UNIT CALENDAR

4th Grade Testing As a Genre

4th Grade 2022 2023 Literacy Calendar.docx

RI 4.5 Chronology Literacy

Bayyari ELA Instructional Timeline

https://drive.google.com/drive/folders/18e_wsxxdL6naOwCBX1V7IpmR0Mq6IyoM

Essential Standard (s):___RI.4.5___

text structure words

Composition Bo	End al		Secretative address Concolution - Hare students read - To a student card read - To a student card read - To a student card a - To a student area - To a student student - To a student student - Corporationersing	composition Bou			
Tout of an and the second state of the second					A DE LA DE L		
Text Structure	Purpose	Clue Words	A	Text Structure	Purpose	Clue Words	A
Chronological Sequence	Tells the order in which events occur or steps in a process	first, next, then, last before, after -years -dates	TUTUTU	Chronological /Sequence	Talk the order of which events accur	dent, read, then, but defens, other ryedra	
Cause & Effect	Tells what happened and why it happened	-because -ifthen -when -consequently -as a result		Cause & Effect	process Tells what happene	-bacaute -bacaute -F. Hom. -when	
Problem & Solution	Provides a problem and describes how it can be or is solved	-problem -solution -resolution -dilemma		Solution	happered Providas o proble	-consequently -as a result	MUNANT
Compare & Contrast	Shows similarities and differences between two or more things	-however -on the other hand -similarly -like -unlike		Compare & Contrast	di con be ce a edired Strene strene		annan a
Description	Provides details or characteristics about a topic	-most importantly -for example -for instance -in fact		Description	and difference between two more thing		Ø
One Stop Teacher Shop		MAAAAA	TANK I	© One Stop Teacher Shop	TANAN		

Essential Standard(s) Being Addressed (list full standard here):

RI.4.5 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.

Learning Targets:

- 1. I can identify the cause and effect of an informational text.
- 2. I can determine the problem and solution of an informational text.
- 3. I can compare and contrast events in the informational texts.
- 4. I can sequence events in informational texts.
- 5. I can use the transition phrases in a text to determine the text structure and understand the passage.
- 6. I can apply the knowledge of transition words to any text structure to help me understand its meaning.
- 7. I can find evidence using text structures to accurately make sense of (describe) information in a text / answer questions about a text.

Learning Targets: **Immediate Pre- Requisite Skills** Review Pre- Assess. Share Learning Share Learning Share Learning Share Learning Target/Teach Target / Teach Target / Teach Target(s) Pre- teach Teach Compare and Teach Problem & Teach Cause & *Length of time per Pre-Assess on Solution Effect Contrast day and number of Edcite Use #8 days in advance RI4.5 CDA.pdf Bayyari 4th RI4.5 CDA.pdf varies Grade RI4.5 RI4.5 CDA.pdf pretest Teach Chronology https://www.e dcite.com/apps Life book /AssignmentVie wer?exid=lman sell 167027760 7477&version= Version+1

Immediate Pre-requisite Skills				
Teach sequencing RI4.5 CDA.pdf Review steps to making slime	Collect / Observe Student work Shoulder buddy work- on overhead- Owls 1-32 Teach words <u>Kahoot</u>	Share Learning Target / Teach Sort the transitional phrases game with a partner using pockets Text Structur text structure should the author writing this passage? b. What signal words could the author u organize the information?	Share Learning Target / Teach Sort the transitional phrases game individually Using pockets Text Structur text structure EdPuzzle a. What text structure should the author use will writing this passage? b. What signal words could the author use to help organize the information?	CFA 1 On Chronology/se quence and compare/contr ast 9 & 10 RI4.5 CD
Team Meeting Go over CFA#1 Students write a text structure concerning dog/cat	Repond Teaching with Informational Task Cards (all)- Students	Share Learning Target / Teach Teaching with Task Cards Why would you use a certain type of text structure?	Share Learning Target / Teach Maybe finishing present and debate Teaching with Task Cards	CFA2 on using Frog task cards (rewritten) (5 questions) E Frog Pass

	will sort the task cards with a partner into pockets at the front of the class.	Use 29-32 for examples, T-do. Each student gets card with their number (1-28) and writing answer. Present and debate.	Why would you use a certain type of text structure? Do a couple Frog cards to prepare for CFA the next day.	■ RI.4.5 Fro
Learning Target: Teach with Camping: Building a Campfire Lodging Options	Learning Target: Teach with Camping Being Prepared while Camping Picture Perfect Camping	Learning Target: Teach with Camping Fire Ban in Effect	 RI.4.5 CSA Slo RI.4.5 Sloth CSA CSA- Sloth passages identity text structure and support with evidence. Teacher will define difficult vocabulary words in the passages before students read the text. 1-Nurtures 2-Pygmy-Mangrove-renew 	EDCITE Crocs Use EdCite to practice test taking strategies Use as data post-test Sort books by Text structure.

	able-coastlines 3- Herbivores-marsupials- eucalyptus	
	Teacher will read the words in the word bank. Remind students to refer to the word bank for all three passages. Remind students to read the questions before they read the passages. Use your highlighter to highlight key words that will help you determine the text structure and answer any questions.	
	Answers- #1- Chronology (first, after, Then , For Six months, finally) The young grow bigger and stronger	
	#2- Problem/Solution problem, due to, solve, so that Donate to foundations, grow and plant red mangrove trees, use renewable materials, lawmakers	
	#3- Compare/Contrast- common, both, however, differences, between, on the other hand, difference, in contrast, both, whereas	

- 1. Identify Standard(s), Learning Targets & Immediate Pre-Requisite Skills Necessary for Success.
- 2. Note Meeting Dates on Calendar
- 3. Indicate Date of Summative and Note What Students Will Do to Demonstrate Mastery of Standard(s)
- 4. Indicate Date of Common Formative and Note What Students Will Do to Demonstrate Mastery of Learning Target(s)
- 5. Note Dates for Response
- 6. Note Dates for Teaching Learning Target(s) and Pre-Assessment
- 7. Indicate Activities for Instruction and Response on Note

Key Takeaways:

- Assessment before activities
- Time for responding mid-unit planned in advance
- Pre-assessment and Pre-teaching immediate Pre-Requisite Skills
- Number of days and assessments will vary for each unit.

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