

Time period	Standard	Resources (unit in textbook, learning center, recurring activity, other)	Internet/Media/ other resource
Weeks 1 to 36	(1) Reading/Fluency. Students read grade-level text with fluency and comprehension.		
	A) read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	<i>Florida Center for Reading Research(FCCR):</i> Fluency Center Activities to be completed in small groups daily Students read aloud daily in partners, small groups, and whole group.	FCCR: See all links under Fluency tab http://www.fcrr.org/curriculum/studentCenterActivities45.shtm
Weeks 1 to 36	(2) Reading/Vocabulary Development.		
	(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;	"Wordly Wise" -> Students complete roughly 1 "lesson" per week which contains root word studies and vocabulary practice	FCCR Vocabulary: http://www.fcrr.org/curriculum/PDF/G4-5/45VPartThree.pdf
	(B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words;	Recurring strategy used in all texts read this school year: 1. Use other words in the sentence. 2. Use sentences surrounding the word. 3. Use suffixes, prefixes, and root words, 4. Use French/English or Arabic/English cognates.	FCCR: Word Meaning in Context: http://www.fcrr.org/curriculum/PDF/G4-5/45VPartFour.pdf
	(C) produce analogies with known antonyms and synonyms;	Novel Study: <i>The Tiger Rising</i> , by Kate DiCamillo	BrainPop video: Synonyms and Antonyms. (SN: Hornsby, Psw: Dunlap) http://www.brainpop.com/english/grammar/antonymsandhomonyms/preview.weml
	(D) identify and explain the meaning of common idioms, adages, and other sayings; and	Novel Study: <i>Walk Two Moons</i> , by Sharon Creech	
	(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.	Each week students will use dictionaries and thesauruses to find antonyms, synonyms, and definitions for spelling words. Students will use the glossary in the back of the reading text and the Harcourt Science text book.	Webster's "Learner's Dictionary": www.learnersdictionary.com
Weeks __	(3) Reading/Comprehension of		

to ____	Literary Text/Theme and Genre.		
	(A) compare and contrast the themes or moral lessons of several works of fiction from various cultures;	Reader's Theater: <i>Walid's Gift</i> <i>"The Yangs' First Thanksgiving"</i> : Scott Foresman Reading, Fantastic Voyages <i>"In the Days of King Adobe"</i> : Scott Foresman Reading, Fantastic Voyages Folk Tales from different cultures. See link. Use Class-sized venn diagram	Set of 3 Folk Tales from Different Cultures http://eps.schools.pecialty.com/external/read_write_think/folktales.pdf
	(B) describe the phenomena explained in origin myths from various cultures; and	Need more research	
	(C) explain the effect of a historical event or movement on the theme of a work of literature.	"Looking for a Home": Scott Foresman Reading, Fantastic Voyages "Was were Orphan Trains?": Scott Foresman Reading, Fantastic Voyages	
Weeks 15 to 18	(4) Reading/Comprehension of Literary Text/Poetry.		
	a) understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding	Lessons from <i>Read, Write, Think</i> (see link. Type each lesson title in the search bar): "Dynamite Diamante Poetry" "Shape Poems: Writing Extraordinary Poems about Ordinary Objects" "Dancing Minds & Shouting Smiles: Teaching Personification through Poetry" "Lonely as a Cloud: Using Poetry to Understand Similes"	www.readwritethink.org http://www.webeenglishteacher.com/poetry.html
	b) analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems.	See the lessons in the above cell. Novel Study: <i>Walk Two Moons</i> Novel Study: <i>Tiger Rising</i> Scott Foresman Reading: Fantastic Voyages: Pages 118-121, Pg. 220-223,	www.readwritethink.org http://www.webeenglishteacher.com/poetry.html
Weeks ____ to ____	(5) Reading/Comprehension of Literary Text/Drama.		
	A) understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.	" <i>Dwaina Brooks</i> ": Scott Foresman Reading, Fantastic Voyages " <i>The Marble Champs</i> ": Scott Foresman Reading, Fantastic Voyages	http://www.readwritethink.org/classroom-resources/lesson-plans/infering-characters-change-858.html

	B) analyze the similarities and differences between an original text and its dramatic adaptation.	Read aloud Harry Potter, book 1 and analyze the movie.	
Weeks ___ to ___	(6) Reading/Comprehension of Literary Text/Fiction.		
	(A) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events;	Novel Study: <i>Walk Two Moons</i> , by Sharon Creech Novel Study: <i>The Tiger Rising</i> , by Kate DiCamillo	
	(B) explain the roles and functions of characters in various plots, including their relationships and conflicts; and	Novel Study: <i>Walk Two Moons</i> , by Sharon Creech Novel Study: <i>The Tiger Rising</i> , by Kate DiCamillo	FCCR: Fiction Texts, ch http://www.fcrr.org/curriculum/PDF/G4-5/45CPartOne.pdf
	(C) explain different forms of third-person points of view in stories.	Novel Study: <i>Walk Two Moons</i> , by Sharon Creech Novel Study: <i>The Tiger Rising</i> , by Kate DiCamillo	FCCR: Fiction Texts, ch http://www.fcrr.org/curriculum/PDF/G4-5/45CPartOne.pdf
Weeks ___ to ___	(7) Reading/Comprehension of Literary Text/Literary Nonfiction.		
	A) understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding.	<i>"What Were Orphan Trains?"</i> : Scott Foresman Reading, Fantastic Voyages <i>"Dolphin Behavior"</i> : Scott Foresman Reading, Fantastic Voyages <i>"From Bees to Honey"</i> : Scott Foresman Reading, Fantastic Voyages	FCCR: Expository Text Structure Resource http://www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf
	B) identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life.	<i>"Eloise Greenfield"</i> : Scott Foresman Reading, Fantastic Voyages <i>"Martin's Big Words"</i> (Picture book about Martin Luther King Jr. found in the Amicitia Library) <i>"The Long Path to Freedom: The Story of Harriet Tubman"</i> : Scott Foresman Reading, Fantastic Voyages	Justin Beiber Biography: http://www.havefunteaching.com/worksheets/reading/reading-comprehension/justin-beiber-reading-comprehension.pdf
Weeks ___ to ___	(8) Reading/Comprehension of Literary Text/Sensory Language.		
	A) understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.	Novel Units: <i>Walk Two Moons</i> by Sharon Creech Novel Units: <i>The Tiger Rising</i> , by Kate DiCamillo	Making Inferences GO: http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/sr_

			algo.pdf
	B) evaluate the impact of sensory details, imagery, and figurative language in literary text.	Novel Units: <i>Walk Two Moons</i> by Sharon Creech Novel Units: <i>The Tiger Rising</i> , by Kate DiCamillo	Figurative Language: http://www.kidskonnnect.com/subject-index/20-language-arts/343-figurative-language.html
Weeks ___ to ___	(9) Reading/Comprehension of Text/Independent Reading.		
	read independently for a sustained period of time and summarize or paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).	Students complete daily reading log at home after 20 minutes of reading. Students participate in regular independent reading times during the week at school.	Reading Log: http://freeology.com/wp-content/files/weekly-reading-log.pdf
Weeks ___ to ___	(10) Reading/Comprehension of Informational Text/Culture and History.		
	A) analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding	"Everglades": Scott Foresman Reading, Fantastic Voyages "The Jr. Iditarod Race": Scott Foresman Reading, Fantastic Voyages	FCCR: Monitoring Comprehension http://www.fcrr.org/curriculum/PDF/G4-5/45CPartFour.pdf
	B) draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.	"Everglades": Scott Foresman Reading, Fantastic Voyages "The Jr. Iditarod Race": Scott Foresman Reading, Fantastic Voyages	FCCR: Monitoring Comprehension http://www.fcrr.org/curriculum/PDF/G4-5/45CPartFour.pdf
Weeks ___ to ___	(11) Reading/Comprehension of Informational Text/Expository Text.		
	(A) summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order;	"Is it Real?": Scott Foresman Reading, Fantastic Voyages "What Were Orphan Trains?": Scott Foresman Reading, Fantastic Voyages "Dolphin Behavior": Scott Foresman Reading, Fantastic Voyages "From Bees to Honey": Scott Foresman Reading, Fantastic Voyages	Main Idea Graphic Organizers: http://www.educationoasis.com/curriculum/GO/GO_pdf/main_idea_fish_bone.pdf http://www.educationoasis.com/curricu

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	(B) determine the facts in text and verify them through established methods;	" <i>Dwaina Brooks</i> ": Scott Foresman Reading, Fantastic Voyages	FCCR: Expository Text
	(C) analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas;	" <i>From the Diary of Leigh Botts</i> ": Scott Foresman Reading, Fantastic Voyages " <i>Dolphin Behavior</i> ": Scott Foresman Reading, Fantastic Voyages " <i>The Diver and the Dolphins</i> ": Scott Foresman Reading, Fantastic Voyages	FCCR: Expository Text
	(D) use multiple text features and graphics to gain an overview of the contents of text and to locate information; and	" <i>The Jr. Iditarod Race</i> ": Scott Foresman Reading, Fantastic Voyages	FCCR: Expository Text
	(E) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.	Every story in the Scott Foresman Reading, Fantastic Voyages curriculum comes paired with a related passage. For every story, students make connections across text using graphic organizers and oral discussion strategies.	Text-to-Text Connections Graphic Organizer http://www.educationoasis.com/curriculum/GO/GO_pdf/texttotextconnection.pdf
Weeks ___ to ___	(12) Reading/Comprehension of Informational Text/Persuasive Text.		
	A) analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.	Read, Write, Think Unit: "Can you Convince me" Read, Write Think Unit: " Writing Persuasive letters About School Issues "	http://www.readwritethink.org/classroom-resources/lesson-plans/convince-developing-persuasive-writing-56.html
	(B) recognize exaggerated, contradictory, or misleading statements in text.	Read, Write, Think Unit: "Can you Convince me" Read, Write Think Unit: " Writing Persuasive letters About School Issues "	http://www.readwritethink.org/classroom-resources/lesson-plans/convince-developing-persuasive-writing-56.html
Weeks ___ to ___	(13) Reading/Comprehension of Informational Text/Procedural Texts.		
	(A) interpret details from procedural text to complete a task, solve a problem, or perform	" <i>Dolphin Behavior</i> ": Scott Foresman Reading, Fantastic Voyages	Read, Write, Think Unit: http://www.read

	procedures; and	<p><i>"The Diver and the Dolphins"</i>: Scott Foresman Reading, Fantastic Voyages</p> <p>Read, Write Think Unit: "How-To Writing: Motivating students to Write for a Real Purpose" (See link to the right)</p>	writethink.org/classroom-resources/lesson-plans/writing-motivating-students-write-871.html
	(B) interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.	<p><i>"Dolphin Behavior"</i>: Scott Foresman Reading, Fantastic Voyages</p> <p><i>"The Diver and the Dolphins"</i>: Scott Foresman Reading, Fantastic Voyages</p> <p>Read, Write Think Unit: "How-To Writing: Motivating students to Write for a Real Purpose" (See link to the right)</p>	<p>Read, Write, Think Unit:</p> <p>http://www.readwritethink.org/classroom-resources/lesson-plans/writing-motivating-students-write-871.html</p>
Weeks ___ to ___	(14) Reading/Media Literacy.		
	(A) explain how messages conveyed in various forms of media are presented differently (e.g., documentaries, online information, televised news);	Read, Write Think Unit: Introducing Basic Media Literacy with Greeting Cards	http://www.readwritethink.org/classroom-resources/lesson-plans/introducing-basic-media-literacy-30781.html
	(B) consider the difference in techniques used in media (e.g., commercials, documentaries, news);	Read, Write Think Unit: Introducing Basic Media Literacy with Greeting Cards	http://www.readwritethink.org/classroom-resources/lesson-plans/introducing-basic-media-literacy-30781.html
	(C) identify the point of view of media presentations; and	Read, Write Think Unit: Introducing Basic Media Literacy with Greeting Cards	http://www.readwritethink.org/classroom-resources/lesson-plans/introducing-basic-media-literacy-30781.html
	(D) analyze various digital media venues for levels of formality and informality.	Read, Write Think Unit: Introducing Basic Media Literacy with Greeting Cards	http://www.readwritethink.org/classroom-resources/lesson-plans/introducing-basic-media-literacy-30781.html
Weeks 1 to 36	(15) Writing/Writing Process.		
	(A) plan a first draft by selecting a	Teach explicitly in the first writing	BrainPop:

	genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	project of the first quarter. Continue using the writing process in every writing project.	Prewriting: Organize Your Thoughts
	(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;	Teach explicitly in the first writing project of the first quarter. Continue using the writing process in every writing project.	BrainPop: The Writing Process
	(C) revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed;	Teach explicitly in the first writing project of the first quarter. Continue using the writing process in every writing project.	
	(D) edit drafts for grammar, mechanics, and spelling; and	Teach explicitly in the first writing project of the first quarter. Continue using the writing process in every writing project.	
	(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	Teach explicitly in the first writing project of the first quarter. Continue using the writing process in every writing project.	
Weeks ___ to ___	(16) Writing/Literary Texts.		
	(A) write imaginative stories that include: (i) a clearly defined focus, plot, and point of view; (ii) a specific, believable setting created through the use of sensory details; and (iii) dialogue that develops the story; and	Read, Write, Think Lesson: Fairy Tales from Life	http://www.readwritethink.org/classroom-resources/lesson-plans/fairy-tales-from-life-42.html
	(B) write poems using: (i) poetic techniques (e.g., alliteration, onomatopoeia); (ii) figurative language (e.g., similes, metaphors); and (iii) graphic elements (e.g., capital letters, line length).	Read, Write, Think Lesson: Alliteration All Around See poetry lessons from reading objective	http://www.readwritethink.org/classroom-resources/lesson-plans/alliteration-around-849.html

Weeks ___ to ___	(17) Writing.		
	(A) write about their own experiences that conveys thoughts and feelings about an experience.	Read, Write, Think Lesson: Beyond “What I did on Vacation”: Exploring the Genre of Travel Writing	http://www.readwritethink.org/classroom-resources/lesson-plans/beyond-what-vacation-exploring-1086.html
Weeks ___ to ___	(18) Writing/Expository and Procedural Texts		
	(A) create multi-paragraph essays to convey information about the topic that: (i) present effective introductions and concluding paragraphs; (ii) guide and inform the reader's understanding of key ideas and evidence; (iii) include specific facts, details, and examples in an appropriately organized structure; and (iv) use a variety of sentence structures and transitions to link paragraphs;	Students will write the following expository texts: Autobiography Animal Adaptation Research Paper Flexible topic research paper Film Critique Science Fair research report Flexible topic Procedural text Science experiment procedural text See Read Write Think for specific lesson ideas	www.readwritethink.org
	(B) write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing); and	See objective for persuasive writing. Students will write a persuasive letter to a principal. Read, Write Think Unit: “ Writing Persuasive letters About School Issues ”	Writing Persuasive letters About School Issues ”
	(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.	Read, Write, Think Unit: Responding to the Hercules Myth and film	http://www.readwritethink.org/classroom-resources/lesson-plans/audience-purpose-evaluating-disney-30720.html
Weeks ___ to ___	(19) Writing/Persuasive Texts.		
	(A) write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.	Students will write a persuasive letter to a principal. Read, Write Think Unit: “ Writing Persuasive letters About School Issues ”	Writing Persuasive letters About School Issues ”
Weeks ___ to ___	(20) Oral and Written Conventions/Conventions.		
	(A) (A) use and understand the function of the following parts of		

	<p>speech in the context of reading, writing, and speaking:</p> <p>(i) verbs (irregular verbs and active voice);</p> <p>(ii) collective nouns (e.g., class, public);</p> <p>(iii) adjectives (e.g., descriptive, including origins: French windows, American cars) and their comparative and superlative forms (e.g., good, better, best);</p> <p>(iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot);</p> <p>(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;</p> <p>(vi) indefinite pronouns (e.g., all, both, nothing, anything);</p> <p>(vii) subordinating conjunctions (e.g., while, because, although, if); and</p> <p>(viii) transitional words (e.g., also, therefore);</p>	<p><i>Daily Grammar Minutes</i> – Students complete one activity, roughly every day</p> <p>Conventions of writing enforced daily in editing stage of writer’s workshop</p>	<p>BrainPop Grammar Lessons</p>
	(B) use the complete subject and the complete predicate in a sentence; and	<p><i>Daily Grammar Minutes</i> – Students complete one activity, roughly every day</p> <p>Conventions of writing enforced daily in editing stage of writer’s workshop</p>	<p>BrainPop Grammar Lessons</p>
	(C) use complete simple and compound sentences with correct subject-verb agreement.	<p><i>Daily Grammar Minutes</i> – Students complete one activity, roughly every day</p> <p>Conventions of writing enforced daily in editing stage of writer’s workshop</p>	<p>BrainPop Grammar Lessons</p>
Weeks ___ to ___	(21) Oral and Written Conventions/Handwriting,		
	(A) use capitalization for: (i) abbreviations; (ii) initials and acronyms; and (iii) organizations;	<p><i>Daily Grammar Minutes</i> – Students complete one activity, roughly every day</p> <p>Conventions of writing enforced daily in editing stage of writer’s workshop</p>	<p>BrainPop Grammar Lessons</p>
	(B) recognize and use punctuation marks including: (i) commas in compound sentences; and (ii) proper punctuation and spacing for quotations; and	<p><i>Daily Grammar Minutes</i> – Students complete one activity, roughly every day</p> <p>Conventions of writing enforced daily in editing stage of writer’s workshop</p>	<p>BrainPop Grammar Lessons</p>
	(C) use proper mechanics including italics and underlining for titles and emphasis.	<p><i>Daily Grammar Minutes</i> – Students complete one activity, roughly every day</p> <p>Conventions of writing enforced daily in editing stage of writer’s workshop</p>	<p>BrainPop Grammar Lessons</p>

Weeks ___ to ___	(22) Oral and Written Conventions/Spelling.		
	(A) spell words with more advanced orthographic patterns and rules: (i) consonant changes (e.g., /t/ to /sh/ in select, selection; /k/ to /sh/ in music, musician); (ii) vowel changes (e.g., long to short in crime, criminal; long to schwa in define, definition; short to schwa in legality, legal); and (iii) silent and sounded consonants (e.g., haste, hasten; sign, signal; condemn, condemnation);	Weekly phonics/spelling rules, practiced through spelling list provided by Scott Foresman Reading, Fantastic Voyages. Students complete daily spelling practice and take weekly spelling test.	Spelling City http://www.spellingcity.com/ FCRR: Advanced Phonics http://www.fcrr.org/curriculum/PDF/G4-5/45APartOne.pdf
	(B) spell words with: (i) Greek Roots (e.g., tele, photo, graph, meter); (ii) Latin Roots (e.g., spec, scribe, rupt, port, ject, dict); (iii) Greek suffixes (e.g., -ology, -phobia, -ism, -ist); and (iv) Latin derived suffixes (e.g., -able, -ible; -ance, -ence);	Weekly phonics/spelling rules, practiced through spelling list provided by Scott Foresman Reading, Fantastic Voyages. Students complete daily spelling practice and take weekly spelling test. Ongoing anchor chart listing prefixes, suffixes, and root words.	Spelling City http://www.spellingcity.com/ FCRR: Advanced Phonics http://www.fcrr.org/curriculum/PDF/G4-5/45APartOne.pdf
	(C) differentiate between commonly confused terms (e.g., its, it's; affect, effect);	Weekly phonics/spelling rules, practiced through spelling list provided by Scott Foresman Reading, Fantastic Voyages. Students complete daily spelling practice and take weekly spelling test.	Spelling City http://www.spellingcity.com/ FCRR: Advanced Phonics http://www.fcrr.org/curriculum/PDF/G4-5/45APartOne.pdf
	(D) use spelling patterns and rules and print and electronic resources to determine and check correct spellings; and	Weekly phonics/spelling rules, practiced through spelling list provided by Scott Foresman Reading, Fantastic Voyages. Students complete daily spelling practice and take weekly spelling test.	Spelling City http://www.spellingcity.com/ FCRR: Advanced Phonics http://www.fcrr.org/curriculum/PDF/G4-5/45APartOne.pdf
	(E) know how to use the spell-	Taught through research units which are	

	check function in word processing while understanding its limitations.	turned in types. See below in research standards.	
Weeks ___ to ___	(23) Research/Research Plan.		
	(A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic; and	Read, Think Write Unit: Biography Unit: Research and Presentation Read, Write, Think Unit: Exploring World Cultures Through Folk Tales (plus research component)	Read, Think, Write Unit Plans www.readwritethink.org
	(B) generate a research plan for gathering relevant information about the major research question.	Read, Think Write Unit: Biography Unit: Research and Presentation Read, Write, Think Unit: Exploring World Cultures Through Folk Tales (plus research component)	Read, Think, Write Unit Plans www.readwritethink.org
Weeks ___ to ___	(24) Research/Gathering Sources.		
	(A) follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts;	Read, Think Write Unit: Biography Unit: Research and Presentation Read, Write, Think Unit: Exploring World Cultures Through Folk Tales (plus research component)	Read, Think, Write Unit Plans www.readwritethink.org
	(B) differentiate between primary and secondary sources;	Read, Think Write Unit: Biography Unit: Research and Presentation Read, Write, Think Unit: Exploring World Cultures Through Folk Tales (plus research component)	Read, Think, Write Unit Plans www.readwritethink.org
	(C) record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes;	Read, Think Write Unit: Biography Unit: Research and Presentation Read, Write, Think Unit: Exploring World Cultures Through Folk Tales (plus research component)	Read, Think, Write Unit Plans www.readwritethink.org
	(D) identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format; and	Read, Think Write Unit: Biography Unit: Research and Presentation Read, Write, Think Unit: Exploring World Cultures Through Folk Tales (plus research component)	Read, Think, Write Unit Plans www.readwritethink.org
	(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.	Read, Think Write Unit: Biography Unit: Research and Presentation Read, Write, Think Unit: Exploring World Cultures Through Folk Tales (plus research component)	Read, Think, Write Unit Plans www.readwritethink.org
Weeks ___ to ___	(25) Research/Synthesizing Information.		
	(A) refine the major research	Read, Think Write Unit: Biography Unit:	Read, Think, Write

	question, if necessary, guided by the answers to a secondary set of questions; and	Research and Presentation Read, Write, Think Unit: Exploring World Cultures Through Folk Tales (plus research component)	Unit Plans www.readwritethink.org
	(B) evaluate the relevance, validity, and reliability of sources for the research.	Read, Think Write Unit: Biography Unit: Research and Presentation Read, Write, Think Unit: Exploring World Cultures Through Folk Tales (plus research component)	Read, Think, Write Unit Plans www.readwritethink.org
Weeks ___ to ___	(26) Research/Organizing and Presenting Ideas.		
	(A) compiles important information from multiple sources;	Read, Think Write Unit: Biography Unit: Research and Presentation Read, Write, Think Unit: Exploring World Cultures Through Folk Tales (plus research component)	Read, Think, Write Unit Plans www.readwritethink.org
	(B) develops a topic sentence, summarizes findings, and uses evidence to support conclusions;	Read, Think Write Unit: Biography Unit: Research and Presentation Read, Write, Think Unit: Exploring World Cultures Through Folk Tales (plus research component)	Read, Think, Write Unit Plans www.readwritethink.org
	(C) presents the findings in a consistent format; and	Read, Think Write Unit: Biography Unit: Research and Presentation Read, Write, Think Unit: Exploring World Cultures Through Folk Tales (plus research component)	Read, Think, Write Unit Plans www.readwritethink.org
	(D) uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).	Read, Think Write Unit: Biography Unit: Research and Presentation Read, Write, Think Unit: Exploring World Cultures Through Folk Tales (plus research component)	Read, Think, Write Unit Plans www.readwritethink.org
Weeks ___ to ___	(27) Listening and Speaking/Listening.		
	(A) listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective;	Students participate in daily discussion (both formally and informally) using AISD's Accountable Talk sentence Stems (See link to the right).	Accountable Talk: http://archive.austinisd.org/schools/staffiles/download.php?id=204
	(B) follow, restate, and give oral instructions that include multiple action steps; and	Students participate in daily discussion (both formally and informally) using AISD's Accountable Talk sentence Stems (See link to the right).	Accountable Talk: http://archive.austinisd.org/schools/staffiles/download.php?id=204
	(C) determine both main and supporting ideas in the speaker's	Students participate in daily discussion (both formally and informally) using	Accountable Talk: http://archive.austinisd.org/schools/staffiles/download.php?id=204

	message.	AISD's Accountable Talk sentence Stems (See link to the right).	tinisd.org/schools/stafffiles/download.php?id=204
Weeks ___ to ___	(28) Listening and Speaking/Speaking.		
	A) give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.	Students participate in daily discussion (both formally and informally) using AISD's Accountable Talk sentence Stems (See link to the right). Students will present Biography Research Projects. See Read, Think Write Unit: Biography Unit: Research and Presentation	Accountable Talk: http://archive.austinisd.org/schools/stafffiles/download.php?id=204 Read, Think, Write Unit Plan http://www.readwritethink.org/classroom-resources/lesson-plans/biography-project-research-class-243.html
Week ___ to ___	(29) Listening and Speaking/Teamwork.		
	A) participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.	Students participate in daily discussion (both formally and informally) using AISD's Accountable Talk sentence Stems (See link to the right).	http://archive.austinisd.org/schools/stafffiles/download.php?id=204