

East Orange School District ELA/Humanities
Unit 2 Title: What Can Animals Teach Us
Grade Level: 4
2nd Marking Period

<p>Genre Study</p>	<p>Week 1 & 2: Expository Text Literature Anthology: Anchor Text : Spiders Paired Selection: “Anansi and the Birds”</p> <p>Week 3 & 4: Drama Literature Anthology: Anchor Text: “Anansi and the Birds” Paired Selection: Pecos Bill and the Bear Lake Monster”</p> <p>Week 5: Argumentative Text Literature Anthology: “The Sandpiper,” “Bat,” “The Grasshopper Springs,” “Fireflies at Dusk” Paired Selection: Paired Selection: “Fog,” “White Cat Winter”</p>
<p>Big Idea Student answers to <i>Essential Questions</i> that lead them to the <i>Big Ideas</i>.</p>	<p>What Can Animals Teach Us?</p>
<p>Enduring Understanding(s) Key Concept(s) that lead to the Big Ideas</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> ● Effective readers use appropriate strategies to construct meaning. ● Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information ● Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. ● Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners. ● An expanded vocabulary enhances one’s ability to express ideas and information. ● The ability to read and comprehend texts is expanded through collaborative discussions and written responses ● Life lessons can be learned from studying other people’s experiences ● Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.

<p>Essential Question(s) Questions that lead students to Big Ideas</p>	<p>Weeks 1 & 2</p> <ul style="list-style-type: none"> • ELA: What helps an animal to survive? T20 • SS: How do people identify with their culture? <p>Weeks 3 & 4</p> <ul style="list-style-type: none"> • ELA: How do animal characters change familiar stories? T118 • SS: What role does storytelling play in culture? • SS: How have some cultures been able to maintain traditional beliefs and practices despite rapid changes in technology and communication? <p>Week 5</p> <ul style="list-style-type: none"> • ELA: How are writers inspired by animals? T214 • SS: How do the arts allow people to share their identity? • SS: How can writing allow a person to share their views? 	
<p>Higher Order Thinking Questions Questions that encourage students to think beyond the literal</p>	<ul style="list-style-type: none"> • Which events could have happened...? • If ... happened, what might the ending have been? • How was this similar to...? • What do you see as other possible outcomes? • Why did ... changes occur? • Can you compare your ... with that presented in...? • Can you explain what must have happened when...? • How is ... similar to <p>Click here for : HOT Question Stems</p>	
<p>New Jersey Student Learning Standards: English Language Arts/Social Studies</p>		
<p>ELA Power Reading/Specific Standards</p>	<p>ELA Power Writing Standards/Specific Standards</p>	<p>Social Studies Standards/Specific Standards</p>
<p>Key Idea and Details NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>Power Standards NJLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. NJLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>Weeks 1&2 Teaching Tolerance Social Justice Standards Identity 1. Students will develop positive social identities based on their membership in multiple groups in society. 2. Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups. 4. Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.</p>

<p>NJLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>NJLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>RI.4.1 Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature</p> <p>RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text</p> <p>RF.4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF.4.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>L.4.1a Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p>	<p>NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Power Standards</p> <p>NJLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.4.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p>	<p>Weeks 3 & 4</p> <p>Social Justice Standards</p> <p>Action</p> <p>16. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.</p> <p>17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.</p> <p>18. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias. 19. Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.</p> <p>20. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.</p> <p>Week 5</p> <p>Diversity Anchor Standards</p> <p>Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.</p> <p>Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.</p> <p>Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.</p> <p>Students will respond to diversity by building empathy, respect, understanding and connection.</p>
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<p>L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.2c Use a comma before a coordinating conjunction in a compound sentence..</p> <p>L.4.2d Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.4.3b Choose punctuation for effect.</p> <p>L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons</p> <p>L.4.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase</p> <p>L.4.2d Spell grade-appropriate words correctly, consulting references as needed</p> <p>L.4.3b Choose punctuation for effect.</p> <p>L.4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>)</p> <p>L.4.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases</p> <p>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p>W.4.3 D-Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.</p>
<p>Highlighted Career Ready Practices & 21ST Century Themes/Skills:</p>	<p>Social-Emotional Learning Competencies:</p>	<p>Amistad Alignment: The integration of African American History</p>
<p>Creativity and Innovation</p> <ul style="list-style-type: none"> Be open and responsive to new and diverse perspectives; incorporate 	<p>Self-Awareness</p> <ul style="list-style-type: none"> Identifying emotions 	<p>Weeks 1 & 2</p> <p>Unit 3- Ancient Africa-3000 B.C. - 1492 (African Folklore, Myths)</p>

<p>group input and feedback into the work</p> <p>Critical Thinking and Problem-Solving</p> <ul style="list-style-type: none"> Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems Interpret information and draw conclusions based on the best analysis <p>Communication</p> <ul style="list-style-type: none"> Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade) <p>Collaboration</p> <ul style="list-style-type: none"> Demonstrate ability to work effectively and respectfully with diverse teams Assume shared responsibility for collaborative work, and value the individual contributions made by each team member 	<ul style="list-style-type: none"> Accurate self-perception Recognizing strengths Self-confidence Self-efficacy <p>Self-Management</p> <ul style="list-style-type: none"> Impulse control Stress management Self-discipline Self-motivation Goal-setting Organizational skills <p>Social Awareness</p> <ul style="list-style-type: none"> Perspective-taking Empathy Appreciating diversity Respect for others <p>Relationship Skills</p> <ul style="list-style-type: none"> Communication Social engagement Relationship building Teamwork <p>Responsible Decision-Making</p> <ul style="list-style-type: none"> Identifying problems Analyzing situations Solving problems Evaluating Reflecting Ethical responsibility 	<p>Weeks 3 & 4 Unit 12 America in the Aftermath of Global Conflict: Domestic and Foreign Challenges, Implications and Consequences & The Era of Reform 1946 - 1970 (Drama- African Americans throughout history)</p> <p>Week 5 Unit 13 National and Global Debates, Conflicts, and Developments & America Faces the 21st Century 1970 - Present (Social Justice, Poems about conflict)</p>
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Academic Vocabulary

□ Focuses on building students' academic vocabulary in context throughout instruction.

ELA	Social Studies
<p><u>Reading</u></p> <p><u>Week 1 & 2</u> dribble extraordinary poisonous pounce predator prey vibrations</p> <p><u>Week 3 & 4</u> annoyed attitude commotion cranky familiar frustrated selfish specialty</p> <p><u>Week 5</u> brittle creative descriptive outstretched metaphor simile rhyme meter</p> <p><u>Writing Academic Words</u></p> <p>Week 1 compare/contrast, describe, identify, expression, pitch, tone, features</p> <p>Week 2 paraphrase, research, source, draft, signal</p> <p>Week 3 playwright, prompt, elements, visualize, hyperbole, revise</p>	<p><u>Week 1 & 2</u> cultural identity perspective values generation traditions customs</p> <p><u>Weeks 3 & 4</u> folktale mood tone inventor heroic ancient advocate acceptance drafted segregate</p> <p><u>Unit 5</u> reign Sphinx contributions soul blues jazz equal</p>

Week 4

peer, conference, edit, proofread, punctuation, transition, rubric, evaluate

Week 5

point of view, first- person, third-person, imagery, assonance, mood, lyric, poem, stanza, stanza, rhyme, syllables

Spelling Words**Week 1**

unblock, resell, overact, unborn, rewash, overheat, unchain, rewind, subway, unload, imperfect, premix, unlock, indirect, preplan, recall, incorrect, supersize, relearn, illegal

Week 2

thirty width northern fifth choose touch chef chance pitcher kitchen sketched ketchup snatch stretching rush whine whirl bring graph photo

- Differentiated Spelling Lists, pages T62 and T64

Week 3

shred shriek shrimp shrink script screw screech straighten straps strand sprout sprawl sprang splashing splotch thrill throb throat thrift through

Week 4

dart guard award backyard argue spark target smart charge carpet warp door fort morning stork cord worn stormy core bore

- Differentiated Spelling Lists, pages T160 and T162

Week 5

sickly hardly quickly slowly carefully wonderful beautiful graceful spoonful darkness shapeless ageless illness goodness spotless painless weakness darkest clearest thoughtful

- Differentiated Spelling Lists, pages T252

Small Group Differentiated Instruction			
Gifted and Talented (Beyond Level)	On Level	Special Education/Intervention (Approaching Level)	Bilingual/ELL
<p>Gifted and Talented:</p> <ul style="list-style-type: none"> Provide choice for final product Allow pursuit of independent project <p>WEEK 1 Leveled Reader: Extreme Animals T86-87 Lexile: 890L Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>Comprehension Review Main Idea and Key Details T91</p> <p>Write About Reading: Check that students have explained how animals survive in the deep ocean and have cited details from the text that support their explanations. Make Connections Write About It Before reading, ask students to note that the genre of the story is a trickster tale, which is different from expository text. Trickster tales are fictional stories that often feature characters who rely on their wits to get what they want. They often trick the other characters, but sometimes the trickster gets tricked. Then discuss the Essential Question. After reading, ask students to compare how the animals in Extreme Animals and “Hare and the Water” use their unique adaptations to survive.</p> <p>WEEK 2 Genre Passage “The Birds” T88-89</p>	<p>WEEK 1 Leveled Reader: Extreme Animals T80-81 Lexile: 830L “Hare and the Water” T81 Lexile: 670L</p> <p>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>Comprehension Review Main Idea and Key Details T85</p> <p>Write About Reading: Check that students have explained how animals survive in the deep ocean and have cited details from the text that support their explanations.</p> <p>Make Connections: Write About It Before reading, ask students to note that the genre of the story is a trickster tale, which is different from expository text. Trickster tales are fictional stories that often feature characters who rely on their wits to get what they want. They often trick the other characters, but sometimes the trickster gets tricked. Then discuss the Essential Question. After reading, ask students to compare how the animals in Extreme Animals and “Hare and the Water” use their unique adaptations to survive.</p> <p>WEEK 2 Genre Passage “The Birds” T82-83 LEXILE 660L</p>	<p>Special Education Accommodations and Modifications:</p> <ul style="list-style-type: none"> provide audio recording of texts allow for differentiated responses and/or work products provide extra time for completion provide oral and written directions provide visual supports <p>WEEK 1 Leveled Reader: Extreme Animals T70-71 LEXILE 590L “Hare and the Water” T71 Lexile: 670L Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>Comprehension Identify Important details T78 Review Main Idea and Key Details T78</p> <p>Write About Reading Check that students have explained how animals survive in the deep ocean and have cited details from the text that support their explanations. Compare Texts Draw two Author’s Purpose charts. Help students identify clues in selections they have read that lead them to understand the author’s purpose in writing each text. Make Connections: Write About It Before reading, ask students to note that the genre of the story is a type of folk tale called a trickster tale, which is different from expository text. Trickster tales are fictional stories that often feature characters who rely on their wits to get what they want. They often trick the other characters, but sometimes the trickster gets tricked. Then discuss the Essential Question. After reading, ask students to compare how the</p>	<p>ELL</p> <ul style="list-style-type: none"> Listen to a summary of the selection Request Assistance Routine Newcomer Online Visuals <p>WEEK 1 Leveled Reader: Extreme Animals T100-101 Lexile: 680L “Hare and the Water” T101 LEXILE 770</p> <p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from text.</p> <p>Make Connections: Write About It Use the sentence frames to help students discuss the questions on page 18 before they write. Animals find water by digging in the ground. Animals need to find food and water and stay safe from predators to survive. The javelin makes noise to keep predators away. The animals in Africa worked together to find water.</p> <p>Phonics/Decoding Prefixes, T74 Digraphs T75 Focus On Science Have students complete the activity on page 20 to summarize an example of how an animal survives.</p> <p>WEEK 2 Genre Passage “The Birds” T102-103 Lexile: 680L</p> <p>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>

<p>LEXILE 760L Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>Vocabulary Review Domain-Specific Words T90 Prefixes T90 Analyze T90</p> <p>Make Connections Guide students to see the connections between “The Birds” and other selections. Have them work with a partner to respond to this question: What ways do authors use text features to help readers understand the topic?</p> <p>Compare Texts Draw two Author’s Purpose charts. Help students identify clues in each of two different selections they have read that lead them to understand the author’s purpose in writing each text.</p> <p>WEEK 3 Leveled Reader: “Behind the Secret Trapdoor” T184-185 Lexile: Non-Prose “The Mystery of the Messy Room” T185</p> <p>Comprehension Review Theme T189</p> <ul style="list-style-type: none"> • Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). • Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 	<p>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>Vocabulary Review Vocabulary Words T84 Prefixes T84</p> <p>Make Connections Guide students to see the connections between “The Birds” and other selections they have read. Have them work with a partner to respond to this question: Which text features help you better understand their topic?</p> <p>Compare Texts Draw two Author’s Purpose charts. Help students identify the author’s purposes of two different selections. Then have them identify clues that lead them to understand the author’s purpose in writing each text.</p> <p>WEEK 3 Leveled Reader: “The Prince Who Could Fly” T178-179 Lexile: Non-prose “The Mystery of the Spotted Dogs” T179</p> <p>Comprehension Review Theme T183</p> <ul style="list-style-type: none"> • Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). • Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 	<p>animals in Extreme Animals and “Hare and the Water” use their unique adaptations to survive.</p> <p>WEEK 2 Genre Passage “The Birds” T72-73 LEXILE 570L Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>Vocabulary -High-Frequency and Vocabulary Words T76 -Identify Related Words T77 -Prefixes T77</p> <p>Make Connections Guide students to see the connections between “The Birds” and other selections they have read. Have them work with a partner to respond to this question: What are some different ways authors used headings, photos, and captions to help readers understand their topic?</p> <p>Compare Texts Draw two Author’s Purpose charts. Help students identify clues in selections they have read that lead them to understand the author’s purpose in writing each text.</p> <p>WEEK 3 Leveled Reader: Saving the Green Bird” T168-169 Lexile: Non-prose</p> <p>Comprehension Review Text Structure:Identify Key Details T176 Review Theme T177</p> <p>**Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). **Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **Determine a theme of a story, drama, or</p>	<p>Make Connections Have partners discuss the features that birds have to survive. Have partners use page 6 of the Oral Language Sentence Frames to build on their partner’s response: Many birds have webbed feet to swim and move in the water. The spoonbill have a beak to catch fish and insects. Penguins are unusual because they are birds but they swim and do not fly. Some birds are colorful because they want to attract attention. Birds use calls to talk to each other and keep safe from predators.</p> <p>Vocabulary Review High-Frequency and Vocabulary Words T76-T77 **Use the routine on the Visual Vocabulary Cards to preteach ELL Vocabulary: habitat, pressure, and survive. Use the glossary definitions on page 19 to define vocabulary in context. Have students add these words to their glossaries.</p> <p>WEEK 3 Leveled Reader: ELL: The Prince Who Could Fly” T198-199 “The Mystery of the Spotted Dogs”</p> <ul style="list-style-type: none"> • Determine a theme of a story, drama, or poem from details in the text; summarize the text. • Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). • Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. <p>Make Connections: Write About It Help students discuss the questions on page 19 using: Detective Dog helps Mrs. Marjoram find the real Dalmatian puppies. The Wise Woman helps Princess and Prince spend time together. Help them find</p>
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<ul style="list-style-type: none"> Determine a theme of a story, drama, or poem from details in the text; summarize the text. <p>Write About Reading: Have students work with a partner to write a short paragraph about the significance of the final test in the drama. Have them include two details from the text.</p> <p>Make Connections: Write About It Before reading, ask students to note that the genre of this story is mystery. Have students discuss the Essential Question. After reading, ask students to make connections between how animal characters help Sam and Mrs. Marjoram in Behind the Secret Trapdoor and “The Mystery of the Messy Room.”</p> <p>WEEK 4 Genre Passage : “The Dragon Problem” T186-187 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>Vocabulary Review Domain-Specific Words T188 Context Clues: Antonyms T182 Analyze T187 Make Connections Guide students to see the connections between “The Dragon Problem” and other selections they have read. Have them work with a partner to respond to this question: How do animal characters change familiar stories? Compare Texts Have students make a Venn diagram to compare the characteristics of two different animal characters they have read about.</p> <p>WEEK 5 Leveled Reader: Dolphin Cove T274-275</p>	<ul style="list-style-type: none"> Determine a theme of a story, drama, or poem from details in the text; summarize the text. <p>Write About Reading: Have students work with a partner to write a short paragraph about the significance of the canary in the drama. Have them include two details from the text</p> <p>Make Connections: Write About It Before reading, ask students to note that the genre of this story is mystery, which means that there is a problem that the characters will try to solve. Have students discuss the Essential Question. After reading, ask students to make connections between how animal characters help the princess in The Prince Who Could Fly and Mrs. Marjoram in “The Mystery of the Spotted Dogs.”</p> <p>WEEK 4 Genre Passage : “The Dragon Problem” T180-181 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>Vocabulary Review Vocabulary Words T182 Context Clues: Antonyms T182</p> <p>Make Connections: Guide students to see the connections between “The Dragon Problem” and other selections they have read. Have them work with a partner to respond to this question: How do animal characters change familiar stories? Compare Texts Have students make a Venn diagram to compare the characteristics of two different animal characters they have read about.</p>	<p>poem from details in the text; summarize the text.</p> <p>Write About Reading: Have students work with a partner to write a short paragraph about how the bird helps Ally.</p> <p>Make Connections: Write About It Before reading, ask students to note that the genre of this story is mystery. Have students discuss the Essential Question. After reading, ask students to make connections between how animal characters help Ally in Saving the Green Bird and Mrs. Marjoram in “The Missing Pie Mystery.”</p> <p>WEEK 4 “The Missing Pie Mystery” T169 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>Make Connections Make Connections Guide students to see the connections between “The Dragon Problem” and other selections they have read. Have them work with a partner to respond to this question: How do animal characters change familiar stories? Compare Texts Have students make a Venn diagram to compare the characteristics of two different animal characters they have read about.</p> <p>Vocabulary -Review High-Frequency and Vocabulary Words T174 -Answer Yes/No Questions T175 -Context Clues: Antonyms T175</p> <p>WEEK 5 Leveled Reader: Putting on an Act, T258–T259 Lexile: 620L “Broken Wing,” “Rat,” “Seal,” T259</p>	<p>text evidence on pages 8–9 and respond using: The Wise Woman gives Princess a book and tells Maid to turn pages forward and back to change Prince into a canary.</p> <p>Phonics/Decoding Review Three-Letter Blends, T172 r-Controlled Vowels /är/ and /ör/, T173</p> <p>WEEK 4 Genre Passage : “The Dragon Problem” T200-201 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>Make Connections Have partners use page 7 of the Oral Language Sentence Frames to engage in dialogue about the story and characters. Remind students to use text evidence to support their discussion.</p> <p>Vocabulary -Review High-Frequency Words T174 -Phonics/Decoding Review Three-Letter Blends, T172 Vocabulary Use the routine on the Visual Vocabulary Cards to preteach ELL Vocabulary comfortable, deserve, lonely. Have students add these words to their glossaries.=</p> <p>WEEK 5 Leveled Reader: The Big One T288-289 “Peacock,” “Grass Snake,” and “Robin,” T289</p> <ul style="list-style-type: none"> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). <p>Review Text Structure: Point of View</p>
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<p>Lexile: 780L “Dolphin,” “Rabbit Field,” “Squirrel,” T275</p> <ul style="list-style-type: none"> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). <p>Comprehension Review Point of View, T279 Self-Selected Reading, T279 Independent Study, T279</p> <p>Write About Reading Have students work with a partner to write a short paragraph describing the dolphin encounter, as told by Jenny. Ask them to check that they have included examples of figurative language.</p> <p>Make Connections: Write About It Before reading, ask students to note that these poems are haiku, which are short, three-line poems that describe a scene or a moment. Then discuss the Essential Question. After reading, ask students to discuss how the writers of both Dolphin Cove and “Dolphin” were inspired by dolphins.</p> <p>WEEK 6 Genre Passage : “Deer” and “The Nautilus,” T276–T277 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations</p> <p>Make Connections: Make Connections Guide students to see the connections between “Deer,” “The Nautilus,” and two or more selections they have read.</p>	<p>WEEK 5 Leveled Reader: The Big One T268-269 Lexile: 690L “Catfish,” “Crow,” “Black Bull,” T269</p> <ul style="list-style-type: none"> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). <p>Review Text Structure: <i>Point of View</i>, T273 Write About Reading Have students work with a partner to write how the story would be different if it was told by Uncle Mikey.</p> <p>Make Connections: Write About It Before reading, ask students to note that these poems are haiku, which are short, three-line poems that describe a scene or a moment. Then discuss the Essential Question. After reading, ask students to discuss how the authors of “Catfish” and The Big One were both inspired by animals.</p> <p>Comprehension Review Point of View T273</p> <p>WEEK 6 Genre Passage : “Deer” and “The Nautilus,” T270–T271</p> <ul style="list-style-type: none"> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations <p>Make Connections Make Connections Guide students to see the connections between “Deer,” “The Nautilus,” and other poems. Partners may answer the question How can you tell how an author feels about an animal? Compare Genres</p>	<ul style="list-style-type: none"> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). <p>Review Text Structure: Point of View, T273 Write About Reading Have students work with a partner to write an email to a friend describing what Carlos saw on the hike. Check that they have included details from the story in their emails. Encourage students to use descriptive and figurative language in their responses.</p> <p>Make Connections: Write About It Before reading, ask students to note that these poems are haiku, which are short, three-line poems that describe a scene or a moment. Then discuss the Essential Question. After reading, ask students to discuss how the authors of Putting On an Act and “Broken Wing” were both inspired by the killdeer.</p> <p>Comprehension Identify Pronouns, T266 Review Point of View, T267 Self-Selected Reading, T267</p> <p>WEEK 6 Genre Passage : “Deer” and “The Nautilus,” T260–T261</p> <ul style="list-style-type: none"> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. <p>Make Connections Guide students to see the connections between “Deer,” “The Nautilus,” and the other poems they have read. Have partners to respond to: Why are poet inspired by animals? Compare Genres</p>	<p>Make Connections: Write About It Have students read the last two paragraphs on page 13. How does Sal’s point of view help you answer the second question? The catfish was old, and it had lived in the lake for many years. Read the second line of “Peacock” on page 17. The poet describes the tail as a cloak of blue. Read the second line of “Robin” on page 19. The poet compares the robin to a dancer.</p> <p>Self-Selected Reading Have students choose another persuasive nonfiction selection from the online Leveled Reader Library.</p> <p>Comprehension Review Author’s Point of View, T273</p> <p>Phonics/Decoding Suffixes, T262</p> <p>Make Connections: Write About It Have students read the last two paragraphs on page 13. How does Sal’s point of view help you answer the second question? The catfish was old, and it had lived in the lake for many years. Read the second line of “Peacock” on page 17. The poet describes the tail as a cloak of blue. Read the second line of “Robin” on page 19. The poet compares the robin to a dancer.</p> <p>WEEK 6 Genre Passage : “Deer” and “The Nautilus,” T290–T291 Read grade-level text with purpose and understanding.</p> <p>Make Connections Have partners discuss what the poems have in common: Both poems describe an animal. The animals in the poem are traveling. The deer are on land, while the nautilus is in the sea. In both poems the speaker describes what the animals look like.</p> <p>Vocabulary</p>
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<p>How are they the same? How are they different? Compare Genres Draw a Venn diagram. Help students compare the different ways the two poets are inspired by the animals they wrote about.</p> <p>Vocabulary Review Domain-Specific Words, T278 Greek Roots, T278 Figurative Language, T278 Synthesize T278</p> <p>Level Up to Self-Selected: Trade Book T329 Literature Circles, T329</p>	<p>Draw a Venn diagram. Guide students to compare the different ways the two poets are inspired by the animals they wrote about.</p> <p>Vocabulary Review Vocabulary Words, T272 Figurative Language T272</p> <p>Level Up to Beyond Level: Extreme Animals, T327 “Students Save Wetlands,” T327 Literature Circles, T327</p>	<p>Draw a Venn diagram. Help students compare the ways poets and writers are inspired by animals.</p> <p>Vocabulary Review High-Frequency and Vocabulary Words, T264 Answer Yes/No Questions, T265 Figurative Language, T265</p> <p>Level Up to Beyond Level: Extreme Animals, T326 “Hare and the Water,” T326 Literature Circles, T326</p>	<p>Review High-Frequency and Vocabulary Words, T264</p> <p>Level Up to On Level: Extreme Animals, T328 “Hare and the Water,” T328 Literature Circles, T328</p>
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21st Century Literacies
The 21st Century demands a literate person possess a wide range of abilities and competencies. These literacies are multiple, dynamic and malleable.

Learning and Innovation Skills	Information, Media and Technology Skills	Life and Career Skills
<p><input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem-Solving <input type="checkbox"/> Communication <input checked="" type="checkbox"/> Collaboration</p>	<p><input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Information, Communication, and Technology</p>	<p><input type="checkbox"/> Flexibility/Adaptability <input checked="" type="checkbox"/> Initiative/Self-Direction <input checked="" type="checkbox"/> Social/Cross-Cultural Skills <input checked="" type="checkbox"/> Productivity/Accountability <input type="checkbox"/> Leadership/Responsibility</p>

Instructional Plan Start Smart-Teach the Whole Child S1-S48

Start Smart provides an overview of the instructional lessons and routines within Wonders.
The purpose and strength of this instruction, through the following features, is outlined below:

Author Insights: Research that supports pedagogy.

Social Emotional Learning (SEL): Enables students to manage their emotions and self-regulate.

Classroom Culture: The “how” of teaching the whole child.

Habits of Learning: The behaviors we want to cultivate in students.

Routines: Management tools that provide clear, step-by-step guidance for how to approach learning activities. (Also see [Wonder's Instructional Routines Handbook](#))

Teach it Your Way: Address unique student needs, flexible approaches to teaching and suggestions for how and when a lesson can be taught.

SLO – WALT We are learning to/that...	Student Learning Strategies	Formative Assessment	Instructional Strategies/Activities and Resources (Anchor Text/Supplemental Text)	Reflections & Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504)
ELA/Social Studies				
Weeks One & Two				

<p>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p>Graphic Organizer TE Anchor Chart TE</p>	<p>Are students able to identify key ideas and use them to determine the main idea of a passage? Check for Understanding</p>	<p>“Animal Adaptations”T25 ,T30 Main Idea and Key Details, T34–T35</p> <p>Spiders T43C,43E,T43I, 43K, 43M</p> <p>Instructional Strategies African Folklore, Myths and Legends</p>	<p>Special Education Accommodations and Modifications:</p> <ul style="list-style-type: none"> provide audio recording of texts allow for differentiated responses and/or work products provide extra time for completion provide oral and written directions provide visual supports <p>ELL</p> <ul style="list-style-type: none"> Choral read Pantomime or gesture word meaning Provide sentence stems such as: <i>What is the text about? The text is about _____.</i> Newcomer Teacher’s Guide Newcomer Cards ELL “Animal Adaptations” T31, 35 Gifted and Talented T89-91
<p>Connect inferences and identify evidence to support understanding.</p> <p>Connect inferences and identify evidence to support understanding of the identity portraits group members created.</p>	<p>Inference Starters</p> <p>Use for Identity Portraits BuzzSession Participants come together in session groups that focus on a single topic. Within each group, every student contributes thoughts and ideas. Encourage discussion and collaboration among the students within each group. Everyone should learn from each other’s input and</p>	<p>Are students able to correctly create an inference based on prior knowledge and text evidence? How do the symbols we use represent our culture?</p>	<p>“Animal Adaptations”T27, Spiders T43H Anasi and The Birds T45A T37</p> <p>Identity Portraits Lesson 8.pdf-</p> <p>Maasai Life Through A Child’s Eyes YouTube Video</p> <p>African Folklore, Myths and Legends</p> <p>Instructional Strategies</p>	<p>Special Education Accommodations and Modifications:</p> <ul style="list-style-type: none"> provide audio recording of texts allow for differentiated responses and/or work products provide extra time for completion provide oral and written directions provide visual supports <p>ELL</p> <ul style="list-style-type: none"> Choral read Pantomime or gesture word meaning Provide sentence stems

	experiences. As a teacher, you could give your students some keywords to spark the conversation.			such as: <i>What is the text about? The text is about _____.</i> <ul style="list-style-type: none"> Newcomer Teacher's Guide Newcomer Cards ELL Spiders T43H,43P
Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (Prefixes)	Learning Centers- have a word work center revolve around prefixes Prefixes	Use your online rubric to record student progress. Are students able to use prefixes to determine the meanings of revisit and disappear?	"Animal Adaptations" T24;T28–T29,T41 Spelling Words T62 Spiders TE43C,43E,43G,43I,43KN, T62-63 Instructional Strategies	ELL "Animal Adaptations" T25 Gifted and Talented "The Birds" T90
Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.(Text Features) (Author's Purpose)	Author's Purpose Student Strategies for Author's Purpose	Are students able to find and list two text features in "Animal Adaptations"? Can they describe what they learned from each feature?	"Animal Adaptations" Photos, Captions, and Headings, T32–T33 Spiders T43b,T43F, T43I,T43P,T43Q Instructional Strategies	ELL "Animal Adaptations" T33` "Spiders" T45
Draw evidence from literary or informational texts to support analysis, reflection, and research.	Reread for information by using text features	Are students able to gather information from the text features the author provides? Check for Understanding	"Animal Adaptations"Reread: Craft and Structure, T36–T37 Spiders Instructional Strategies	ELL "Animal Adaptations" T39 Gifted and Talented Birds T89
Form and use regular and irregular plural nouns. Use punctuation to separate items in a series.Singular Nouns	Learning Centers Create workstations for groups to sort and practice recognizing singular/plural nouns	Are students able to tell the difference between singular and plural nouns?	T60-61	
Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Use abstract nouns (e.g., childhood). Use correct capitalization.Common/ Proper Nouns	Learning Centers Create workstations for groups to sort and practice recognizing common/ proper nouns	Are students able to identify the differences between common and proper nouns? Check for Understanding	TE58,59	ELL T58-59

Weeks Three & Four

<p>Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words. Use strategic learning techniques to acquire basic and grade-level vocabulary.</p>	<p>Vocabulary</p> <p>Strategy 25: Vocabulary Context Clues - Allie's TCH306 Webpage</p> <p>Vocabulary Strategies A wordsplash is a collection of keywords or concepts chosen from a passage or chapter that students are about to read. This strategy gives students a chance to relate the new words or concepts to the main topic of the reading.</p>	<p>Rubric Use your online rubric to record student progress. Can students identify and use antonyms to figure out unknown words? Check for Understanding</p>	<p>The Grasshopper and the Ant T126 Ranita, The Frog Princess T141K Pecos Bill and the Bear Lake Monster T143B Instructional Strategies</p>	<p>Special Education Accommodations and Modifications:</p> <ul style="list-style-type: none"> provide audio recording of texts allow for differentiated responses and/or work products provide extra time for completion provide oral and written directions provide visual supports <p>ELL</p> <ul style="list-style-type: none"> Choral read Pantomime or gesture word meaning Provide sentence stems such as: <i>What is the text about? The text is about _____.</i> Newcomer Teacher's Guide Newcomer Cards 5-14 T215 <p>ELL T127</p> <p>Gifted and Talented T188</p>
<p>Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>Generate questions about the impact of how fear elders telling old tales will impact history and cultural identity.</p>	<p>Mini Socratic Seminars</p> <p>Split your class into several discussion groups. Have each group prepare a list of questions to ask the rest of the group. Students should take turns asking their questions. Then, the rest of the group can discuss their responses.</p>	<p>Do students ask questions about sections or drama elements they do not understand? Can they answer questions you ask them about the characters or elements in the drama?</p>	<p>The Grasshopper and the Ant T128, 132 Ranita, The Frog Princess T141D141N141) Asking ? (Video) In Africa, some fear history will be lost as fewer people tell old tales Newsela</p>	<p>Special Education Accommodations and Modifications:</p> <ul style="list-style-type: none"> provide audio recording of texts allow for differentiated responses and/or work products provide extra time for completion provide oral and written directions provide visual supports <p>ELL</p> <ul style="list-style-type: none"> Choral read Pantomime or gesture word

			<p>Why the Sky Is Far Away: A Nigerian Folktale Newsela</p> <p>Here are some cool facts about Nigeria YouTube Video</p> <p>African Folktales</p> <p>Hippos Don't Eat Fish</p> <p>Nyami Nyami - The Zambezi River God</p> <p>The Tortoise and the Birds</p> <p>African King - This Is Good!</p> <p>Faithless One</p> <p>Guinea Fowl Child</p> <p>How the Ostrich got his long neck</p> <p>Instructional Strategies</p>	<p>meaning</p> <ul style="list-style-type: none"> • Provide sentence stems such as: <i>What is the text about? The text is about _____.</i> • Newcomer Teacher's Guide Newcomer Cards 5-14 T215 <p>ELL T129,T141D</p>
<p>Infer basic themes supported by text evidence.</p>	<p>Themes</p> <p>Questions: How did the characters react to obstacles? What important decisions did the characters make? How did the characters grow and change over the course of the story? What did the characters learn?</p>	<p>Rubric Use your online rubric to record student progress. Do students understand the concept of theme? Can they use text evidence to figure out the theme in the drama?</p>	<p>"The Grasshopper and the Ant" T125 "Ranita, The Frog Princess" T141C, 141E, 141I, 141M "Pecos Bill and the Bear Lake Monster" T143B, 143C</p> <p>What are folktales? Newsela</p>	<p>Special Education Accommodations and Modifications:</p> <ul style="list-style-type: none"> • provide audio recording of texts • allow for differentiated responses and/or work products • provide extra time for completion • provide oral and written directions • provide visual supports <p>ELL</p> <ul style="list-style-type: none"> • Choral read • Pantomime or gesture word meaning • Provide sentence stems

				<p>such as: <i>What is the text about? The text is about _____.</i></p> <ul style="list-style-type: none"> Newcomer Teacher's Guide Newcomer Cards 5-14 T215 <p>ELL T133, 137,141F,141J, 143B</p>
Explain how the use of text structure contributes to the author's purpose.	Student Strategies for Author's Purpose	<p>Are students able to gather information from the text features the author provides?</p> <p>Check for Understanding</p>	<p>"Ranita, The Frog Princess" T141Q</p> <p>Instructional Strategies</p>	<p>Special Education Accommodations and Modifications:</p> <ul style="list-style-type: none"> provide audio recording of texts allow for differentiated responses and/or work products provide extra time for completion provide oral and written directions provide visual supports <p>ELL</p> <ul style="list-style-type: none"> Choral read Pantomime or gesture word meaning Provide sentence stems such as: <i>What is the text about? The text is about _____.</i> Newcomer Teacher's Guide Newcomer Cards 5-14 T215
Create mental images to deepen understanding. Describe how the author's use of figurative language achieves specific purposes.	<p>Figurative Language</p> <p>Hyperbole strategy</p>	<p>Can the students demonstrate their knowledge of what a hyperbole is by creating one?</p> <p>Check for Understanding</p>	<p>"Pecos Bill and the Bear Lake Monster" T143B,144</p> <p>Instructional Strategies</p>	<p>Special Education Accommodations and Modifications:</p> <ul style="list-style-type: none"> provide audio recording of texts allow for differentiated responses and/or work products provide extra time for completion provide oral and written directions provide visual supports <p>ELL</p> <ul style="list-style-type: none"> Choral read

				<ul style="list-style-type: none"> • Pantomime or gesture word meaning • Provide sentence stems such as: <i>What is the text about? The text is about _____.</i> • Newcomer Teacher's Guide Newcomer Cards 5-14 T215 <p>ELL T145</p>
<p>Explain structure in drama such as character tags, acts, scenes, and stage directions.</p>	<p>Drama Elements</p> <p>Reader's Theatre:</p> <p>Students will read a story or part of a story. They will choose specific characters within the story to play out.</p>	<p>Can students read a drama and follow along with the format? Can they identify and explain the structure and features of a drama?</p> <p>Can students gather information from a play?</p> <p>Can the students perform the skits based on directions from the script? Check for Understanding</p>	<p>The Grasshopper and the Ant T124,130 Ranita, The Frog Princess T141B,141L</p> <p>Background Knowledge Nelson Mandela Facts! After 27 years in prison Nelson Mandela becomes President of South Africa YouTube Video</p> <p>The Life and Times of Nelson Mandela part 1 (Animated Legacy Comic Series) YouTube Video</p> <p>The Life and Times of Nelson Mandela part 2 (Animated Legacy Comic Series) YouTube Video</p> <p>Celebrating Black History with Jackie Robinson (Cartoon Jackie Robinson Story) YouTube Video</p> <p>Fun Facts about Dr Mae C Jemison YouTube Video</p> <p>GARRETT MORGAN (Traffic Light Inventor) - Black History Month YouTube Video Reader's Theater Resources Reader's Theater- John Henry</p>	<p>Special Education Accommodations and Modifications:</p> <ul style="list-style-type: none"> • provide audio recording of texts • allow for differentiated responses and/or work products • provide extra time for completion • provide oral and written directions • provide visual supports <p>ELL</p> <ul style="list-style-type: none"> • Choral read • Pantomime or gesture word meaning • Provide sentence stems such as: <i>What is the text about? The text is about _____.</i> • Newcomer Teacher's Guide Newcomer Cards 5-14 T215 <p>ELL T131,141L</p>

			<p>Reader's Theater- Mae Jemison Reader's Theater- Nelson Mandela Reader's Theater- Garret Morgan Reader's Theater- Jackie Robinson</p> <p>Divide the students into small groups. Have each group select a play. Have the students practice and perform the play. The other students will watch each performance and take notes about the main character.</p>	
<p>Edit drafts using standard English conventions, including punctuation marks, including apostrophes in possessives, commas in compound sentences and quotation marks in dialogue.</p>	<p>Think,Pair ,Share</p> <p>Learning Centers Create workstations for groups to sort and practice recognizing possessives</p>	<p>Can the students apply the various rules of possessive nouns accurately? Check for Understanding</p>	T158	<p>Special Education Accommodations and Modifications:</p> <ul style="list-style-type: none"> • provide audio recording of texts • allow for differentiated responses and/or work products • provide extra time for completion • provide oral and written directions • provide visual supports <p>ELL</p> <ul style="list-style-type: none"> • Choral read • Pantomime or gesture word meaning • Provide sentence stems such as: <i>What is the text about? The text is about _____.</i> • Newcomer Teacher's Guide Newcomer Cards 5-14 T215 <p>ELL T148-149</p>
<p>Edit drafts using standard English conventions, including singular, plural, common, and proper nouns. Comprehend English language structures used</p>	<p>Learning Centers Create workstations for groups to sort and practice recognizing singular/plural nouns , common and proper nouns.</p>	<p>Can the students edit their writing correctly? Check for Understanding</p>	T156	<p>Special Education Accommodations and Modifications:</p> <ul style="list-style-type: none"> • provide audio recording of texts

<p>routinely in written classroom materials. Spell familiar English words with increasing accuracy.</p>				<ul style="list-style-type: none"> allow for differentiated responses and/or work products provide extra time for completion provide oral and written directions provide visual supports <p>ELL</p> <ul style="list-style-type: none"> Choral read Pantomime or gesture word meaning Provide sentence stems such as: <i>What is the text about? The text is about _____.</i> Newcomer Teacher's Guide Newcomer Cards
Week Five				
<p>Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p>Point of View</p> <p>Strategies for teaching Point of View</p> <p>Pinpoint the Point of View This fun activity requires limited preparation and provides for a great time filler, as well as valuable practice identifying narrative points of view. Provide a variety of random books for students' use (the library would serve as the perfect venue for this activity).</p> <p>Ensure there is a mix of fictional and nonfictional genres made available. In pairs, students examine a page of text and decide on the point of view being used.</p>	<p>Can students find and list details that give clues about the point of view in "The Eagle"? Can they determine the poem's point of view?</p> <p>Check for Understanding</p>	<p>The Eagle T230</p> <p>Narrative poetry: Telling stories through verse</p> <p>Early African American poets</p> <p>Author: Maya Angelou Newsela</p> <p>Poems by Paul Laurence Dunbar Poems</p> <p>Langston Hughes, "Dreams" Poem</p> <p>Instructional Strategies</p>	<p>Special Education Accommodations and Modifications:</p> <ul style="list-style-type: none"> provide audio recording of texts allow for differentiated responses and/or work products provide extra time for completion provide oral and written directions provide visual supports <p>ELL</p> <ul style="list-style-type: none"> Choral read Pantomime or gesture word meaning Provide sentence stems such as: <i>What is the text about? The text is about _____.</i> Newcomer Teacher's Guide Newcomer Cards 5-14 T215 <p>ELL T230</p>

	<p>Remind students too that they must provide reasons for their choice. They can record their findings before moving onto another text.</p> <p>At the end of the activity, pairs can then present their findings to the class for discussion and debate. In the beginning, recognizing first, second, and third person points of view will be enough. As the students grow in skill they can begin to recognize the different forms of third person point of view.</p>			
<p>Meter/ Rhyme Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>	<p>How to analyze a poem</p> <p>Academic Discussion (Use Socratic Seminar Technique)</p> <p>Ask questions for the poem, "What if there were no black people?" in a socratic seminar.</p>	<p>Can students identify other words that rhyme in "The Eagle"? Can they find out if the meter is the same in every line?</p> <p>Can students identify which poetic form is used in "Rat"? Can students explain their reasoning and provide text evidence?</p> <p>Check for Understanding</p>	<p>T224 Chimpanzee T220 Rat 221 T226</p> <p>What if there were no black people?</p> <p>Kids find a voice in poetry and learn about writers that came before them</p> <p>Newsela</p> <p>Instructional Strategies</p>	<p>Special Education Accommodations and Modifications:</p> <ul style="list-style-type: none"> • provide audio recording of texts • allow for differentiated responses and/or work products • provide extra time for completion • provide oral and written directions • provide visual supports <p>ELL</p> <ul style="list-style-type: none"> • Choral read • Pantomime or gesture word meaning • Provide sentence stems such as: <i>What is the text about? The text is about _____.</i> • Newcomer Teacher's Guide Newcomer Cards 5-14 T215 <p>ELL T225,227</p>

Week 6 Review, Extend, Assess

Reading Digitally	Fluency	Show What You Learned	Extend Your Learning	Writing
<p>**Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. **Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. **Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally</p> <p>Genre: Online Article “Sharks Under Attack” T298–T299 “Nine-Banded Armadillos,” T302–T303</p> <p>ACADEMIC LANGUAGE identify, navigate, paraphrase Cognates: identificar, navegar, parafrasear</p>	<p>**Read on-level text with purpose and understanding. **Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>Genre: Play</p> <p>Reader’s Theater “The Nightingale”</p> <p>**Read the Play and Model Fluency, T300</p> <p>**Assign Roles and Practice the Play, T300–T301</p> <p>**Practice the Play, Extend, T300–T301</p> <p>**Performance, Reread the Play, T301</p>	<p>**Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **Determine the main idea of a text and explain how it is supported by key details; summarize the text. **Draw evidence from literary or informational texts to support analysis, reflection, and research. **Determine a theme of a story, drama, or poem from details in the text; summarize the text. **Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. **Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>Passage 1 Genre: Expository Text</p>	<p>**Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). **Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. **Conduct short research projects that build knowledge through investigation of different aspects of a topic. **Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. **Identify the reasons and evidence a speaker provides to support particular points.</p> <p>Prefixes and Suffixes Figurative Language Connect to Content Make a Podcast Write a Comic Strip “Sharks Under Attack”</p> <p>ACADEMIC LANGUAGE structure, compare, related, enunciate, draft Cognates: estructura, comparar, relacionado</p>	<p>**With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>Writing Process Lyric Poem Revise: Assonance Peer Conferences Edit and Proofread Publish, Present, and Evaluate</p> <p>ACADEMIC LANGUAGE assonance, identify, revise Cognates: identificar, revisar</p> <p>Digital Tools Students can view Peer Conferencing (Collaborative Conversation Video).</p>

		<p>“Nine-Banded Armadillos” Passage 2 Genre: Drama “Paul Meets Babe, the Blue Ox” Reading/Writing Companion, p. 184-186</p>		
Formative Assessment (Progress Monitoring):				
<p>English Language Arts</p> <ul style="list-style-type: none"> ● Progress Monitoring: Genre Study Weeks 1 and 2 Assessments ● Unit 2 Skills Practice Activities ● Unit 2 Assessment ● Weekly Wonders Interactive games and activities ● Placement and Diagnostic Assessments ● Running Records <p>Social Studies</p> <ul style="list-style-type: none"> ● Newsela Power Words, Write, and Quiz Activities ● 3-2-1 graphic organizer ● Venn Diagram graphic organizer ● Summarizing questions and answers ● Headline summary <p>Performance Task In this unit ,you have learned how poetry can play an important role for raising social awareness. You also were able to create a project based on your cultural identity and we discussed different types of poems. Task: For your task, you will be required to create a poem based on your cultural identity. The poem needs to address : *your cultural identity, *how you relate to your cultural identity *how you feel about your culture .You will be able to decide which type of poem you would like to create. (Examples; acrostic, lyric, haiku, free verse,cinquain,etc) Each student will present their poem to the class Rubric</p> <p>Social Studies Performing a short skit based on Readers Theater.</p> <p><u>Reader's Theater Resources</u></p> <p>Reader's Theater- John Henry Reader's Theater- Mae Jamison Reader's Theater- Nelson Mandela Reader's Theater- Garret Morgan Reader's Theater- Jackie Robinson</p> <p>Divide the students into small groups. Have each group select a play. Have the students practice and perform the play. The other students will watch each performance and take notes about the main character. (A suggested Character Notetaking form is included in the resources) An assessment can be created based on the notes the students took for each performance.</p>				

Benchmark/Summative Assessment/Projects

ELA

Unit 2 Tested Skills

COMPREHENSION

Theme Literary Elements: Meter and Rhyme

Main Idea and Key Details

Point of View

Elements of Drama

VOCABULARY

Context Clues: Antonyms, Prefixes

Figurative Language: Similes and Metaphors

GRAMMAR

Common and Proper Nouns

Singular and Plural Nouns

Irregular Plural Nouns

Possessive Nouns

Combining Sentences

WRITING

Writing Prompt

Informative Performance Task

ADDITIONAL ASSESSMENT OPTIONS

Fluency

Conduct assessments individually using the differentiated passages in Fluency Assessment. Students' expected fluency goal for this Unit is 84–104 WCPM with an accuracy rate of 95% or higher.

Running Records

Use the instructional reading level determined by the calculations for regrouping decisions. Students at Level 38 or below should be provided reteaching on specific Comprehension skills.

ELL Assessment

Assess English Language Learner proficiency and track student progress using the McGraw-Hill English Learner Benchmark Assessments. This resource draws from a variety of contexts to evaluate social and academic language proficiency. These assessments also can be used for placement to achieve an optimal learning experience for new students.

Social Studies

Performance Task

In this unit you have learned how poetry can play an important role for raising social awareness. You also were able to create a project based on your cultural identity. We discussed different types of poems.

Task: For your task, you will be required to create a poem based on your cultural identity. The poem needs to address your cultural identity, how you relate to it and how you feel about it. You will be able to decide which type of poem you would like to create. (Examples; acrostic, lyric, haiku, free verse, cinquain, etc). Each student will present their poem to the class.

Week 6 Presentation Options

Research and Inquiry/Inquiry Space

- Project Presentations
- Inquiry Space Presentations
- Presentation Rubric

Writing

- Student Choice
- Portfolio Choice

Reader's Theater

- Perform The Nightingale

Choose from among these options:

- Have students perform the Reader's Theater play. See page **T300**.
- Small groups can share their completed Research and Inquiry projects, which they started in Genre Study 3. See page **T321**.
- Students can give multimodal presentations of the work that they developed using Inquiry Space. See page **T322**.
- Hold a Publishing Celebration and encourage students to self-select a piece of writing to present. See page **T324**.

Use the Speaking and Listening mini-lesson below to help students prepare.

Students should also consider any visuals or digital elements that they want to use during their presentation. Discuss a few possible options:

- Do they have photos they want to share? Can they illustrate an important part of the text?
- Are there flyers, souvenirs, or other items that they would want to share with the class?
- Is there a video that they can show?

Speaking Checklist **T324

Listening Checklist **T325

Reader's Theater Research and Inquiry Inquiry Space Writing

Interdisciplinary Connections

Science Week 1&2

Explore how structures and functions enable organisms to survive in their environment • T69

Explore, illustrate, and compare life cycles in living organisms T42

Weeks 3 &4

• Describe the flow of energy through food webs and predict how changes in the ecosystem affect the food web.

<u>Required Text Type</u> Title of Text	<u>Instructional Level</u> A = Anchor P = Paired S = Supplemental	<u>Lexile Level</u>	<u>Text Structure</u>	<u>Literature</u>	<u>Informational</u>	<u>Digital/Online</u>
ELA						
Weeks 1 & 2						

“Animal Adaptations” Genre Expository Text L	S	850L	M/I		X	X
Spiders Literature Anthology Genre- Expository Text	A	820L	M/I		X	X
Anansi and the Birds” Literature Anthology Genre -Trickster Tale	P	740L	M/I	X		X
Main Selections Genre: Expository Text A: Extreme Animals O: Extreme Animals ELL: Extreme Animals B: Extreme Animals	Leveled Readers	590L 830L 680L 890L	M/I		X	X
Paired Selections Genre: Trickster Tale A: “Hare and the Water” O: “Hare and the Water” ELL: “Hare and the Water” B: “Hare and the Water”	Paired	N/A	M/I	X		X
What are folktales? Newsela	S	460L-820L	M/I	X		X
Why the Sky Is Far Away: A Nigerian Folktale	S	N/A	M/I	X		X
Weeks 3 & 4						
“The Ant and the Grasshopper” Genre: Drama	S	740L	Theme	X		X
Anchor Text Ranita, The Frog Princess Genre: Drama	A	N/A	Theme	X		X
Paired Selection: “Pecos Bill and the Bear Lake Monster”	P	890L	Theme	X		X

Genre: Tall Tale						
Genre: Realistic Fiction A: The Dream Team O: Rosa's Garden ELL: Rosa's Garden B: Saving Grasshopper	Leveled Readers	Leveled Readers 530L 710L 540L 810L	Theme	X		X
Paired Selections Genre: Expository Text A: "Making a Difference" O: "Fresh from the City" ELL: "Fresh from the City" B: "Backyard Bird Habitats"	P	N/A	Theme	X	X	X
In Africa, some fear history will be lost as fewer people tell old tales Newsela	S	550L-1020L	Theme			
Reader's Theater Resources Readers Theater- Jackie Robinson Reader's Theater- John Henry Reader's Theater- Mae Jamison Reader's Theater- Nelson Mandela Reader's Theater- Garret Morgan	S	N/A	M/I	X	X	X

Week 5

<p>“Dog,” “The Eagle,” “Chimpanzee,” “Rat” Genre: Lyric Poetry and Haiku</p>	S	N/A	Theme	X		X
<p>Anchor Text “The Sandpiper,” “Bat,” “The Grasshopper Springs,” “Fireflies at Dusk” Genre: Lyric Poem and Haiku</p>	A	N/A	Theme	X		x
<p>Paired Selection: “Fog,” “White Cat Winter” Genre: Poetry</p>	P	N/A	Theme	X		X
<p>Main Selections Genre: Argumentative Text A: Start Small, Think Big O: Start Small, Think Big ELL: Start Small, Think Big B: Start Small, Think Big</p>	Leveled Readers	660L 780L 710L 890L	Main Idea		X	X

<p>Paired Selections Genre: Procedural Text A: "Spending and Saving" O: "Spending and Saving" ELL: "Spending and Saving" B: "Spending and Saving"</p>	P	N/A	Main Idea		X	X
<p>What if there were no black people?</p>	S	N/A	Main Idea			X
<p>Kids find a voice in poetry and learn about writers that came before them Newsela</p>	S	400L-710L	Main Idea	X		X
<p>Author: Maya Angelou Newsela</p>	S	830L-1180L	Main Idea	X		x

<p>“Dog,” “The Eagle,” “Chimpanzee,” “Rat” Genre: Lyric Poetry and Haiku</p>	S	N/A	Theme	X		X
<p>Anchor Text “The Sandpiper,” “Bat,” “The Grasshopper Springs,” “Fireflies at Dusk” Genre: Lyric Poem and Haiku</p>	A	N/A	Theme	X		x
<p>Paired Selection: “Fog,” “White Cat Winter” Genre: Poetry</p>	P	N/A	Theme	X		X
<p>Main Selections Genre: Argumentative Text A: Start Small, Think Big O: Start Small, Think Big ELL: Start Small, Think Big B: Start Small, Think Big</p>	Leveled Readers	660L 780L 710L 890L	Main Idea		X	X
Week 6						

“Sharks Under Attack”	S	N/A		X		X
“Nine-Banded Armadillos,	S	N/A		X		X
“Paul Meets Babe the Blue Ox,	S	N/A		X		x
Text Structure: C/C = Compare & Contrast C/E = Cause & Effect P/S = Problem-Solution S/O = Sequence/Order D = Description N = Narrative						

Writing Focus/Tasks N=Narrative E=Explanatory A=Argument R=Research (Short or Sustained)	Type				Writing from Sources: Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (text-dependent questions, notes, summaries, short responses or formal essays) Balance of Writing: Includes a balance of on-demand and process writing (multiple drafts and revisions over time) and short, focused research projects,
	N	E	A	R	
Primary Focus: <u>Week 1 & 2</u> Primary Focus: <i>Write Your Own Compare & Contrast Essay</i> Writing Process Study the Expert Model: Compare and Contrast Essay. Reading/Writing Companion p. 122 <ul style="list-style-type: none"> Describe the overall structure (e.g., chronology, comparison, cause/ effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. **Discuss features of a compare-and-contrast essay **Discuss the expert model	X				

Plan the Comparison Essay Reading/Writing Companion pp. 123–124

- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**Choose the topic

**Discuss purpose and audience

**Develop a Venn diagram for comparisons

**Take notes

Write a Draft, Reading/Writing Companion p. 125

- Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- Use a comma before a coordinating conjunction in a compound sentence.

**Discuss comparing and contrasting animal adaptations

**Write the draft

Features of a Compare-and-Contrast Essay

Explain that after reading the expository texts “Animal Adaptations” and Spiders, students will begin writing an expository essay that compares and contrasts two animals and their adaptations. Invite students to recall other compare-and-contrast texts they have read that they found interesting. Point out that a compare-and-contrast essay is a form of expository text. It informs readers about a topic by telling how things are alike and how they are different.

Anchor Chart

Have a volunteer start listing these features of a **compare and-contrast essay** on an anchor chart. • It details how things are similar and different. • It uses linking words such as both, also, unlike, and different to connect ideas. • It includes a variety of sentence lengths and structures.

Week 3 & 4**Revise and Peer Conference**, Reading/Writing Companion pp. 126-127

- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
 - Does your essay include sentences of different lengths?
 - Do your sentences begin differently?
 - When I read the text, does it flow smoothly?
 - Did you avoid using run-on sentences or fragments?

**Revise the comparison essay, checking for compare-and-contrast text structure.

**Revise the comparison essay based on partner feedback.

Edit and Proofread Reading/Writing Companion p. 128

- Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- Use a comma before a coordinating conjunction in a compound sentence.

incorporating digital texts where appropriate.

Integrates targeted: instruction in such areas as grammar and conventions writing strategies, discussion rules, and all aspects of deficient foundational reading skills.

**Edit the comparison essay, checking for linking words and sentence fluency.

**Proofread the comparison essay, checking for correct spelling.

Publish, Present, and Evaluate, Reading/Writing Companion p. 129

- **Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.**

**Publish and present the comparison essay.

**Self-evaluate, using a rubric.

Week 5

Poetry: Lyric Poem

Features of a Lyric Poem

**Explain that after reading the poem “Bat,” students will begin writing their own poems. Invite students to recall other poems they have read or heard.

**Explain that lyric poems are usually short, rhythmic texts that express a feeling instead of telling a story. Tell students that the author shares an experience or feeling that seems easy or emotional but is actually done through carefully crafted lines and stanzas, possibly including repetition and other sound devices.

Study the Expert Model Reading/Writing Companion p. 176

- **Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.**

**Discuss features of lyric poems.

**Discuss the expert model.

Anchor Chart

Have a volunteer start listing these features of a lyric poem on an anchor chart:

- It expresses the thoughts or feelings of the poet.
- It often has end rhymes and a consistent meter.
- It is written in stanzas.

Plan the Poem Reading/Writing Companion pp. 177-178

- **Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
- **With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.**

**Choose the topic.

**Discuss purpose and audience.

**Plan your stanzas.

**Take notes.

Write a Draft Reading/Writing Companion p. 179

- **Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**

**Discuss rhymes.

**Write the draft.

Week 6

Opinion Essay**Revise an Opinion Essay, Reading/Writing Companion page 180**

- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

Peer Conferences, Reading/Writing Companion page 180

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

Edit and Proofread an Opinion Essay, Reading/Writing Companion page 84

- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Publish, Present, and Evaluate, Reading/Writing Companion on page 85

- Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Spelling**Week 1:** Prefixes T62-63**Week 2:** Digraphs T64-65**Week 3** - Three Letter blend T160-161**Week 4** : r Controlled Vowels T162-T163**Week 5-** Suffixes T252-253**Respond to Reading****Week 1 & 2 T 38-39 , T44-45**

Analyze the Prompt: How does the author use text features to explain animal adaptations and how they help animals survive?

Analyze the prompt: What text features does Nic Bishop use to tell about spiders? How do the text features help you understand the selection better?

Summarize**Week 3 & 4 T136-137, T142-143**

Analyze the prompt: How does the way the author structures "The Ant and the Grasshopper" help to develop the theme? Why?

Analyze the prompt: How does the author use descriptive language and stage directions to help you understand how the characters in the play change?

Week 5- T232-233**Grammar and Mechanics****Week 1:** Common and Proper nouns-T58-59

<p>OBJECTIVES Edit drafts using standard English conventions, including singular, plural, common, and proper nouns. Week 2: Singular and Plural Nouns T60-61 Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.</p> <p>Grammar and Mechanics Week 3 T156-157 Objective-Edit drafts using standard English conventions, including singular, plural, common, and proper nouns: Week 4: T158-159 Objective-Edit drafts using standard English conventions, including punctuation marks, including apostrophes in possessives, commas in compound sentences and quotation marks in dialogue</p> <p>Grammar and Mechanics Week 5: Combining Sentences T251-252 Objective-Revise drafts to improve sentence structure by combining ideas for coherence. Edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects and compound predicate</p>					
<p>Secondary Focus: Social Studies Task: Poetry Writing Topic: Write a poem describing your cultural identity Subtopics: (Choose one)</p>					
<p>Routine Writing <i>This is daily writing or writing that is done several times over a week.</i></p> <ul style="list-style-type: none"> ● Journal Writing ● Do Now Prompts ● Quick Writes ● Daily Language Activity (Online Review) ● Self Selected Writing ● Current Events CNN 10 Daily News Reflections 					