



English Language Arts Grade 4th

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4th Grade

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Hazelwood School District

Mission Statement

We are a collaborative learning community guided by a relentless focus to ensure each student achieves maximum growth.

Vision Statement

HSD will foster lifelong learners, productive citizens, and responsible leaders for an ever-evolving society.

Board of Education on January 5, 2010

Goals

Goal # 1: Hazelwood students will meet or exceed state standards in all curricular areas, with emphasis in reading, writing, mathematics, science, and social studies.

Goal # 2: Hazelwood staff will acquire and apply the skills necessary for improving student achievement.

Goal #3: Hazelwood School District, the community, and all families will support the learning of all children.

Curriculum Overview

MAP data indicates a need for strengthening our current 4th grade curriculum as the district's ELA trend shows 36.4% of students scoring proficient and advanced in 2014, 44.8% scoring proficient and advanced in 2013, and 43.3% scoring proficient and advanced in 2012. Internal Scholastic Reading Inventory (SRI) scores are further confirmation that after completing the current 4th grade curriculum 75% of students are reading below grade level. AIMSweb and RCBM reports that only 45.0% of 4th graders are able to reach end of year fluency targets.

In addition to the analyzed data trends, a change in state standards and reading level expectations has resulted in a need for intensive curriculum revision to ensure Hazelwood's students are adequately prepared to meet grade-level learning expectations. After a careful review of annual data and longitudinal cohort data, it was determined by both the Curriculum Department and the District Literacy Task Force that a revised curriculum was a high-priority necessity.

The curriculum committee members researched best practices before beginning to revise the curriculum; therefore, the curriculum supports a reading/writing approach that emphasizes systematic and explicit phonemic awareness and phonics instruction, reading strategies, the writing process, and writing that is defined by the standards-based scoring guides for each genre.

The committee members aligned the curriculum with the 2010 Missouri Learning Standards published by DESE. The curriculum meets all of the state and district requirements for 21st century skills, cultural relevance, skill-building, and student-centeredness.

The curriculum contains performance assessments, constructed responses, and selected responses that are rigorous and outline clear expectations. As the curriculum is implemented and taught, the assessments will be revised. **The assessments are required**; the learning activities are suggested. Teachers are encouraged to select the learning activities which meet the needs of their students, with the exception of phonemic awareness and phonics instruction which require systematic and explicit instruction as the building blocks for encoding and decoding to read. Some of the learning activities are very sequential and, when all of them are used, a student should be able to successfully complete the performance assessment. Other activities provide a menu of suggestions, and the teacher should select from those offered or design his/her own. Spelling should be taught to mirror the grade-level phonics continuum to teach students the spelling rules and word patterns they are learning. An additional 3-5 personalized spelling words that are misspelled in students' writing should be incorporated into their weekly spelling list. Handwriting is not taught in isolation, but rather part of learning about letters, sounds and the patterns found within the English Language.

The Hazelwood Required Instructional Components for kindergarten through second grade should be used by teachers when selecting the order of the objectives. The Hazelwood Required Instructional Components ensures an appropriate balance of reading, writing, and word study that is recommended by research and the District Literacy Task Force recommendations from 2015. All English Language Arts teachers should select objectives and resources to best match the instructional activities and fit the needs of their students. One of the provided Instructional Frameworks that contain the required components should be used by all teachers to ensure consistent and rigorous instruction. Although there may be occasional exceptions to these formats, the Instructional Frameworks should be followed to ensure our students consistently receive high quality reading, speaking, listening, and writing instruction.

COURSE TITLE: ENGLISH LANGUAGE ARTS 4

GRADE LEVEL: 4th

Course Description:

The English Language Arts course is designed to promote the development of essential literacy skills for primary readers. Students will develop their phonics, vocabulary, speaking and listening skills. As students read and apply their growing comprehension skills, they will acquire oral language through discussion and collaborative reading and writing with their peers that will help them acquire new information from print and electronic texts. Primary readers and writers will develop their stamina for reading and writing longer texts and the ability to make meaning of both fiction, nonfiction, and poetry. Students will develop foundational life-long reading, writing, speaking, listening, and thinking strategies to help them make meaning of the world around them.

Course Rationale:

The English Language Arts curriculum is considered essential for the academic, social, and cognitive development of students who are expected to become successful and productive members of society. The English Language Arts curriculum contains the listening, discourse, reading, and writing skills needed for students to demonstrate maximum growth in every other subject area and in their future careers. As part of the English Language Arts curriculum, students will acquire the necessary skills to think analytically about information presented to them in a variety of formats, including speaking, writing, and various forms of print and electronic media.

The English Language Arts curriculum will prepare students to be critical interpreters of media, to articulate their thoughts and back them with evidence, and prepare them to express their own ideas artfully and effectively. The English Language Arts curriculum is designed to elevate students beyond baseline skills and provide them with rigorous and relevant opportunities to arm them with the communication skills and literacy interpretation skills required to not only skillfully navigate but lead the global community of the ever evolving 21st Century.

Course Scope and Sequence

<u>Unit 1</u>	<u>Unit 2</u>	<u>Unit 3</u>	<u>Unit 4</u>
40-45 sessions Reading - 90 minutes Writing – 45 minutes	40-45 sessions Reading - 90 minutes Writing – 45 minutes	40-45 sessions Reading - 90 minutes Writing – 45 minutes	40-45 sessions Reading - 90 minutes Writing – 45 minutes

Unit Objectives

Unit 1

1. The learner can 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).
2. The learner can refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
3. The learner can explain events, procedures, ideas, or concepts in historical, scientific, or technical text, including what happened and why, based on specific information in the text.
4. The learner can explain major differences between poems and drama, 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.
5. The learner can compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
6. The learner can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
7. The learner can refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
8. The learner can with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
9. The learner can use knowledge of language and its conventions when writing, speaking, reading, or listening.
10. The learner can demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Unit 2

1. The learner can refer to details and examples in informational text when explaining what the text says explicitly and when drawing inferences from the text.
2. The learner can explain how an author uses reasons and evidence to support particular points in a text.
3. The learner can compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest in myths).
4. The learner will write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
5. The learner can determine the main idea of a text and explain how it is supported by key details and summarize the text.
6. The learner can 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.
7. The learner can 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.
8. The learner can determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
9. The learner can compare and contrast a firsthand and secondhand account of the same event or topic and describe the differences in focus and information provided.
10. The learner can refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

11. The learner can interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.
12. The learner can integrate information from two texts on the same topic in order to write or speak about the subject.
13. The learner can refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
14. The learner can write informative/explanatory texts to examine a topic and convey ideas and information clearly.
15. The learner can with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
16. The learner can produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
17. The learner can correctly use frequently confused words (e.g. to, too, two; their, there).
18. The learner can choose words and phrases to convey ideas precisely.
19. The learner can with guidance and support from peers and adults, develop and strengthen writing as needed by planning and editing.
20. The learner can use a comma before a coordinating conjunction in a compound sentence.

Unit 3

1. The learner can determine the theme of a story, drama, or poem from details in the text.
Summarize the text.
2. The learner can determine the meaning of words and phrases as they are used in text including those that allude to significant characters found in mythology.
3. The learner can compare and contrast the point of view from which different stories are narrated including the difference between first and third person narrations.
4. The learner can 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.
5. The learner can 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.
6. The learner can explain how an author uses reasons and evidence to support particular points in a text.
7. The learner can write opinion pieces on topics or texts, supporting a point of view with reasons and information.
8. The learner can introduce a topic of text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
9. The learner can provide logically ordered reasons that are supported by fact and details.
10. Students will work with peers and adults on planning, revising, editing, and rewriting, in order to produce strong writing.
11. The learner can expand, combine, and reduce sentences from meaning/ reader/listener interest, and style.
12. The learner demonstrates an understanding of figurative language, word relationships, and nuances in word meanings.
13. The learner can link ideas within and across categories of information using words, phrases and clauses.
14. The learner uses precise language and domain-specific vocabulary to inform about or explain the topic.

15. The learner provides a concluding statement or section related to the information or explanation presented.
16. The learner can produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
17. The learner can explain major differences between poems and drama, and refer to the structural elements of poems (e.g. verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, and stage directions when writing or speaking about a text).
18. The learner will use evidence from literary texts to determine meaning of figurative language.

Unit 4

1. The learner can 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).
2. The learner can 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.
3. The learner will refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
4. The learner can compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
5. The learner can determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
6. The learner can integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
7. The learner can compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
8. The learner can write informative/explanatory texts to examine a topic and convey ideas and information clearly.
9. The learner can introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia).
10. The learner can develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
11. The learner can link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
12. The learner will, with guidance and support from peers and adults, develop and strengthen writing as needed by planning and editing.

Essential Terminology/Vocabulary

Essential Vocabulary in this course represents words from three tiers of vocabulary recommended in research.

<i>Hazelwood Vocabulary Acquisition Plan</i>	
Tier 3	Academic Vocabulary from English Language Arts skills and standards
Tier 2	Academic Vocabulary found across and within texts
Tier 1	K – 5 th Grade High Frequency Word Lists

A list of High Frequency Tier 1 words for each grade are taught throughout each quarter. Academic vocabulary is taught through learning targets and skills to represent Tier 3 words. Tier 2 words are determined based upon the commonly used academic words within each text read with students. The key Tier 3 academic vocabulary words for each are listed below.

Unit 1

actions, capitalization, cast, character, characteristics, characters, commas, conclusion, culture, describe, descriptive, descriptive details, details, dialogue, editing, events, evidence, explanation, explicit/explicitly, expression, feelings, fiction, implicit/imply, inference/infer, inferring, literary work, meter, narrative, non-fiction, patterns of events, personal, procedure, punctuation, quotation marks, realistic, reference/refer, revising, rhythm, sequence, settings, spelling, stage directions, stanza, supporting details, theme, topics, transition words, verse

Unit 2

account, affixes, animation, article, audio, author, characters, charts, commas, compare/contrast, constellation, context, context clues, definition, details, diagrams, editing, elements, events, evidence, examples, explain, explicit, fact, features, firsthand, focus, glossary, heading, historical, inference, informational/informative text/ informative, informative, integrate, Internet, interpret, key concepts, legends, main idea, mythological, narrative, non-fiction, opinion, organization, patterns, perspective, point of view, primary source, punctuation, purpose, reasoning, representations, root word, scientific, secondary source, secondhand, setting, spelling, summary, supporting details, technical, technical text, topic, visual, Web

Unit 3

analyze, antagonist, author's purpose, body sentences, capitalization, cast, concluding sentence, context clues, define, details, diagrams, drama, editing, elaboration, elements, evidence, example, explicit, features, figurative language, first person, genre, hyperbole, idiom, implicit, interactive elements, interpret, key details, legends, main idea, meaning, metaphor, modify, multiple meaning words, narration, narrator, non-fiction, narrator, non-fiction representations, opinion, organization, phrases, poem, poetry, point of view, prediction, protagonist, prose, proverb, punctuation, reasoned opinion, reasoning, revision, run-on sentence, sentence fluency, sentence fragment, setting simile, story, summarize/summary, support, supporting details, text, theme, third person topic, topic sentence, topic/opinion sentence, transition words, types of reasons, vocabulary, word choice

Unit4

clarify, compare/contrast, conclusion, context clues, conventions, culture, editing, evidence, explicit, fact, focus, infer, inference. Information, informational text, informative, introduction literary work, non-fiction, opinion, patterns of events, phrase, positive feedback, revising, secondhand account, sentence fluency, theme, topic, vocabulary

Course Materials and Resources:

Hazelwood Word Work Continuum. Students will receive instruction on words and the patterns within them using a continuum that move from letters and sounds in primary grades to multisyllabic words and words prefixes, suffixes, and root words in the upper elementary grades. Suggested activities such as word sorts, puzzles, and word generation based upon patterns to cover the content on the Word Work Continuum will be provided during professional development.

Teachers will receive the following texts:

- Whole class book sets
- Classroom sets for small groups/Literature Circle novel sets
- Classroom library books

Texts listed in the pacing guide are provided for each teacher as a class set of 30. Additional sets of thematically related text based upon literacy, social studies or science topics are included in sets of 10 for small group/guided reading or a set of 2 for the classroom library.

Note: Leveled readers/texts from the previous reading programs, and books available in bookrooms should remain in use for guided reading groups or student's independent reading. The science and social studies leveled online readers may be integrated as a thematically related way for students to practice their reading skills and develop content knowledge.

Hazelwood School District 4th Grade Tiered Vocabulary List

- Sight Word List (see Appendices)
- Academic Vocabulary List (included in each guide)

Writing Instruction:

- Strategies for Writers Teacher's Guide
- Strategies for Writers Student textbook

Additional Resources:

- Online Text
 - Newsela: <https://newsela.com/>
 - ReadWorks.org: <http://www.readworks.org/>
- Online Dictionary and Thesaurus Resources
 - <http://www.merriam-webster.com/dictionary>
 - <http://www.thefreedictionary.com>
- Video: A maximum of 6 hours per semester of videos or cuttings from videos may be shown.

Recommended Pacing Guide

The pacing below is recommended but not required. The books listed below are provided for each teacher as a class set of 30 and were selected based upon the appropriateness of their topic and reading level to teach identified skills within each unit.

Additional sets of thematically related text based upon literacy, social studies, or science topics are included in sets of 10 for small group/guided reading or a set of 2 for the classroom library.

Unit 1

Whole Group Books		
Title	Genre	Standards
Esperanza Rising (750L)	Fiction	RL 4.3, RL 4.5, RL 4.9, RL 4.1
Caleb's Choice (750L)	Fiction	RL 4.3, RL 4.5, RL 4.9, RL 4.1
Tuck Everlasting (770) By Natalie Babbitt	Fiction	RL 4.3, RL 4.5, RL 4.9, RL 4.1

Small Group Texts		
Title	Genre	Standard
National Geographic: The Northeast	Informational	RI 4.3, RI 4.9
National Geographic: Explore the Northeast	Informational	RI 4.3, RI 4.9
National Geographic: Using Force and Motion	Informational	RI 4.3, RI 4.9

Classroom Libraries		
Title	Genre	Standard
Titanic Series books by Gordman Kormann	Fiction	RL 4.3, RL 4.5, RL 4.9, RL 4.1
Blue Fingers: a Ninja Tale by Cheryl Aylward Whitesel 800 L	Fiction	RL 4.3, RL 4.5, RL 4.9, RL 4.1

District Unit Curriculum Objectives	Writing Genre	Strategies for Writers Corresponding Pages
Unit 1: Narrative Writing		
5,7,8	*Adventure Story	48-69
	*Descriptive Paragraph (Teach how to write one paragraph and then teach the necessary components of writing an adventure story.)	354-375
	Personal Narrative	4-25
	Biographic Sketch	26-47
	Play	72-95
	Descriptive Test Writing	444-465
<p>District Narrative Writing Prompt: Narrative Writing: Imagine you are an immigrant coming to Ellis Island. Write a narrative describing your imagined experience using evidence from the two sources to describe your events using vivid details.</p> <p>You will have 60 minutes to review your notes and sources, plan, draft, and revise your narrative. While you may use your notes and refer to your sources, you must work on your own to complete the narrative. You can use the graphic organizer provided to organize your ideas. Once you have completed your narrative, you may use the narrative checklist to revise and edit your work.</p>		

Unit 2

Whole Group Books		
Title	Genre	Standard
Continue Esperanza Rising (750L)	Fiction	Standards: RL 4.9
Eye Wonder (790L)	Fiction	Standards: RL 4.9
The Story of George Washington Carver by Eva Moore (700)	Informational	RI 4.1, RI 4.2, RI 4.3, RI 4.4, RI 4.6, RI 4.7, W 4.7

Small Group Texts		
Title	Genre	Standard
National Geographic: The West	Informational	RI 4.1, RI 4.2, RI 4.3, RI 4.4, RI 4.6, RI 4.7, W 4.7
Hurricanes Have Eyes But Can't See: And Other Amazing Facts About Wild Weather (850L)	Informational	RI 4.1, RI 4.2, RI 4.3, RI 4.4, RI 4.6, RI 4.7, W 4.7

Classroom Libraries		
Title	Genre	Standard
Hurricanes Have Eyes But Can't See: And Other Amazing Facts About Wild Weather (850L) by Gilda Berger and Melvin Berger	Informational	RI 4.1, RI 4.2, RI 4.3, RI 4.4, RI 4.6, RI 4.7, W 4.7
Unsinkable (Book 1 of the Titanic Series) (820)	Informational	RI 4.1, RI 4.2, RI 4.3, RI 4.4, RI 4.6, RI 4.7, W 4.7
District Unit Curriculum Objectives	Writing Genre	Strategies for Writers Corresponding Pages
Unit 2: Informative/ Explanatory Writing		
3, 9-11	*Research Report	144-165
	Compare and Contrast Essay	122-143
	How to Essay	166-187
	Summary (This is a useful section for teaching students how to summarize one article before they have to read and get information from two articles.)	188-213
	Informative/Explanatory Test Writing	444-465
District Informative/Explanatory Writing Prompt: Using the two articles and chart provided, write an informative piece explaining what global warming is and who it is impacting. Use text based evidence to determine some solutions that your school or community could use to help decrease the effects of global warming.		

Unit 3

Whole Group Books		
Title	Genre	Standard
The Misadventures of Maude March (810L)	Fiction	RL 4.2, RL 4.4, RL 4.5, RL 4.6, RL 4.7
Chomp (800L)	Fiction	RL 4.2, RL 4.4, RL 4.5, RL 4.6, RL 4.7
A Long Ways from Chicago (750) by Richard Peck	Fiction	RL 4.2, RL 4.4, RL 4.5, RL 4.6, RL 4.7
Walk Two Moons (770L) By Sharon Creech	Fiction	RL 4.2, RL 4.4, RL 4.5, RL 4.6, RL 4.7

Small Group Texts		
Title	Genre	Standard
National Geographic: The West	Informational	RI 4.5, RI 4.7, RI 4.8, W 4.5 (opinion)
National Geographic: Protecting Primates, Endangered Species	Informational	RI 4.5, RI 4.7, RI 4.8, W 4.5 (opinion)
National Geographic Protecting the Seas by Sylvia Earle	Informational	RI 4.5, RI 4.7, RI 4.8, W 4.5 (opinion)

Classroom Libraries		
Title	Genre	Standard
If You Traveled on the Underground Railroad by Ellen Levine (720L)	Informational Text	RI 4.5, RI 4.7, RI 4.8, W 4.5 (opinion)
Double Dutch by Sharon Creech	Informational Text	RI 4.5, RI 4.7, RI 4.8, W 4.5 (opinion)

District Unit Curriculum Objectives	Writing Genre	Strategies for Writers Corresponding Pages
Unit 3: Opinion Writing		
7-9	*Opinion Essay	238-261
	Editorial	264-285
	Friendly Letter	286-307
	Response to Literature	308-329
	Opinion Test Writing	330-351
District Opinion Writing Prompt: Imagine you are in search of a new pet. Why or why not would you choose an exotic animal? Write your opinion using evidence from the article, From Pet to Threat, and the video, Top 3 Exotic Animals You Can Own as Pet.		

Unit 4

Whole Class Books		
Book	Genre	Standard
The Misadventures of Maude March (810L)	Fiction	RL 4.2, RL 4.4, RL 4.5, RL 4.6, RL 4.7
Shiloh (890L)	Fiction	RL 4.2, RL 4.4, RL 4.5, RL 4.6, RL 4.7
The Capture	Fiction	RL 4.2, RL 4.4, RL 4.5, RL 4.6, RL 4.7

Small Group		
Book	Genre	Standard
National Geographic: The West, Explore the Midwest	Informational	RI 4.5, RI 4.7, RI 4.8, W 4.5 (opinion)
National Geographic: Protecting Primates, Endangered Species, Ecosystems	Informational	RI 4.5, RI 4.7, RI 4.8, W 4.5 (opinion)

Classroom Library		
Book	Genre	Standard
Rules by Cynthia Lord (780)	Fiction	RL 4.2, RL 4.4, RL 4.5, RL 4.6, RL 4.7
Bridge to Terabithia (810 L) By Katherine Paterson	Fiction	RL 4.2, RL 4.4, RL 4.5, RL 4.6, RL 4.7

District Unit Curriculum Objectives	Writing Genre	Strategies for Writers Corresponding Pages
Unit 4: Research Report		
8-10	*Research Report	144-165
	Compare and Contrast Essay	122-143
	How to Essay	166-187
	Summary	188-213
	Informative/Explanatory Test Writing	444-465
District Informative/Explanatory Prompt: Using the “Westward Expansion” passage and the “Sacagawea” passage above, explain how the United States expanded to the West. Use evidence from both passages to support your response.		

Hazelwood Required Instructional Components 3rd – 5th

Component 1: Word Work and Vocabulary

- Each Word work section should begin with a learning target, include a strong/weak example and end with a quick formative check.
- Word Work should include word sorts and word generating games using patterns from the Hazelwood Word Work continuum.
- Sight word vocabulary should be taught using the list provided in the appendices.
- Vocabulary Instruction should include:
 - Visual examples
 - Identification of supporting context clues within text
 - Multiple exposures to words over the cycle of instruction

Component 2: Explicit Comprehension Instruction inclusive of the Cycle of Effective Instruction (i.e. gradual release).

- Establish Purpose/Share comprehension learning targets and essential questions.
- Modeling and Thinking aloud to promote student internalizing reading comprehension strategies
- Includes strong and weak examples and visual “Showing not telling” of the text using text annotation and/or graphic organizers
- Guided and supported practice on a short excerpt of text with immediate feedback
- Formative check using a slightly longer segment of the text
- Each explicit comprehension instruction section should begin with a learning target, include a strong/weak example, include a quick formative after guided practice and end with a quick formative check

Component 3: Independent Student Practice with teacher support and active reading strategies for accountability and to serve as Checking for Understanding (CFU)

- Active Reading Strategy directly linked to the focus comprehension strategy or skill
- Method to help students “show their work” through interactive reading, questioning or responding
 - Graphic organizer
 - Strategy guides
 - Questions, story response from, post-its, etc.

Component 4: Daily Writer’s Workshop

- Mini-lesson
- Writing Time (includes peer and teacher conferences)
- Student Sharing

English Language Arts Daily Instructional Format Options

Grades 3-5

Hazelwood Required Components	Balanced Literacy Components	Direct Instruction Model	Readers' Workshop	Hybrid
<p align="center">Word Work and Vocabulary (10-15 min)</p> <ul style="list-style-type: none"> • Work on word sorts and patterns on the phonics to word attack continuum <ul style="list-style-type: none"> • Introduce essential and immediate vocabulary 				
<p>Component 2: Explicit Comprehension Instruction inclusive of the Cycle of Effective Instruction or Gradual Release.</p> <ul style="list-style-type: none"> ▪ Establish Purpose/Share comprehension learning targets and EQs. ▪ Modeling (includes strong and weak examples and visual “Showing not telling” of the text) ▪ Guided and supported practice on a short excerpt of text with immediate feedback ▪ Formative check using a slightly longer segment of the text <p>*Each explicit comprehension instruction section should begin with a learning target, include a strong/weak example, include a quick formative after guided practice and end with a quick formative check</p>	<p>Read Aloud (20-25 min.)</p> <ul style="list-style-type: none"> • Teachers read aloud from an intentionally elected trade book to model specific reading skills or strategies • Teacher incorporate anchor charts, graphic organizer and questioning to promote student comprehension and internalization of the good reading behaviors <p>Shared Reading (15-20 min)</p> <ul style="list-style-type: none"> • Read with students to model and facilitate cycles of practicing the skills with immediate feedback • Teacher reads the text more than once to highlight vocabulary meaning and deeper comprehension • Short segments of student practice or partner practice should be built in 	<p>Modeling and Supported Practice (35 min.)</p> <ul style="list-style-type: none"> • Establish a purpose (share learning targets) • Model using a related higher level text, challenging portion of the current text or high-interest portion of the current text • Practice formats: <ul style="list-style-type: none"> ○ Partner Reading with discussion prompts ○ Small group reading with graphic organizers ○ Individual, partner or triad reading with annotations ○ Teacher circulates to listen prompt, ask questions and check for understanding • Cycle can repeat with the next section of text if students are struggling 	<p>Mini-lesson (20 min.)</p> <ul style="list-style-type: none"> • Establish a purpose (share learning targets) • Model applying the skill • Provide guided practice paired with feedback • Formative Check 	<p>Modeling and Guided Practice (45 min.)</p> <ul style="list-style-type: none"> • “A” Days: Mini-lesson, Read Aloud and Shared Reading lesson or Modeling and Supported Practice lesson followed by independent practice • “B” Days: Between 1st and 2nd Close Read or Reciprocal Reading Groups as deemed appropriate by the teacher knowledge of the text and skill (or task)

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<p>Component 3: Independent Student Practice with teacher support, active reading strategies and checking for understanding.</p>	<p>Guided Reading (20-25 minutes)</p> <ul style="list-style-type: none"> • Students read independently to apply the strategy and skill modeled during the Read Aloud and practiced during Shared Reading • The teacher meets with small-groups of students to reteach skills and/or circulates to provide student support 	<p>Independent Student Practice (35-40 minutes)</p> <ul style="list-style-type: none"> • Students read the next section of text and apply it to their reading • Use any of a variety of formats including <ul style="list-style-type: none"> ○ Literature circles ○ Reciprocal Reading Groups ○ After-reading discussion Partners/triads • Formative check should be built into active reading strategies 	<p>Independent Reading and Student Work (45 minutes)</p> <ul style="list-style-type: none"> • Using any of a variety of formats including <ul style="list-style-type: none"> ○ Literature circles ○ Reciprocal Reading Groups ○ After-reading discussion Partners/triads • Teacher Small Group Instruction <ul style="list-style-type: none"> ○ Re-teaching mini-lessons ○ Meeting with Lit. Circles or Reciprocal Groups 	<p>Independent Student Practice (30 minutes)</p> <ul style="list-style-type: none"> • "A" Days include Guided Reading or a form of Independent Student Practice • "B" Days will vary based upon the strategy employed.
<p>Component 4: Writer's Workshop</p> <ul style="list-style-type: none"> ▪ Approximately 45 minutes of writing focused instruction ▪ Topics for writing are aligned to the genre taught during the unit but should integrate other subject areas. Noted in unit integration boxes 	<p>Mini-lesson (15 minutes)</p> <ul style="list-style-type: none"> • Focus lesson that includes <ul style="list-style-type: none"> ○ Modeling writing with an intentional writing skill/strategy focus ○ Explaining and facilitating student practice of a particular skill ○ Sharing mentor text to highlight specific authoring skills <p>Writing Time (20-25 minutes)</p> <ul style="list-style-type: none"> • Includes peer revision and editing conference • Teacher/student conferences to establish writing goals and provide feedback <p>Student Sharing (5 minutes)</p> <ul style="list-style-type: none"> • Students share published and "in process" work for peer feedback 			

Sample “Hybrid” Day Reading Schedule 3rd – 5th

Monday	Tuesday	Wednesday	Thursday	Friday
Word Work/ Vocabulary (10-15 min.) <ul style="list-style-type: none"> Work on word sorts and patterns on the phonics to word attack continuum Introduce essential and immediate vocabulary 	Word Work /Vocabulary (10-15 min.) <ul style="list-style-type: none"> Work on word sorts and patterns on the phonics to word attack continuum Vocabulary Work 	Word Work/Vocabulary (10-15 min.) <ul style="list-style-type: none"> Work on word sorts and patterns on the phonics to word attack continuum Vocabulary Work 	Word Work/ Vocabulary (10-15 min.) <ul style="list-style-type: none"> Work on word sorts and patterns on the phonics to word attack continuum Vocabulary Work 	Word Work/ Vocabulary (10-15 min.) <ul style="list-style-type: none"> Work on word sorts and patterns on the phonics to word attack continuum Vocabulary Work
Mini-Lesson (15-20 min.) <ul style="list-style-type: none"> Teacher modeling using text or skill specific materials Setting up new books Modeling Lit. Circle Roles 10 Min. provide Intro to spelling words 	Whole Group Close Read (60 min.) <ul style="list-style-type: none"> Read 1 Example: Getting the GIST Read 2 Example: Interactive read with partners on a particular skill such as reading for important details Read 3 Example: Independent read for main idea and author’s point of view paired with a response activity for feedback 	Mini-Lesson (15-20 min.) <ul style="list-style-type: none"> Teacher modeling using text or skill specific materials Setting up new books Modeling Lit. Circle Roles 10 Min. provide sort/practice with spelling words 	Whole Group Close Read (60 min.) <ul style="list-style-type: none"> Read 1 Example: Getting the GIST Read 2 Example: Focused on a particular skill such as reading to understand character traits Read 3 Example: reading for details to compare and contrast a character in the story to one from your literature circle book Interactive response activity should be integrated after or as part of the third read 	Mini-Lesson (15-20 min.) <ul style="list-style-type: none"> Teacher modeling using text or skill specific materials Setting up new books Modeling Lit. Circle Roles 10 min. spelling test
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Closing (5 min.)				

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Activities/Games to Increase Retention of Sight Word Retention

The following activities will assist student in mastering the basic sight words that make up 50% - 70% of the word in most written material.

Activities:

1. Overlearning

- Hold up the word, say the word and use it in a sentence.
- Have students say the word once.
- Have the students say the word five times.
- Have the student say the word five times loudly.
- Have the student whisper the word five times.
- Have the students close their eyes and focus to see the word on their eyelids.
- Have the students spell the word.
- Have the students describe how they are going to remember the word (mnemonic device).
- Have the students trace in the air, on their knees, or a partner's back and repeat it each time it is written.

2. Create Study Buddies. Carve out some time in the day to have students use flash cards in partner of the basic sight words. Have each partner sign off on a sheet indicating when words are mastered and provide a reward to partnerships that master a certain number of words.

3. Create charts to display team and/or partner progress.

4. Pass out a few basic sight word cards to each student. Each student goes to the board and writes his/her word. All other students participate by saying the word out loud.

5. Allow students to create a notebook of mastered sight words.

6. Provide time for students to use the words from their notebooks to create sentences or stories. It is fine for these stories to be silly or nonsensical. Encourage students to use the names of classmates in these stories. They may illustrate these stories, too. Provide team or partner practice in reading these silly sentences or stories.

7. Have students identify troublesome words and write them on cards. Use these cards to form sentences.

8. Create sentences with sight words omitted and have students supply the missing word.

9. Use the troublesome words in sentences and underline them.

3. Word Order

- Create a vocabulary templates as in the following examples:

A	B	C	D
why _____	c _____	sound _____	cat _____
what _____	d _____	frog _____	mule _____
when _____	g _____	wolf _____	cage _____
where _____	b _____	rabbit _____	pill _____
which _____	f _____	pass _____	duck _____

- Play a recording or read words or sounds to students.
- Each set of words or sounds provides practice in only one area.
- Directions for the sheets might look like:
 - Sheet A: Number the words in the order in which they are read.
 - Sheet B: Number the letters that match the beginning sounds as you them.
 - Cat
 - Duck
 - Food
 - Good
 - Can
 - Sheet C:
 - Put a 1 in front of the word with a long /a/ sound.
 - Put a 3 in front of the word with a short /a/ sound.
 - Etc.
 - Sheet D: Number the words in the order they are given that have the ending sound of /f/, /t/, /g/, /d/, /s/.
 - Create your own ideas.

4. Passport

- Students play this as a class or team.
- Create flash cards with sight words that may look like a passport.
- Choose one student to be the captain (one who knows the words fairly well).
- The captain calls the port (word or words on cards).
- Student(s) who have the card must say it and show it to the captain to board the boat.
- This same game can be played with consonants and vowels to practice phonics skills.

5. Word in a Box

- Students sit in a circle around a box.
- Each student is given several words on cards.
- Read a story aloud to the students.
- As the student(s) hear the word on his/her card, they say
 - _____ goes in the box.

6. Word Football

- Draw a football on a large poster board.
- Game begins at the 50-yard line where the football is placed.
- Cards are placed face up in the table.
- Two students or teams take turns reading the words.
- A correctly read word moves the football 10-yards towards the opponent's goal.
- An incorrectly read word is considered a fumble and moved 10-yards toward students goal.
- Each time the ball crosses the end zone, 6 points are earned.
- The scoring side gets a chance to read and one more word for an extra point.
- A variation of baseball can be used.

7. Word Checkers

- Create a checkerboard.
- Cover the black squares with words.
- Play the same as checkers.
- Players must say the word before they place the checker on the square.
- Extra practice: say the word several times before placing the checker on the square.
- Phonics sounds may be used instead of sight words.

8. Gamble for Words

- Place the words in a pocket chart.
- Students roll a dice.
- He/she may take the number of cards indicated on the dice.
- She/he must pronounce the words as they are picked up.
- Pass to another student.
- Object of the game is to gather as many cards as possible.

9. Word Match

- Deal four cards each to students.
- Place them face up in front of each student.
- Place five cards face up in the center of the group.
- Remainder of the deck is placed face down in the middle of the group.
- Player one has a matching card with one in the middle of the table.
- Student must pick up the matching card, pronounce it, keep it, and place pair of cards face down next to him/her.
- Student continues playing until she/he no more pairs.
- Student draws four more cards and replaces the five cards in the middle of the table.
- Play passes to the left.

10. Rolling for Words

- Cut up squares of different colored construction paper.
- Separate according to color.
- Write sight words on each square.
- Student rolls a die.
- Count out the number of squares as indicated on the die.
- Student must pronounce all of the words in order to keep all of them.
- The student with the most is the winner.

11. Finding Rhyming Words

- Place sight words in a pocket chart.
- Ask students to find a word in the chart that rhymes with a teacher word.
- The student that finds it gets the word.
- The most words wins.

12. Concentration

- Create two sets of cards with sight words.
- Spread out face down in rows.
- Students select a card and try to find its match.
- Students must say each word as it is turned over.
- They keep matching cards.

English Language Arts

4th Grade Sight Word List

able	decided	include	rule
adjective	deep	inside	scientists
Africa	done	island	shape
among	dry	known	shown
ball	English	language	sixty
base	equation	less	size
became	explain	machine	special
behind	fact	material	stars
boat	feel	minutes	stay
box	filled	note	stood
bring	finally	nothing	street
brought	fine	noun	strong
building	fly	object	surface
built	force	ocean	system
cannot	front	oh	themselves
carefully	full	pair	though
check	game	person	thousands
circle	gave	plane	understand
class	government	power	verb
clear	green	produce	wait
common	halt	quickly	warm
contain	heat	remain	week
correct	heavy	rest	wheels
course	human	road	woman
dark	inches	round	you're