

Focus Areas	Power GLCE's	Big Ideas / Essential Questions (Goals)	Strategy Focus	Reader's Workshop	Writer's Workshop	Word Study	Resources	Assessments	
<p>1</p> <p>Creating a Community of Readers and Writers-Launching Reader's and Writer's Workshop</p>	<p>L.CN.04.01 Ask substantive questions of the speaker that will provide additional elaboration and details.</p> <p>L.CN.04.02 Listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g. eye contact, attentive supportive) in small and large group settings.</p> <p>R.CM. 04.01 Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.</p> <p>R.IT. 04.03 Explain how authors use text features including appendices, headings, subheadings, marginal notes, keys and legends, figures, and bibliographies to enhance the understanding of key and supporting ideas.</p> <p>R.WS 04.06 Fluently read beginning grade-level text and increasingly demanding text as the year proceeds.</p> <p>W.PR 04.02 Apply a variety of pre-writing strategies for both narrative and informational writing (e.g. graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., plot, setting, conflicts/resolutions, definition/description, or chronological sequence).</p> <p>W.PR. 04.03 Draft focused ideas using a variety of drafting techniques composing coherent and mechanically sound paragraphs when writing compositions.</p> <p>W.SP. 04.01 In the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).</p> <p>S.CN. 04.02 Adjust their use of language to communicate effectively with a variety of audiences and for different purposes including community-building, appreciation, invitations, and cross-curricular discussions.</p>	<p>What is my role and responsibility in this community of readers and writers?</p> <p>How do I become a lifelong reader and writer</p>	<p>Focus:</p> <p>Reaading and Writing:</p> <ul style="list-style-type: none"> Listen to ideas of others Build reading and writing stamina Identify oneself as a reader and a writer <p>Reading:</p> <ul style="list-style-type: none"> Introduce ways to think about reading (visualize, predict, make connections, activate schema) <p>Writing:</p> <ul style="list-style-type: none"> Reflect and respond to ideas 	<p>Teaching Points:</p> <p><i>Teachers will make their thinking visible as they model the following:</i></p> <ul style="list-style-type: none"> Choose "just right" books Internalize classroom routines Care for books, use a classroom library Distinguish between fiction verses nonfiction text Share books Use fix-it strategies (i.e. stop and think, reread) Think about and respond to what I'm reading 	<p>Teaching Points:</p> <p><i>Teachers will make their thinking visible as they model the following:</i></p> <ul style="list-style-type: none"> Understand the routines for writer's workshop Choose "seed" ideas Narrow your topic Determine the qualities of good writing Respond to a focused topic ("quick writes") Choose an appropriate audience Use graphic organizers to plan and develop writing Understand the writing process Celebrate successes 	<p>Teaching Points:</p> <p><i>Teachers will make their thinking visible as they model the following:</i></p> <ul style="list-style-type: none"> Review strategies for figuring out unknown words Dolch list / high frequency words "No Excuse Words" 	<p>Essential:</p> <p><i>Units of Study for Teaching Writing</i> by Lucy Calkins Book 1: "Launching the Writing Workshop"</p> <p><i>Guiding Readers and Writers</i> by Fountas and Pinnell</p> <p><i>6+1 Traits of Writing Grades 3-6</i> by Ruth Culham</p> <p>Scholastic Text Books</p> <p>Responsibility Kit</p> <p>Checklist for GLEC's</p> <p>Touchtone Texts:</p> <p><i>Are there one or two picture books that would fit well into this unit? Some Suggestions are found below. We need to determine which one(s) we want to purchase.</i></p> <p>Suggested:</p> <p><i>Dancing With A Pen</i></p> <p><i>Revisers Tool Box</i> by Barry Lane</p> <p>Making Meaning</p> <p>Touchtone Suggestions:</p> <p>Aunt Chip and the Triple Creek Dam Affair (Polacko)</p> <p>Have You Filled A Bucket Today?</p> <p>Library Lil</p> <p>Amelia's Notebook (Marissa Moss)</p>	<p>FOR Learning</p> <ul style="list-style-type: none"> ✓ Conferences (anecdotal notes) ✓ Reader's / Writer's Notebooks ✓ Classroom observations ✓ QRI ✓ District Writing Prompt needs to be revised ✓ Six Traits Rubrics 	<p>OF Learning</p> <ul style="list-style-type: none"> ✓ QRI ✓ Six traits rubrics <p>Common Assessment Ideas:</p> <p><i>Writing/Reading:</i></p> <p><i>Create a checklist of reading and writing behaviors</i></p>

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<p>2</p> <p>Becoming a strategic reader and writer</p>	<p>R.MT. 04.01 Self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring summarizing, and engaging in interpretive discussions.</p> <p>R.WS. 04.01 Explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context.</p> <p>R.WS. 04.02 Use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.</p> <p>R.WS. 04.05 Acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by engaging actively in reading a variety of genre, self-correcting, and using a thesaurus.</p> <p>S.DS 04.03 Respond to multiple text types by reflecting, making connections, taking a position, and/or showing deep understanding.</p>	<p>What strategies do proficient readers and writers use?</p>	<p>Reading:</p> <ul style="list-style-type: none"> Introduce various comprehension strategies (visualizing, metacognition, making connections, inferring, drawing conclusions, synthesizing, schema) Introduce text features and structures <p>Writing:</p> <ul style="list-style-type: none"> Gain an in depth knowledge of the writing process stages Using revision to enhance writing 	<p>Teaching Points: <i>Teachers will make their thinking visible as they utilize the following strategies to make meaning:</i></p> <ul style="list-style-type: none"> Making connections (text to self, text to text and text to world) Questioning Visualizing Inferring Synthesizing information Model "think aloud" How to apply strategies during independent reading Introduce partner conferring, buzz groups, etc. 	<p>Teaching Points: <i>Teachers will make their thinking visible as they model how writers make intentional decisions to effectively communicate their thinking. They will focus on the following:</i></p> <ul style="list-style-type: none"> Modeling the different stages of the writing process Reading with a writer's eye Studying and creating leads and powerful endings Using revision to improve writing in the areas of: Ideas and Content and Organization within Writer's Workshop Using stories, summaries, lists and author's craft as evidence when writing in response to reading Teacher and partner conferencing 	<p>Teaching Points: <i>Teachers will make their thinking visible as they model the following:</i></p> <ul style="list-style-type: none"> Strategies for figuring out unknown words Dolch list / high frequency list "No Excuse Words" Decoding Strategies (semantic clues, base words, affixes, syllabication) 	<p>Resources:</p> <p>Essential:</p> <p><i>Units of Study for Teaching Writing</i> by Lucy Calkins Book 2: "Raising the Quality of Narrative Writing" and Book 5: "Literary Essays: Writing About Reading" (this ties to this unit, and the next unit...it could cross-over both units)</p> <p><i>Guiding Readers and Writers</i> by Fountas and Pinnell</p> <p><i>6+1 Traits of Writing Grades 3-6</i> by Ruth Culham</p> <p>Scholastic Text Books</p> <p><i>Are there one or two picture books that would fit well into this unit? Some Suggestions are found below. We need to determine which one(s) we want to purchase.</i></p> <p>Suggested:</p> <p><i>Making Meaning</i> by Debbie Miller</p> <p><i>Mosaic of Thought</i> by Ellen Keene</p> <p><i>Strategies At Work</i> by Stephanie Harvey</p> <p>Touchtone Text Ideas:</p> <p>Appelmando's Dreams (visualization)</p> <p>The Sweetest Fig (inferring and Drawing Conclusions) Van</p>	<p>FOR Learning</p> <ul style="list-style-type: none"> ✓ Observation and anecdotal notes ✓ QRI ✓ Conferencing ✓ Reading Reponses Journal ✓ Writer's Notebooks 	<p>OF Learning</p> <ul style="list-style-type: none"> ✓ Six Traits Rubrics ✓ Published writing <p>Common Assessment:</p> <p>Reading:</p> <p>Students will share strategy use during independent reading within a conference, reader's notebook entry or on post it notes.</p> <p><i>A common rubric will be developed to assess strategy use.</i></p> <p>Writing:</p> <p>Using a Student Friendly version of the six traits rubric, students will reflect upon his/her use of Ideas and Content and Organization (orally or in writing)</p> <p><i>A common rubric will be developed to assess the student's reflection</i></p>

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<p>Reading and writing to learn- Narrative Text</p>	<p>W.GN. 04.01 Write a cohesive narrative piece such as a myth, legend, fantasy, or adventure creating relationships among setting, characters, theme, and plot.</p> <p>R.CM. 04.03 Explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture.</p> <p>R.MT. 04.02 Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., decoding unknown words) and use graphic organizers to deepen their understanding of compare/contrast, and sequential organizational patterns</p> <p>R.CS. 04.01 Develop, discuss, and apply individual and shared standards using student/class created rubrics and begin to assess the quality, accuracy, and relevance of their own writing and the writing of others.</p> <p>L.RP. 04.03 Respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and/or show deep understanding.</p> <p>R.NT 04.02 Identify and describe the structure, elements, and purpose of a variety of narrative genre including poetry, myths, legends, fantasy, and adventure.</p> <p>R.NT. 04.03 Analyze characters' thoughts and motivation through dialogue, various character roles, and functions including hero, antihero, or narrator; know first person point of view and identify conflict and resolution.</p> <p>R.NT. 04.04 Explain how authors use literary devices including flash-forward and flashback to depict time, setting, conflicts, and resolutions to enhance the plot and create suspense.</p> <p>R.WS. 04.07 In context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus.</p> <p>W.PS. 04.01 Exhibit personal style and voice to enhance the written message in both narrative (e.g., strong verbs, figurative language, sensory images) and informational writing (e.g., precision, established importance, transitions).</p>	<p>What skills and strategies are needed to read and write narrative text?</p>	<p>Reading:</p> <ul style="list-style-type: none"> Gain an in depth knowledge for Narrative text including studying and reading (poetry, myths, legends, fantasy, adventure) Respond to a variety of Narrative text <p>Writing:</p> <ul style="list-style-type: none"> Understand the components of different genres of narrative writing 	<p>Teaching Points: <i>Teachers will make their thinking visible as they identify and analyze the following:</i></p> <ul style="list-style-type: none"> story elements Conflict Resolution First Person Point of View Flashback-Flash forward the components of a variety of genre, focusing on poetry, myths, legends, fantasy and adventure <p><i>Teachers will make their thinking visible as they utilize the following strategies to make meaning:</i></p> <ul style="list-style-type: none"> Questioning Other strategies focused on in the previous unit that need to be further developed 	<p>Teaching Points: <i>Teachers will make their thinking visible as they model how writers make intentional decisions to effectively communicate their thinking. They will focus on the following:</i></p> <ul style="list-style-type: none"> Model using an appropriate plan for writing narrative text Gathering writing by close reading and studying characters Developing literary essays Use mini lessons to introduce 6+1 Trait: Voice, Word Choice and Conventions Teacher and partner conferencing 	<p>Teaching Points: <i>Teachers will make their thinking visible as they model the following:</i></p> <ul style="list-style-type: none"> Dolsch list / high frequency words "No excuse words" Teach similes, metaphors, and literacy terms Teach students how to use resources for word choice lessons (i.e. thesaurus) Teach content specific vocabulary (Science, Social Studies, and Math) 	<p>Essential: <i>Units of Study for Teaching Writing</i> by Lucy Calkins Book 4: "Writing Ambitions" and Book 5: "Literary Essays: Writing About Reading" (this ties to this unit, and the previous unit...it could cross-over both units)</p> <p><i>Guiding Readers and Writers</i> by Fountas and Pinnell</p> <p><i>6+1 Traits of Writing Grades 3-6</i> by Ruth Culham</p> <p>Suggested:</p> <p>ELA Science Kit: ~Electricity and Magnetism</p> <p>~ELA Science Kit: Environments</p> <p>Responsibility Kit</p> <p>Scholastic Text Books</p> <p>Writer's Express books</p> <p>Michigan History (See above)</p> <p>Touchtone Texts:</p> <p><i>Are there one or two picture books that tie well to this unit....the ones in the ELA Science kits will work if you're doing one at this time.</i></p> <p><i>Cosmo's Moon (Devin Scillion)</i></p>	<p>FOR Learning</p> <ul style="list-style-type: none"> ✓ Observation notes ✓ Monitoring notes ✓ QRI ✓ Conferencing/ <p>Conferring</p> <ul style="list-style-type: none"> ✓ Reading Responses Journal ✓ Writer's Notebooks 	<p>OF Learning</p> <ul style="list-style-type: none"> ✓ QRI ✓ Six Traits rubrics <p>*Students need to write either a Fantasy, legend, myth, or adventure</p> <p>*Students need to create at least one compare/contrast piece</p> <p>Common Assessment</p> <p>Reading:</p> <p>Students will read two narrative text selections and will answer "MEAP-like" questions about each selection, as well as cross textual questions. They will write a cross textual comparison of the two selections.</p> <p><i>A rubric will be created to assess the cross textual comparison</i></p> <p>Writing:</p> <p>Students will write a narrative piece. It could be a myth, legend, fantasy or adventure. The 6+1 traits rubrics will be used to assess this piece of writing.</p> <p>A writing checklist will be created to assess the student as a writer (see Lucy Calkins checklists)</p>

<p>W.PR 04.04 Revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions).</p>						<p>Michigan Legend Books</p> <p>Tracy's ideas of Reader's Theatre (legends)</p>	
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<p>4</p> <p>Reading and Writing to Learn-Informational Text</p>	<p>S.DS 04.04 Plan and deliver presentations focusing on a key question using an informational organizational pattern (e.g., descriptive, problem/solution, cause/effect);supportive facts and details reflecting and emphasizing facial expressions, hand gestures, and body language.</p> <p>W.GN. 04.04 Use the writing process to produce and present a research project using a teacher-approved topic; find and narrow research questions; use a variety of resources; take notes; and organize relevant information to draw conclusions.</p> <p>R.IT. 04.01 Identify and describe the structure, elements, features, and purpose of a variety of informational genre including autobiography/ biography, personal essay, almanac, and newspaper.</p> <p>R.IT. 04.03 Explain how authors use text features including appendices, headings, subheadings, marginal notes, keys and legends, figures, and bibliographies to enhance the understanding of key and supporting ideas.</p> <p>W.GN. 04.03 Write an informational comparative piece that demonstrates understanding of central and supporting ideas using an effective organizational pattern (e.g., compare/contrast) and informational text features.</p> <p>L.RP. 04.05 Respond to and summarize the major ideas and evidence presented in spoken messages and formal presentations.</p>	<p>What skills and strategies are needed to read and write informational text?</p>	<p>Reading:</p> <ul style="list-style-type: none"> Gain an in depth knowledge for informational text including studying and reading Respond to a variety of informational text <p>Writing:</p> <ul style="list-style-type: none"> Understand the components of informational text as well as write an informational piece.* 	<p>Teaching Points: <i>Teachers will make their thinking visible as they utilize the following strategies to make meaning:</i></p> <ul style="list-style-type: none"> Determine important ideas Summarize Synthesize Identify informational text patterns (Cause and Effect, Problem/Solution, Compare and Contrast) Explain the purpose of text features in nonfiction (glossary, headings, subheadings, etc.) Determine main idea Locate appropriate research materials 	<p>Teaching Points: <i>Teachers will make their thinking visible as they model how writers make intentional decisions to effectively communicate their thinking. They will focus on the following:</i></p> <ul style="list-style-type: none"> Developing Research skills (note taking, organizing information, etc.) Exploring ways to share research information Developing an appropriate plan for writing informational text writing Writing a compare and contrast piece Continue mini lessons to introduce 6+1 Trait: Voice, Word Choice and Conventions Teacher and partner conferencing 	<p>Teaching Points: <i>Teachers will make their thinking visible as they model the following:</i></p> <ul style="list-style-type: none"> Dolsch list / high frequency words "No excuse words" Continue to teach content specific vocabulary (Science, Social Studies, and Math) 	<p>Essential:</p> <p><i>Units of Study for Teaching Writing</i> by Lucy Calkins Book 3: "Breathing Life into Essays"</p> <p><i>Guiding Readers and Writers</i> by Fountas and Pinnell</p> <p><i>6+1 Traits of Writing Grades 3-6</i> by Ruth Culham</p> <p>Suggested:</p> <p>ELA Science Kit: ~Electricity and Magnetism</p> <p>~ELA Science Kit: Environments</p> <p>Scholastic Text Books</p> <p>Michigan History</p> <p>Michigan Textbook</p> <p>Others: Time for Kids, Newspaper, Scholastic, etc.</p> <p>Numerous Nonfiction text</p> <p>Touchtone Texts</p> <p><i>Are there one or two picture books that tie well in this unit...the ones from the ELA / Science kits work if you're using them during this time</i></p>	<p>FOR Learning</p> <ul style="list-style-type: none"> ✓ Observation notes ✓ Monitoring notes ✓ QRI ✓ Conferencing ✓ Reading Reponses Journal ✓ Writer's Notebooks 	<p>OF Learning</p> <ul style="list-style-type: none"> ✓ QRI ✓ Six Traits Rubrics <p>*Students need to produce a research project</p> <p>*Students need to create at least one compare/contrast piece</p> <p>Common Assessment:</p> <p>Reading and Writing:</p> <p>Students will read two informational text selections and will answer "MEAP-like" questions about each selection, as well as cross textual questions. They will write a cross textual comparison of the two selections.</p> <p><i>A rubric will be created to assess the cross textual comparison</i></p> <p>Writing:</p> <p>Students will do a research project, sharing their findings within a research paper.</p> <p><i>A checklist will be developed to assess students' research skills. Also, an</i></p>

									<i>expository 6+1 Rubric will be created to assess the research paper.</i>
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<p>5 Becoming an effective test taker</p>	<p>R.MT. 04.01 Self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.</p> <p>R.NT 04.02 Identify and describe the structure, elements, and purpose of a variety of narrative genre including poetry, myths, legends, fantasy, and adventure.</p> <p>R.IT 04.02: Identify and describe informational text patterns including compare/contrast, cause/effect, and problem/solution.</p> <p>Review of third grade GLECS</p>	<p>What are the effective test taking strategies to become an effective test taker?</p> <p>Developing an attitude for reading and writing in a test taking situation</p>	<p>Reading:</p> <ul style="list-style-type: none"> • Access prior knowledge • Explore different types of genre • Explore test taking language • Understand types of test questions • Understand cross text questioning • Build stamina as a reader <p>Writing:</p> <ul style="list-style-type: none"> • Use a graphic organizer to respond to reading • Write from knowledge and experience • Respond to a test prompt • Peer response to student writing • Build stamina as a writer 	<p>Teaching Points: <i>Teachers will make their thinking visible as they utilize the following strategies to make meaning:</i></p> <ul style="list-style-type: none"> • Focusing your thinking around theme • Using reading strategies gain meaning from the text (test) • Determine the characteristics of different types of text/genres 	<p>Teaching Points: <i>Teachers will make their thinking visible as they model how writers make intentional decisions to effectively communicate their thinking. They will focus on the following:</i></p> <ul style="list-style-type: none"> • Understanding the language of a prompt • The importance of organizing your writing (beginning, middle, end) • Focusing your writing around a theme • Assessing the effectiveness of someone's writing and articulating how to make the piece better. 	<p>Teaching Points: <i>Teachers will make their thinking visible as they model the following:</i></p> <ul style="list-style-type: none"> • Language on a test 	<p>Touchtone Texts</p> <p>Essential:</p> <p>Test prototypes</p> <p>The First Ten Days-A guide to ELA MEAP reading and writing</p> <p>The Second Ten Days-A guide to ELA MEAP reading and writing</p> <p>4th Grade LAPS project</p>	<p>FOR Learning</p> <ul style="list-style-type: none"> ✓ Classroom Observations and discussions ✓ Written responses 	<p>OF Learning</p> <ul style="list-style-type: none"> ✓ QRI ✓ DWP <p>Common Assessment:</p> <p>MEAP</p>

NT: Narrative Text: Fiction, Poetry

IT: Informational Text – Literary Non-fiction (essays, biography/autobiography), Expository Text (resources, scientific and technical articles)

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<p>1</p> <p>Creating a Community of Readers and Writers- Launching Reader's and Writer's Workshop</p>	<p>L.CN.04.01 Ask substantive questions of the speaker that will provide additional elaboration and details.</p> <p>L.CN.04.02 Listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g. eye contact, attentive supportive) in small and large group settings.</p> <p>R.CM. 04.01 Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.</p> <p>R.IT. 04.03 Explain how authors use text features including appendices, headings, subheadings, marginal notes, keys and legends, figures, and bibliographies to enhance the understanding of key and supporting ideas.</p> <p>R.WS 04.06 Fluently read beginning grade-level text and increasingly demanding text as the year proceeds.</p> <p>W.PR 04.02 Apply a variety of pre-writing strategies for both narrative and informational writing (e.g. graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., plot, setting, conflicts/resolutions, definition/description, or chronological sequence).</p> <p>W.PR. 04.03 Draft focused ideas using a variety of drafting techniques composing coherent and mechanically sound paragraphs when writing compositions.</p> <p>W.SP. 04.01 In the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).</p> <p>S.CN. 04.02 Adjust their use of language to communicate effectively with a variety of audiences and for different purposes including community-building, appreciation, invitations, and cross-curricular discussions.</p>	<p>What is my role and responsibility in this community of readers and writers?</p> <p>How do I become a lifelong reader and writer</p>	<p>Focus:</p> <p>Reaading and Writing:</p> <ul style="list-style-type: none"> Listen to ideas of others Build reading and writing stamina Identify oneself as a reader and a writer <p>Reading:</p> <ul style="list-style-type: none"> Introduce ways to think about reading (visualize, predict, make connections, activate schema) <p>Writing:</p> <ul style="list-style-type: none"> Reflect and respond to ideas 	<p>Teaching Points:</p> <p><i>Teachers will make their thinking visible as they model the following:</i></p> <ul style="list-style-type: none"> Choose "just right" books Internalize classroom routines Care for books, use a classroom library Distinguish between fiction verses nonfiction text Share books Use fix-it strategies (i.e. stop and think, reread) Think about and respond to what I'm reading 	<p>Teaching Points:</p> <p><i>Teachers will make their thinking visible as they model the following:</i></p> <ul style="list-style-type: none"> Understand the routines for writer's workshop Choose "seed" ideas Narrow your topic Determine the qualities of good writing Respond to a focused topic ("quick writes") Choose an appropriate audience Use graphic organizers to plan and develop writing Understand the writing process Celebrate successes 	<p>Teaching Points:</p> <p><i>Teachers will make their thinking visible as they model the following:</i></p> <ul style="list-style-type: none"> Review strategies for figuring out unknown words Dolch list / high frequency words "No Excuse Words" 	<p>Essential:</p> <p><i>Units of Study for Teaching Writing</i> by Lucy Calkins Book 1: "Launching the Writing Workshop"</p> <p><i>Guiding Readers and Writers</i> by Fountas and Pinnell</p> <p><i>6+1 Traits of Writing Grades 3-6</i> by Ruth Culham</p> <p>Scholastic Text Books</p> <p>Responsibility Kit</p> <p>Checklist for GLEC's</p> <p>Touchtone Texts:</p> <p><i>Are there one or two picture books that would fit well into this unit? Some Suggestions are found below. We need to determine which one(s) we want to purchase.</i></p> <p>Suggested:</p> <p><i>Dancing With A Pen</i></p> <p><i>Revisers Tool Box</i> by Barry Lane</p> <p>Making Meaning</p> <p>Touchtone Suggestions:</p> <p><i>Aunt Chip and the Triple Creek Dam Affair</i> (Polacko)</p> <p><i>Have You Filled A Bucket Today?</i></p> <p>Library Lil</p> <p><i>Amelia's Notebook</i> (Marissa Moss)</p>	<p>FOR Learning</p> <ul style="list-style-type: none"> ✓ Conferences (anecdotal notes) ✓ Reader's / Writer's Notebooks ✓ Classroom observations ✓ QRI ✓ District Writing Prompt needs to be revised ✓ Six Traits Rubrics 	<p>OF Learning</p> <ul style="list-style-type: none"> ✓ QRI ✓ Six traits rubrics <p>Common Assessment Ideas:</p> <p><i>Writing/Reading:</i></p> <p><i>Create a checklist of reading and writing behaviors</i></p>

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<p>2</p> <p>Becoming a strategic reader and writer</p>	<p>R.MT. 04.01 Self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring summarizing, and engaging in interpretive discussions.</p> <p>R.WS. 04.01 Explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context.</p> <p>R.WS. 04.02 Use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.</p> <p>R.WS. 04.05 Acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by engaging actively in reading a variety of genre, self-correcting, and using a thesaurus.</p> <p>S.DS 04.03 Respond to multiple text types by reflecting, making connections, taking a position, and/or showing deep understanding.</p>	<p>What strategies do proficient readers and writers use?</p>	<p>Reading:</p> <ul style="list-style-type: none"> Introduce various comprehension strategies (visualizing, metacognition, making connections, inferring, drawing conclusions, synthesizing, schema) Introduce text features and structures <p>Writing:</p> <ul style="list-style-type: none"> Gain an in depth knowledge of the writing process stages Using revision to enhance writing 	<p>Teaching Points: <i>Teachers will make their thinking visible as they utilize the following strategies to make meaning:</i></p> <ul style="list-style-type: none"> Making connections (text to self, text to text and text to world) Questioning Visualizing Inferring Synthesizing information Model "think aloud" How to apply strategies during independent reading Introduce partner conferring, buzz groups, etc. 	<p>Teaching Points: <i>Teachers will make their thinking visible as they model how writers make intentional decisions to effectively communicate their thinking. They will focus on the following:</i></p> <ul style="list-style-type: none"> Modeling the different stages of the writing process Reading with a writer's eye Studying and creating leads and powerful endings Using revision to improve writing in the areas of: Ideas and Content and Organization within Writer's Workshop Using stories, summaries, lists and author's craft as evidence when writing in response to reading Teacher and partner conferencing 	<p>Teaching Points: <i>Teachers will make their thinking visible as they model the following:</i></p> <ul style="list-style-type: none"> Strategies for figuring out unknown words Dolch list / high frequency list "No Excuse Words" Decoding Strategies (semantic clues, base words, affixes, syllabication) 	<p>Resources:</p> <p>Essential:</p> <p><i>Units of Study for Teaching Writing</i> by Lucy Calkins Book 2: "Raising the Quality of Narrative Writing" and Book 5: "Literary Essays: Writing About Reading" (this ties to this unit, and the next unit...it could cross-over both units)</p> <p><i>Guiding Readers and Writers</i> by Fountas and Pinnell</p> <p><i>6+1 Traits of Writing Grades 3-6</i> by Ruth Culham</p> <p>Scholastic Text Books</p> <p><i>Are there one or two picture books that would fit well into this unit? Some Suggestions are found below. We need to determine which one(s) we want to purchase.</i></p> <p>Suggested:</p> <p><i>Making Meaning</i> by Debbie Miller</p> <p><i>Mosaic of Thought</i> by Ellen Keene</p> <p><i>Strategies At Work</i> by Stephanie Harvey</p> <p>Touchtone Text Ideas:</p> <p>Appelamando's Dreams (visualization)</p> <p>The Sweetest Fig (inferring and Drawing Conclusions) Van</p>	<p>FOR Learning</p> <ul style="list-style-type: none"> ✓ Observation and anecdotal notes ✓ QRI ✓ Conferencing ✓ Reading Reponses Journal ✓ Writer's Notebooks <p>OF Learning</p> <ul style="list-style-type: none"> ✓ Six Traits Rubrics ✓ Published writing <p>Common Assessment:</p> <p>Reading:</p> <p>Students will share strategy use during independent reading within a conference, reader's notebook entry or on post it notes.</p> <p><i>A common rubric will be developed to assess strategy use.</i></p> <p>Writing:</p> <p>Using a Student Friendly version of the six traits rubric, students will reflect upon his/her use of Ideas and Content and Organization (orally or in writing)</p> <p><i>A common rubric will be developed to assess the student's reflection</i></p>

Focus Areas	Power GLCE's	Big Ideas / Essential Questions (Goals)	Strategy Focus	Reader's Workshop	Writer's Workshop	Word Study	Resources	Assessments	
<p>Reading and writing to learn- Narrative Text</p>	<p>W.GN. 04.01 Write a cohesive narrative piece such as a myth, legend, fantasy, or adventure creating relationships among setting, characters, theme, and plot.</p> <p>R.CM. 04.03 Explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture.</p> <p>R.MT. 04.02 Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., decoding unknown words) and use graphic organizers to deepen their understanding of compare/contrast, and sequential organizational patterns</p> <p>R.CS. 04.01 Develop, discuss, and apply individual and shared standards using student/class created rubrics and begin to assess the quality, accuracy, and relevance of their own writing and the writing of others.</p> <p>L.RP. 04.03 Respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and/or show deep understanding.</p> <p>R.NT 04.02 Identify and describe the structure, elements, and purpose of a variety of narrative genre including poetry, myths, legends, fantasy, and adventure.</p> <p>R.NT. 04.03 Analyze characters' thoughts and motivation through dialogue, various character roles, and functions including hero, antihero, or narrator; know first person point of view and identify conflict and resolution.</p> <p>R.NT. 04.04 Explain how authors use literary devices including flash-forward and flashback to depict time, setting, conflicts, and resolutions to enhance the plot and create suspense.</p> <p>R.WS. 04.07 In context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus.</p> <p>W.PS. 04.01 Exhibit personal style and voice to enhance the written message in both narrative (e.g., strong verbs, figurative language, sensory images) and informational writing (e.g., precision, established importance, transitions).</p>	<p>What skills and strategies are needed to read and write narrative text?</p>	<p>Reading:</p> <ul style="list-style-type: none"> Gain an in depth knowledge for Narrative text including studying and reading (poetry, myths, legends, fantasy, adventure) <p>Writing:</p> <ul style="list-style-type: none"> Respond to a variety of Narrative text Understand the components of different genres of narrative writing 	<p>Teaching Points: <i>Teachers will make their thinking visible as they identify and analyze the following:</i></p> <ul style="list-style-type: none"> story elements Conflict Resolution First Person Point of View Flashback-Flash forward the components of a variety of genre, focusing on poetry, myths, legends, fantasy and adventure <p><i>Teachers will make their thinking visible as they utilize the following strategies to make meaning:</i></p> <ul style="list-style-type: none"> Questioning Other strategies focused on in the previous unit that need to be further developed 	<p>Teaching Points: <i>Teachers will make their thinking visible as they model how writers make intentional decisions to effectively communicate their thinking. They will focus on the following:</i></p> <ul style="list-style-type: none"> Model using an appropriate plan for writing narrative text Gathering writing by close reading and studying characters Developing literary essays Use mini lessons to introduce 6+1 Trait: Voice, Word Choice and Conventions Teacher and partner conferencing 	<p>Teaching Points: <i>Teachers will make their thinking visible as they model the following:</i></p> <ul style="list-style-type: none"> Dolsch list / high frequency words "No excuse words" Teach similes, metaphors, and literacy terms Teach students how to use resources for word choice lessons (i.e. thesaurus) Teach content specific vocabulary (Science, Social Studies, and Math) 	<p>Essential:</p> <p><i>Units of Study for Teaching Writing</i> by Lucy Calkins Book 4: "Writing Fiction: Big Dreams, Tall Ambitions" and Book 5: "Literary Essays: Writing About Reading" (this ties to this unit, and the previous unit...it could cross-over both units)</p> <p><i>Guiding Readers and Writers</i> by Fountas and Pinnell</p> <p><i>6+1 Traits of Writing Grades 3-6</i> by Ruth Culham</p> <p>Suggested:</p> <p>ELA Science Kit: ~Electricity and Magnetism</p> <p>~ELA Science Kit: Environments</p> <p>Responsibility Kit</p> <p>Scholastic Text Books</p> <p>Writer's Express books</p> <p>Michigan History (See above)</p> <p>Touchtone Texts:</p> <p><i>Are there one or two picture books that tie well to this unit...the ones in the ELA Science kits will work if you're doing one at this time.</i></p> <p><i>Cosmo's Moon (Devin Scillion)</i></p>	<p>FOR Learning</p> <ul style="list-style-type: none"> ✓ Observation notes ✓ Monitoring notes ✓ QRI ✓ Conferencing/ Conferencing ✓ Reading Reponses Journal ✓ Writer's Notebooks 	<p>OF Learning</p> <ul style="list-style-type: none"> ✓ QRI ✓ Six Traits rubrics <p>*Students need to write either a Fantasy, legend, myth, or adventure</p> <p>*Students need to create at least one compare/contrast piece</p> <p>Common Assessment</p> <p>Reading:</p> <p>Students will read two narrative text selections and will answer "MEAP-like" questions about each selection, as well as cross textual questions. They will write a cross textual comparison of the two selections.</p> <p><i>A rubric will be created to assess the cross textual comparison</i></p> <p>Writing:</p> <p>Students will write a narrative piece. It could be a myth, legend, fantasy or adventure. The 6+1 traits rubrics will be used to assess this piece of writing.</p> <p>A writing checklist will be created to assess the student as a writer (see Lucy Calkins checklists)</p>

<p>W.PR 04.04 Revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions).</p>						<p>Michigan Legend Books Tracy's ideas of Reader's Theatre (legends)</p>		
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Focus Areas	Power GLCE's	Big Ideas / Essential Questions (Goals)	Strategy Focus	Reader's Workshop	Writer's Workshop	Word Study	Resources	Assessments	
<p>4 Reading and Writing to Learn-Informational Text</p>	<p>S.DS 04.04 Plan and deliver presentations focusing on a key question using an informational organizational pattern (e.g., descriptive, problem/solution, cause/effect);supportive facts and details reflecting and emphasizing facial expressions, hand gestures, and body language.</p> <p>W.GN. 04.04 Use the writing process to produce and present a research project using a teacher-approved topic; find and narrow research questions; use a variety of resources; take notes; and organize relevant information to draw conclusions.</p> <p>R.IT. 04.01 Identify and describe the structure, elements, features, and purpose of a variety of informational genre including autobiography/ biography, personal essay, almanac, and newspaper.</p> <p>R.IT. 04.03 Explain how authors use text features including appendices, headings, subheadings, marginal notes, keys and legends, figures, and bibliographies to enhance the understanding of key and supporting ideas.</p> <p>W.GN. 04.03 Write an informational comparative piece that demonstrates understanding of central and supporting ideas using an effective organizational pattern (e.g., compare/contrast) and informational text features.</p> <p>L.RP. 04.05 Respond to and summarize the major ideas and evidence presented in spoken messages and formal presentations.</p>	<p>What skills and strategies are needed to read and write informational text?</p>	<p>Reading:</p> <ul style="list-style-type: none"> Gain an in depth knowledge for informational text including studying and reading Respond to a variety of informational text <p>Writing:</p> <ul style="list-style-type: none"> Understand the components of informational text as well as write an informational piece.* 	<p>Teaching Points: <i>Teachers will make their thinking visible as they utilize the following strategies to make meaning:</i></p> <ul style="list-style-type: none"> Determine important ideas Summarize Synthesize Identify informational text patterns (Cause and Effect, Problem/Solution, Compare and Contrast) Explain the purpose of text features in nonfiction (glossary, headings, subheadings, etc.) Determine main idea Locate appropriate research materials 	<p>Teaching Points: <i>Teachers will make their thinking visible as they model how writers make intentional decisions to effectively communicate their thinking. They will focus on the following:</i></p> <ul style="list-style-type: none"> Developing Research skills (note taking, organizing information, etc.) Exploring ways to share research information Developing an appropriate plan for writing informational text writing Writing a compare and contrast piece Continue mini lessons to introduce 6+1 Trait: Voice, Word Choice and Conventions Teacher and partner conferencing 	<p>Teaching Points: <i>Teachers will make their thinking visible as they model the following:</i></p> <ul style="list-style-type: none"> Dolsch list / high frequency words "No excuse words" Continue to teach content specific vocabulary (Science, Social Studies, and Math) 	<p>Essential: <i>Units of Study for Teaching Writing</i> by Lucy Calkins Book 3: "Breathing Life into Essays" <i>Guiding Readers and Writers</i> by Fountas and Pinnell <i>6+1 Traits of Writing Grades 3-6</i> by Ruth Culham</p> <p>Suggested: ELA Science Kit: ~Electricity and Magnetism ~ELA Science Kit: Environments Scholastic Text Books Michigan History Michigan Textbook Others: Time for Kids, Newspaper, Scholastic, etc. Numerous Nonfiction text</p> <p>Touchtone Texts <i>Are there one or two picture books that tie well in this unit...the ones from the ELA / Science kits work if you're using them during this time</i></p>	<p>FOR Learning</p> <ul style="list-style-type: none"> ✓ Observation notes ✓ Monitoring notes ✓ QRI ✓ Conferencing ✓ Reading Reponses Journal ✓ Writer's Notebooks 	<p>OF Learning</p> <ul style="list-style-type: none"> ✓ QRI ✓ Six Traits Rubrics <p>*Students need to produce a research project</p> <p>*Students need to create at least one compare/contrast piece</p> <p>Common Assessment:</p> <p>Reading and Writing: Students will read two informational text selections and will answer "MEAP-like" questions about each selection, as well as cross textual questions. They will write a cross textual comparison of the two selections.</p> <p><i>A rubric will be created to assess the cross textual comparison</i></p> <p>Writing: Students will do a research project, sharing their findings within a research paper.</p> <p><i>A checklist will be developed to assess students' research skills. Also, an</i></p>

									<i>expository 6+1 Rubric will be created to assess the research paper.</i>
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Focus Areas	Power GLCE's	Big Ideas / Essential Questions (Goals)	Strategy Focus	Reader's Workshop	Writer's Workshop	Word Study	Resources	Assessments	
<p>5 Becoming an effective test taker</p>	<p>R.MT. 04.01 Self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.</p> <p>R.NT 04.02 Identify and describe the structure, elements, and purpose of a variety of narrative genre including poetry, myths, legends, fantasy, and adventure.</p> <p>R.IT 04.02: Identify and describe informational text patterns including compare/contrast, cause/effect, and problem/solution.</p> <p>Review of third grade GLECS</p>	<p>What are the effective test taking strategies to become an effective test taker?</p> <p>Developing an attitude for reading and writing in a test taking situation</p>	<p>Reading:</p> <ul style="list-style-type: none"> • Access prior knowledge • Explore different types of genre • Explore test taking language • Understand types of test questions • Understand cross text questioning • Build stamina as a reader <p>Writing:</p> <ul style="list-style-type: none"> • Use a graphic organizer to respond to reading • Write from knowledge and experience • Respond to a test prompt • Peer response to student writing • Build stamina as a writer 	<p>Teaching Points: <i>Teachers will make their thinking visible as they utilize the following strategies to make meaning:</i></p> <ul style="list-style-type: none"> • Focusing your thinking around theme • Using reading strategies gain meaning from the text (test) • Determine the characteristics of different types of text/genres 	<p>Teaching Points: <i>Teachers will make their thinking visible as they model how writers make intentional decisions to effectively communicate their thinking. They will focus on the following:</i></p> <ul style="list-style-type: none"> • Understanding the language of a prompt • The importance of organizing your writing (beginning, middle, end) • Focusing your writing around a theme • Assessing the effectiveness of someone's writing and articulating how to make the piece better. 	<p>Teaching Points: <i>Teachers will make their thinking visible as they model the following:</i></p> <ul style="list-style-type: none"> • Language on a test 	<p>Touchtone Texts</p> <p>Essential:</p> <p>Test prototypes</p> <p>The First Ten Days-A guide to ELA MEAP reading and writing</p> <p>The Second Ten Days-A guide to ELA MEAP reading and writing</p> <p>4th Grade LAPS project</p>	<p>FOR Learning</p> <ul style="list-style-type: none"> ✓ Classroom Observations and discussions ✓ Written responses 	<p>OF Learning</p> <ul style="list-style-type: none"> ✓ QRI ✓ DWP <p>Common Assessment:</p> <p>MEAP</p>

NT: Narrative Text: Fiction, Poetry

IT: Informational Text – Literary Non-fiction (essays, biography/autobiography), Expository Text (resources, scientific and technical articles)