Teacher: ROBINSON/HALL 4th Grade Date: 09/2-6 Subject: ELA Period: 1st

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| **Alabama CCRS/COS: Standards**  R5LF.VO.9LF.VO.REC.R.10.aLF.FL.EXP.W.8LF.CO.14LF.CO.EXP.W.28LF.WR.32LF.CO.REC.R.20.aLF.CO.REC.R.23.aLF.CO.REC.R.23.bLF.FL.5LF.FL.REC.R.6LF.WR.REC.R.33.a  TSW determine events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. {**RI.4.3}**  TSW determine events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. {**RI.4.3}**  TSW DETERMINE THE OVERALL STRUCTURE OF EVENTS, IDEAS, CONCEPTS, OR INFORMATION IN A TEXT OR PART OF A TEXT. {RI4.5}  TSW read and comprehend literature, including **stories**, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of the year. **{RL.4.10}**  **Alabama CCRS/COS: Standards**  LF.FL.5LF.FL.REC.R.6  WL8.1 DETERMINE PURPOSE AND SUDIENCE PRIOR TO WRITING  WL8.7 DEMONSTRATING THE PROCESS OF PREWRITING, DRAFTING, REVISING, EDITIONG, AND PUBLISHING.  WL.11.2 DEMONSTRATING CORRECT USE OF NOUNS, PRONOUNS, CONJECTIONS, ADJECTIVES, AND ADVERBS. |

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| **Outcome(s)/Objective(s) Students will …..**  **Review homophones and homographs.**  **Build oral language skills**   * apply what they have learned about homophones and homographs. * review pronunciation of open syllables. * review homophones and homographs. * build oral language skills. * apply the comprehension strategy Predicting and Revising/Confirming Predictions. * read the selection. * build on others’ talk in conversation. * determine the Sequence of events in a text. * identify Cause and Effect in a text. * demonstrate understanding of selection vocabulary words. * read grade-level text orally, with prosody. * learn about and determine word relationships. * review the selection vocabulary words. * review the comprehension strategy Predicting and Revising/Confirming Predictions. * review Sequence and Cause and Effect. * review the five steps of the writing process. * review using a graphic organizer to plan writing. * review facts versus opinion. * begin brainstorming topics for an opinion essay. * complete a TREE graphic organizer with a partner to plan opinion writing. * evaluate their plans and receive feedback in a writer's conference. * set writing goals for their opinion essays. * review the importance of knowing the purpose for writing. * begin drafting an opinion essay. * review spelling words. receive feedback about their drafts in writer’s conference. * revise their opinion essays. * review adjectives. * take the spelling assessment. |

**ACTIVATING LEARNING STRATEGY/STRATEGIC TEACHING STRATEGIES:**

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|  | KWL |  | Word Splash |  | Anticipation Guide |  | Lecture |  | Graphic Organizer/VLT | |  | Poem, Rhymes, etc. |
|  | Survey |  | Possible Sentence |  | Think-Pair-Share |  | Reading |  | Pictograph | |  | Acronyms/Word |
|  | First Word |  | Concept Map |  | Vocabulary Overview |  | Model |  | Diagram | |  | Other: \_Clue, Problem, Wondering Board\_\_  Concept Question Board\_ |
|  | Word Map |  | Frayer Model |  | Daily Language Practice (DLP)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | Hands-on |  | Mind Map/Visual Guide |  | |  |
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| **Engagement Strategies:**  - Collaborative Group Work  - Writing to Learn  - Literacy Groups  Sound/Spelling Cards 40-44/ Routine 1,5 6, 7, 9, A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  - Questioning Techniques  - Scaffolding Text  -Classroom Talk  - T.W.I.R.L. | | | | | | | | | | | | |
| **Technology Integration:**  Smart board  Document Camera  IPADS  Mac Books  Computers  Kindles  Interactive Tablets  Digital/ Video Camera  Clickers  ACCESS  Computer Program:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | | |

**This Week’s Vocabulary:**

**SOLEMNLY WOVEN**

**GLISTEN ASTRIDE**

**PATCH UTTERED**

**BLUNDER BEWILDERMENT**

**DROWSE EXERTIONS**

**PROCEDURAL CONTENT (application)**

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|  | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| ***Essential Question*** | | **HOW CAN FRIENDS HELP EACH OTHER?** WHAT ARE ADJECTIVES? | **HOW CAN FRIENDS HELP EACH OTHER?** WHAT ARE ADJECTIVES? | **HOW CAN FRIENDS HELP EACH OTHER?** WHAT ARE ADJECTIVES? | **HOW CAN FRIENDS HELP EACH OTHER?** WHAT ARE ADJECTIVES? | **HOW CAN FRIENDS HELP EACH OTHER?** WHAT ARE ADJECTIVES? | |
| ***I Can Statement*** | | **I CAN FIGURE OUT HOW FRIENDS CAN HELP EACH OTHER**  **I CAN DESCRIBE ADJECTVES**.  **.** | **I CAN FIGURE OUT HOW FRIENDS CAN HELP EACH OTHER.**  **I CAN DESCRIBE ADJECTVES**. | **I CAN FIGURE OUT HOW FRIENDS CAN HELP EACH OTHER.**  **I CAN DESCRIBE ADJECTVES**. | **I CAN FIGURE OUT HOW FRIENDS CAN HELP EACH OTHER.**  **I CAN DESCRIBE ADJECTVES**. | **I CAN FIGURE OUT HOW FRIENDS CAN HELP EACH OTHER.**  **I CAN DESCRIBE ADJECTVES**. | |
| *Preview*  *(Before)*  *Warm-up- Hook* | | Say Something  Word Analysis  HOMOPHONES  HOMOGRAPHS  INTRODUCTION ALL NEW SKILLS | Say Something  Word Analysis  HOMOPHONES  HOMOGRAPHS  WHOLE GROUP REVIEW (30 MINS)  SMALL GROUP CENTERS  PHONICS PRACTICE  WORD WORK  SKILLS REVIEW  WRITING  IREADY PATHWAY | Say Something  Word Analysis  HOMOPHONES  HOMOGRAPHS  WHOLE GROUP REVIEW (30 MINS)  SMALL GROUP CENTERS  PHONICS PRACTICE  WORD WORK  SKILLS REVIEW  WRITING  IREADY PATHWAY | Say Something  HOMOPHONES  HOMOGRAPHS  WHOLE GROUP ASSESSMENT REVIEW  SMALL GROUP CENTERS  PHONICS PRACTICE  WORD WORK  SKILLS REVIEW  WRITING  IREADY PATHWAY | Say Something  Word Analysis  HOMOPHONES  HOMOGRAPHS | |
| *Instruction*  *(During)*  I Do-  We Do-  Y’all Do-  You Do- | | Share and Show  WORD ANALYSIS T140-141  BUILD BACKGROUND T142  PREVIEW THE SELECTION P T143  READ THE SELECTIO P T144  COMPREHENSION STRATEGIES –  PREDICTION T144-147, 149  CONFIRMING PREDICTIONS T144, 146, 149  REVISING PREDICTIONS T150-151  T82-T84, T86-T87  DISCUSS THE SLECTION PP T150-151  DEVELOP VOCABULARY PP T152-153  CONCEPT/QUESTION BOARD | TABLE TALK  **SMALL GROUP -DAILY PRACTICE SIGHT WORDS REVIEW (1 MIN) PHONIC SKILL REVIEW (7 MINS) READING FLUENCY (10 MINS) COMPREHENSION WRITING (2 MINS)** Popcorn Reading  WORD ANALYSIS T158-159  CLOSE READING P T98  ACCESS COMPLEXT TEXT CAUSE AND EFFECT PP T160-161, 163  SEQUENCE T160, T162-163  WRITING P T161  PRACTICE VOCABULARY P T165  FLUENCY T164 | TABLE TALK  Popcorn Reading  WORD ANALYSIS T70-171  CLOSE READING P T110  CAUSE AND EFFECT T172-173  SEQUENCE T172  TEXT CONNECTIONS P T174  APPLY VOCABULARY T175  PRACTICE COMPREHENSION P T175  FLUENCY T176 | TABLE TALK  **SMALL GROUP -DAILY PRACTICE SIGHT WORDS REVIEW (1 MIN) PHONIC SKILL REVIEW (7 MINS) READING FLUENCY (10 MINS) COMPREHENSION WRITING (2 MINS)** Share and Show  WORD ANALYSIS T182  **HANDING OFF**  **CLOSE READING P T182**  **POINT OF VIEW T82-185, TEXT FEATURES, ILLUSTRATIONS T182-184, T186**  **LOOK CLOSER T187**  **SOCIAL STUDIES CONNECTION**  **SCIENCE CONNECTION T188** | REVIEW VOCABULARY  COMPREHENSION STRATEGIES **Before**: GET READY FOR WEEKLY ASSESSMENT. **During:** Students take assessment. **After**: ALL ASSESSMENTS  REVIEW VOCABULARY  COMPREHENSION STRATEGIES P T196  **ACESS COMPLEX TEST** | |
| Small Groups | | INTERVENTION  TIER 111 READING INSPIRE | INTERVENTION  TIER 111 READING INSPIRE READING PLC | INTERVENTION | INTERVENTION | PROGRESS MONITOR  CLASSROOM ACTIVITIES | |
| *After/*  *HOMEWORK* | | GRAND CONVERSATION  CENTER ACTIVITIES  OCR Practice Skills, Study Notes, Home Connection Sheet | GRAND CONVERSATION  CENTER ACTIVITIES  OCR Practice Skills, Study Notes, Home Connection Sheet  WORD WORK 31-31. 41-42  WRITING 37-38  DECODING 39-40  FLUENCY33-34, 35-36  COMPREHENSION-TEXT CONNECTION PG 60 1, 3, 6 | GRAND CONVERSATION  CENTER ACTIVITIES  OCR Practice Skills, Study Notes, Home Connection Sheet | GRAND CONVERSATION  CENTER ACTIVITIES  INDEPENDENT REVIEW OCR Practice Skills, Study Notes, Home Connection Sheet | GRAND CONVERSATION  Study Notes, Home Connection Sheet | |
| **Assessment (Formative):** Class work Notebook Homework quizzes Tests Computer activities Collaborative work  Project/ Other: | | | | | |

**Assessment (Summative):** Quizze**s** T**ests** Group activities Project based Other:

**Summarizing****:**  3-2-1  Ticket out the Door  The Important Thing  Cue Cards  Teacher Questions  Student Summary  Other: ART TALK