EBR ELA Instructional Framework

*Literacy and Language Guide: A Workshop Approach to Reading, Writing, and Word Study*

The *Journeys Common Core* Reader’s and Writer’s Workshop Approach is designed to get students thinking, talking, reading, and writing about text in a way that supports learning and fosters a love of reading. The Literacy and Language Guide combines the rigor of the *Journeys Common Core* program with active literacy learning through effective resources that you need for your Reader’s and Writer’s Workshop.

The ELA Instructional Framework is a common core aligned thematic unit which maximizes teacher autonomy. ELA teachers in grades K-5 can use the framework to create more specific, daily lesson plans for the students they teach. Exemplars from the *Journeys Core Program* were used to create a common thread within the unit of instruction and are listed as anchor texts. Texts of varying complexity are included as related texts to align with the standards and themes within each unit. Throughout the unit, students will experience routine writing, analytical writing, narrative writing, and the research extension task.
# 2015-2016 Grade 4 ELA Instructional Framework

## Unit Focus:
In this unit students learn about the value of companionship, the ability to help friends, and how friendship can lead to new discoveries and opportunities over time. They explore how authors develop the reader's understanding of these ideas through word choice and character actions.

### First Nine Weeks: Journeys Lessons 1-8

<table>
<thead>
<tr>
<th>Reading Complex Text</th>
<th>1 Anchor Text (Extended)</th>
<th>5-9 Related Texts (Short)</th>
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<td><strong>Literature:</strong></td>
<td><strong>(Choose 3-5)</strong></td>
<td><strong>Social Studies or Arts:</strong> (Choose 1-2)</td>
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<tr>
<td><em>Phineas L. Macguire...Gets Slimed!</em> (see Unit 6 TE - Small Group Tab – Trade Books T264)</td>
<td><em>Because of Winn Dixie</em> (Realistic Fiction, U1L1)</td>
<td><em>My Brother Martin</em> (Biography, U1L12)</td>
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<td><em>Langston Hughes: A Poet and a Dreamer</em> (Poetry, U1L2)</td>
<td><em>My Librarian is a Camel</em> (Informational, U1L3)</td>
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<td><em>Stormalong</em> (Tall Tale, U1L5)</td>
<td><em>The Kids Guide to Money</em> (Informational, L4)</td>
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<td><em>Invasion from Mars</em> (Play, U2L6)</td>
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<td><em>Me and Uncle Romie</em> (Realistic Fiction, U2L8)</td>
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<th>Writing to Texts</th>
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<th>Analytical Writing</th>
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<td></td>
<td>Each lesson provides the following opportunities for routine writing:</td>
<td>Focusing: Informing and Explaining (Culminating Writing Task)</td>
<td><em>Journeys TE: Lessons 1-5</em></td>
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<td>Formative Assessment: Text-to-Text</td>
<td>Using the anchor text <em>Phineas Macquire...Gets Slimed</em> and your supportive/related text <em>Because of Winn-Dixie</em>, select two characters (one from each text) and explain how these characters change and interact through a series of events. Then identify how these events help you identify the central message or lesson of each text. Support your essay with details from the text.</td>
<td>Common Core Writing Handbook</td>
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<td>Your Turn</td>
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### Research Extension Task:
Divide the class into groups. Have students work collaboratively to research a program within the American Red Cross. Ask students to identify the key service area, how the American Red Cross provides service, and when and where it takes place. Then ask the students to write a news report about an event with the American Red Cross in their community. Have students introduce the event with the American Red Cross, group the related information in paragraphs, providing formatting such as headings or illustrations where appropriate, develop the topic with evidence from their research; and provide a concluding statement that is related to the information presented. Once students have researched their major event, allow each group to compile their events together to formulate a news article (using a Microsoft Office Newspaper Template). After groups write and publish their report, have them present their findings to the class.

### Standards Addressed
- **Literature (RL)**: 1, 2, 3, 4, 5, 6, 7, 9, 10
- **Informational Text (RI)**: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
- **Writing (W)**: 1a-d, 2a-b, 2d-e, 3a-e, 4, 5, 6, 7, 8, 9ab-10
- **Speaking & Listening**: 1, 2, 3, 4, 5, 6

### Language Skills
- **Study and Apply Grammar/Conventions:**
  - complete sentences (simple and compound subject/predicates); types of sentences; contractions; quotation marks; titles; capitalization of events/documents, books, titles, stories; verbs (action, helping, linking); verb tenses

- **Study and Apply Vocabulary:**
  - use context, affixes, consult reference materials, similes, metaphors, idioms, proverbs, adages, synonyms/antonyms, use grade appropriate words/phrases

### Phonics and Word Recognition Skills:
- VCV, open and closed syllables, VCCV, homophones, digraphs, consonant clusters, unstressed syllables

### Fluency Skills:
- accuracy, self-corrections, phrasing, intonation, expression, stress
EBR ELA YAG/YID Scope and Sequence

Journeys Common Core- Reading Curriculum

The *Journeys Common Core* is a literacy program designed around the Common Core State Standards. With Common Core-based instruction integrated into every unit and lesson, the *Journeys Common Core* Teacher's Edition provides the resources needed to plan and assess effectively. The Scope and Sequence provides a brief outline of the standards and a recommended teaching order for the grade level.
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<td><strong>Pair Selection</strong></td>
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**Lesson 1**
- **Anchor Text**: Because of Winn-Dixie
- **Genre**: Realistic Fiction
- **Target Skill**: Story Structure
- **Target Strategy**: Summarize
- **Supporting Skills**: Point of View
- **Decoding**: The VCV Syllable Pattern
- **Fluency**: Accuracy and Correction
- **Read Aloud**: Sideline Support
- **Spelling Vocabulary**: comfort, mention, mood, properly, intends, consisted, positive, advanced, peculiar, talent
- **Domain-Specific Vocabulary**: citizen, resident, volunteer, public servant
- **Vocabulary Strategy**: Prefixed re-, un-, dis-
- **Spelling Principle**: Short a and Long a
- **Spelling Words**: blade, gray, past, afraid, magic, delay, amaze, drain, maybe, break, sale, hang, stain, glass, raft, jail, crayon, fact, stole, steak
- **Review**: skate, plan, chain, today, erase
- **Challenge**: fraction, trait, champion, activity, graceful
- **Grammar Skill**: What is a Sentence?

**Lesson 2**
- **Anchor Text**: My Brother Martin: A Sister Remembers Growing Up with the Rev. Dr. Martin Luther King, Jr.
- **Genre**: Biography
- **Target Skill**: Author’s Purpose
- **Target Strategy**: Monitor/Clarify
- **Supporting Skills**: Explain Historical Events Idioms
- **Decoding**: Open and Closed Syllables
- **Fluency**: Phrasing
- **Read Aloud**: The Troublemaker Who Healed a Nation
- **Listening Text Details**: injustice, numerous, segregation, nourishing, captured, dream, encounters, preferred, recall, example occasional, electric
- **Domain-Specific Vocabulary**: abolish, disability, slavery, reform
- **Vocabulary Strategies**: Prefixed in-, im-, ir-
- **Spelling Principle**: Short e and Long e
- **Spelling Words**: basic, blade, gray, past, afraid, magic, delay, amaze, drain, maybe, break, sale, hang, stain, glass, raft, jail, crayon, fact, stole, steak
- **Review**: sweet, smell, spent, treat, leave
- **Challenge**: echo, menu, creature, reveal, restaurant
- **Grammar Skill**: Kinds of Sentences

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**Media Literacy Skills**
- Use Internet Sources
### Lesson 3

**Anchor Text**
- *My Librarian is a Camel*
  - Genre: Informational Text

**Target Skill**
- Cause and Effect

**Target Strategy**
- Visualize

**Supporting Skills**
- Interpret Visuals
- Domain-Specific Vocabulary

**Decoding**
- The VCCV Syllable Pattern

**Fluency**
- Accuracy

**Read Aloud**
- Bridging the Gap
  - Citing Text Evidence to Support a Point of View

**Academic Vocabulary**
- Isolated, virtual, devour, remote, impossible, access, obtain, preserve, extremes, avid

**Domain-Specific Vocabulary**
- Demographics, censorship, public, domain, public opinion

**Vocabulary Strategies**
- Using Context

**Spelling Principle**
- Short a Long o

**Spelling Words**
- Basic: skill, crime, grind, tonight, brick, flight, live, chill, delight, build, ditch, decide, witness, wind, district, inch, district, inch, sigh, fright, remind, split

**Review**
- gift, sight, sight, blind, shiny

**Challenge**
- ignorant, recognize, advice, twilight, rigid

**Grammar Skill**
- Quotations

### Lesson 4

**Anchor Text**
- *The Power of W.O.W!*
  - Genre: Play

**Target Skill**
- Theme

**Target Strategy**
- Analyze/Evaluate

**Supporting Skills**
- Elements of Drama
- Allusion

**Decoding**
- VCV and VCCV Syllable Patterns

**Fluency**
- Ritation

**Read Aloud**
- Bookmobile Rescue
  - Sharing Similar Experiences

**Speaking and Listening Skill**
- Recount an Experience

**Academic Vocabulary**
- Assist, bargains, innocent, scheme, regrettfully, misjudged, suspect, favor, speculated, prior

**Domain-Specific Vocabulary**
- Charity, coalition, involvement, community service

**Vocabulary Strategy**
- Prefixes non-, mis-

**Spelling Principle**
- Short a Long o

**Spelling Words**
- Basic: block, shown, oatmeal, wrote, fellow, scold, coast, odd, locate, slope, threat, host, online, shock, solve, known, remote, stock, boast, globe

**Review**
- Foam, shadow, clock, glow, coach

**Challenge**
- bonus, approach, masses, continent, accomplish

**Grammar Skill**
- Fragments and Run-On Sentences

### Lesson 5

**Anchor Text**
- *Stormalong*
  - Genre: Tall Tale

**Target Skill**
- Understanding Characters

**Target Strategy**
- Infer/Predict

**Supporting Skills**
- Hyperbole
  - Point of View

**Decoding**
- Homophones

**Fluency**
- Expression

**Read Aloud**
- Mighty Joe Magarac
  - Retelling

**Speaking and Listening Skill**
- Literature Discussion

**Academic Vocabulary**
- Yearning, memorable, betrayed, condition, seaport, shortage, tidal, outcast, foaming, horrific

**Domain-Specific Vocabulary**
- Lifestyle, tolerance, values, social rules

**Vocabulary Strategy**
- Reference Materials

**Spelling Principle**
- Homophones

**Spelling Words**
- Basic: wail, wriggle, heard, herd, days, daze, heel, heal, peak, peek, sent, cent, scent, feet, feat, vain, vein, miner, minor

**Review**
- it's, its, their, there, they're

**Challenge**
- raise, rare, rays, principal, principle

**Grammar Skill**
- Proper Nouns

**Writing Mode**
- Narrative Writing

**Writing Form**
- Fictional Narrative Pre-write

**Focus Trait**
- Ideas

**Write about Reading**
- Performance Task

**Media Literacy Skills**
- Take Notes

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*East Baton Rouge Parish School System*

*English Language Arts/Literacy*

*Year at a Glance (YAG)*

*Fourth Grade 2015-2016*
**Lesson 6**

**Anchor Text**
- Invasion from Mars
  - Genre: Play

**Paired Selection**
- The History of Radio
  - Genre: Informational Text

**Target Skill**
- Story Structure

**Supporting Skills**
- Elements of Drama
- Formal and Informal Language

**Decoding**
- Common Consonant Patterns: Digraphs

**Fluency**
- Expression

**Read Aloud**
- The Tunguska Event

**Listening Skill**
- Paraphrasing a Particular Part

**Speaking and Listening**
- Listen to a Recording

**Language Skills**
- Academic Vocabulary
  - alarmed, reacted, convey, daring, awe, luminous, indescribable, extraordinary, fade, conferring

**Vocabulary Strategies**
- Suffixes -y, -ous

**Spelling Principle**
- Vowel Sounds: Short u and Long u

**Spelling Words**
- Basic: bunch, fruit, argue, crumb, crew, tune, juice, refuse, truth, young, clue, trunk, amuse, suit, rude, truck, drawer, rescue, brush

**Grammar Skill**
- Verbs

**Writing Mode**
- Informative Writing

**Writing Form**
- News Report

**Focus Trait**
- Ideas

**Media Literacy Skills**
- Gather Relevant Information

**Lesson 7**

**Anchor Text**
- Questioning movies
  - Genre: Informational Text

**Paired Selection**
- How Do They Do That?
  - Genre: Informational Text

**Target Skill**
- Fact and Opinion

**Supporting Skills**
- Explain Concepts and Ideas

**Decoding**
- Common Consonant Patterns: Clusters

**Fluency**
- Phrasing: Punctuation

**Read Aloud**
- Steven Spielberg: A Filmmaker’s Journey

**Vocabulary Strategies**
- Greek and Latin Parts phon, photo, graph, auto, tele

**Spelling Principle**
- Vowel Sounds: /ao/, /ou/

**Spelling Words**
- Basic: bunch, fruit, anger, crumb, crew, tune, juice, refuse, truth, young, clue, trunk, amuse, suit, rude, truck, drawer, rescue, brush

**Grammar Skill**
- Verb Tenses

**Writing Mode**
- Informative Writing

**Writing Form**
- Informational paragraph

**Focus Trait**
- Word Choice

**Media Literacy Skills**
- Gather Relevant Information
### Lesson 8

**Anchor Text**
- Me and Uncle Rome
  - Genre: Realistic

**Target Skill**
- Understanding Characters

**Decoding**
- Stressed and Unstressed Syllables

**Fluency**
- Stress

**Read Aloud**
- Jazzy Jasmine
  - Telling Similar Stories

**Target/Academic Vocabulary**
- Glorious, studio, concerned, model, smeared, ruined, yanked, streak, schedule, feast

**Spelling Principle**
- Vowel Sounds: /ou/, /o/

**Spelling Words**
- Basic: aloud, bald, hawk, south, splash, proud, close, tower, stalk, couple, bow, false, down, allow, cloudier

**Review:**
- awful, power, sound, almost, thousand

**Challenge:**
- applause, foul, browse, grow, doubt

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### Lesson 9

**Anchor Text**
- Dear Mr. Winston
  - Genre: Realistic Fiction

**Target Skill**
- Conclusions and Generalizations

**Decoding**
- Common Beginning Syllables

**Fluency**
- Accuracy

**Read Aloud**
- Sasquatch Out There?
  - Identifying text evidence

**Target/Academic Vocabulary**
- Fault, borrow, reference, fainted, genuine, local, apologize, proof, slimy, insisted

**Spelling Principle**
- Vowel + /r/ Sounds

**Spelling Words**
- Basic: sport, prepare, cheer, tear, scarf, scare, repair, earning, scarce, weird, sharp, rear, space, ear, hairy, compare, alarm, harsh, upstairs, square

**Review:**
- air, clear, large, pair, chair

**Challenge:**
- wear, startle, appear, barnacle, awareness

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### Lesson 10

**Anchor Text**
- Jose' Born to Dance
  - Genre: Biography

**Target Skill**
- Author's Purpose

**Decoding**
- Vowel + /r/ in Multi-Syllable Words

**Fluency**
- Information

**Read Aloud**
- Mexican Drive
  - Paraphrasing a Particular Part

**Target/Academic Vocabulary**
- Debut, stubborn, permission, healing, mopeful, towered, triumph, discouraged, toured, border

**Spelling Principle**
- More Vowel + /r/ Sounds

**Spelling Words**
- Basic: learn, dirty, worn, sore, thirst, burn, record, cure, board, course, words, early, return, pure, world, search, worse, thirteen, sport, current

**Review:**
- first, hurt, word, third, storm

**Challenge:**
- curious, thorough, earnest, portion, foreign
### Grade 4: Unit 3

#### November 3rd – December 18th

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<td><strong>Conduct a Research Report</strong></td>
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<table>
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<td><strong>Conduct a Research Report</strong></td>
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</table>
Lesson 13

**Anchor Text**
Antarctic journal: Four Months at the Bottom of the World

**Genre**
Informational Text

**Target Skill**
Sequence of Events

**Decoding**
Recognizing Common Word parts

**Fluency**
Phrasing

**Reading Aloud**
On My Way to Meet the Khan: Excerpts from Marco Polo's Adventures

**Domain-Specific Vocabulary**
ecosystem, food web, energy, resource

**Vocabulary Strategies**
Greek and Latin Word parts, spect, struct, tele, vis

**Spelling Principle**
More Words with -ed or -ing

**Grammar Skill**
Modal Auxiliaries

**Writing Mode**
Opinion Writing

**Writing Form**
Persuasive Letter

**Focus Trait**
Voice

**Write about Reading**
Performance Task

**Media Literacy Skills**
Conduct a Research Report

---

Lesson 14

**Anchor Text**
The Life and Times of the Ant

**Genre**
Informational Text

**Target Skill**
Text and Graphic Features

**Decoding**
Recognizing Suffixes

**Fluency**
Stress

**Reading Aloud**
Wicked Wind

**Target/Academic Vocabulary**
exchange, excess, reinforce, storage, transplant, chamber, scarce, obstacles, transfers

**Domain-Specific Vocabulary**
arthropod, exoskeleton, larva, invertebrate

**Vocabulary Strategies**
Suffixed, -ible

**Spelling Principle**
Final Long e

**Spelling Words**
Basic: turkey, lonely, colony, steady, hungry, valley, hockey, stary, melody, movie, duty, drowsy, chinny, plenty, daily, ally, fifty, empty, injury, prairie Review: cherry, jelly, sticky, worry, curly

**Challenge:** envy, fiery, mercy, discovery, mystery

---

Lesson 15

**Anchor Text**
Ecology for Kids

**Genre**
Informational Text

**Target Skill**
Main Ideas and Details

**Decoding**
Three-Syllable Words

**Fluency**
Expression

**Reading Aloud**
Forests Are Forever

**Target/Academic Vocabulary**
argonauts, directly, affect, traces, vast, habitats, variety, species, banned, radiation

**Domain-Specific Vocabulary**
conversation, extinction, endangered, erosion, climate

**Vocabulary Strategies**
Living Context

**Spelling Principle**
Changing Final y to i

**Spelling Words**
Basic: tiniest, hobbies, copied, countries, pitted, easier, laziest, families, spied, happiest, ladies, friendlier, studied, busier, breezier, prettiest, naisher, healthier, butterflies, funniest

**Review:** hurried, stories, carried, pennies, babies

**Challenge:** heaviest, categories, communities, multiplied, qualities

---

Journey's Cross Curricular Connections:

**Life Science**

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**English Language Arts/Literacy**

**Year at a Glance (YAG)**

**Fourth Grade 2015-2016**
### Grade 4: Unit 4

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<td>Spelling Words</td>
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<td>Supporting Skills</td>
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<td>Main Ideas and Details</td>
<td>Safety, well-being, lifestyle, precaution</td>
<td>Vocabulary Strategies</td>
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<td>Spelling Words</td>
<td>Spelling</td>
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<td>Speaking &amp; Listening</td>
<td>Domain-Specific Vocabulary</td>
<td>Escort, swelled, relied, reputation, worthy, charming, situation, deserve, defended, satisfied</td>
<td>Target/Academic Vocabulary</td>
<td>Spelling Principle</td>
<td>Writing Mode</td>
<td>Adjectives</td>
<td>Writing Mode</td>
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<td>Writing Mode</td>
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<td>Writing Mode</td>
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<td>Focus Trait</td>
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<td>Escort, swelled, relied, reputation, worthy, charming, situation, deserve, defended, satisfied</td>
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<td>Writing Mode</td>
<td>Writing Form</td>
<td>Focus Trait</td>
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<td>Target/Academic Vocabulary</td>
<td>Escort, swelled, relied, reputation, worthy, charming, situation, deserve, defended, satisfied</td>
<td>Writing</td>
<td>Writing Mode</td>
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<td>Focus Trait</td>
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<td>Speaking and Listening</td>
<td>Target/Academic Vocabulary</td>
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<td>Writing Mode</td>
<td>Writing Form</td>
<td>Focus Trait</td>
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<td>Escort, swelled, relied, reputation, worthy, charming, situation, deserve, defended, satisfied</td>
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<td>Writing Form</td>
<td>Focus Trait</td>
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<td>Writing Form</td>
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<td>Writing Mode</td>
<td>Writing Form</td>
<td>Focus Trait</td>
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**Lesson 16**

**Lesson 17**
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<tr>
<td>Anchor Text</td>
<td>Hercules’ Quest Genre: Myth</td>
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<tr>
<td>Paired Selection</td>
<td>Zomo’s Friends Genre: Folk Tale</td>
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<td>Story Structure</td>
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<td>Decoding</td>
<td>Recognizing Prefixes re-, un-, dis-</td>
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<td>Accuracy and Self Correction</td>
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<tr>
<td>Read Aloud</td>
<td>Thesaurus and Minotaur Paraphrasing</td>
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<tr>
<td>Target/Academic Vocabulary</td>
<td>acquire, unfortunate, coerce, boasted, beamed, glared, ceased, declared, devised, resourceful</td>
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<tr>
<td>Vocabulary Strategies</td>
<td>Adages and Proverbs</td>
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<tr>
<td>Spelling Principle</td>
<td>Suffixes: -ful, -less, -ness, -ment</td>
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<tr>
<td>Spelling Words</td>
<td>Basic: colorful, weakness, movement, endless, truthful, illness, cheerful, useless, beautiful, restless, clumsiness, pavement, peaceful, fondness, neatness, speechless, statement, wasteful, penniless, treatment</td>
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<tr>
<td>Platform</td>
<td>Challenge: kindred, careful, sickness, helpless, fearful</td>
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<tr>
<td>Challenge</td>
<td>numbness, ailment, resourceful, cleanliness, appointment</td>
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<td>Grammar Skill</td>
<td>Relative Pronouns and Adverbs</td>
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<td>Write about Reading</td>
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<tr>
<td>Anchor Text</td>
<td>Harvesting Hope: The Story of Cesar Chavez Genre: Biography</td>
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<tr>
<td>Paired Selection</td>
<td>The Edible Schoolyard Genre: Informational Text</td>
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<td>Read Aloud</td>
<td>The Father of India Discussing Text Details</td>
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<tr>
<td>Target/Academic Vocabulary</td>
<td>overcome, association, capitol, drought, dedicate, publicity, violence, conflicts, horizon, brilliant</td>
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<td>Domain-Specific Vocabulary</td>
<td>agronomy, commerce, cultivate, subsistence</td>
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<td>Reference materials</td>
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<td>Spelling Principle</td>
<td>Suffixes: -ful, -less, -ness, -ment</td>
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<td>Spelling Words</td>
<td>Basic: colorful, weakness, movement, endless, truthful, illness, cheerful, useless, beautiful, restless, clumsiness, pavement, peaceful, fondness, neatness, speechless, statement, wasteful, penniless, treatment</td>
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<td>Challenge: kindred, careful, sickness, helpless, fearful</td>
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<td>Onomatopoeia Text Structure</td>
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<td>Read Aloud</td>
<td>Race Against Death Citing text reasons and evidence</td>
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<tr>
<td>Target/Academic Vocabulary</td>
<td>territory, accompany, proposed, interpreter, duty, supplies, route, corps, clumsy, landmark</td>
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<tr>
<td>Domain-Specific Vocabulary</td>
<td>cultural identity, language, celebration, indigenous</td>
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<td>Vocabulary Strategies</td>
<td>Shades of Meaning</td>
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<td>Spelling Principle</td>
<td>Words with VCCV Pattern</td>
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<tr>
<td>Spelling Words</td>
<td>Basic: million, collect, lumber, pepper, basic, borrow, support, thirty, perfect, attend, canyon, traffic, fortune, danger, soccer, engine, picture, survive, seldom, effort</td>
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<tr>
<td>Platform</td>
<td>Challenge: occur, venture, challenge, rascal, splendid</td>
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<td>Grammar Skill</td>
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<td>Writing Form</td>
<td>Prewrite, Edit, Publish</td>
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<td><strong>Genre</strong></td>
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**Lesson 21**

| **Genre**      | Biography | Target Strategy: Infer/Predict | Supporting Skills: Conclusions and Generalizations, Domain-Specific Vocabulary | | Paraphrasing particular part | Domain-Specific Vocabulary: Suffrage, Legislation, Assembly, Judicial | Spelling Words: Basic: Dentist, Final, Finish, Narrow, Shelter, Ahead, Corner, Hallow, Divide, Famous, Recent, Silver, Capture, Cabin, Dinner, Minute, Value, Reward, Broken | Writing Mode: Explanation |
| **Paired Selection** | The Role of the Constitution | | | | | Vocabulary Strategies: Adages and Proverbs | Review: Again, Enough, Market, Pencil, Powder | Focus Trait: Sentence Fluency |
| **Genre**      | Informational Text | | | | | | | Write About Reading: Performance Task |

**Lesson 22**

**Journey’s Cross Curricular Connections:**
- Earth Science: T169, T171, T189
- Health and Safety: T75, T91, T95, T97, T103, T111, T116–T117
### Lesson 23

**Language**
1a, 2b, 2d, 3b, 3c, 4a, 4b, 4c, 6

**Foundational Skills**
3a, 4a, 4b

**Literature**
1, 2, 3, 4, 5, 7, 8, 9, 10

**Informational Text**
1, 2, 3, 4, 5, 6, 7, 8, 9, 10

**Speaking & Listening**
1a, 1c, 1d, 2, 3, 4, 5

**Writing**
1a, 1c, 1d, 2, 4, 5

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**Anchor Text**
The Ever-Living Tree: The Life and Times of a Coast Redwood
**Genre**: Informational Text

**Paired Selection**
Towering Trees
**Genre**: Poetry

**Target Skill**
Text and Graphic Features

**Target Strategy**
Monitor/Clarify

**Supporting Skills**
Simples Text Structure

**Decoding**
Difficult VCCV Patterns

**Fluency**
Stress

**Read Aloud**
Deserts on the Move?

---

**Target/Academic Vocabulary**
resources, dense, evaporate, shallow, moisture, civilized, continent, opportunities, customs, independent

**Domain-Specific Vocabulary**
seeding, pollination, maturity, life cycle, germinate

**Vocabulary Strategies**
Prefixes pre-, inter-, ex-

---

**Spelling Principle**
Words with VCCV Pattern

**Spelling Words**
Basic: poster, secret, whether, author, racket, bushel, agree, bucket, ticket, declare, chicken, clothing, apron, whisters, degree, gather, achieve, rather, bracket, machine

**Review**
person, basket, between, artist, jacket

**Challenge**
regret, nephew, method, decline, vibrate

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**Grammar Skill**
Punctuation

**Writing Mode**
Informative Writing

**Writing Form**
Procedural Composition

**Focus Trait**
Organization

**Write about Reading**
Performance Task

### Lesson 24

**Language**
1a, 2b, 2d, 3b, 3a, 4b, 4c

**Foundational Skills**
3a, 4a, 4b

**Informational Text**
1, 2, 3, 4, 5, 6, 7, 8, 9, 10

**Speaking & Listening**
1a, 3c, 3d, 2d, 4, 5

**Writing**
1a, 3b, 1d, 2b, 5, 6, 7, 8, 9b, 10

---

**Anchor Text**
Owen and Mzee: The True Story of a Remarkable Friendship
**Genre**: Narrative Nonfiction

**Paired Selection**
Sea Sanctuary
**Genre**: Informational Text

**Target Skill**
Compare and Contrast

**Target Strategy**
Analyze/Evaluate

**Supporting Skills**
Fact and Opinion

**Author's Word Choice**
Author’s Word Choice

**Decoding**
VCCV Pattern

**Fluency**
Intonation

**Read Aloud**
New Friends in the Newsroom

**Recounting a similar experience**

---

**Target/Academic Vocabulary**
band, suffered, intruder, companion, enclosure, inseparable, charged, chief, exhausted, affiction

**Domain-Specific Vocabulary**
adaptation, community, behavior, survival, shelter

**Vocabulary Strategies**
Suffixes -ed, -ly

---

**Spelling Principle**
Words with VCCV Pattern

**Spelling Words**
Basic: hundred, supply, single, middle, explain, surprise, pilgrim, sandwich, instead, complete, monster, settle, address, farther, sample, although, turtle, athlete, orchard, kingdom

**Review**
daughter, neighbor, children, pumpkin, uncle

**Challenge**
fortress, instant, exclaim, mattress, sculptor

---

**Grammar Skill**
Commas

**Writing Mode**
Informative Writing

**Writing Form**
Research report: Pre-write

**Focus Trait**
Ideas

**Write about Reading**
Performance Task

**Research/Media Literacy**
Skills
Use Internet Sources

### Lesson 25

**Language**
17, 2a, 2b, 2d, 3a, 3c, 4a, 4b, 4c, 6

**Foundational Skills**
3a, 4a, 4b

**Literature**
1, 2, 3, 4, 5, 7, 9, 10

**Informational Text**
1, 2, 3, 7, 10

**Speaking & Listening**
1a, 3c, 3d, 2d, 3a, 4, 5, 6, 7, 9a, 10

**Writing**
2a, 2b, 2c, 2d, 4, 5, 6, 7, 8, 9a, 10

---

**Anchor Text**
The Fun They Had
**Genre**: Science Fiction

**Paired Selection**
Toys! Amazing Stories Behind Some Great Inventions
**Genre**: Informational Text

**Target Skill**
Author's Purpose

**Target Strategy**
Question

**Supporting Skills**
Genre: Science Fiction Formal and Informal Language

**Decoding**
VV Pattern

**Fluency**
Adjust Rate to Purpose

---

**Target/Academic Vocabulary**
progress, calculated, dispute, centuries, superior, insert, waste, inspector, mechanical, average

**Domain-Specific Vocabulary**
storage device, scanner, disc, records

**Vocabulary Strategies**
Greek and Latin Word parts, meter, them, aud, fac

---

**Spelling Principle**
Words with W pattern

**Spelling Words**
Basic: idea, rise, usual, radio, liar, poem, India, piano, January, quiet, poet, science, diary, violin, meteor, rodeo

**Review**
giant, lesson, program, quart, problem

**Challenge**
variety, gradual, geography, diagram, punctuate

---

**Grammar Skill**
Proper mechanics

**Writing Mode**
Informative Writing

**Writing Form**
Research Report: Draft, Revis, Edit, Publish

**Focus Trait**
Word Choice

**Write about Reading**
Performance Task
## Journey’s Cross Curricular Connections:

**English Language Arts/Literacy**

**Year at a Glance (YAG)**

**Fourth Grade**

2015-2016

- **April 4th – May 13th**

### Grade 4: Unit 6

#### Standards

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**Anchor Text**

- The Girl Who Loved Spiders
- Genre: Realistic Fiction
  
**Long Article**

- Amphibian Alert
- Genre: Informational Text
  
**Short Article**

- The Frog in the Milk Pail
- Genre: Fable
  
**Poetry**

- Toad By the Road, The Poison-Dart Frogs

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<td>Supporting Skills</td>
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</tr>
</tbody>
</table>

**Spelling Principle**

- Final schwa + /e/ Sound
  
**Spelling Words**

- Basic: enter, banner, sugar, shower, motor, collar, labor, finger, mirror, beggar, favor, bother, fever, doctor, temper, actor, polar, sweater, traitor, whenever
  
**Review: river, summer, dollar, center, number**

**Challenge: calendar, error, popular, barrier, director**

**Target/Academic Vocabulary**

- peculiar, intends, captured, nourishing, isolated, obtain, assist, favor, condition, memorable
  
**Vocabulary Strategies**

- Greek and Latin Word Parts
  
**Grammar Skill**

- Making Comparisons
  
**Writing Mode**

- Opinion Writing
  
**Writing Form**

- Response to Fiction
  
**Focus Trait**

- Word Choice
  
**Write about Reading**

- Performance Task
  
**Grammar Skill**

- More Comparisons
  
**Writing Mode**

- Opinion Writing
  
**Writing Form**

- Journal Entry
  
**Focus Trait**

- Voice
  
**Write about Reading**

- Performance Task

---

**English Language Arts/Literacy Year at a Glance (YAG)**

**Fourth Grade 2015-2016**

**Journey’s Cross Curricular Connections:**

- **Civils:** T77, T93, T97, T99, T203, T215, T220–T221
- **Communication:** T17, T25, T27, T31, T39, T44–T45
- **Life Science:** T169, T173, T175, T177, T179, T181, T183, T185, T187, T193, T198–T199, T231, T247, T253, T255, T259, T267, T272–T273
- **Technology and Innovation:** T805, T821, T825, T827, T829, T839, T846–T847

---

**Grades by Month**

- **April 4th – May 13th**

**Reading Literature & Informational Text**

- **Foundational Skills**
- **Speaking and Listening**
- **Language**
- **Writing**

**Spelling Words**

- Basic: enter, banner, sugar, shower, motor, collar, labor, finger, mirror, beggar, favor, bother, fever, doctor, temper, actor, polar, sweater, traitor, whenever

**Review: river, summer, dollar, center, number**

**Challenge: calendar, error, popular, barrier, director**

**Target/Academic Vocabulary**

- peculiar, intends, captured, nourishing, isolated, obtain, assist, favor, condition, memorable

**Vocabulary Strategies**

- Greek and Latin Word Parts

**Grammar Skill**

- Making Comparisons

**Writing Mode**

- Opinion Writing

**Writing Form**

- Response to Fiction

**Focus Trait**

- Word Choice

**Write about Reading**

- Performance Task

---

**Grammar Skill**

- More Comparisons

**Writing Mode**

- Opinion Writing

**Writing Form**

- Journal Entry

**Focus Trait**

- Voice

**Write about Reading**

- Performance Task
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<td><strong>Language</strong></td>
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<tr>
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**Grammar**

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<td><strong>Content Vocabulary Words</strong></td>
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**Journeys Student Materials**

- Louisiana Journeys Common Core Student Edition
- Leveled Reader App and Assessment App for Apple iPad
- Louisiana Journeys Extended Reading Novels
- Grade 4 Trade Books
- Reader’s Notebook
- Reading Adventures magazine

**Core Teacher Resources**

**Assessment**
- Emergent Literacy Survey
- Diagnostic Assessment
- Grab and Go
- Benchmark and Unit Tests
- Assessment App
- Cold Reads
- Comprehensive Screening
- Test Power
- Performance Assessments
- ELA Exemplar Resource

**Instruction/Planning**
- Journeys Teacher’s Edition Collection
- Literacy and Language Guidebook
- Focus Wall Posters
- Leveled Readers
- Big Books
- Reader’s Notebook Collection
- Common Core Writing Handbook
- Common Core Decodable Readers Blackline Master
- Sound/Spelling Cards
- Common Core Instructional Card Kit: High Frequency Word Cards; Retelling Cards; Punctuation Cards; Vocabulary Context Cards; Retelling Cards; Punctuation Cards
- Common Core Literacy Center Flip Charts
- Grab-and-Go Weekly Lesson Resources
- My Journey Home: Family Connection
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30 titles each level: 6 copies each  
- Struggling Readers  
- On Level  
- Advanced  
- English Language Learners |  
- ELL Teacher’s Handbook  
- ELL Small Group Instruction  
- ELL Support for Newcomers  
- ELL School-Home Connection |

All leveled readers in eText Format

### Louisiana Journeys Think Central (online) Components

- [https://www-k6.thinkcentral.com/](https://www-k6.thinkcentral.com/)

All Journeys resources can be found on the Think Central site. Listed below are valuable resources only found online. These resources can be accessed through the Teacher Gateway.

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| - Journeys Progress Monitoring Assessment  
- Journeys Diagnostic Assessment  
- Journeys Comprehensive Screening Assessment  
- Formative Assessment: Performance Tasks Grade 4  
- Formative Assessment: Text to Text Questions Grade 4  
- Performance Assessment Grade 4  
- Journeys Louisiana Test Power Teacher’s Edition  
- Grab-and-Go! Resources: Journeys Benchmark and Unit Tests  
- Examview Test bank: Journeys Online Assessment |

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| - Journeys Grab-and-Go! Resources Hub  
- HMH Resources Hub  
- Journeys Customizable Focus Walls  
- Journeys Read Aloud Books  
- Journey into Common Core  
- Journeys Unpacking Complex Texts  
- Journeys Leveled Reader and Vocabulary Reader Teacher’s Guides  
- Common Core Text Exemplar: Grades 4-5 |
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<td>Journeys myWriteSmart, Write Smart: Grade 4, HMH in the News Website, Journeys Interactive Whiteboard lessons</td>
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<td><strong>Practice &amp; Study Aids</strong></td>
<td>Common Core Writing Handbook, Journeys Reader’s Notebook Student Edition, Journeys Vocabulary in Context Cards</td>
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