personal narratives**
- **Write about significant events in student lives**
- **Use sensory details, transition words and phrases**
- **Use engaging openings and effective endings**

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> <li>● Textbook Being A Reader</li> <li>● Textbook Being A Writer/ Mentor Texts</li> <li>● Authentic Grammar</li> </ul>	<ul style="list-style-type: none"> <li>● IXL</li> <li>● ReadWorks.org</li> <li>● Being a Reader Read Alouds</li> <li>● Scholastic News</li> <li>● Classroom Library</li> <li>● Lexia</li> <li>● Authentic Grammar Program</li> </ul>

Daily Targets	NJSL Performance Expectations	Instructional Activities
<p>Day 1: Discuss lessons or messages in fiction. Learn about etymology. Use nouns in the subject part of a Sentence.</p>	<ul style="list-style-type: none"> <li>● RL.CI.4.2; L.WF.4.2; L.WF.4.3</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to and discuss a fiction book with the teacher stopping to clarify vocabulary and asking turn and talk questions.</li> <li>● Discuss lessons or messages with a turn and talk question.</li> <li>● Read independently while applying strategies and noticing thinking. Teacher conferences.</li> <li>● Discuss etymology of familiar words.</li> <li>● Introduce subjects of a sentence with a model.</li> <li>● Read “First Days” , quickwrite early memories.</li> </ul>
<p>Day 2: Use questioning with a fiction text. Learn about morphemes. Use nouns in the subject</p>	<ul style="list-style-type: none"> <li>● SL.PE.4.1; L.WF.4.2; L.WF.4.3</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to and discuss a fiction book with the teacher stopping and asking turn</li> </ul>

<p>part of a sentence.</p>		<p>and talk questions.</p> <ul style="list-style-type: none"> <li>● Introduce questioning prompts and encourage students to ask questions with turn and talk discussions during a rereading of the fiction text.</li> <li>● Read independently while applying strategies and noticing thinking. Teacher conferences.</li> <li>● Discuss morphemic analysis.</li> <li>● Create an anchor chart.</li> </ul>
<p>Day 3: Discuss lessons or messages in narrative fiction. Review the meanings of negative prefixes. Use nouns in the subject part of a sentence. Introduce personal narratives.</p>	<ul style="list-style-type: none"> <li>● RL.CI.4.2; L.WF.4.2; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to and discuss a narrative fiction book with the teacher stopping to clarify vocabulary and asking turn and talk questions.</li> <li>● Discuss lessons or messages with a turn and talk question.</li> <li>● Read independently while applying strategies and noticing thinking. Teacher conferences.</li> <li>● Introduce and model using prefixes in the “not” family.</li> <li>● Practice skill with sentences.</li> <li>● Read “First Days” and brainstorm “firsts”; quick write.</li> </ul>
<p>Day 4: Discuss reading lives and the importance of reading. Review the meanings of the suffixes -y and -ous. Use nouns in the subject part of a sentence. Explore personal narratives.</p>	<ul style="list-style-type: none"> <li>● RI.MF.4.6; L.WF.4.2; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to and discuss an infographic on the importance of reading.</li> <li>● Discuss the students’ reading lives.</li> <li>● Read independently while applying strategies and noticing thinking. Teacher conferences.</li> <li>● Model using word part clues to determine meaning.</li> <li>● Practice skill with Boom Cards.</li> <li>● Read mentor text and brainstorm “exciting memories”. Quick write.</li> </ul>
<p>Day 5: Students will read texts individually and</p>	<ul style="list-style-type: none"> <li>● L.RF.4.4; L.WF.4.2; L.WF.4.3;</li> </ul>	<ul style="list-style-type: none"> <li>● IDR (independent reading) with</li> </ul>

demonstrate fluency and comprehension.review prefixes and suffixes.Use nouns in the subject part of a sentence.Explore personal narratives.	W.NW.4.3	<p>individual teacher conferencing.</p> <ul style="list-style-type: none"> <li>● Identify words with affixes.</li> <li>● Assess skill.</li> <li>● Read mentor text and brainstorm “unusual experiences”. Quick write.</li> </ul>
Day 6: Learn procedures for IDR time. Review the meanings of the suffixes -able and -ible.Use verbs in the predicate part of a sentence.Explore personal narratives.	<ul style="list-style-type: none"> <li>● L.RF.4.4; L.WF.4.2; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>● Guide students on procedures of IDR and read independently. Model a closed sort of words.Introduce predicates of a sentence with a model.</li> <li>● Read mentor text and discuss sensory details.</li> </ul>
Day 7: Learn procedure for choosing texts for IDR. Read and discuss words with prefixes and suffixes.Use verbs in the predicate part of a sentence.Explore personal narratives.	<ul style="list-style-type: none"> <li>● L.RF.4.4; L.WF.4.2; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>● Guide students on how to select books and read independently. Analyze and sort words.Create an anchor chart with predicates.</li> <li>● Read mentor text and quickwrite with sensory details.</li> </ul>
Day 8:Learn a procedure for and practice self monitoring. Learn about and discuss print and online dictionaries.Use verbs in the predicate part of a sentence.Explore personal narratives.	<ul style="list-style-type: none"> <li>● L.RF.4.4; L.VL.4.2; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>● Model self monitoring and discuss; read independently.</li> <li>● Read independently while applying strategies and noticing thinking. Teacher conferences.</li> <li>● Introduce and use an online dictionary.</li> <li>● Write imitation sentences.</li> <li>● Read mentor text and quick write with sensory details.</li> </ul>
Day 9: Learn and use “fix up” strategies. Use an online dictionary.Use verbs in the predicate part of a sentence.Explore personal narratives.	<ul style="list-style-type: none"> <li>● L.RF.4.4; L.VL.4.2; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>● Model using a fix up strategy; read independently. Discuss IDR collected words and use an online dictionary.</li> <li>● Practice verbs/predicates with Boom cards.</li> <li>● Read mentor text and quickwrite.</li> </ul>
Day 10: Learn the purpose and procedure for reading conferencing. Listen to, read and discuss a poem.Use verbs in the predicate part of a sentence.Explore personal narratives.	<ul style="list-style-type: none"> <li>● SL.PE.4.1; L.VL.4.2; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>● Introduce and begin conferring with students about their reading lives.</li> <li>● Read and discuss a poem and the words.</li> </ul>



		<ul style="list-style-type: none"> <li>● Assess grammar skill</li> <li>● Read mentor text and quick write.</li> </ul>
Day 11: Listen to and discuss a fiction text and discuss theme. Review the meanings of the roots tele, photo, and graph. Write complete sentences. Drafting personal narratives.	<ul style="list-style-type: none"> <li>● RL.CI.4.2; L.VL.4.2; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss the story using questioning and discuss the theme.</li> <li>● Read independently while applying strategies and noticing thinking. Teacher conferences.</li> <li>● Read and discuss words with the Greek roots. Introduce writing a complete sentence. Discuss how to select drafts.</li> </ul>
Day 12: Listen to and discuss parts of a fiction book, make self-text connections. Discuss words with the root tele. Write complete sentences. Drafting personal narratives.	<ul style="list-style-type: none"> <li>● RL.MF.4.6; L.VL.4.2; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss connections and write a self-text connection.</li> <li>● Read independently while applying strategies and noticing thinking. Teacher conferences.</li> <li>● Create a word web with words with the root tele.</li> <li>● Create an anchor chart for complete sentences.</li> <li>● Revise drafts for sensory details.</li> </ul>
Day 13: Listen to and discuss an expository nonfiction text using questioning and identifying text features. Learn about open and closed syllables. Write complete sentences. Drafting personal narratives.	<ul style="list-style-type: none"> <li>● RI.CR.4.1; L.WF.4.2; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>● Review the table of contents of expository nonfiction text and read and discuss using questioning.</li> <li>● Read independently while applying strategies and noticing thinking. Teacher conferences.</li> <li>● Introduce and read words with open and closed syllables.</li> <li>● Write imitation sentences.</li> <li>● Revise drafts for transition words.</li> </ul>
Day 14: Using questioning, read and discuss part of an expository nonfiction text. Use and discuss text features. Learn about common syllable types. Write complete sentences. Drafting personal narratives.	<ul style="list-style-type: none"> <li>● RI.CR.4.1; L.WF.4.2; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>● Read and discuss students' questions of the text. Discuss other text features found in the text.</li> <li>● Read independently while applying strategies and noticing thinking. Teacher conferences.</li> <li>● Read words with mixed syllable types.</li> </ul>

		<ul style="list-style-type: none"> <li>● Practice with Boom Cards.</li> <li>● Revise drafts with effective openings.</li> </ul>
Day 15: Generate and discuss ideas about a text in IDR. Review the roots <i>photo</i> and <i>graph</i> . Write complete sentences. Drafting personal narratives.	<ul style="list-style-type: none"> <li>● L.RF.4.4;L.VL.4.2; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>● Record thoughts and questions during independent reading.</li> <li>● Create a word web for the roots <i>photo</i> and <i>graph</i>.</li> <li>● Assess skill.</li> <li>● Revise drafts for effective endings.</li> </ul>
Day 16: Listen to and discuss a narrative nonfiction text and discuss theme.Read polysyllabic words. Write sentences with the correct end marks. Proofreading personal narratives.	<ul style="list-style-type: none"> <li>● RL.CI.4.2;L.WF.4.2; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>● Read the story aloud and discuss. Discuss the theme.</li> <li>● Read independently while applying strategies and noticing thinking. Teacher conferences.</li> <li>● Review dividing words between two consonants.</li> <li>● Introduce skill with models.</li> <li>● Self assess and pair conferencing.</li> </ul>
Day 17:Read a narrative nonfiction text and visualize. Divide words into syllables.Write sentences with the correct end marks. Proofreading personal narratives.	<ul style="list-style-type: none"> <li>● RL.MF.4.6;L.WF.4.2; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>● Read part of the story aloud and practice visualizing.</li> <li>● Read independently while applying strategies and noticing thinking. Teacher conferences.</li> <li>● Divide words between a single consonant.</li> <li>● Create an anchor chart with skill.</li> <li>● Proofread for misused words and fragments.</li> </ul>
Day 18:Read a narrative nonfiction text and use questioning, visualizing and making connections.Learn about the schwa.Write sentences with the correct end marks. Proofreading personal narratives.	<ul style="list-style-type: none"> <li>● RL.CR.4.1;L.WF.4.2; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>● Use turn and talk discussions to review the reading strategies.</li> <li>● Read independently while applying strategies and noticing thinking. Teacher conferences.</li> <li>● Identify the schwa and unstressed syllables.</li> <li>● Write imitation sentences.</li> <li>● Proofread for spelling, punctuation and run-on sentences.</li> </ul>

<p>Day 19:Read a narrative nonfiction text and use questioning, visualizing and making connections. Learn a process for reading polysyllabic words.Write sentences with the correct end marks. Proofreading personal narratives.</p>	<ul style="list-style-type: none"> <li>• RL.CR.4.1;L.WF.4.2; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>• Use turn and talk discussions to review the reading strategies.</li> <li>• Read independently while applying strategies and noticing thinking. Teacher conferences.</li> <li>• Introduce a word analysis process.</li> <li>• Practice skill with Boom Cards.</li> <li>• Publish personal narrative.</li> </ul>
<p>Day 20:Read independently using questioning, visualizing and making connections.Introduce word families and morphemic transformations.Write sentences with the correct end marks. Proofreading personal narratives.</p>	<ul style="list-style-type: none"> <li>• RL.CR.4.1;L.WF.4.2; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>• Read independently and write a reading journal entry.</li> <li>• Read words in word families and with morphemic transformations.</li> <li>• Assess skill.</li> <li>• Author’s chair with personal narrative.</li> </ul>

**Inclusive concepts**

- Explain the process some refugees experience when seeking asylum.

**Unit 2 Learning Goals**

- **Reading Strategy Development**
- **Generating Independent Thinking**
- **Learning word parts and word relationships**
- **Use print and online thesauruses**
- **Introduce guided spelling**
- **Proper nouns**
- **Irregular and regular plural nouns**
- **Possessive Nouns**
- **Concrete and abstract Nouns**
- **Dialogue**
- **Explore different types of fiction**
- **Integrate character, setting and plot into fiction writing**

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> <li>● Textbook Being A Reader</li> <li>● Textbook Being A Writer/ Mentor Texts</li> <li>● Authentic Grammar</li> </ul>	<ul style="list-style-type: none"> <li>● IXL</li> <li>● ReadWorks.org</li> <li>● Being a Reader Read Alouds</li> <li>● Scholastic News</li> <li>● Classroom Library</li> <li>● Lexia</li> </ul>

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p>Day 1: Listen to and discuss a myth using questioning. Learn the meaning of the suffix -en. Use capital letters for proper nouns with models. Explore fiction.</p>	<ul style="list-style-type: none"> <li>● RL.CR.4.1; L.WF.4.2; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>● Use the “stop and ask questions” strategy as the students read the myth.</li> <li>● Introduce words with the suffix -en; discuss the word's function.</li> <li>● Introduce skill with models.</li> <li>● Explore fiction with a roll-a-story.</li> </ul>
<p>Day 2: Listen to and discuss a myth again. Discuss story elements. Review words with the suffix -en. Use capital letters for proper nouns with models. Explore fiction.</p>	<ul style="list-style-type: none"> <li>● RL.CR.4.1; L.WF.4.2; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>● Review fiction story elements, use turn and talk to discuss the myth's story elements.</li> <li>● Analyze words with the suffix -en.</li> <li>● Create an anchor chart.</li> <li>● Explore fiction with a roll-a-story.</li> </ul>
<p>Day 3: Listen to and discuss another myth using questioning. Read and discuss words with the suffixes. Use capital letters for proper nouns with models. Explore fiction.</p>	<ul style="list-style-type: none"> <li>● RL.CR.4.1; L.WF.4.2; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>● Use the “stop and ask questions” strategy as the students read the myth.</li> <li>● Using a suffix chart, use context to verify a word's meaning.</li> <li>● Write imitation sentences.</li> <li>● Explore fiction with a roll-a-story.</li> </ul>
<p>Day 4: Watch and discuss a video using fiction strategies. Listen to and discuss a poem, discuss the synonyms. Use capital letters for</p>	<ul style="list-style-type: none"> <li>● SL.UM.4.5; L.VL.4.2; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss the video by identifying the various fiction story elements.</li> <li>● Identify the synonyms in the poem and</li> </ul>

<p>proper nouns with models. Explore fiction.</p>		<p>the purpose of using them.</p> <ul style="list-style-type: none"> <li>● Practice skill with Boom Cards.</li> <li>● Explore fiction with a roll-a-story.</li> </ul>
<p>Day 5: Use and discuss questioning with independent reading. Discuss antonyms and order words on a semantic gradient. Use capital letters for proper nouns with models. Explore fiction.</p>	<ul style="list-style-type: none"> <li>● L.RF.4.4;L.KL.4.1; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>● Use the “stop and ask questions” thinking tool worksheet as they do independent reading.</li> <li>● Introduce shades of meaning and students semantic gradient ordering of two words.</li> <li>● Assess skill</li> <li>● Explore fiction with a roll-a-story.</li> </ul>
<p>Day 6:Listen to and discuss a story. Make and confirm predictions.Learn the function of the suffix -ion.Correctly form irregular plural nouns. Continue to explore fiction.</p>	<ul style="list-style-type: none"> <li>● RL.CR.4.1;L.WF.4.2; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss and reflect on predictions using the turn and talk strategy.</li> <li>● Sort words by base word, suffixes and spelling.</li> <li>● Introduce skill with models.</li> <li>● Explore fiction with quick writes.</li> </ul>
<p>Day 7:Listen to and discuss the story again. Introduce making inferences. Introduce the function of the suffix -ation.Correctly form irregular plural nouns. Continue to explore fiction.</p>	<ul style="list-style-type: none"> <li>● RL.CR.4.1;L.WF.4.2; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>● Reread part of the story and model making an inference.</li> <li>● Read words with -ation suffix and sort words by spelling changes.</li> <li>● Create an anchor chart</li> <li>● Explore fiction with quick writes.</li> </ul>
<p>Day 8:Listen to a part of a story and make inferences.Review the suffix -ion and -ation.Correctly form irregular plural nouns. Continue to explore fiction.</p>	<ul style="list-style-type: none"> <li>● RL.CR.4.1;L.WF.4.2; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>● Find clues and make inferences in part of the story.</li> <li>● Match words with the suffixes -ion and -ation to their base words.</li> <li>● Write imitation sentences.</li> <li>● Explore fiction with quick writes.</li> </ul>
<p>Day 9:Listen to a poem and make inferences. Learn about and discuss print and online thesaurus.Correctly form irregular plural nouns. Continue to explore fiction.</p>	<ul style="list-style-type: none"> <li>● RL.CR.4.1;L.WF.4.2; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>● Read aloud a poem with underlining of clues to make inferences.</li> <li>● Use an online thesaurus to find synonyms.</li> <li>● Practice skill with Boom Cards</li> <li>● Explore fiction with quick writes.</li> </ul>

<p>Day 10: Listen to and discuss a fiction text using visualizations and making inferences. Correctly form irregular plural nouns. Continue to explore fiction.</p>	<ul style="list-style-type: none"> <li>● RL.CR.4.1; L.WF.4.2; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>● Read aloud a fiction text with underlining of clues to make inferences.</li> <li>● Use an online thesaurus to find synonyms.</li> <li>● Assess Skill</li> <li>● Explore fiction with quick writes.</li> </ul>
<p>Day 11: Watch and discuss a reading conference. Introduce the guided spelling strategy reviewing the suffixes -ion and -ation. Use Possessive nouns correctly. Draft fiction.</p>	<ul style="list-style-type: none"> <li>● RI.IT.4.3; L.WF.4.2; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>● Model a reading conference.</li> <li>● Model the guided spelling procedure.</li> <li>● Introduce skill with models.</li> <li>● Explore fiction settings with quickwrite.</li> </ul>
<p>Day 12: Listen to and discuss a nonfiction book. Learn the meanings of the prefixes ex- and de-. Use Possessive nouns correctly. Draft fiction.</p>	<ul style="list-style-type: none"> <li>● RI.IT.4.3; L.WF.4.2; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>● Build background knowledge and read and discuss a nonfiction book.</li> <li>● Introduce and discuss the prefixes ex- and de-.</li> <li>● Create an anchor chart for the skill.</li> <li>● Explore fiction settings with quickwrite.</li> </ul>
<p>Day 13: Listen to and discuss important ideas of a nonfiction book. Read analyze and discuss words with the prefixes ex- and de-. Use Possessive nouns correctly. Draft fiction.</p>	<ul style="list-style-type: none"> <li>● RI.IT.4.3; L.WF.4.2; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>● Introduce important parts of texts; read aloud parts and identify important parts.</li> <li>● Analyze words with the prefix ex- and de-.</li> <li>● Write imitation sentences.</li> <li>● Explore fiction settings with quickwrite.</li> </ul>
<p>Day 14: Listen to and discuss a nonfiction book making connections. Identify antonyms to words with ex- and de-. Use Possessive nouns correctly. Draft fiction.</p>	<ul style="list-style-type: none"> <li>● RI.IT.4.3; L.WF.4.2; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>● Introduce Text-to world connections and discuss some.</li> <li>● Discuss antonyms of words with the prefixes ex- and de-. Play "Antonym Memory".</li> <li>● Practice skill with Boom Cards.</li> <li>● Explore fiction settings with quickwrite.</li> </ul>
<p>Day 15: Listen to and discuss the subject's traits in a nonfiction book. Order words in a</p>	<ul style="list-style-type: none"> <li>● RI.IT.4.3; L.VI.4.3; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss the subject's traits using evidence.</li> </ul>

<p>semantic gradient. Use Possessive nouns correctly. Draft fiction.</p>		<ul style="list-style-type: none"> <li>• Partners order “good and bad” words.</li> <li>• Assess skill.</li> <li>• Explore fiction settings with quickwrite.</li> </ul>
<p>Day 16: Listen to and discuss a nonfiction article. Use the guided spelling procedure. Use concrete and abstract nouns. Draft Fiction with sensory details.</p>	<ul style="list-style-type: none"> <li>• RI.TS.4.4; L.WF.4.2; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>• Build background and read and discuss nonfiction article.</li> <li>• Guide the students spelling of words with the prefixes ex- and de-.</li> <li>• Introduce the skill with models.</li> <li>• Draft fiction with sensory details of setting.</li> </ul>
<p>Day 17: Discuss main ideas and text features of a nonfiction article. Learn the meaning of the root <i>port</i>. Use concrete and abstract nouns. Draft Fiction with sensory details.</p>	<ul style="list-style-type: none"> <li>• RI.TS.4.4; L.WF.4.2; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>• Review article and introduce how to find main ideas.</li> <li>• Discuss the text features. Introduce the root <i>port</i> and discuss antonyms that use <i>port</i>.</li> <li>• Create an anchor chart for skill.</li> <li>• Draft fiction with sensory details to describe setting.</li> </ul>
<p>Day 18: Listen to and discuss part of a nonfiction book using text features and determining important ideas. Review the meaning of the root <i>port</i>. Use concrete and abstract nouns. Draft Fiction with sensory details.</p>	<ul style="list-style-type: none"> <li>• RI.TS.4.4; L.WF.4.2; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce text, read and discuss important ideas.</li> <li>• Review the root <i>port</i> and analyze words with the root.</li> <li>• Write imitation sentences.</li> <li>• Draft fiction with sensory details to describe setting.</li> </ul>
<p>Day 19: Listen to and discuss part of a nonfiction book. Discuss description and compare and contrast relationships. Review words with the root <i>port</i>. Use concrete and abstract nouns. Draft Fiction with sensory details.</p>	<ul style="list-style-type: none"> <li>• RI.TS.4.4; L.WF.4.2; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>• Read the text and discuss the organization of the text.</li> <li>• Create a word web with the root <i>port</i>.</li> <li>• Practice skill with Boom Cards.</li> <li>• Draft fiction with sensory details to describe setting.</li> </ul>
<p>Day 20: Listen to and discuss part of a nonfiction book and identify supporting details.</p>	<ul style="list-style-type: none"> <li>• RI.TS.4.4; L.VI.4.3; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>• Read and model distinguishing between important and supporting</li> </ul>

<p>Order words in a semantic gradient. Use concrete and abstract nouns. Draft Fiction with sensory details.</p>		<p>details.</p> <ul style="list-style-type: none"> <li>● Partners order “happy and sad” words.</li> <li>● Assess skill.</li> <li>● Draft fiction with sensory details to describe setting.</li> </ul>
<p>Day 21:Identify and discuss ideas to include in a summary.Use the guided spelling procedure.Correctly use punctuation in dialogue. Drafting fiction to develop character.</p>	<ul style="list-style-type: none"> <li>● RI.CI.4.2; L.WF.4.2; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>● Write a shared summary of the nonfiction text with the students.</li> <li>● Use guided spelling to spell words with <i>port</i> and common affixes.</li> <li>● Introduce skill with models.</li> <li>● Draft fiction with character trait development.</li> </ul>
<p>Day 22:Write a shared summary of a book. Analyze and sort words.Correctly use punctuation in dialogue. Drafting fiction to develop character.</p>	<ul style="list-style-type: none"> <li>● RI.CI.4.2; L.WF.4.2; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>● Write a shared summary of the nonfiction text with the students.</li> <li>● Students do an open sort with words with suffixes.</li> <li>● Create an anchor chart with skill.</li> <li>● Draft fiction with character trait development.</li> </ul>
<p>Day 23:Discuss ideas and write a summary of a book. Review the prefixes ex- and de- and the root <i>port</i>.Correctly use punctuation in dialogue. Drafting fiction to develop character.</p>	<ul style="list-style-type: none"> <li>● RI.CI.4.2; L.WF.4.2; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>● Students write a summary of a nonfiction text of choice.</li> <li>● Review words learned by playing “Charades”.</li> <li>● Write imitation sentences.</li> <li>● Draft fiction with character trait development.</li> </ul>
<p>Day 24:Write and discuss information learned from various nonfiction texts. Review previously learned affixes and roots.Correctly use punctuation in dialogue. Drafting fiction to develop character.</p>	<ul style="list-style-type: none"> <li>● RI.PP.4.5;L.WF.4.2; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>● Students synthesize information from two texts to write about what they learned.</li> <li>● Play “Which Word Am I?”.</li> <li>● Practice skill with Boom Cards.</li> <li>● Draft fiction with character trait development.</li> </ul>



<p>Day 25: Read independently and use thinking tools. Research, discuss and share a word of their choice. Correctly use punctuation in dialogue. Drafting fiction to develop character.</p>	<ul style="list-style-type: none"> <li>• L.RF.4.4; L.WF.4.2; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>• Model using a thinking tool with independent reading.</li> <li>• Students independently read and use thinking tools.</li> <li>• Select a word a student wants to know more about and research and share.</li> <li>• Assess skill.</li> <li>• Draft fiction with character trait development.</li> </ul>
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Inclusive concepts
<ul style="list-style-type: none"> <li>• Explain the impact on the Navajo Tribe having to conform to the “white American” culture.</li> </ul>

Unit 3 Learning Goals
<ul style="list-style-type: none"> <li>• <b>Develop the purpose for writing fiction</b></li> <li>• <b>Understand the narrative story structure</b></li> <li>• <b>Identify story elements</b></li> <li>• <b>Write a summary with a theme identified in it</b></li> <li>• <b>Learn about word parts</b></li> <li>• <b>Figurative language : similes and metaphors</b></li> <li>• <b>Write Verbs in present, past and future tense</b></li> <li>• <b>Write progressive tense verbs</b></li> <li>• <b>Use modal auxiliaries</b></li> <li>• <b>Analyze and revise Fiction drafts</b></li> <li>• <b>Proofread and publish fiction drafts</b></li> </ul>

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> <li>• Textbook Being A Reader</li> <li>• Textbook Being A Writer/ Mentor Texts</li> <li>• Authentic Grammar</li> </ul>	<ul style="list-style-type: none"> <li>• IXL</li> <li>• ReadWorks.org</li> <li>• Being a Reader Read Alouds</li> <li>• Scholastic News</li> </ul>

- Classroom Library
- Lexia

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p>Day 1: Listen to and discuss part of a fictional text using various reading strategies. Learn about, discuss and read homophones. Use present tense verbs with subject verb agreement. Revision of fiction drafts.</p>	<ul style="list-style-type: none"> <li>● RL.CR.4.1; L.VL.4.2; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>● Review Fiction in partners and discuss story elements.</li> <li>● Read aloud part of the story and introduce a character web tool</li> <li>● .Read and discuss homophones.</li> <li>● Introduce skill with models.</li> <li>● Revise drafts for character development.</li> </ul>
<p>Day 2: Listen to and discuss part of a fictional text using various reading strategies. Discuss the structure of fiction. Learn about, discuss and read words with the prefix trans-. Use present tense verbs with subject verb agreement. Revision of fiction drafts.</p>	<ul style="list-style-type: none"> <li>● RL.PP.4.5; L.WF.4.2; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>● Introduce the story arc tool. Read aloud part of the novel and discuss the narrator.</li> <li>● Introduce the prefix trans- and model writing and drawing about a word with the prefix trans-.</li> <li>● Create an anchor chart for the skill.</li> <li>● Revise drafts for character development.</li> </ul>
<p>Day 3: Listen to and discuss part of a fictional text using various reading strategies. Identify important events. Review the meaning of the prefix trans-. Use present tense verbs with subject verb agreement. Revision of fiction drafts.</p>	<ul style="list-style-type: none"> <li>● RL.CR.4.1; L.WF.4.2; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>● Introduce the character map tool. Read aloud part of the novel and discuss the important ideas.</li> <li>● Students write and draw about a word with the prefix trans-.</li> <li>● Write imitation sentences.</li> <li>● Revise drafts for transitional words and phrases.</li> </ul>

<p>Day 4: Listen to and discuss part of a fictional text using various reading strategies. Discuss character. Read, discuss and analyze words with the prefix trans-. Use present tense verbs with subject verb agreement. Revision of fiction drafts.</p>	<ul style="list-style-type: none"> <li>● RL.CT.4.8; L.WF.4.2; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>● Read aloud part of the novel and add to the character map and web.</li> <li>● Using a Word-Part-Clues Poster, analyze words in sentences.</li> <li>● Practice skill with Boom Cards</li> <li>● Revise drafts for effective endings.</li> </ul>
<p>Day 5: Listen to and discuss part of a fictional text using various reading strategies. Read independently and identify important ideas. Learn about figurative language and discuss similes. Use present tense verbs with subject verb agreement. Revision of fiction drafts.</p>	<ul style="list-style-type: none"> <li>● RL.CR.4.1; L.VI.4.3; L.WF.4.3; W.NW.4.3; W.WP.4.4</li> </ul>	<ul style="list-style-type: none"> <li>● Review the novel and complete a double entry journal and add to the story arc.</li> <li>● Read the poem “Birds” and discuss the similes.</li> <li>● Assess skill.</li> <li>● Revise with pair conferring.</li> </ul>
<p>Day 6: Read a novel closely, making inferences and discussing narrator and point of view. Use the guided spelling procedure to spell words with the prefix trans- and suffixes. Form and use past and future tense verbs. Analyze and revise fiction drafts.</p>	<ul style="list-style-type: none"> <li>● RL.CT.4.8; L.WF.4.2; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>● Read and annotate hard parts of the novel.</li> <li>● With partner discussion, explore point of view and dialogue.</li> <li>● Guide the students spelling of words with the prefix trans- and suffixes.</li> <li>● Introduce skill with models.</li> <li>● Analyze and revise drafts.</li> </ul>
<p>Day 7: Listen to and discuss part of a fictional text using various reading strategies. Learn the meanings of the roots <i>aud</i> and <i>phon</i>. Form and use past and future tense verbs. Analyze and revise fiction drafts.</p>	<ul style="list-style-type: none"> <li>● RL.CT.4.8; L.WF.4.2; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>● Read part of the novel and add to the character web and story arc.</li> <li>● Introduce and discuss the roots <i>aud</i> and <i>phon</i>.</li> <li>● Create an anchor chart with skill.</li> <li>● Analyze and revise drafts.</li> </ul>
<p>Day 8: Listen to and discuss part of a fictional text using various reading strategies. Read, discuss and analyze words with the roots <i>aud</i> and <i>phon</i>. Form and use past and future tense</p>	<ul style="list-style-type: none"> <li>● RL.CT.4.8; L.WF.4.2; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>● Read part of the novel and stop and ask questions. Use questions to hold a discussion of the chapter. Read, analyze and discuss words with <i>aud</i></li> </ul>

<p>verbs. Analyze and revise fiction drafts.</p>		<p>and <i>phon</i> in partners.</p> <ul style="list-style-type: none"> <li>● Write imitation sentences.</li> <li>● Analyze and revise drafts.</li> </ul>
<p>Day 9: Listen to and discuss part of a fictional text using various reading strategies. Read, discuss and analyze words with the roots <i>aud</i> and <i>phon</i>. Form and use past and future tense verbs. Analyze and revise fiction drafts.</p>	<ul style="list-style-type: none"> <li>● RL.CT.4.8; L.WF.4.2; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>● Introduce the double entry journal for important events.</li> <li>● Read part of the novel and use the double entry journal.</li> <li>● Create a word web with words with <i>aud</i> and <i>phon</i>.</li> <li>● Practice skill with Boom Cards.</li> <li>● Analyze and revise drafts.</li> </ul>
<p>Day 10: Learn a procedure for reading with partners. Listen to, read and discuss a poem. Discuss metaphors and similes. Form and use past and future tense verbs. Analyze and revise fiction drafts.</p>	<ul style="list-style-type: none"> <li>● RL.CR.4.1; L.VI.4.3; L.WF.4.3; W.NW.4.3; W.WP.4.4</li> </ul>	<ul style="list-style-type: none"> <li>● Introduce echo reading. Students do fluency practice with partners using a procedure.</li> <li>● Read the poem "Sisters" and discuss the metaphor and the simile.</li> <li>● Assess skill.</li> <li>● Analyze and revise drafts.</li> </ul>
<p>Day 11: Listen to and discuss part of a fictional text using various reading strategies. Use the guided spelling procedure to spell words with the roots <i>aud</i> and <i>phon</i>. Form and use irregular past tense verbs. Proofread fiction drafts.</p>	<ul style="list-style-type: none"> <li>● RL.CT.4.8; L.WF.4.2; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>● Introduce the Stop and Jot thinking tool and use it to discuss the story.</li> <li>● Add to the story arc. Guide the students with spelling words with <i>aud</i> and <i>phon</i>.</li> <li>● Introduce skill with models.</li> <li>● Proofread for speech.</li> </ul>
<p>Day 12: Listen to and discuss part of a fictional text using various reading strategies. Learn the meanings of the prefixes sub- and super-. Form and use irregular past tense verbs. Proofread fiction drafts.</p>	<ul style="list-style-type: none"> <li>● RL.CT.4.8; L.WF.4.2; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>● Use the Stop and Jot thinking tool with a partner and use it to discuss the story.</li> <li>● Add to the story arc.</li> <li>● Introduce the prefixes sub- and super-.</li> <li>● Create an anchor chart with skill.</li> <li>● Proofread for run-on sentences.</li> </ul>
<p>Day 13: Listen to and discuss part of a fictional</p>	<ul style="list-style-type: none"> <li>● RL.CT.4.8; L.WF.4.2; L.WF.4.3;</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss important events and add to</li> </ul>

<p>text using various reading strategies. Read, analyze and discuss words with the prefixes sub- and super-. Form and use irregular past tense verbs. Proofread fiction drafts.</p>	<p>W.NW.4.3</p>	<p>the character map.</p> <ul style="list-style-type: none"> <li>● Read, analyze and discuss words with a partner.</li> <li>● Write imitation sentences.</li> <li>● Proofread for punctuation.</li> </ul>
<p>Day 14: Listen to and discuss part of a fictional text using various reading strategies. Sort words with sub- and super-. Form and use irregular past tense verbs. Proofread fiction drafts.</p>	<ul style="list-style-type: none"> <li>● RL.CT.4.8; L.WF.4.2; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>● Review the story and add to the character web.</li> <li>● Read independently and use stop and jot.</li> <li>● Do an open sort with a partner.</li> <li>● Practice skill with Boom Cards.</li> <li>● Publish drafts.</li> </ul>
<p>Day 15: Use various reading strategies to read independently. Listen to, read and discuss a poem. Discuss metaphors and similes. Form and use irregular past tense verbs. Proofread fiction drafts.</p>	<ul style="list-style-type: none"> <li>● RL.CT.4.8; L.VI.4.3; L.WF.4.3; W.NW.4.3; W.WP.4.4</li> </ul>	<ul style="list-style-type: none"> <li>● Read independently and record reading strategies.</li> <li>● Write about reading strategies.</li> <li>● Students explain how similes and metaphors help you enjoy what you read.</li> <li>● Assess skill.</li> <li>● Publish drafts.</li> </ul>
<p>Day 16: Listen to and discuss part of a fictional text using various reading strategies. Use the guided spelling procedure to spell words with the prefixes sub- and super-. Use am, is, are, was, were, will with the -ing form of a main verb. Publish fiction drafts.</p>	<ul style="list-style-type: none"> <li>● RL.CT.4.8; L.WF.4.2; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>● Read part of the text and add to the story arc.</li> <li>● Guide the students with spelling words with sub- and super-.</li> <li>● Introduce skill with models.</li> <li>● Publish drafts.</li> </ul>
<p>Day 17: Listen to and discuss part of a fictional text using various reading strategies. Learn the meaning of the root <i>tract</i>. Use am, is, are, was, were, will with the -ing form of a main verb. Publish fiction drafts.</p>	<ul style="list-style-type: none"> <li>● RL.CT.4.8; L.WF.4.2; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>● Review the story arc and introduce the climax.</li> <li>● Read and discuss words with the root <i>tract</i>.</li> <li>● Create an anchor chart with skill.</li> <li>● Publish drafts.</li> </ul>
<p>Day 18: Listen to and discuss part of a fictional text using various reading strategies. Read and discuss words with <i>tract</i>. Use am, is, are, was,</p>	<ul style="list-style-type: none"> <li>● RL.CT.4.8; L.WF.4.2; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>● Add to the character web and read aloud chapter part of the text.</li> <li>● Read, discuss and analyze words in</li> </ul>

<p>were, will with the -ing form of a main verb. Publish fiction drafts.</p>		<p>pairs.</p> <ul style="list-style-type: none"> <li>● Write imitation sentences.</li> <li>● Publish drafts.</li> </ul>
<p>Day 19: Listen to and discuss part of a fictional text using various reading strategies. Read, analyze and discuss words with <i>trac</i>. Use am, is, are, was, were, will with the -ing form of a main verb. Publish fiction drafts.</p>	<ul style="list-style-type: none"> <li>● RL.CT.4.8; L.WF.4.2; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>● Read aloud part of the text and discuss falling action and resolution.</li> <li>● Analyze word parts with words that have <i>trac</i>.</li> <li>● Practice skill with Boom Cards.</li> <li>● Publish drafts.</li> </ul>
<p>Day 20: Use various reading strategies to read independently. Learn about found poetry. Use am, is, are, was, were, will with the -ing form of a main verb. Publish fiction drafts.</p>	<ul style="list-style-type: none"> <li>● RL.CT.4.8; RL.TS.4.4; L.WF.4.3; W.NW.4.3; W.WP.4.4</li> </ul>	<ul style="list-style-type: none"> <li>● Write and share about texts read independently using a story arc.</li> <li>● Model a black out poem and create a black out poem.</li> <li>● Assess skill.</li> <li>● Publish drafts.</li> </ul>
<p>Day 21: Read independently and think about characters. Use the guided spelling strategy with words with the root <i>trac</i>. Use modal auxiliaries to convey various conditions. Publish fiction drafts.</p>	<ul style="list-style-type: none"> <li>● RL.IT.4.3; L.WF.4.2; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>● Explore character change. Make character maps for fiction books read independently.</li> <li>● Guide the students with spelling words with the root <i>trac</i>.</li> <li>● Introduce the skill with models.</li> <li>● Publish drafts.</li> </ul>
<p>Day 22: Read independently and think about theme. Review the prefixes trans-, sub- and super-. Use modal auxiliaries to convey various conditions. Publish fiction drafts.</p>	<ul style="list-style-type: none"> <li>● RL.CT.4.8; L.WF.4.2; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>● Explore theme.</li> <li>● Read independently and think about the theme.</li> <li>● Play “Which word Does Not Belong?” in pairs.</li> <li>● Create an anchor chart for skill.</li> <li>● Publish drafts.</li> </ul>
<p>Day 23: Read independently and summarize. Review the roots <i>aud</i>, <i>phon</i>, and</p>	<ul style="list-style-type: none"> <li>● RL.CI.4.2; L.WF.4.2; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>● Do a shared first paragraph summary. Write a summary of a text read</li> </ul>

<p><i>trac</i>, Use modal auxiliaries to convey various conditions. Publish fiction drafts.</p>		<p>independently.</p> <ul style="list-style-type: none"> <li>● Play “Charades”.</li> <li>● Write imitation sentences.</li> <li>● Publish drafts.</li> </ul>
<p>Day 24: Read independently and write about a theme. Revisit word collection. Use modal auxiliaries to convey various conditions. Publish fiction drafts.</p>	<ul style="list-style-type: none"> <li>● RL.CT.4.8; L.WF.4.2; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>● Model writing about theme. Write about a theme from independent reading.</li> <li>● Create a word web and model writing poetry. Write poetry.</li> <li>● Practice skill with Boom Cards.</li> <li>● Publish drafts.</li> </ul>
<p>Day 25: Read independently and notice thinking. Read and share poems aloud. Use modal auxiliaries to convey various conditions. Publish fiction drafts.</p>	<ul style="list-style-type: none"> <li>● RI.MF.4.6; RL.TS.4.4; SL.UM.4.5; L.WF.4.3; W.NW.4.3</li> </ul>	<ul style="list-style-type: none"> <li>● Model sharing texts. Read independently and share texts with a partner</li> <li>● Illustrate poetry and create an audiovisual poem.</li> <li>● Assess skill.</li> <li>● Publish drafts.</li> </ul>

#### Inclusive concepts

- Explain the differences of living in a city setting, specifically Brooklyn NY. Discuss court, landlords, and evictions.

#### Unit 4 Learning Goals

- Listen to and discuss biographies
- Learn the structure of biographies
- Discuss the traits, motivations of innovators
- Use reading strategies to gain deeper understanding of narrative nonfiction
- Engage in written conversations to share their thinking
- Learn about word parts
- Figurative language : idioms
- Use pronouns
- Form contractions

- Hear, discuss and write poetry
- Explore the craft elements of functional writing

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> <li>● Textbook Being A Reader</li> <li>● Textbook Being A Writer/ Mentor Texts</li> <li>● Authentic Grammar</li> </ul>	<ul style="list-style-type: none"> <li>● IXL</li> <li>● ReadWorks.org</li> <li>● Being a Reader Read Alouds</li> <li>● Scholastic News</li> <li>● Classroom Library</li> <li>● Lexia</li> </ul>

Daily Targets	NJSL Performance Expectations	Instructional Activities
<p>Day 1: Listen to and discuss part of a biography. Discuss Biographies. Read and discuss homophones. Use subject and object pronouns. Generate ideas for poetry.</p>	<ul style="list-style-type: none"> <li>● RI.CI.4.2; L.VL.4.2; L.WF.4.3; W.WP.4.4</li> </ul>	<ul style="list-style-type: none"> <li>● Read aloud part of a biography and discuss the purpose and organization of the biography.</li> <li>● Students find homophone pairs in text, read the definitions and identify which homophone fits a sentence.</li> <li>● Introduce skill with models.</li> <li>● Listen to mentor poem and quick write.</li> </ul>
<p>Day 2: Listen to and discuss part of a biography. Discuss important events, setting and theme. Learn the meaning of the prefix auto-. Use subject and object pronouns. Generate ideas for poetry.</p>	<ul style="list-style-type: none"> <li>● RI.CI.4.2; L.WF.4.2; L.WF.4.3; W.WP.4.4</li> </ul>	<ul style="list-style-type: none"> <li>● Read aloud part of a biography and discuss the setting and important events of the biography.</li> <li>● Write about the theme. Introduce the prefix auto-.</li> <li>● Read and discuss words with auto-.</li> <li>● Create an anchor chart with skill.</li> <li>● Listen to mentor poem and quick write.</li> </ul>
<p>Day 3: Listen to and discuss part of a</p>	<ul style="list-style-type: none"> <li>● RI.IT.4.3; L.WF.4.2; L.WF.4.3; W.WP.4.4</li> </ul>	<ul style="list-style-type: none"> <li>● With a heads together activity read an</li> </ul>



<p>biography. Discuss the subjects traits and motivations. Learn the meaning of the root <i>bio</i>. Use subject and object pronouns. Generate ideas for poetry.</p>		<p>excerpt and look for clues of the traits of the subject.</p> <ul style="list-style-type: none"> <li>• Discuss motivations. Introduce the root <i>bio</i>. Analyze other words that use <i>bio</i>.</li> <li>• Write imitation sentences.</li> <li>• Listen to mentor poem and quick write.</li> </ul>
<p>Day 4: Read independently and make, record, and discuss inferences. Read, discuss, and analyze words with the root <i>bio</i>, and the prefix <i>auto-</i>. Use subject and object pronouns. Generate ideas for poetry.</p>	<ul style="list-style-type: none"> <li>• RI.CR.4.1; L.RF.4.3; L.WF.4.3; W.WP.4.4</li> </ul>	<ul style="list-style-type: none"> <li>• Read independently using a double entry journal to record clues and inferences.</li> <li>• Read an excerpt from biography and compare biography to autobiography.</li> <li>• Practice skill with Boom Cards.</li> <li>• Listen to mentor poem and quick write.</li> </ul>
<p>Day 5: Read independently with attention to punctuation. Read morphemic transformations. Use subject and object pronouns. Generate ideas for poetry.</p>	<ul style="list-style-type: none"> <li>• RI.CI.4.2; L.KL.4.1; L.WF.4.3; W.WP.4.4</li> </ul>	<ul style="list-style-type: none"> <li>• Students read aloud excerpts and discuss punctuation.</li> <li>• Read IDR texts with attention to punctuation. Read aloud morphemic transformations.</li> <li>• Assess skill.</li> <li>• Listen to mentor poem and quick write.</li> </ul>
<p>Day 6: Listen to and discuss part of a biography. Use questioning. Use the guided spelling procedure. Use relative pronouns. Generate ideas for poetry.</p>	<ul style="list-style-type: none"> <li>• RI.CR.4.1; L.WF.4.2; L.WF.4.3; W.WP.4.4</li> </ul>	<ul style="list-style-type: none"> <li>• Read aloud part of the biography and stop and ask questions. Use questions to discuss the story.</li> <li>• Guide the students to spell words with the prefix <i>auto-</i> and the root <i>bio</i>.</li> <li>• Introduce the skill with models.</li> <li>• Explore alliteration and repetition in poetry and quickwrite.</li> </ul>
<p>Day 7: Listen to and discuss an author's note from a biography. Review important events and traits/motivations. Learn the meaning of the roots <i>mot/mob</i>. Use relative pronouns. Generate ideas for poetry.</p>	<ul style="list-style-type: none"> <li>• RI.IT.4.3; L.RF.4.3; L.WF.4.3; W.WP.4.4</li> </ul>	<ul style="list-style-type: none"> <li>• Read aloud the author's note and write subjects traits and motivations.</li> <li>• Introduce <i>mot/mob</i> and play the game "mobile or immobile?"</li> <li>• Create an anchor chart for the skill.</li> <li>• Explore the use of similes in poetry and quickwrite.</li> </ul>

<p>Day 8:Review the story arc structure of a biography and theme. Review the roots <i>mot/mob</i>.Use relative pronouns. Generate ideas for poetry.</p>	<ul style="list-style-type: none"> <li>RI.TS.4.4;L.RF.4.3; L.WF.4.3; W.WP.4.4</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the orientation and the series of events of the biography.Write about the theme.</li> <li>Read, analyze and discuss word with mot/mob.</li> <li>Write imitation sentences.</li> <li>Revise poetry for image, sound and form.</li> </ul>
<p>Day 9:Read closely and identify figurative language. Read and discuss words with the roots <i>mot/mob</i>.Use relative pronouns. Generate ideas for poetry.</p>	<ul style="list-style-type: none"> <li>L.VI.4.3;L.RF.4.3; L.WF.4.3; W.WP.4.4</li> </ul>	<ul style="list-style-type: none"> <li>Read an excerpt and annotate challenging parts and figurative language.</li> <li>Create a word web in partners for words with mot/mob.</li> <li>Practice the skill with Boom Cards,</li> <li>Revise poetry for intentional rule breaking.</li> </ul>
<p>Day 10:Watch and discuss a video. Compare two texts on the same topic. Read and discuss words with the roots <i>mot/mob</i>.Use relative pronouns. Generate ideas for poetry.</p>	<ul style="list-style-type: none"> <li>RI.PP.4.5;L.RF.4.3; L.WF.4.3; W.WP.4.4</li> </ul>	<ul style="list-style-type: none"> <li>Watch video and use heads together to compare and contrast the two texts.</li> <li>Create a word web with the word motivate.</li> <li>Assess skill.</li> <li>Author’s chair for poetry</li> </ul>
<p>Day 11: Listen to and discuss part of a biography.Learn and practice a procedure for written conversations. Use the guided spelling procedure. Write sentences with pronoun subject and verb agreement. Write directions to a game.</p>	<ul style="list-style-type: none"> <li>SL.PE.4.1;L.WF.4.2; L.WF.4.3; W.IW.4.2</li> </ul>	<ul style="list-style-type: none"> <li>Model a written conversation and students have a written conversation about the biography in pairs.</li> <li>Guide the students to spell words.</li> <li>Introduce skill with models.</li> <li>Explore functional writing by writing the directions to a PBJ.</li> </ul>
<p>Day 12:Listen to and discuss part of a biography.Discuss and write about a subject's traits and motivations.Learn the meanings and the functions of the suffixes -ic and -al. Write sentences with pronoun subject and verb agreement. Write directions to a game.</p>	<ul style="list-style-type: none"> <li>RI.IT.4.3;L.RF.4.3; L.WF.4.3; W.IW.4.2</li> </ul>	<ul style="list-style-type: none"> <li>Using heads together, students discuss and write the subjects traits and motivations.</li> <li>Introduce the suffixes -ic and -al. Play “This or that?”.</li> <li>Create an anchor chart for the skill.</li> <li>Explore functional writing by writing the directions to another type of sandwich.</li> </ul>

<p>Day 13: Listen to and discuss a biographical article. Compare two types of biological texts. Review the suffixes -ic and -al. Write sentences with pronoun subject and verb agreement. Write directions to a game.</p>	<ul style="list-style-type: none"> <li>RI.PP.4.5; L.RF.4.3; L.WF.4.3; W.IW.4.2</li> </ul>	<ul style="list-style-type: none"> <li>Write about an innovator. Through discussion, compare the two texts.</li> <li>Read and analyze words with -ic and -al using a word analysis chart.</li> <li>Write imitation sentences.</li> <li>Explore completeness of functional writing by reading the directions and playing a card game.</li> </ul>
<p>Day 14: Read independently and synthesize. Read and discuss words with the suffixes -ic and -al. Write sentences with pronoun subject and verb agreement. Write directions to a game.</p>	<ul style="list-style-type: none"> <li>RL.MF.4.6; L.RF.4.3; L.WF.4.3; W.IW.4.2</li> </ul>	<ul style="list-style-type: none"> <li>Model synthesizing and writing. Students synthesize information learned about innovators and write.</li> <li>Play "What Does It Describe?"</li> <li>Practice skill with Boom Cards.</li> <li>Explore accuracy of functional writing and begin drafting.</li> </ul>
<p>Day 15: Read independently using reading strategies. Discuss words with the base word <i>adapt</i>. Write sentences with pronoun subject and verb agreement. Write directions to a game.</p>	<ul style="list-style-type: none"> <li>L.RF.4.4; L.WF.4.2; L.WF.4.3; W.IW.4.2</li> </ul>	<ul style="list-style-type: none"> <li>Students read independently and write about a reading strategy used.</li> <li>Show images of adaptations to inventions and discuss.</li> <li>Assess skill.</li> <li>Draft game directions.</li> </ul>
<p>Day 16: Listen to and discuss part of a biography. Engage in written conversations about the biography. Use the guided spelling procedure to spell words with -ic and -al. Form contractions from a pronoun and a helping verb. Write directions to a game.</p>	<ul style="list-style-type: none"> <li>RI.IT.4.3; L.WF.4.2; L.WF.4.3; W.IW.4.2</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud a biography and have the students do "written conversations" about the subject of the biography.</li> <li>Guide students to spell words with -ic and -al.</li> <li>Introduce skill with models.</li> <li>Draft game directions.</li> </ul>
<p>Day 17: Listen to and discuss part of a biography. Discuss and write about a subject's traits and motivations. Make connections among words with similar roots. Form contractions from a pronoun and a helping verb. Write directions to a game.</p>	<ul style="list-style-type: none"> <li>RI.IT.4.3; L.VL.4.2; L.WF.4.3; W.IW.4.2</li> </ul>	<ul style="list-style-type: none"> <li>Review the biography and with "heads together" have the students make inferences and discuss the theme of the biography.</li> <li>In partners, read and discuss words and place them into categories.</li> <li>Create an anchor chart for skill.</li> <li>Revise writing for modal auxiliary verbs.</li> </ul>

<p>Day 18: Discuss traits and motivations across texts. Analyze words and sort them into categories. Form contractions from a pronoun and a helping verb. Write directions to a game.</p>	<ul style="list-style-type: none"> <li>RI.IT.4.3; L.VL.4.2; L.WF.4.3; W.IW.4.2</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the innovators read about. Reflect on what was learned about all of them.</li> <li>Complete an open sort in pairs.</li> <li>Write imitation sentences.</li> <li>Revise for spelling, punctuation and grammar.</li> </ul>
<p>Day 19: Discuss, write about and share biography outlines. Illustrate and discuss words. Form contractions from a pronoun and a helping verb. Write directions to a game.</p>	<ul style="list-style-type: none"> <li>RI.IT.4.3; L.VL.4.2; L.WF.4.3; W.IW.4.2</li> </ul>	<ul style="list-style-type: none"> <li>Introduce creating a biography outline and students create and share.</li> <li>Students pick words from their word collection and illustrate. Students guess the word.</li> <li>Practice the skill with Boom Cards.</li> <li>Publish game directions.</li> </ul>
<p>Day 20: Discuss and share about texts read independently. Learn about and discuss idioms. Form contractions from a pronoun and a helping verb. Write directions to a game.</p>	<ul style="list-style-type: none"> <li>RI.IT.4.3; L.VI.4.3; L.WF.4.3; W.IW.4.2</li> </ul>	<ul style="list-style-type: none"> <li>Review sharing texts, read independently, and share texts with partners.</li> <li>Discuss the idioms from texts read.</li> <li>Assess the skill.</li> <li>Author's chair with functional writing.</li> </ul>

#### Inclusive concepts

- Discuss Pura Belpre's lifetime of work to equate the opportunities of the Latino community.

#### Unit 5 Learning Goals

- Use reading strategies to understand expository nonfiction texts
- Think about the ways authors organize information
- Employ strategies of identifying importance
- Learn word parts
- Build vocabulary
- Use the correct spelling of homophones
- Use adjectives and articles
- Compare nouns with adjectives
- Use adverbs that tell where, when, or how

- **Paraphrase informational texts**
- **Use effective research skills**
- **Write an informative text to examine a country of the world.**

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> <li>● Textbook Being A Reader</li> <li>● Textbook Being A Writer/ Mentor Texts</li> <li>● Authentic Grammar</li> </ul>	<ul style="list-style-type: none"> <li>● IXL</li> <li>● ReadWorks.org</li> <li>● Being a Reader Read Alouds</li> <li>● Scholastic News</li> <li>● Classroom Library</li> <li>● Lexia</li> </ul>

Daily Targets	NJSLS Performance Expectations	Instructional Activities
<p>Day 1: Use questioning and making inferences with an expository nonfiction text. Read and discuss homophones. Think about how to spell words that sound alike. Write an informative text.</p>	<ul style="list-style-type: none"> <li>● RI.IT.4.3, SI.PI.4.2;L.WF.4.2; W.IW.4.2</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to and discuss a nonfiction book with the teacher stopping and asking turn and talk questions.Using a KWL chart the students write what they know, learned and what they still want to know about a topic.</li> <li>● Illustrate an animal homophone.</li> <li>● Introduce skill with models.</li> <li>● Read and model the process of paraphrasing text.</li> </ul>
<p>Day 2:Discuss and determine important ideas of an expository nonfiction article.Learn the meaning of the prefix multi-.Think about how to spell words that sound alike. Write an explanatory text.</p>	<ul style="list-style-type: none"> <li>● RI.CI.4.2;L.VL.4.2;L.WF.4.2; W.IW.4.2</li> </ul>	<ul style="list-style-type: none"> <li>● Read and discuss an expository nonfiction article.</li> <li>● Record the information learned.Compare the meanings of words with prefixes.</li> <li>● Create an anchor chart for the skill.</li> <li>● Read and model the process of paraphrasing text.</li> </ul>

<p>Day 3: Listen to and discuss parts of a nonfiction book. Discuss text features. Read, discuss and analyze words with prefixes. Think about how to spell words that sound alike. Write an explanatory text.</p>	<ul style="list-style-type: none"> <li>RI.TS.4.4; L.VL.4.2; L.WF.4.2; W.IW.4.2</li> </ul>	<ul style="list-style-type: none"> <li>Using “heads together” students discuss the important ideas from an excerpt of the book.</li> <li>Students complete a table analyzing words.</li> <li>Write imitation sentences.</li> <li>Read and model the process of paraphrasing text.</li> </ul>
<p>Day 4: Listen to and discuss parts of a nonfiction book. Discuss important ideas and supporting ideas. Review the meaning of the prefix multi-. Think about how to spell words that sound alike. Write an explanatory text.</p>	<ul style="list-style-type: none"> <li>RI.CI.4.2; L.VL.4.2; L.WF.4.2; W.IW.4.2</li> </ul>	<ul style="list-style-type: none"> <li>Using “turn and talk” students discuss the important ideas/supporting details from an excerpt of the book.</li> <li>Students sketch words to show meaning.</li> <li>Practice skill with Boom Cards.</li> <li>Read and model the process of paraphrasing text.</li> </ul>
<p>Day 5: Use and discuss reading strategies. Read, analyze and discuss words related to symbiosis. Think about how to spell words that sound alike. Write an explanatory text.</p>	<ul style="list-style-type: none"> <li>RI.CR.4.1; L.VL.4.2; L.WF.4.2; W.IW.4.2</li> </ul>	<ul style="list-style-type: none"> <li>Review the reading strategies chart. Read independently, and write about a reading strategy used.</li> <li>Play “Which symbiotic relationship is it?”</li> <li>Assess skill.</li> <li>Read and model the process of paraphrasing text.</li> </ul>
<p>Day 6: Listen to and discuss parts of a nonfiction book. Discuss problems and solutions. Use the guided spelling procedure to spell words with the prefix multi- and suffixes. Use articles and adjectives. Explore nonfiction.</p>	<ul style="list-style-type: none"> <li>RI.TS.4.4; L.WF.4.2; L.WF.4.2; W.IW.4.2</li> </ul>	<ul style="list-style-type: none"> <li>Review excerpts of the book and point out the problem/solution organization.</li> <li>Guide the students to spell words with the prefix multi-.</li> <li>Introduce the skill with models.</li> <li>Explore nonfiction and generate a list of countries of interest.</li> </ul>
<p>Day 7: Listen to and discuss parts of a nonfiction book. Use text features to write about information learned. Learn the meaning of the</p>	<ul style="list-style-type: none"> <li>RI.CI.4.2; L.VL.4.2; L.WF.4.2; W.IW.4.2</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud text boxes and synthesize information to write about what was learned.</li> </ul>

<p>root vis/vid. Use articles and adjectives. Explore nonfiction.</p>		<ul style="list-style-type: none"> <li>● Show images for vis/vid and discuss the meaning of words.</li> <li>● Create an anchor chart for skill.</li> <li>● Explore nonfiction and generate a list of questions about countries.</li> </ul>
<p>Day 8: Listen to and discuss parts of a nonfiction book. Discuss cause and effect relationships. Review the roots vis/vid. Use articles and adjectives. Explore nonfiction.</p>	<ul style="list-style-type: none"> <li>● RI.TS.4.4; L.VL.4.2; L.WF.4.2; W.IW.4.2</li> </ul>	<ul style="list-style-type: none"> <li>● Review excerpts of the book and point out the cause/effect organization.</li> <li>● Analyze words with vis/vid in a table.</li> <li>● Write imitation sentences.</li> <li>● Choose a country and write about why you want to learn about it.</li> </ul>
<p>Day 9: Listen to and discuss parts of a nonfiction book. Read closely. Review the roots vis/vid. Use articles and adjectives. Explore nonfiction.</p>	<ul style="list-style-type: none"> <li>● L.RF.4.3; L.VL.4.2; L.WF.4.2; W.IW.4.2</li> </ul>	<ul style="list-style-type: none"> <li>● Read excerpts and annotate the challenging parts.</li> <li>● Create a word web with words with vis or vid.</li> <li>● Practice skill with Boom Cards.</li> <li>● Model appropriate research practices and sources.</li> </ul>
<p>Day 10: Listen to and discuss parts of a nonfiction book. Read with attention to phrasing. Create word associations. Use articles and adjectives. Explore nonfiction.</p>	<ul style="list-style-type: none"> <li>● L.RF.4.4; L.VL.4.2; L.WF.4.2; W.IW.4.2</li> </ul>	<ul style="list-style-type: none"> <li>● Model reading with and without paying attention to phrasing. Discuss. Students read aloud IDR texts. Discuss predation and generate descriptors for prey.</li> <li>● Create word associations</li> <li>● Assess skill.</li> <li>● Model note taking.</li> </ul>
<p>Day 11: Listen to and discuss parts of a nonfiction book. Use a Venn diagram with an expository text. Use the guided spelling strategy to spell words with vis/vid. Use comparative adjectives. Research and write expository nonfiction.</p>	<ul style="list-style-type: none"> <li>● RI.CT.4.8; SL.PI.4.4; L.WF.4.2; W.IW.4.2</li> </ul>	<ul style="list-style-type: none"> <li>● Use a Venn Diagram to organize thinking based on the reading and share.</li> <li>● Guide the students to spell words with vis/vid.</li> <li>● Introduce skill with models.</li> <li>● Research, note take and write about location of country and geographical features.</li> </ul>
<p>Day 12: Listen to and discuss parts of a nonfiction book. Use the text features. Learn</p>	<ul style="list-style-type: none"> <li>● RI.MF.4.6; L.WF.4.2; W.IW.4.2</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss the diagram in the book, students take notes about the topic.</li> </ul>

<p>the function of the suffix -ity. Use comparative adjectives. Research and write expository nonfiction.</p>		<ul style="list-style-type: none"> <li>● Introduce the suffix -ity and analyze words with the suffix.</li> <li>● Create an anchor chart for the skill.</li> <li>● Research, note take and write about location of country and geographical features.</li> </ul>
<p>Day 13: Summarize nonfiction texts. Review the suffix -ity. Use comparative adjectives. Research and write expository nonfiction.</p>	<ul style="list-style-type: none"> <li>● RI.CI.4.2; L.WF.4.2; W.IW.4.2</li> </ul>	<ul style="list-style-type: none"> <li>● Model determining important ideas and writing a summary. Students write a summary.</li> <li>● Chorally read words and notice word parts.</li> <li>● Write imitation sentences.</li> <li>● Research, note take and write about the weather of country.</li> </ul>
<p>Day 14: Listen to and discuss a web page. Analyze and sort words into categories. Use comparative adjectives. Research and write expository nonfiction.</p>	<ul style="list-style-type: none"> <li>● RI.MF.4.6; L.WF.4.2; W.IW.4.2</li> </ul>	<ul style="list-style-type: none"> <li>● Introduce using the internet to learn more about a topic. Model searching information. Identify text features of a web page.</li> <li>● Students do an open sort in pairs.</li> <li>● Practice skill on Boom Cards.</li> <li>● Research, note take and write about the weather of country.</li> </ul>
<p>Day 15: Read independently using reading strategies. Create a word web with the word <i>ticks</i>. Use comparative adjectives. Research and write expository nonfiction.</p>	<ul style="list-style-type: none"> <li>● L.RF.4.4; L.WF.4.2; W.IW.4.2</li> </ul>	<ul style="list-style-type: none"> <li>● Read independently and write a summary.</li> <li>● Create the word webs and read, discuss and categorize the words.</li> <li>● Assess skill.</li> <li>● Research, note take and write about animals in your country.</li> </ul>
<p>Day 16: Read a nonfiction text determining the important information and summarizing. Spell words with the suffix -ity. Use adverbs that tell where, when, or how. Research and write expository nonfiction.</p>	<ul style="list-style-type: none"> <li>● RI.CI.4.2; SL.II.4.2; L.WF.4.2; W.IW.4.2</li> </ul>	<ul style="list-style-type: none"> <li>● After reading a nonfiction text, do a second reading to determine information and summarize what this was about with a turn and talk with partners.</li> <li>● Using guided spelling procedure, spell</li> </ul>



		<p>words with -ity.</p> <ul style="list-style-type: none"> <li>● Introduce grammar skill. Research, note take and write about plants in your country.</li> </ul>
<p>Day 17: Watch and discuss a video. Determine and discuss important ideas. Review words with -ity. Use adverbs that tell where, when, or how. Research and write expository nonfiction.</p>	<ul style="list-style-type: none"> <li>● SL.II.4.2. ;W.SE.4.6;L.RF.4.3; W.IW.4.2</li> </ul>	<ul style="list-style-type: none"> <li>● Watch the video 3 times. First all the way through, a second time to clarify vocabulary and a third to discuss important ideas. Write about the video's main idea.</li> <li>● Review words with -ity with "Which Word Does Not Belong?" activity.</li> <li>● Review skill with anchor chart.</li> <li>● Research, note take and write about school in your country.</li> </ul>
<p>Day 18: Read and discuss a web page. Review previously learned affixes and roots. Use adverbs that tell where, when, or how. Research and write expository nonfiction.</p>	<ul style="list-style-type: none"> <li>● RI.CR.4.1;SL.II.4.2;L.VL.4.2; W.IW.4.2</li> </ul>	<ul style="list-style-type: none"> <li>● Explore websites to gather information on a topic. Discuss credible sources.</li> <li>● Review words with a "Which Word Am I?" activity.</li> <li>● Practice skill with imitation sentences.</li> <li>● Research, note take and write about traditions in your country.</li> </ul>
<p>Day 19: Write about and share information gathered. Revisit word collections. Use adverbs that tell where, when, or how. Research and write expository nonfiction.</p>	<ul style="list-style-type: none"> <li>● W.WR.4.5; SL.PI.4.4;L.VL.4.2; W.IW.4.2</li> </ul>	<ul style="list-style-type: none"> <li>● Write about a topic. "What I Know About _____" Share.</li> <li>● Use an online dictionary or thesaurus to learn more about words.</li> <li>● Practice skill with Boom Cards.</li> <li>● Research, note take and write about the history of your country.</li> </ul>
<p>Day 20: Students will read texts individually and demonstrate fluency and comprehension. Listen to, read and discuss a poem. Use adverbs that tell where, when, or how. Research and write expository nonfiction.</p>	<ul style="list-style-type: none"> <li>● L.RF.4.4;L.VI.4.3; W.IW.4.2</li> </ul>	<ul style="list-style-type: none"> <li>● IDR (independent reading) with individual teacher conferencing.</li> <li>● Read and discuss the symbiotic relationship described in the poem.</li> <li>● Assess the skill.</li> <li>● Research, note take and write about</li> </ul>

		jobs in your country.
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<b>Inclusive concepts</b>
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<ul style="list-style-type: none"> <li>• While reading “Polar Bears on the Hunt”, we will be discussing our impact on the environment and how it affects animals. Strategies for how we can limit a negative impact will be discussed.</li> </ul>
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<b>Unit 6 Learning Goals</b>
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| <ul style="list-style-type: none"> <li>• Read different forms of persuasive texts</li> <li>• Identify organization of persuasive texts</li> <li>• Identify ways authors persuade</li> <li>• Distinguish important ideas</li> <li>• Distinguish reasons from evidence</li> <li>• Learn word parts</li> <li>• Idioms, proverbs and adages</li> <li>• Use relative adverbs</li> <li>• Use comparative adverbs</li> <li>• Use prepositions</li> <li>• Combine simple sentences</li> <li>• Write an opinion/ persuasive essay</li> </ul> |
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<b>Core Instructional Materials</b>	<b>Supplemental Materials</b>
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|---|---|
| <ul style="list-style-type: none"> <li>• Textbook Being A Reader</li> <li>• Textbook Being A Writer/ Mentor Texts</li> <li>• Authentic Grammar</li> </ul> | <ul style="list-style-type: none"> <li>• IXL</li> <li>• ReadWorks.org</li> <li>• Being a Reader Read Alouds</li> <li>• Scholastic News</li> <li>• Classroom Library</li> <li>• Lexia</li> </ul> |
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<b>Daily Targets</b>	<b>NJSLS Performance Expectations</b>	<b>Instructional Activities</b>
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<p>Day 1: Listen to and discuss a persuasive nonfiction text. Discuss the structure of the text. Explore homophones. Use relative adverbs: where, when, why. Edit, revise and publish expository nonfiction writing.</p>	<ul style="list-style-type: none"> <li>RI.AA.4.7; L.VL.4.2; L.VI.4.3; W.IW.4.1</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and discuss the author's opinion in a persuasive nonfiction text. Review the structure of the text. Note the reasons the author gives.</li> <li>Complete sentences with correct homophone based on context.</li> <li>Introduce grammar skill.</li> <li>Edit for spelling.</li> </ul>
<p>Day 2: Listen to another persuasive nonfiction text. Discuss audience, author's purpose and the ways authors persuade. Read, analyze and discuss words with the prefixes mid- and semi-.Use relative adverbs: where, when, why. Edit, revise and publish expository nonfiction writing.</p>	<ul style="list-style-type: none"> <li>RI.AA.4.7;L.RF.4.3; L.VI.4.3; W.IW.4.1</li> </ul>	<ul style="list-style-type: none"> <li>Introduce audience and author's purpose. Listen to and discuss a persuasive text. Discuss the cause and effect relationships. Chart ways authors persuade.</li> <li>Introduce the prefixes mis- and semi- with modeling and turn and talk conversations.</li> <li>Create an anchor chart for skill.</li> <li>Edit for run-on sentences</li> </ul>
<p>Day 3:Listen to another persuasive nonfiction text. Discuss compare and contrast relationships. Read, analyze and discuss words with the prefixes mid- and semi-.Use relative adverbs: where, when, why. Edit, revise and publish expository nonfiction writing.</p>	<ul style="list-style-type: none"> <li>RI.TS.4.4;L.RF.4.3; L.VI.4.3; W.IW.4.1</li> </ul>	<ul style="list-style-type: none"> <li>Point out cause and effect relationships in an excerpt. Have the students identify cause and effect relationships in pairs.</li> <li>Students complete a word parts table with words with mis- and semi-.</li> <li>Write imitation sentences.</li> <li>Edit for Run-on sentences and punctuation.</li> </ul>
<p>Day 4:Listen to another persuasive nonfiction text. Determine important ideas. Read, analyze and discuss words with the prefixes mid- and semi-.Use relative adverbs: where, when, why. Edit, revise and publish expository nonfiction writing.</p>	<ul style="list-style-type: none"> <li>RI.CR.4.1;L.RF.4.3; L.VI.4.3; W.IW.4.1; SL.PI.4.4; SL.AS.4.6</li> </ul>	<ul style="list-style-type: none"> <li>Students complete a t-chart of the pros and cons learned from the texts.</li> <li>Students sketch out words with the prefixes mis- and semi-.</li> <li>Practice skill with Boom Cards.</li> <li>Present Reports.</li> </ul>
<p>Day 5:Discuss other ways authors persuade.</p>	<ul style="list-style-type: none"> <li>L.RF.4.4; L.VI.4.3; L.VI.4.3; W.IW.4.1;</li> </ul>	<ul style="list-style-type: none"> <li>Review chart of ways authors</li> </ul>

<p>Students will read texts individually and demonstrate fluency and comprehension. Discuss idioms. Use relative adverbs: where, when, why. Edit, revise and publish expository nonfiction writing.</p>	<p>SL.PI.4.4; SL.AS.4.6</p>	<p>persuade. IDR (independent reading) with individual teacher conferencing.</p> <ul style="list-style-type: none"> <li>• Students draw idioms.</li> <li>• Assess skill.</li> <li>• Present reports.</li> </ul>
<p>Day 6: Listen to and discuss a persuasive nonfiction text. Discuss the structure of the text. Guided spelling practice with words with mid- and semi-. Use comparative adverbs to compare two or more actions. Write a persuasive essay to defend a particular opinion.</p>	<ul style="list-style-type: none"> <li>• RI.AA.4.7; L.WF.4.2; L.VI.4.3; W.IW.4.1</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and discuss the author's opinion in a persuasive nonfiction text. Review the structure of the text.</li> <li>• Use guided spelling procedure, spell words with mid- and semi-.</li> <li>• Introduce grammar skill.</li> <li>• Explore opinion writing.</li> </ul>
<p>Day 7: Listen to and discuss a persuasive nonfiction text. Discuss the structure of the text. Explore the cause and effect relationships. Learn the meaning of the root <i>fac</i>. Use comparative adverbs to compare two or more actions. Write a persuasive essay to defend a particular opinion.</p>	<ul style="list-style-type: none"> <li>• RI.TS.4.4; L.WF.4.2; L.VI.4.3; W.IW.4.1</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss cause and effect relationships with a turn and talk to a partner.</li> <li>• Read and discuss words with the root <i>fac</i>.</li> <li>• Create an anchor chart for the skill.</li> <li>• Explore opinion writing and quickwrite.</li> </ul>
<p>Day 8: Listen to another persuasive nonfiction text. Determine important ideas. Read, analyze and discuss words with the root <i>fac</i>. Use comparative adverbs to compare two or more actions. Write a persuasive essay to defend a particular opinion.</p>	<ul style="list-style-type: none"> <li>• RI.CR.4.1; L.RF.4.3; L.VI.4.3; W.IW.4.1</li> </ul>	<ul style="list-style-type: none"> <li>• Students complete a t-chart of the pros and cons learned from the texts.</li> <li>• Students sketch out words with the root <i>fac</i>.</li> <li>• Write imitation sentences for the skill.</li> <li>• Explore opinion writing and quickwrite.</li> </ul>
<p>Day 9: Listen to and discuss a persuasive nonfiction text. Discuss the structure of the text. Explore the problem and solution relationships. Review the root <i>fac</i>. Use comparative adverbs to compare two or more actions. Write a persuasive essay to defend a particular opinion.</p>	<ul style="list-style-type: none"> <li>• RI.TS.4.4; L.RF.4.3; L.VI.4.3; W.IW.4.1</li> </ul>	<ul style="list-style-type: none"> <li>• Review chart of ways authors persuade. IDR (independent reading) with individual teacher conferencing.</li> <li>• Create a word web for the root <i>fac</i>.</li> <li>• Practice skill with Boom Cards.</li> <li>• Explore opinion writing and quickwrite.</li> </ul>

<p>Day 10: Listen to a persuasive speech. Model marking it and read with emphasis. Students practice independently. Use context to support understanding of idioms. Use comparative adverbs to compare two or more actions. Write a persuasive essay to defend a particular opinion.</p>	<ul style="list-style-type: none"> <li>● L.RF.4.4; L.VI.4.3; L.VI.4.3; W.IW.4.1</li> </ul>	<ul style="list-style-type: none"> <li>● Model reading aloud a persuasive speech. Students read aloud with emphasis and fluency.</li> <li>● Read and discuss idioms.</li> <li>● Assess the skill.</li> <li>● Explore opinion writing and quickwrite.</li> </ul>
<p>Day 11: Listen to and discuss a nonfiction text. Identify what is learned and the important ideas. Guided spelling practice with words with the root <i>fac</i>. Use prepositional phrases to add detail to sentences. Draft persuasive essays.</p>	<ul style="list-style-type: none"> <li>● RI.CR.4.1; L.WF.4.2; L.VI.4.3; W.IW.4.1</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to and discuss a nonfiction text. Review important ideas.</li> <li>● Use guided spelling procedure, spell words with the root <i>fac</i>.</li> <li>● Introduce grammar skill.</li> <li>● Choose an opinion and an audience for essay.</li> </ul>
<p>Day 12: Listen to and discuss a nonfiction text. Distinguish between fact and opinion. Read and discuss words with the root <i>spec and scope</i>. Use prepositional phrases to add detail to sentences. Draft persuasive essays.</p>	<ul style="list-style-type: none"> <li>● RI.CR.4.1; L.RF.4.3; L.VI.4.3; W.IW.4.1</li> </ul>	<ul style="list-style-type: none"> <li>● Introduce the words with <i>spec</i> and <i>scope</i> with pictures.</li> <li>● Students turn and talk using words with <i>spec</i> and <i>scope</i>.</li> <li>● Create an anchor chart with skill.</li> <li>● Craft strong openings and clear statements of opinion for essay.</li> </ul>
<p>Day 13: Listen to and discuss a nonfiction text. Identify important ideas and evidence to support. Read morphemic transformations. Use prepositional phrases to add detail to sentences. Draft persuasive essays.</p>	<ul style="list-style-type: none"> <li>● RI.MF.4.6; L.WF.4.2; L.VI.4.3; W.IW.4.1</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to and discuss a nonfiction text. With partners, record important ideas and evidence.</li> <li>● Using a projectable, read and discuss the changes made in the words.</li> <li>● Write imitation sentences.</li> <li>● Give reasons to support opinion.</li> </ul>
<p>Day 14: Listen to and discuss a nonfiction text. Identify cause and effect signal words. Write and share opinions. Review words with the</p>	<ul style="list-style-type: none"> <li>● RS.TS.4.4; L.WF.4.2; L.VI.4.3; W.IW.4.1</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to and discuss a nonfiction text. As a whole class, discuss the organization of the text.</li> </ul>

<p>root <i>spec and scope</i>. Use prepositional phrases to add detail to sentences. Draft persuasive essays.</p>		<ul style="list-style-type: none"> <li>• Using a projectable, read and discuss words with <i>scope and spec</i>.</li> <li>• Practice skill with Boom Cards.</li> <li>• Give reasons to support opinion.</li> </ul>
<p>Day 15: Listen to and discuss a nonfiction text. Identify cause and effect signal words. Write and share opinions. Introduce proverbs, read and discuss. Use prepositional phrases to add detail to sentences. Draft persuasive essays.</p>	<ul style="list-style-type: none"> <li>• RS.TS.4.4; L.WF.4.2; L.VI.4.3; W.IW.4.1</li> </ul>	<ul style="list-style-type: none"> <li>• Do a close reading of a nonfiction text. As a whole class discuss cause and effect signal words.</li> <li>• Show a proverb with an illustration and discuss.</li> <li>• Assess skill.</li> <li>• Use transition words and phrases to connect opinions and reasons.</li> </ul>
<p>Day 16: Watch and discuss a video. Compare and contrast ideas in two nonfiction texts. Guided spelling practice with words with the root <i>spec and scope</i>. Connecting sentences that have the same subject. Revising, proofreading, and publishing persuasive essays.</p>	<ul style="list-style-type: none"> <li>• RI.PP.4.5; L.WF.4.2; L.VI.4.3; W.IW.4.1</li> </ul>	<ul style="list-style-type: none"> <li>• Watch the video, and with a partner compare and contrast the video to the article read previously.</li> <li>• Use guided spelling procedure, spell words with the root <i>spec and scope</i>.</li> <li>• Introduce grammar skill.</li> <li>• Pair conferring for understanding.</li> </ul>
<p>Day 17: Write a persuasive book recommendation. Review the prefixes <i>mid- and semi-</i>. Connecting sentences that have the same subject. Revising, proofreading, and publishing persuasive essays.</p>	<ul style="list-style-type: none"> <li>• W.AW.4.1; L.WF.4.2; L.VI.4.3; W.IW.4.1</li> </ul>	<ul style="list-style-type: none"> <li>• Model a persuasive book recommendation. Students write an introduction to a persuasive book recommendation.</li> <li>• With a projectable, play "Which Word Doesn't Belong?"</li> <li>• Create an anchor chart for the skill.</li> <li>• Proofreading for run-on sentences.</li> </ul>
<p>Day 18: Write a persuasive book recommendation. Read and discuss words with affixes and roots to build morphemic analysis. Connecting sentences that have the same subject. Revising, proofreading, and</p>	<ul style="list-style-type: none"> <li>• W.AW.4.1; L.WF.4.2; L.VI.4.3; W.IW.4.1</li> </ul>	<ul style="list-style-type: none"> <li>• Model a persuasive book recommendation. Students write reasons and evidence for a persuasive book recommendation.</li> <li>• With partners, make connections with</li> </ul>

publishing persuasive essays.		words with similar roots. <ul style="list-style-type: none"> <li>● Write imitation sentences.</li> <li>● Proofreading for indenting and paragraphs.</li> </ul>
Day 19:Write a persuasive book recommendation. Build knowledge about words. Connecting sentences that have the same subject. Revising, proofreading, and publishing persuasive essays.	<ul style="list-style-type: none"> <li>● W.AW.4.1;L.WF.4.2; L.VI.4.3; W.IW.4.1</li> </ul>	<ul style="list-style-type: none"> <li>● Model a persuasive book recommendation. Students write a conclusion to a persuasive book recommendation.</li> <li>● With a projectable, play “Which Word Am I?” with word part clues.</li> <li>● Practice skill with Boom Cards.</li> <li>● Author’s Chair.</li> </ul>
Day 20:Students will read texts individually and demonstrate fluency and comprehension. Read and discuss proverbs and adages. Connecting sentences that have the same subject. Revising, proofreading, and publishing persuasive essays.	<ul style="list-style-type: none"> <li>● L.RF.4.4; L.VI.4.3; L.VI.4.3; W.IW.4.1</li> </ul>	<ul style="list-style-type: none"> <li>● Review chart of ways authors persuade. IDR (independent reading) with individual teacher conferencing. Share reading strategies used.</li> <li>● Read and discuss the proverbs and adages projected.</li> <li>● Assess skill.</li> <li>● Author’s Chair.</li> </ul>

**Inclusive concepts**

- We will be watching a video and determining ways we as a society can help fight climate change with our diets.

**Unit 7 Learning Goals**

- **Read drama**
- **Use reading strategies to understand drama**
- **Apply fluency skills while reading drama**
- **Identify features of a play**
- **Compare plays to other kinds of stories**
- **Reflect and review word parts**
- **Read and discuss poems**
- **Using commas**
- **Using a comma and a conjunction when joining clauses.**

- **Writing compound sentences.**
- **Writing complex sentences.**
- **Revisiting the writing community**

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> <li>● Textbook Being A Reader</li> <li>● Textbook Being A Writer/ Mentor Texts</li> <li>● Authentic Grammar</li> </ul>	<ul style="list-style-type: none"> <li>● IXL</li> <li>● ReadWorks.org</li> <li>● Being a Reader Read Alouds</li> <li>● Scholastic News</li> <li>● Classroom Library</li> <li>● Lexia</li> </ul>

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p>Day 1: Listen and discuss a play. Identify features of a play. Read and discuss homophones. Use commas in a series and in dates and places. Reflect on growth as writers.</p>	<ul style="list-style-type: none"> <li>● RL.TS.4.4 ; L.RF.4.4; L.VI.4.3;W.IW.4.1</li> </ul>	<ul style="list-style-type: none"> <li>● Read the play. Discuss the play, the narrator and the features with turn and talk procedure. Read parts of the for fluency.</li> <li>● Read and discuss homophones.</li> <li>● Introduce grammar skill.</li> <li>● Reflect on ways to be a good writer, write about how to be a good writer.</li> </ul>
<p>Day 2: Listen and discuss a play. Identify the structure of the play with Story Arc. Identify the problems in the play. Identify prefixes and their meaning. Use commas in a series and in dates and places. Reflect on growth as writers.</p>	<ul style="list-style-type: none"> <li>● RL.MF.4.6; L.RF.4.3; L.VI.4.3;W.IW.4.1</li> </ul>	<ul style="list-style-type: none"> <li>● Summarize the play using a Story Arc. Listen to part of the play. Use “Think, Pair, Share” to discuss the problems.</li> <li>● Review the prefixes/ meanings charted throughout the year. Play “Prefix Memory”.</li> <li>● Create an anchor chart with the skill.</li> <li>● Reflect on ways to be a good writer, write about how to be a good writer.</li> </ul>
<p>Day 3: Listen and discuss a play. Discuss and</p>	<ul style="list-style-type: none"> <li>● RL.CI.4.2;L.WF.4.2; L.VI.4.3;W.IW.4.1</li> </ul>	<ul style="list-style-type: none"> <li>● Read the ending of the play. Use</li> </ul>



<p>write about themes in a play. Read and analyze polysyllabic words. Use commas in a series and in dates and places. Reflect on growth as writers.</p>		<p>“Think, Pair, Share” to discuss the themes.</p> <ul style="list-style-type: none"> <li>● Use “Turn to Your Partner” to compare words and determine how they are related.</li> <li>● Write Imitation sentences.</li> <li>● Reflect on favorite authors, write about how they influence us.</li> </ul>
<p>Day 4: Listen and discuss a play. Discuss narrator and point of view. Create words by combining word parts. Use commas in a series and in dates and places. Reflect on growth as writers.</p>	<ul style="list-style-type: none"> <li>● RL.PP.4.5; L.WF.4.2; L.VI.4.3; W.IW.4.1</li> </ul>	<ul style="list-style-type: none"> <li>● Reread the play and annotate the challenging parts. Discuss the roles of the narrators.</li> <li>● Model “Build That Word” and students do the activity in pairs.</li> <li>● Practice the skill with Boom Cards. Reflect on writing topics for the summer, begin writing about them.</li> </ul>
<p>Day 5: Listen and discuss a play. Make inferences. Review idioms and proverbs. Use commas in a series and in dates and places. Reflect on growth as writers.</p>	<ul style="list-style-type: none"> <li>● RL.CR.4.1; L.VI.4.3; L.VI.4.3; W.IW.4.1</li> </ul>	<ul style="list-style-type: none"> <li>● Make inferences about important events from the play and share them.</li> <li>● Review, read and discuss an idiom and a proverb.</li> <li>● Assess the skill.</li> <li>● Reflect on writing topics for the summer, begin writing about them.</li> </ul>
<p>Day 6: Read sections of a play. Guided spelling practice with words with the roots and affixes. Use a comma and a conjunction when joining clauses. Draft a friendly letter to an upcoming fourth grader.</p>	<ul style="list-style-type: none"> <li>● RL.TS.4.4; L.WF.4.2; L.VI.4.3; W.IW.4.1</li> </ul>	<ul style="list-style-type: none"> <li>● Choose parts for students to play and highlight parts.</li> <li>● Use the guided spelling strategies for students to practice the words.</li> <li>● Introduce the grammar skill.</li> <li>● Draft about what you need to be a good reader.</li> </ul>
<p>Day 7: Read sections of a play with attention to the character's feelings. Review suffixes. Use a comma and a conjunction when joining clauses. Draft a friendly letter to an upcoming fourth grader.</p>	<ul style="list-style-type: none"> <li>● L.RF.4.4; L.WF.4.2; L.VI.4.3; W.IW.4.1</li> </ul>	<ul style="list-style-type: none"> <li>● Students read aloud their parts with expression.</li> <li>● Categorize nouns that relate to adjectives ending in -y, -ous, -able, -en, -ic, and -al.</li> <li>● Create an anchor chart for the skill.</li> </ul>

		<ul style="list-style-type: none"> <li>● Draft about what you need to be good at Math.</li> </ul>
Day 8:Read sections of a play with attention to the punctuation. Review suffixes.Use a comma and a conjunction when joining clauses. Draft a friendly letter to an upcoming fourth grader.	<ul style="list-style-type: none"> <li>● L.RF.4.4;L. WF. 4.2; L.VI.4.3;W.IW.4.1</li> </ul>	<ul style="list-style-type: none"> <li>● Students read aloud their parts with expression and fluency.</li> <li>● Analyze and categorize words.</li> <li>● Write imitation sentences.</li> <li>● Pair confer and revise.</li> </ul>
Day 9:Read sections of a play with attention to the character’s feelings and punctuation. Review suffixes.Use a comma and a conjunction when joining clauses. Draft a friendly letter to an upcoming fourth grader.	<ul style="list-style-type: none"> <li>● L.RF.4.4;L. WF. 4.2; L.VI.4.3;W.IW.4.1</li> </ul>	<ul style="list-style-type: none"> <li>● Students read aloud their parts with expression and fluency.</li> <li>● Students look for words in their texts with suffixes.</li> <li>● Practice the skill with Boom Cards.</li> <li>● Edit for spelling, grammar and punctuation.</li> </ul>
Day 10:Read sections of a play with fluency. Read a poem and review figurative language.Use a comma and a conjunction when joining clauses. Draft a friendly letter to an upcoming fourth grader.	<ul style="list-style-type: none"> <li>● L.RF.4.4; L. VI.4.3; L.VI.4.3;W.IW.4.1</li> </ul>	<ul style="list-style-type: none"> <li>● Students read aloud their parts with expression and fluency.</li> <li>● Discuss similes and metaphors.</li> <li>● Assess the skill.</li> <li>● Publish letter.</li> </ul>
Day 11:Perform a dramatic reading of a play. (Group A) Guided spelling practice with words with the roots and affixes. Use a comma when starting a sentence with a subordinating conjunction.	<ul style="list-style-type: none"> <li>● L.RF.4.4;L. WF. 4.2; L.VI.4.3;W.IW.4.1</li> </ul>	<ul style="list-style-type: none"> <li>● Students in group A perform the dramatic reading.</li> <li>● Use the guided spelling procedure to practice words.</li> <li>● Introduce the grammar skill.</li> </ul>
Day 12:Perform a dramatic reading of a play.(Group B) Revisit word collections.Use a comma when starting a sentence with a subordinating conjunction.	<ul style="list-style-type: none"> <li>● L.RF.4.4; L.VL.4.2; L.VI.4.3;W.IW.4.1</li> </ul>	<ul style="list-style-type: none"> <li>● Students in group B perform the dramatic reading.</li> <li>● Play “Roots Memory”</li> <li>● Create an anchor chart for the skill.</li> </ul>

Day 13:Perform a dramatic reading of a play.(Group C)Read and discuss words with affixes and roots.Use a comma when starting a sentence with a subordinating conjunction.	<ul style="list-style-type: none"> <li>● L.RF.4.4;L.RF.4.3; L.VI.4.3;W.IW.4.1</li> </ul>	<ul style="list-style-type: none"> <li>● Students in group C perform the dramatic reading.</li> <li>● Do the activity “Connected by Roots”.</li> <li>● Write imitation sentences.</li> </ul>
Day 14:Listen and discuss a fiction book. Invent new words.Use a comma when starting a sentence with a subordinating conjunction.	<ul style="list-style-type: none"> <li>● RL.TS 4.4; L.RF.4.3; L.VI.4.3;W.IW.4.1</li> </ul>	<ul style="list-style-type: none"> <li>● Read the story the Magic Brocade and use a venn diagram to compare and contrast prose and plays.</li> <li>● Model inventing new words and do the activity in pairs.</li> <li>● Practice the skill with Boom Cards.</li> </ul>
Day 15:Explore and discuss writing a play based on a fiction book. Read a poem and connect to word study.Use a comma when starting a sentence with a subordinating conjunction.	<ul style="list-style-type: none"> <li>● L.RF.4.4;L.RF.4.3; L.VI.4.3;W.IW.4.1</li> </ul>	<ul style="list-style-type: none"> <li>● Students read basic picture books and work collaboratively to write a script.</li> <li>● Discuss the connections the poem has to what was learned in word study.</li> <li>● Assess the skill.</li> </ul>
Day 16:Revisit genres. Review synonyms.	<ul style="list-style-type: none"> <li>● RL.TS.4.4; L.VI.4.3; L.VI.4.3;W.IW.4.1</li> </ul>	<ul style="list-style-type: none"> <li>● Make posters on what they know about the different genres.</li> <li>● Play “More or Less” in pairs.</li> </ul>
Day 17:Revisit genres. Learn and discuss “hink pinks”.	<ul style="list-style-type: none"> <li>● RL.TS.4.4;L.KL.4.1; L.VI.4.3;W.IW.4.1</li> </ul>	<ul style="list-style-type: none"> <li>● Share posters.</li> <li>● Read and discuss “Hink Pinks”.</li> </ul>
Day 18:Read aloud strategies and reflection. Learn and discuss puns.	<ul style="list-style-type: none"> <li>● W.RW.4.7;L.VI.4.3; L.VI.4.3;W.IW.4.1</li> </ul>	<ul style="list-style-type: none"> <li>● Write about their reading lives and growth.</li> <li>● Read and discuss puns.</li> </ul>
Day 19:Share IDR texts. Listen to and read a poem.	<ul style="list-style-type: none"> <li>● SL.PI.4.4;L.VI.4.3; L.VI.4.3;W.IW.4.1</li> </ul>	<ul style="list-style-type: none"> <li>● Create an online book recommendation list for the summer.</li> <li>● Create word webs.</li> </ul>
Day 20:Reflect on the classroom community. Use words from the word collection.	<ul style="list-style-type: none"> <li>● W.RW.4.7;L.KL.4.1; L.VI.4.3;W.IW.4.1</li> </ul>	<ul style="list-style-type: none"> <li>● Write about the classroom community.</li> <li>● Create poems.</li> </ul>

**Inclusive concepts**

- Students will be reading and performing a play from a Chinese Folktale about a brocade made from silk, and learn that for centuries people in China have been known to weave it.