

SEPTEMBER

<i>Concept/Skills</i>	<i>Major Assessments</i>	<i>Resources</i>
<p>Comprehension</p> <ul style="list-style-type: none"> • Main Idea • Theme • Finding Evidence • Narrative Elements (Characters, Setting) • Character Development • <i>Explain what a text says using specific details from the text.</i> • <i>Determine the theme of a story or text.</i> • <i>Determine word meanings in a text.</i> • <i>Explain the main points in a nonfiction text accurately and support explanations using specific details in the text.</i> • <i>Explain how a character develops and changes throughout a text</i> 	<ul style="list-style-type: none"> • Teacher created resources • Storyworks • Articles, Videos, Vocabulary, & Practice Sheets • STAR Testing • Fountas & Pinnell Testing for AIS, Special Education, <i>At-Risk</i>, & New students 	<ul style="list-style-type: none"> • Various picture, text, & chapter books (<i>The Invisible Boy, Molly Lou Melon, Enemy Pie, Salt in His Shoes, Tales of a Fourth Grade Nothing</i>) • Storyworks • Scholastic Guided Readers
<p>Writing</p> <ul style="list-style-type: none"> • Steps of the Writing Process • Traits of Good Writing • Reading & Writing Goals • <i>Write a Paragraph - Things that you do in the fall</i> • <i>Prewriting - Brainsplash</i> • <i>Drafting</i> • <i>Revising</i> • <i>Editing</i> • <i>Publishing - Fall Watercolors, Reading Identities</i> 	<ul style="list-style-type: none"> • Rubric grade of paragraph • Reading Identities (APPS, Self-Portraits) 	<ul style="list-style-type: none"> • 6+1 Writing Traits • Brainpop Video • Flocabulary Video
<p>Guided Reading</p> <ul style="list-style-type: none"> • Daily 5: Building Stamina <ol style="list-style-type: none"> 1. Read to Self • <i>Build Reading Stamina</i> • <i>Pick a "Good Fit" book</i> 	<ul style="list-style-type: none"> • "Good Fit" bag • Stamina Chart 	<ul style="list-style-type: none"> • <i>The Daily 5: Fostering Literacy in the Elementary Grades</i> • Leveled Library

<p>Vocabulary</p> <ul style="list-style-type: none"> • Grade Level Appropriate • Word of the Week • <i>Acquire knowledge of grade level appropriate vocabulary specific to content area, nonfiction, and fiction texts being used in the classroom</i> • <i>Acquire knowledge of Tier 2 words</i> 	<ul style="list-style-type: none"> • Storyworks Vocabulary Slideshows and Activities • Word of the Week activities 	<ul style="list-style-type: none"> • Storyworks • Word of the Week
<p>Spelling/Grammar</p> <ul style="list-style-type: none"> • Short & Long Vowel Sounds • Spelling Patterns of Long O • <i>Encode spelling patterns</i> • Complete Sentences and Types • <i>Identify and write complete declarative, interrogative, imperative, & exclamatory sentences</i> 	<ul style="list-style-type: none"> • Spelling Test • Students' written work • Accurate completion of blackline masters 	<ul style="list-style-type: none"> • Sitton Unit 1 • Teacher Created Spelling Lists

OCTOBER

<i>Concept/Skills</i>	<i>Major Assessments</i>	<i>Resources</i>
<p>Comprehension</p> <ul style="list-style-type: none"> • Becoming a Close Reader • Character Development • Ongoing Concepts - Main Idea, Theme, Narrative Elements, Finding Evidence • <i>Draw conclusions from a text</i> • <i>Identify character traits</i> • <i>Identify how and why a character changes</i> 	<ul style="list-style-type: none"> • Teacher created resources • Storyworks Articles, Videos, Vocabulary, & Practice Sheets 	<ul style="list-style-type: none"> • Various picture, text, & chapter books • Storyworks • Expeditionary Learning Modules • Scholastic Guided Readers
<p>Writing</p> <ul style="list-style-type: none"> • Personal Narrative Writing • <i>Create a heart map</i> • <i>Complete a prewriting graphic organizer</i> • <i>Write several personal narratives</i> 	<ul style="list-style-type: none"> • Choose one personal narrative to complete the writing process (from prewriting to publishing) 	<ul style="list-style-type: none"> • 6+1 Writing Traits • Flocabulary Video • Mentor Texts (<i>Memoirs of a Goldfish, Fireflies, My Rotten, Red-Headed Brother, Diary of a Spider</i>)
<p>Guided Reading</p> <ul style="list-style-type: none"> • Daily 5: Building Stamina - Read to Self, Work on Writing, & Listening to Reading • <i>Build Reading, Writing & Listening Stamina</i> • <i>Add to "Good Fit" Book Bags</i> • <i>Begin small, guided reading groups</i> 	<ul style="list-style-type: none"> • Stamina Chart • Raz-kids Progression • Teacher Observations during Guided Reading 	<ul style="list-style-type: none"> • <i>The Daily 5: Fostering Literacy in the Elementary Grades</i> • Raz-Kids • Fountas & Pinnell Benchmarks
<p>Vocabulary</p> <ul style="list-style-type: none"> • See September 	<ul style="list-style-type: none"> • See September 	<ul style="list-style-type: none"> • See September
<p>Spelling/Grammar</p> <ul style="list-style-type: none"> • Spelling Patterns of Long I • Spelling Patterns of Long E • <i>Encode and identify spelling patterns</i> • Nouns • <i>Identify common, proper, singular, and possessive nouns</i> 	<ul style="list-style-type: none"> • Students' written work • Accurate completion of Blackline Masters 	<ul style="list-style-type: none"> • Blackline Master practice sheets • Teacher created resources

NOVEMBER

<i>Concept/Skills</i>	<i>Major Assessments</i>	<i>Resources</i>
<p>Comprehension</p> <ul style="list-style-type: none"> • Becoming a Close Reader • I Notice/ I Wonder • Nonfiction Text Features • Main Idea & Supporting Details • Summarize • Ongoing Concepts - Main Idea, Theme, Narrative Elements, & Finding Evidence • <i>Take notice of and question text/text features to obtain understanding</i> • <i>Identify & use nonfiction text features to navigate & understand text</i> • <i>Identify main idea & supporting details of informational text</i> • <i>Use main idea & supporting details to write summary of informational text</i> 	<ul style="list-style-type: none"> • I Notice/I Wonder chart for Haudenosaunee Symbols • Teacher created resources including main idea, detail, & summary sheet • Close-reading annotations 	<ul style="list-style-type: none"> • Haudenosaunee Symbols (<i>Expeditionary Learning Modules</i>) • <i>The Really Great Law of Peace</i> • <i>The Iroquois</i> • <i>The Birth of the Haudenosaunee</i> • <i>Expeditionary Learning Module</i>
<p>Writing</p> <ul style="list-style-type: none"> • Informative/Explanatory Writing • <i>Write an informative paragraph about the symbols of Haudenosaunee</i> 	<ul style="list-style-type: none"> • Complete explanatory writing from prewriting to publishing, including painting of symbol 	<ul style="list-style-type: none"> • 6+1 Writing Trait • <i>The Really Great Law of Peace</i> • <i>Birth of the Haudenosaunee</i> • <i>The Iroquois</i>
<p>Guided Reading</p> <ul style="list-style-type: none"> • Daily 5: Building Stamina - Read to Self, Work on Writing, Listening to Reading, & Read with a Partner • <i>Build Reading, Writing & Listening Stamina</i> • <i>Add to "Good Fit" Book Bags</i> • <i>Regularly meet with small, guided reading groups, focusing on skills & strategies pertinent to students.</i> • <i>Groups will remain fluid as students skills develop.</i> 	<ul style="list-style-type: none"> • Stamina Chart • Raz-kids Progression • Teacher Observations during Guided Reading 	<ul style="list-style-type: none"> • <i>The Daily 5: Fostering Literacy in the Elementary Grades</i> • Raz-Kids • Fountas & Pinnell Benchmarks
<p>Vocabulary</p> <ul style="list-style-type: none"> • See September 	<ul style="list-style-type: none"> • Use of domain-specific vocabulary in informative paragraph about Haudenosaunee • See September 	<ul style="list-style-type: none"> • <i>The Really Great Law of Peace</i> • <i>The Iroquois</i> • <i>The Birth of the Haudenosaunee</i> • See September
<p>Spelling/Grammar</p>	<ul style="list-style-type: none"> • Students' written work 	<ul style="list-style-type: none"> • Blackline Masters

<ul style="list-style-type: none">• Spelling Patterns of Long A• Spelling Patterns of Long U• <i>Encode and identify spelling patterns</i>• Verbs• Subjects & Predicates of Sentences• <i>Identify & correctly use main, helping, action, and linking nouns</i>• <i>Identify & correctly use subjects & predicates</i>	<ul style="list-style-type: none">• Accurate completion of Blackline Masters & teacher created resources• Recap Assessment	<ul style="list-style-type: none">• Teacher created resources
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DECEMBER

Concept/Skills	Major Assessments	Resources
<p>Comprehension</p> <ul style="list-style-type: none"> Inferencing Synthesizing Ongoing Concepts - Main Idea, Narrative Elements, Theme, Finding Evidence, Summarizing, Compare/Contrast, & Questioning <i>Make Inferences using details from a text</i> <i>Synthesize information and draw conclusions</i> 	<ul style="list-style-type: none"> Teacher created resources - Graphic Organizers Storyworks Activities Writing Samples in ELA Journal Google Slide Presentations 	<ul style="list-style-type: none"> Various picture, text, & chapter books <i>Storyworks</i> Scholastic Guided Readers
<p>Writing</p> <ul style="list-style-type: none"> Compare and Contrast Writing <i>Write a text comparing and contrasting their analysis of stories and characters</i> 	<ul style="list-style-type: none"> Complete writing piece from prewriting to publishing, including Venn Diagram 	<ul style="list-style-type: none"> 6+1 Writing Trait Teacher-created rubric <i>Storyworks</i> Leveled Library
<p>Guided Reading</p> <ul style="list-style-type: none"> Daily 5: Building Stamina - Read to Self, Work on Writing, Listening to Reading, & Read with a Partner <i>Build Reading, Writing & Listening Stamina</i> <i>Add to "Good Fit" Book Bags</i> <i>Regularly meet with small, guided reading groups, focusing on skills & strategies pertinent to students.</i> <i>Groups will remain fluid as students skills develop.</i> 	<ul style="list-style-type: none"> Stamina Chart Raz-kids Progression Teacher Observations during Guided Reading 	<ul style="list-style-type: none"> <i>The Daily 5: Fostering Literacy in the Elementary Grades</i> Raz-Kids Fountas & Pinnell Benchmarks
<p>Vocabulary</p> <ul style="list-style-type: none"> See September 	<ul style="list-style-type: none"> See September 	<ul style="list-style-type: none"> See September
<p>Spelling/Grammar</p> <ul style="list-style-type: none"> Spelling Patterns for /k/ <i>Encode spelling patterns</i> Pronouns <i>Identify pronouns & antecedents</i> <i>Identify subject & object pronoun</i> <i>Possessive pronouns</i> 	<ul style="list-style-type: none"> Spelling Quiz Students' written work Accurate completion of Blackline Masters & teacher created resources 	<ul style="list-style-type: none"> Sitton Spelling Blackline Masters Teacher created resources

JANUARY

Concept/Skills	Major Assessments	Resources
<p>Comprehension</p> <ul style="list-style-type: none"> • Figurative Language • Visualization • Ongoing Concepts - Main Idea, Narrative Elements, Theme, Finding Evidence, Inferencing, Synthesizing, Compare/Contrast, & Questioning • <i>Demonstrate understanding of figurative language, word relationships, & nuances in word meaning</i> 	<ul style="list-style-type: none"> • Metaphor Poems • Simile Rainbows • Onomatopoeia & Personification Boards • Ice Cream Alliteration • Recap • Venn Diagram of John & Etow (VotHM) • STAR Testing • Fountas & Pinnell Testing (all students) 	<ul style="list-style-type: none"> • Flocabulary • <i>Owl Moon</i> (Mentor Text) <i>Parts, Fireflies,</i> • <i>Voyage of the Half Moon</i> • Blackline Masters • Teacher Created resources • Scholastic Guided Readers
<p>Writing</p> <ul style="list-style-type: none"> • Research Report • <i>Conduct short research reports that build knowledge through investigation</i> • <i>Recall & gather relevant information from various sources</i> 	<ul style="list-style-type: none"> • European Explorer research report (prewriting to presentation with final typed and including map/portrait) 	<ul style="list-style-type: none"> • Prewriting graphic organizer • New York State Social Studies textbooks • Chromebooks for research with KidRex and typing of final copy
<p>Guided Reading</p> <ul style="list-style-type: none"> • Daily 5: Building Stamina - Read to Self, Work on Writing, Listening to Reading, Read with a Partner, & Word Work • <i>Build Reading, Writing & Listening Stamina</i> • <i>Add to "Good Fit" Book Bags</i> • <i>Regularly meet with small, guided reading groups, focusing on skills & strategies pertinent to students.</i> • <i>Groups will remain fluid as students skills develop.</i> 	<ul style="list-style-type: none"> • Stamina Chart • Raz-kids Progression • Teacher Observations during Guided Reading 	<ul style="list-style-type: none"> • <i>The Daily 5: Fostering Literacy in the Elementary Grades</i> • Raz-Kids • Fountas & Pinnell Benchmarks
<p>Vocabulary</p> <ul style="list-style-type: none"> • See September 	<ul style="list-style-type: none"> • See September 	<ul style="list-style-type: none"> • See September
<p>Spelling/Grammar</p> <ul style="list-style-type: none"> • Spelling Patterns for /s/ and /j/ • <i>Encode spelling patterns</i> • Adjectives • <i>Identify and use adjectives and articles</i> 	<ul style="list-style-type: none"> • Spelling Quiz • Students' written work • Blackline Masters & teacher created resources 	<ul style="list-style-type: none"> • Sitton Spelling • Blackline Masters • Teacher created resources

FEBRUARY

<i>Concept/Skills</i>	<i>Major Assessments</i>	<i>Resources</i>
Comprehension <ul style="list-style-type: none"> Plot and Story Structure Ongoing Concepts - Main Idea, Narrative Elements, Theme, Finding Evidence, Inferencing, Synthesizing, Visualization, Questioning Identify the different parts in the plot of a text (introduction, rising action, climax, falling action, resolution) 	<ul style="list-style-type: none"> Teacher created resources Storyworks Activities Writing Samples in ELA Journal Plot Diagram Posters 	<ul style="list-style-type: none"> Various picture, text, & chapter books <i>Storyworks</i> Flocabulary - Plot Video Scholastic Guided Readers
Writing <ul style="list-style-type: none"> Descriptive Writing <i>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.</i> 	<ul style="list-style-type: none"> Complete writing piece from prewriting to publishing, including picture to match Graphic Organizer ELA Journal Writing Sample 	<ul style="list-style-type: none"> "Ruby Bridges" Play and video 6+1 Writing Trait Teacher-created rubric <i>Storyworks</i> Leveled Library
Guided Reading <ul style="list-style-type: none"> See January 	<ul style="list-style-type: none"> See January 	<ul style="list-style-type: none"> <i>See January</i>
Vocabulary <ul style="list-style-type: none"> See September 	<ul style="list-style-type: none"> See September 	<ul style="list-style-type: none"> <i>See September</i>
Spelling/Grammar <ul style="list-style-type: none"> Spelling Patterns for /ou/ and r-controlled vowels <i>Encode spelling patterns</i> Verbs <i>Identify main/helping and irregular verbs</i> 	<ul style="list-style-type: none"> Spelling Quiz Students' written work Accurate completion of Blackline Masters & teacher created resources 	<ul style="list-style-type: none"> Sitton Spelling Blackline Masters Teacher created resources

MARCH

<i>Concept/Skills</i>	<i>Major Assessments</i>	<i>Resources</i>
Comprehension <ul style="list-style-type: none"> • Using text-based evidence • Chunk reading • Ongoing Concepts - Main Idea, Narrative Elements, Theme, Finding Evidence, Inferencing, Synthesizing, Compare/Contrast, & Questioning, Figurative Language, Plot, Visualization • <i>Answer critical thinking and short response questions in writing with evidence</i> 	<ul style="list-style-type: none"> • Stop and Jot during reading • Storyworks Activities • Writing Samples in ELA Test Prep Book • Short response and extended response writing in reference to grade-level texts 	<ul style="list-style-type: none"> • Practice NYS ELA Assessments • Storyworks Critical Thinking Questions • Various picture, text, and chapter books • Scholastic Guided Readers
Writing <ul style="list-style-type: none"> • Short response answers and extended response essays • <i>Write in response to a text using evidence and specific details from the text</i> 	<ul style="list-style-type: none"> • State Assessments • Writing Samples in Practice Books • Responses to Text 	<ul style="list-style-type: none"> • Practice books
Guided Reading <ul style="list-style-type: none"> • See January 	<ul style="list-style-type: none"> • See January 	<ul style="list-style-type: none"> • <i>See January</i>
Vocabulary <ul style="list-style-type: none"> • See September 	<ul style="list-style-type: none"> • See September 	<ul style="list-style-type: none"> • See September
Spelling/Grammar <ul style="list-style-type: none"> • Spelling Patterns for silent letters (b and t) • <i>Encode spelling patterns</i> • Adverbs • <i>Compare with adverbs</i> • <i>Identify and use adverbs</i> 	<ul style="list-style-type: none"> • Spelling Quiz • Students' written work • Accurate completion of Blackline Masters & teacher created resources 	<ul style="list-style-type: none"> • Blackline Masters • Teacher created resources and activities • Sitton Spelling

APRIL

<i>Concept/Skills</i>	<i>Major Assessments</i>	<i>Resources</i>
Comprehension <ul style="list-style-type: none"> • Poetry • Chunk reading • Sequencing • Ongoing Concepts - Main Idea, Narrative Elements, Theme, Finding Evidence, Inferencing, Synthesizing, Compare/Contrast, & Questioning, Figurative Language, Plot, Visualization • <i>Determine theme and summarize poem</i> • <i>Read text in purposeful sections, to create meaningful visualizations</i> • <i>Read procedural instructions</i> 	<ul style="list-style-type: none"> • Teacher created resources to accompany poems • Storyworks activity sheets • I Used to Think/Now I Understand • Stop & Sketch visualizations • Novel Study - journal responses, vocabulary activities, dioramas, STEM projects, evidence-based writing, etc. 	<ul style="list-style-type: none"> • Various texts from Storyworks (<i>Just Before April Came, Into the Dark Water</i>) • Poetry Picture Books • <i>The One & Only Ivan</i> • <i>Hatchet</i> • <i>Love That Dog</i> • STEM directions for projects for novels • Scholastic Guided Readers
Writing <ul style="list-style-type: none"> • Poetry 	<ul style="list-style-type: none"> • Acrostic Name Poem • 5 W Poem - Spring • Historical Poem • Haiku 	<ul style="list-style-type: none"> • Teacher created resources • Pinterest boards • Storyworks activity sheets
Guided Reading <ul style="list-style-type: none"> • See January 	<ul style="list-style-type: none"> • See January 	<ul style="list-style-type: none"> • See January
Vocabulary <ul style="list-style-type: none"> • See September 	<ul style="list-style-type: none"> • See September 	<ul style="list-style-type: none"> • See September
Spelling/Grammar <ul style="list-style-type: none"> • Spelling of compound words • <i>Encode compound words</i> • Prepositions and Prepositional Phrases • <i>Identify and use prepositions & prepositional phrases</i> 	<ul style="list-style-type: none"> • Spelling Quiz • Students' written work • Accurate completion of Blackline Masters & teacher created resources 	<ul style="list-style-type: none"> • Blackline Masters • Teacher created resources and activities • Sitton Spelling

MAY/JUNE

<i>Concept/Skills</i>	<i>Major Assessments</i>	<i>Resources</i>
<p>Comprehension</p> <ul style="list-style-type: none"> Forming predictions and drawing conclusions Ongoing Concepts - Main Idea, Narrative Elements, Theme, Finding Evidence, Inferencing, Synthesizing, Compare/Contrast, & Questioning, Figurative Language, Plot, Visualization, Chunk Reading, Sequencing <i>Determine character traits and changes throughout a novel study</i> <i>Synthesize information from a text to draw conclusions and form predictions</i> 	<ul style="list-style-type: none"> Teacher created resources to accompany chapter books Storyworks activity sheets I Used to Think/Now I Understand Novel Study - journal responses, vocabulary activities, STEM projects, evidence-based writing, etc. 	<ul style="list-style-type: none"> Various texts from Storyworks (How to Save a Baby Elephant) <i>The One & Only Ivan</i> <i>Hatchet</i> <i>Wishtree</i>
<p>Writing</p> <ul style="list-style-type: none"> Writing to Form Connections <i>Write about connections they formed to the characters and scenarios in their novel studies</i> 	<ul style="list-style-type: none"> Hatchet: Why Brian considers Fire to be his friend? How can you relate to Brian? Ivan: How do you think and picture ideas compared to Ivan? 	<ul style="list-style-type: none"> Prewriting graphic organizer and template <i>The One & Only Ivan</i> <i>Hatchet</i>
<p>Guided Reading</p> <ul style="list-style-type: none"> Daily 5: Building Stamina - Read to Self, Work on Writing, Listening to Reading, Word Work & Read with a Partner <i>Build Reading, Writing, Word Work & Listening Stamina</i> <i>Regularly meet with small, guided reading groups, focusing on skills & strategies pertinent to students.</i> <i>Groups will remain fluid as students skills develop.</i> 	<ul style="list-style-type: none"> Stamina Chart Raz-kids Progression Teacher Observations during Guided Reading STAR Assessment 	<ul style="list-style-type: none"> <i>The Daily 5: Fostering Literacy in the Elementary Grades</i> Raz-Kids Fountas & Pinnell Benchmarks
<p>Vocabulary</p> <ul style="list-style-type: none"> See September 	<ul style="list-style-type: none"> Use of domain-specific vocabulary in writing See September 	<ul style="list-style-type: none"> <i>Storyworks articles</i> <i>Vocabulary Slideshows</i> <i>Context Clues in articles</i>
<p>Spelling/Grammar</p> <ul style="list-style-type: none"> Spelling Patterns for prefix/suffix and soft-syllable endings <i>Encode spelling patterns</i> Homophones 	<ul style="list-style-type: none"> Spelling Quiz Students' written work Accurate completion of Blackline Masters & teacher created resources 	<ul style="list-style-type: none"> Blackline Masters Teacher created resources Sitton Spelling

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| <ul style="list-style-type: none">• <i>Identify and correctly use a homophone based on context</i> | | |
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