		CONTENT		CATHOLIC IDENTITY				GE ARTS STA		
Month & Overarching Question	Content	Essential Questions	Books & Texts	Essential Questions	Reading Literature	Reading Informationa l Text	Reading Foundation l Skills	Writing a	Speaking & Listening	Language
SEPTEMBER	Continue								1, 2, 3, 4, 6	
Word Study/Fundations	Content: Using correct capitalization and punctuation Spelling units Greek and Latin Roots Vocabulary across the curriculum Skills: 2.a. Use correct capitalization when writing 2.d. Spell grade-appropriate words correctly 3.a. Choose words and phrases to convey ideas precisely 3.b. Choose correct punctuation 4.a. Use context as a clue to determine the meaning of a word. 4.b. Determine or clarify meaning of words using common Greek and Latin affixes and roots 6. Acquire and use grade-appropriate and general academic words and phrases MA.1.h. Write legibly by hand either in print or cursive	ideas? • How does editing for spelling improve my writing? • How will knowing the meaning of Latin/Greek roots help me to understand words I don't know?	Words Their Way (Spelling) Wordly Wise (Vocabulary)	Why do I capitalize God and pronouns that refer to Him? Who/what are the important people, settings, and themes of Bible stories I've read? How can I reflect on my faith through writing?	1, 2, 3, 4	1-7	3, 4	3, 5, 9, 10		2a, 2d, 3a, 3b, 4a, 4b, 6, 1h
Literacy/Reading	Content: Comprehension Strategy: Metacognition & Monitoring Comprehension Responding to Literature (Reader Response Journals, Poetry Journals, Discussion) Story Elements & Mapping (Characters, Setting, Plot, Problem, Solution, and Theme) Using context clues for story vocabulary Genre Focus: Realistic Fiction Skills: 1. Explain explicit meaning from the text 2. Determine a theme of a story, drama, or poem from details in the text, summarize the text 3. Describe in depth a character, setting, or event in a story, drawing on specific details in the text 4. Determine the meaning of words and phrases as they are used in a text	What must I do to prepare for literature discussion groups? How can I write about what I am reading? How will that help me to be a better reader? How does thinking about what I am reading help me to comprehend?	Mentor Texts Skinny Bones by Barbara Parks							
Writing	Content: 6+Trait Focus: Ideas Using and elaborating on details Setting up Writer's Workshop and Writing Notebook Genre Focus: Personal Narrative Skills: 3. Write personal narratives 5. Plan, revise, and edit writing 9. Write about reading 10. Write routinely	How will writing stories about my life help me to become a better writer? Where can I get ideas to make a list of things to write about? How does a writer's notebook help me to organize my writing life? How does writing in my reading journal help me think about my reading?								

		CONTENT		CATHOLIC IDENTITY		ENGLISI	H LANGUAG	E ARTS STAI	NDARDS	
Month &	Content	Essential Questions	Books & Texts	Essential Questions	Reading	Reading	Reading	Writing	Speaking &	Language
Overarching					Literature	Informationa l Text	Foundationa l Skills		Listening	
Question OCTOBER						i Texi	i skiiis			
	Content:		Words Their Way (Spelling)	What connections can I make to	1, 2, 3, 4	1, 2, 3, 4, 5,	3, 4	3, 5, 8, 9, 10	1, 2, 3, 4, 5,	1f, 1g, 2a, 2d
Word Study/Fundations	Correctly use frequently confused words (homophones) Fragments and Complete Sentences Spelling units Greek and Latin Roots		Words Their Way (Spelling) Wordly Wise (Vocabulary)	What connections can I make to the lives of the Saints? What character traits do the saints I've learned about embody?	1, 2, 3, 4	1, 2, 3, 4, 5, 7	3, 4	3, 5, 8, 9, 10	1, 2, 3, 4, 5, 6	1f, 1g, 2a, 2d 3a, 4a, 4b, 6, 1h
	MA.1.h. Write legibly by hand either in print									
	or cursive									
Literacy/Reading	Comprehension Strategy: Activating Schema, Making Connections Literature Circles Character Traits & Emotions Genre Focus: Realistic Fiction	How can making connections help me to understand what I am reading? What makes a story a mystery? Why does thinking about my schema or prior knowledge help me to understand what I am reading? How can I use text evidence to describe who a character is on the inside? How can I prepare to actively participate in literature discussions?	Skinny Bones Time for Kids and other student periodicals Saint biographies / research							
5 5 8 8 8	Using leads, paragraphs, and conclusions	How does knowing how to organize my writing help me to be a better writer? How can I use pre-writes, revising, and editing to make my writing clearer?								

		CONTENT		CATHOLIC IDENTITY				E ARTS STA		
Month & Overarching Question	Content	Essential Questions	Books & Texts	Essential Questions	Reading Literature	Reading Informationa l Text	Reading Foundationa l Skills	Writing	Speaking & Listening	Language
NOVEMBER										
Word Study/Fundations	Content: Compound sentences & comma usage Spelling units Greek and Latin Roots Vocabulary across the curriculum Skills: 1.f. Produce complete sentences 2.c. Use a comma before a coordinating conjunction in a sentence 2.d. Spell grade-appropriate words correctly 3.a. Choose words and phrases to convey ideas precisely 4.a. Use context as a clue to determine the meaning of a word 4.b. Determine or clarify meaning of words using common Greek and Latin affixes and roots 6. Acquire and use grade-appropriate and general academic words and phrases MA.1.h. Write legibly by hand either in print or cursive at student		Wordly Wise (Vocabulary)	How can I express gratitude through prayer, letter, and narrative writing?	1, 3, 4	1, 3, 4, 5, 7	3, 4	3, 4, 5, 6, 9, 10	1, 2, 3, 4, 5, 6	2c, 2d, 3a, 4a, 4b, 6, 1h
Literacy/Reading	Content: Comprehension Strategy: Visualizing & Questioning Literature Circles Mystery Vocabulary & Story Mapping Genre Focus: Continue Mysteries Skills: 1. Explain explicit meaning from the text 3. Describe in depth a character, setting, or event in a story, drawing on specific details in the text 4. Determine the meaning of words and phrases as they are used in a text	How can I use the strategy of visualizing help me to understand what I am reading? How does asking questions before, during, and after reading deepen my understanding? Where do I see elements of a mystery in my reading?	following authors: Avi, Sharon Creech, Gregory Maguire, Carole Marsh <i>Time for Kids</i> and other student							
Writing	Content: 6+Trait Focus: Voice Letters to veterans Thanksgiving writing Personal narratives Writing about reading Genre Focus: Personal Naratives Skills: 3. Write personal narratives 4. Produce writing 5. Plan, revise, and edit writing 9. Write about reading 10. Write routinely	How can I recognize voice by looking at examples? How can I add emotion to my writing to make it more personal and interesting? How can I reflect about my reading by writing about it? How can I make a friendly letter thoughtful and organized?								

			CATHOLIC IDENTITY		ENGLISH LANGUAGE ARTS STANDARDS					
Month &	Content	Essential Questions	Books & Texts	Essential Questions	Reading	Reading	Reading	Writing	Speaking &	Language
Overarching Question					Literature	Informationa l Text	Foundationa l Skills		Listening	
DECEMBER						i Texi	t Skiits			
Word	Content:	How can I use a dictionary and a	Words Their Way (Spelling)	How can I share Advent and	1-4, 6	1, 3, 4, 5	3, 4	3-6,9,10	1, 2, 3, 4, 5,	1h. 2b. 2d.
Word Study/Fundations	Punctuating dialogue & comma usage Consult dictionaries, thesauruses, and glossaries to build vocabulary Spelling units Greek and Latin Roots Vocabulary across the curriculum Skills: 2.b. Use commas and quotation marks to mark direc speech and quotations 2.d. Spell grade-appropriate words correctly 3.a. Choose words and phrases to convey ideas precisely 4.a. Use context as a clue to determine the meaning of a word 4.b. Determine or clarify meaning of words	thesaurus to build my vocabulay? • How can I correctly punctuate text evidence to support my thinking? • How can I correctly punctuate dialogue to make my writing clearer and more interesting?	Words Their Way (Spelling) Wordly Wise (Vocabulary)	How can I share Advent and Christimas traditions and the spirit of the season with others through prayer and narrative writing?	1-4, 6	1, 3, 4, 5	3, 4	3-6,9,10	1, 2, 3, 4, 5, 6	1h, 2b, 2d, 4a, 4b, 4c, 6
	using common Greek and Latin affixes and roots									
Literacy/Reading	Content: Comprehension Strategy: Making Inferences Literature Circles Determining & comparing point of view Genre Focus: Realistic Fiction (holiday themes) Skills: 1. Explain explicit meaning from the text; draw inferences using details from the text 2. Determine the theme of a story 3. Describe in depth a character, setting, or event in a story, drawing on specific details in the text 4. Determine the meaning of words and phrases as they are used in a text 6. Compare and contrast the point of view from which different stories are narrated	How can I identify the author's point of view in a story? How does changing the point of view change a story? What are common themes in realistic fiction?	Time for Kids and other student	e						
Writing	Content: 6+ Trait Focus: Voice Point-of-view writing Genre Focus: Personal Narratives (holiday) Skills:	How can I write a story from a different point of view? How can I use strong voice to improve my holiday writing?								
	Write personal narratives Produce clear and coherent writing Plan, revise, and edit writing Write about reading Write routinely									

		CONTENT		CATHOLIC IDENTITY		ENGLIS	H LANGUAG	E ARTS STA	NDARDS	
Month & Overarching Question	Content	Essential Questions	Books & Texts	Essential Questions	Reading Literature	Reading	Reading Foundationa l Skills	Writing	Speaking & Listening	Language
JANUARY										
Word Study/Fundations	Content: Progressive Verbs Modal Auxilaries Spelling units Greek and Latin Roots Vocabulary across the curriculum Skills: 1.b. Form and use the progressive tense. 1.c. Use modal auxiliaries.	How can I use different verb tenses to show time or condition?	Words Their Way (Spelling) Wordly Wise (Vocabulary)	How can I use text features like maps and timelines to better understand the events of the Nativity and Epiphany?	1-5, 7, 8	1-5, 7-8	3,4	1, 2, 4-10	1, 2, 3, 4, 5, 6	1h, 1b, 1c, 3a, 4a, 4b, 6
	2.d. Spell grade-appropriate words correctly 3.a. Choose words and phrases to convey ideas precisely 4.a. Use context as a clue to determine the meaning of a word 4.b. Determine or clarify meaning of words using common Greek and Latin affixes and roots 6. Acquire and use grade-appropriate and general academic words and phrases									
	MA.1.h. Write legibly by hand either in print or cursive									
Literacy/Reading	Content: Comprehension Strategy Focus: Making Inferences (non-fiction) Paired fiction & non-fiction passages Non-fiction text structure & features Genre Focus: Informational	How is reading informational text different than reading fiction? How can noticing text structure and features help me better understand what I'm reading? How can I use text evidence and my schema to make inferences about a text?	Select text(s) from the following list: Kids Discover, National Geographic, Eyewitness Time for Kids and other student periodicals State fact books							
	Skills: 1. Explain explicit meaning from the text 2. Determine main idea, use support and key ideas 3. Explain key events, procedures, ideas, concepts, what happened and why in text across the curriculum 4. Determine the meaning of academic words or phrases in a 4th grade text 5. Describe chronology, comparison, cause/effect, problem/solution of events, ideas, concepts or information 7. Interpret information presented visually, orally, or quantitatively and explain how the information contributes to understanding the text 8. Explain how author uses reasons, and									
	evidence to support key points in a text									
e e Writing C 6	Content: 6+ Trait Focus: Ideas & Presentation Using text features in non-fiction writing Conducting research with immigration narrative Genre Focus: Informational Skills: 2. Write informative/explanatory text 4. Produce clear and coherent writing 5. Plan, revise, and edit writing 6. Use technology to publish writing 7. Conduct research 8. Gather information from print and digital	How is the purpose of informational writing different than narrative? How can I use text features to help my reader understand my topic? How can I use research / an interview to prepare for informational writing?	,							
	sources, take notes 9. Write about reading 10. Write routinely									

		CONTENT		CATHOLIC IDENTITY		ENGLISI	H LANGUAG	E ARTS STA	NDARDS	
Month & Overarching Question	Content	Essential Questions	Books & Texts	Essential Questions	Reading Literature	Reading Informationa l Text	Reading	Writing	Speaking & Listening	Language
FEBRUARY Word Study/Fundations	Content: Subject-Verb Agreement Pronouns Relative Pronouns Vocabulary across the curriculum Skills: 1.a. Use relative pronouns (who, whom, whose, which, that) correctly 2.d. Spell grade-appropriate words correctly 3.a. Choose words and phrases to convey ideas precisely 4.a. Use context as a clue to the meaning or a word or phrase 4.b. Determine or clarify meaning of words using common Greek and Latin affixes and roots 6. Acquire and use grade-appropriate and general academic words and phrases MA.1.h. Write legibly by hand either in print or cursive	How can I use pronouns to make my sentences sound smooth and clear?	Words Their Way (Spelling) Wordly Wise (Vocabulary)	How can I express the message of the Great Commandment and God's unconditional love in my prayer and letter writing?	1-5, 7-9	1-5, 7-9	3, 4	2, 3, 3A, 4, 5, 9, 10	1, 2, 4, 5, 6	1h, 1a, 2d, 3a, 4a, 4b, 6
Literacy/Reading	Content: Comprehension Strategy Focus: Determining Importance Main idea & detail Summarizing Genre Focus: Non-fiction (Informational and (Auto)Biography) Skills: 1. Explain explicit meaning from the text 2. Determine main idea, use support and key ideas 3. Explain key events, procedures, ideas, concepts, what happened and why in text across the curriculum 4. Determine the meaning of academic words or phrases in a 4th grade text 5. Describe chronology, comparison, cause/effect, problem/solution of events, ideas, concepts or information 7. Interpret information presented visually, orally, or quantitatively and explain how the information contributes to understanding the text 8. Explain how author uses reasons, and evidence to support key points in a text	How can I determine the main ideas of an informational text and how can I explain by finding key ideas in the text? How can I use main ideas to summarize?								
Writing	Content: 6+ Trait Focus: Sentence Fluency Valentine letters Lenten journalling Note-taking across subject areas Planet essay Genre Focus: Informational Skills: 2. Write informative/explanatory text 4. Produce clear and coherent writing 5. Plan, revise, and edit writing 9. Write about reading 10. Write routinely	How can I vary my sentences and use transitions to make my writing easier to follow? How should I research a topic before writing about it? How should I choose which details to include in my writing?								

		CONTENT		CATHOLIC IDENTITY		ENGI ISI	LLANGUAG	E ARTS STAN	DARDS	
Month & Overarching Question	Content	Essential Questions	Books & Texts	Essential Questions	Reading Literature	Reading Informationa l Text	Reading	Writing	Speaking & Listening	Language
MARCH										
MARCH Word Study/Fundations	Content: Prepositional Phrases Spelling units Greek and Latin Roots Vocabulary across the curriculum Skills: 1.e. Form and use prepositional phrases 2.d. Spell grade-appropriate words correctly 3.a. Choose words and phrases to convey ideas precisely 4.a. Use context as a clue to determine the meaning of a word 4.b. Determine or clarify meaning of words using common Greek and Latin affixes and roots 6. Acquire and use grade-appropriate and general academic words and phrases MA.1.h. Write legibly by hand either in print	How can using prepositional phrases make my writing more smooth and interesting?	Words Their Way (Spelling) Wordly Wise (Vocabulary)		1, 2, 3A, 4, 5, 9, 10	1, 2, 3, 4, 5, 6	1h, 1e, 2d, 3a, 4a, 4b, 6			
Literacy/Reading	Content: Comprehension Strategy/Skill Focus:	How can I integrate information form								
	Continue Summarizing Primary and secondary sources Genre Focus: Non-fiction (Informational & Auto(Biography) Skills:	topic?	list: Kids Discover, National Geographic, EyeWitness, Jean Fritz (historical fiction) Time for Kids and other student periodicals							
	1. Explain explicit meaning from the text 2. Determine main idea, use support and key ideas 3. Explain key events, procedures, ideas, concepts, what happened and why in text across the curriculum 4. Determine the meaning of academic words or phrases in a 4th grade text 5. Describe chronology, comparison,									
	cause/effect, problem/solution of events, ideas, concepts or information 6. Compare/contrast a firsthand and secondhand account of the same event or topic 7. Interpret information presented visually, or ally, or quantitatively and explain how the information contributes to understanding the									
	text									
te Writing 6 6 w W W W B L L N W G G SI 1. 2. 4. 5. 9. 9.	6+ Trait Focus: Organization (opinion writing) Writing to persuade Biographical essays Lenten/Easter writing Note-taking (Determining importance) Writing across the curriculum Genre Focus: Opinion	How can I organize my essay to make it persuasive? How can I use evidence to back up my reasons? How can I choose which information to include in a biography?								
	Skills: 1. Write opinion pieces on topics or texts 2. Write informative/explanatory text 4. Produce clear and coherent writing 5. Plan, revise, and edit writing 9. Write about reading 10. Write routinely									

		CONTENT		CATHOLIC IDENTITY		ENGLIS	H LANGUAG	E ARTS STAN	NDARDS	
Month & Overarching	Content	Essential Questions	Books & Texts	Essential Questions	Reading Literature	Reading	Reading Foundationa l Skills	Writing		Language
Question APRIL						i Texi	t Skiits			
Word Study/Fundations	Content: Figurative language (simile, metaphor, hyperbole, personification) Nuances in language (idioms, adages, proverbs) Spelling units Greek and Latin Roots Vocabulary across the curriculum Skills: 2.d. Spell grade-appropriate words correctly	How is figurative meaning different than literal meaning? How can I make sense of figurative language in my reading?	Words Their Way (Spelling) Wordly Wise (Vocabulary)	How can I celebrate Jesus' resurrection and gift of new life in my prayer and journal writing? How can I portray my faith through poetry?	2, 4, 8a	1-5, 7-9	3, 4	4, 5, 8, 9, 10	1, 2, 3, 4, 6	1h, 2d, 3a, 4a, 4b, 5a, 5b, 6
	 3.a. Choose words and phrases to convey ideas precisely 4.a. Use context as a clue to the meaning of a word or phrase 4.b. Determine or clarify meaning of words using common Greek and Latin affixes and roots 5.a. Explain the meaning of simple similes and metaphors 5.b. Recognize and explain common idioms, adages, and proverbs. 6. Acquire and use grade-appropriate and general academic words and phrases MA.1.h. Write legibly by hand either in print 									
Literacy/Reading	or cursive Content: Figurative language Poem structure Literature circles Genre Focus: Poetry Skills: 2. Determine a theme of a story, drama, or poem from details in the text, summarize the text 4. Explain the major differences between poems, drama, an prose, and refer to the structural elements of poems (verse, rhythm) MA8A. Locate and analyze examples of similes and metaphors in stories, poems, folktales and explain how they enrich the text	how it sounds? • How do poets use figurative language to help the reader visualize their ideas?	Poetry Anthologies, including authors from the following list: Jack Prelutsky, Valerie Worth, Shel Silverstein Love that Dog, Sharon Creech Time for Kids and other student periodicals							
Writing	Content: 6+ Trait Focus: Word Choice Easter writing Writing with similes and metaphors Genre Focus: Poetry Skills: MA 3A. Write poems using similes and metaphors 4. Produce clear and coherent writing 5. Plan, revise, and edit writing 8. Gather information from print and digital sources, take notes 9. Write about reading 10. Write routinely	How can I write poetry? How will my poetry differ from other types of writing? How can I use figurative language in my writing?								

		CONTENT		CATHOLIC IDENTITY		ENGLISI	LANGUAG	E ARTS STA	NDARDS	
Month & Overarching Question	Content	Essential Questions	Books & Texts	Essential Questions	Reading Literature	Reading Informationa l Text	Reading	Writing		Language
MAY										
Word Study/Fundations	Content: Adjective Order Synonyms & Antonyms Spelling units Greek and Latin Roots Vocabulary across the curriculum	How can I use synonyms and antonyms to relate vocabulary words? How can I correctly use adjectives to add detail to my writing?	Words Their Way (Spelling) Wordly Wise (Vocabulary)	How do Bible stories celebrate mothers and fathers? How can I reflect on the 4th Commandment in my prayer, journal, and letter writing?	1, 3, 4, 6, 10	1-10	3, 4	2, 4, 5, 8, 9, 10	1, 2, 3, 4, 5, 6,	1d, 1h, 3a, 4a, 4b, 5c, 6
	Skills: 1.d. Order adjectives within sentences according to conventional pattern 3.a. Choose words and phrases to convey ideas precisely 4.a. Use context as a clue to the meaning of a word. 4.b. Determine or clarify meaning of words using common Greek and Latin affixes and roots 5.c. Demonstrate word understanding by relating them to their antonyms and synonyms. 6. Acquire and use grade-appropriate and general academic words and phrases MA.1.h. Write legibly by hand either in print or cursive									
Literacy/Reading	Content: Comprehension Strategy Focus: Synthesizing Figurative language in novels Theme Literature circles Author Study: Kate DiCamillo	How does my thinking change as I read? How can authors use figurative language to make their writing more interesting? How can I compare and contrast similar themes and topics in what I read?	Select Katie DiCamillo books from the following list: The Miraculous Journey of Edward Tulane Because of Winn Dixie The Tale of Despereaux							
	Skills: 1. Explain explicit meaning from the text 3. Describe in depth a character, setting, or event in a story, drawing on specific details in the text 4. Determine the meaning of words and phrases as they are used in a text 6. Compare and contrast the point of view from which stories are narrated, difference between first and third-person narrations									
Writing	Content: 6+ Trait Focus: Presentation Writing process Conducting research on a self-selected topic Good Night themed research books Mother's Day writing Genre Focus: Informational	How can I apply my research skills to a topic of my choosing? How do I organize my research to prepare for writing? How does going through all the steps of the writing process improve my writing?								
	Skills: 2. Write informative/explanatory text 4. Produce clear and coherent writing 5. Plan, revise, and edit writing 8. Gather information from print and digital sources, take notes 9. Write about reading 10. Write routinely									

		CONTENT		CATHOLIC IDENTITY		ENCLIC	TANCHAC	E ARTS STAN	IDADDE	
Month & Overarching Question	Content	Essential Questions	Books & Texts	Essential Questions	Reading Literature	Reading Informationa l Text	Reading	Writing	Speaking & Listening	Language
JUNE						· ·				
Word Study/Fundations	Content: Relative adverbs Spelling units Greek and Latin Roots Vocabulary across the curriculum Skills: 1.a. Use relative adverbs (were, when, why). 2.d. Spell grade-appropriate words correctly 3.a. Choose words and phrases to convey ideas precisely 4.a. Determine or clarify meaning of words using common Greek and Latin affixes and roots 6. Acquire and use grade-appropriate and general academic words and phrases MA.1.h. Write legibly by hand either in print		Words Their Way (Spelling) Wordly Wise (Vocabulary)	How do Biblical figures and stories celebrate mothers and fathers? How can I reflect on the 4th Commandment in my prayer, journal, and letter writing? How can I reflect on how I've grown in my faith over the school year in my journal and prayer writing?	2, 4, 9, 10	1-5, 7, 10	3, 4	2, 4, 5, 8-10	1, 2, 3, 4, 6	1h, 2d, 3a, 4a, 6
	or cursive									
Literacy/Reading	Content: Comprehension Strategy Focus: Continue Synthesizing Comparing themes Genre Focus: Myths	How do Greek myths compare to other stories I've heard? How can I describe central characters of mythology using character traits? How can I relate vocabulary to characters in Greek mythology?	Select text(s) from the following list: Whipping Boy / Frindle / Secret school continued							
	Skills: 2. Determine a theme of a story, drama, or poem from details in the text, summarize the text 4. Determine the meaning of words as they are used in a text, includin those that allude to significant characters found in mythology. 9. Compare and contrast similar themes and topics across stories, myths, and folktales from different cultures 10. By year end read and comprehend informational text and literature in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range									
Writing	Content: 6+ Trait Focus: Presentation Good Night themed research books (continued) Letter to next year's teacher Genre Focus: Informational Skills: 2. Write informative/explanatory text 4. Produce clear and coherent writing 5. Plan, revise, and edit writing 8. Gather information from print and digital sources, take notes 9. Write about reading 10. Write routinely	How can I apply the traits I've learned to write to my next year teacher? How does going through all the steps of the writing process improve my writing?								