

UNIT CALENDAR

☰ 4th Grade Testing As a Genre

📄 4th Grade 2022 2023 Literacy Calendar.docx

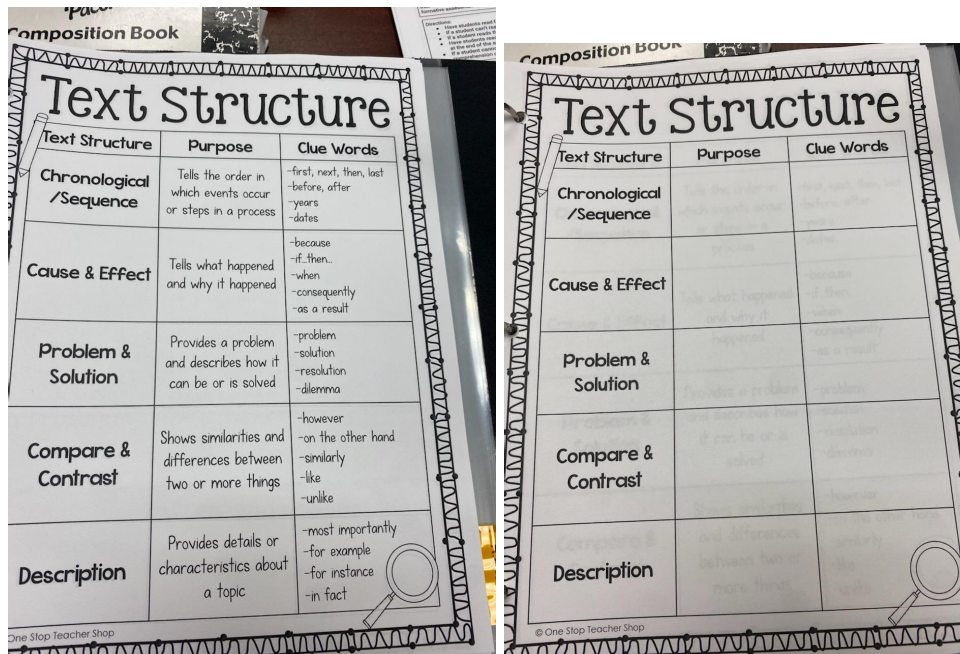
☰ RI 4.5 Chronology Literacy

📅 Bayyari ELA Instructional Timeline

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

Essential Standard (s): __RI.4.5__

☰ text structure words



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

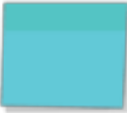



RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.












Learning Targets:

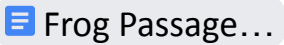
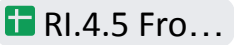


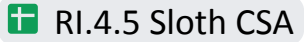

1. I can identify the cause and effect of an informational text.
2. I can determine the problem and solution of an informational text.
3. I can compare and contrast events in the informational texts.
4. I can sequence events in informational texts.
5. I can use the transition phrases in a text to determine 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

 <p>Pre- Assess on Edcite Bayyari 4th Grade RI4.5 pretest https://www.edcite.com/apps/AssignmentViewer?exid=Imansell_1670277607477&version=Version+1</p>	<p>Review Pre- Assess. Share Learning Target(s) Pre- teach *Length of time per day and number of days in advance varies Teach Chronology Life book</p>	<p>Share Learning Target / Teach Teach Problem & Solution Use #8  RI4.5 CDA.pdf</p>	<p>Share Learning Target / Teach Teach Cause & Effect  RI4.5 CDA.pdf</p>	<p>Share Learning Target/Teach Teach Compare and Contrast  RI4.5 CDA.pdf</p>
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<p>Immediate Pre-requisite Skills</p>				
<p>Teach sequencing</p> <p> RI4.5 CDA.pdf</p> <p>Review steps to making slime</p>	<p></p> <p>Collect / Observe Student work</p> <p>Shoulder buddy work- on overhead- Owls 1-32 Teach words Kahoot</p>	<p>Share Learning Target / Teach</p> <p>Sort the transitional phrases game with a partner using pockets</p> <p> Text Structur...</p> <p> text structure...</p> <p>a. What text structure should the author use to help organize the information? b. What signal words could the author use to help organize the information?</p>	<p>Share Learning Target / Teach</p> <p>Sort the transitional phrases game individually Using pockets</p> <p> Text Structur...</p> <p> text structure...</p> <p>EdPuzzle</p> <p>a. What text structure should the author use to help organize the information? b. What signal words could the author use to help organize the information?</p>	<p></p> <p>CFA 1 On Chronology/se quence and compare/contr ast</p> <p>9 & 10</p> <p> RI4.5 CD...</p>
<p>Team Meeting</p> <p>Go over CFA#1</p> <p>Students write a text structure concerning dog/cat</p>	<p></p> <p>Repond</p> <p>Teaching with Informational Task Cards (all)- Students</p>	<p>Share Learning Target / Teach</p> <p>Teaching with Task Cards</p> <p>Why would you use a certain type of text structure?</p>	<p>Share Learning Target / Teach</p> <p>Maybe finishing present and debate</p> <p>Teaching with Task Cards</p>	<p></p> <p>CFA2 on using Frog task cards (rewritten) (5 questions)</p> <p> Frog Pass...</p>

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

			<p>able-coastlines</p> <p>3- Herbivores-marsupials-eucalyptus</p> <p>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.</p> <p>Answers- #1- Chronology (first, after, Then , For Six months, finally) The young grow bigger and stronger</p> <p>#2- Problem/Solution problem, due to, solve, so that Donate to foundations, grow and plant red mangrove trees, use renewable materials, lawmakers</p> <p>#3- Compare/Contrast- common, both, however, differences, between, on the other hand, difference, in contrast, both, whereas</p>	
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Steps for Completion:

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.