

Language Arts January 4 – April 26 Overview

Unit Name	Unit Length (Dates)	Unit Length (Classes)	Unit Weight	Resources	Main GLO/Strands
Expectations & Get to Know	Jan 4 - Jan 8	10	-		Survey of: Listening, speaking, reading, writing, viewing, and representing
Poetry Unit	Jan 5 – Jan 29	18 - M/W 12 - T/Th	25%	<ul style="list-style-type: none"> - <i>The Café Book</i> ~ “The Sisters” - <i>The Daily 5</i> ~ “The Sisters” - <i>The First Days of School</i> ~ Wong’s - <i>Tiger Lilies, Toadstools, and Thunderbolts</i> (Appendix A) ~ Tiedt - <i>Outside the Lines</i> ~ Burg & Gibbon - <i>The Power of Poems</i> ~ Ruurs - <i>Holiday Stew</i> ~ Whitehead - <i>The Crayon Box That Talked</i> ~ Derolf - <i>I did it because</i> ~ Lesynski - <i>The Best Part of Me</i> ~ Ewald - <i>Color Me a Rhyme</i> ~ Yolen - <i>All the World</i> ~ Scanlon 	<ul style="list-style-type: none"> 2.1 Use Strategies and Cues 2.2 Respond to Texts 2.3 Understand Forms, Elements & Techniques 2.4 Create Original Text 4.1 Enhance and Improve 4.2 Attend to Conventions 5.1 Respect Others and Strengthen Community
Biography Research Mini-Unit	Feb 1 – Feb 9	9 – M/W 5 – T/Th	10%		<ul style="list-style-type: none"> 1.2 Clarify and Extend 3.1 Plan and Focus 3.2 Select and Process 3.3 Organize, Record and Evaluate 3.4 Share and Review
“Candy-gram” Mini-Unit	Feb 10 - 12	3 – M/W 2 – T/Th	5%	* Feb 12 = 100 days of school and V-day party	<ul style="list-style-type: none"> 2.13 Understand Forms, Elements, & Techniques 5.1 Respect Others and Strengthen Community
Chocolate Fever Novel Study	Feb 22 – March 24	27 – M/W 15 – T/Th	25%		<ul style="list-style-type: none"> 1.1 Discover and Explore 1.2 Clarify and Extend

					2.1 Use Strategies and Cues 2.2 Respond to texts 5.1 Respect Others & Strengthen Community 5.2 Work within a Group
Folk Tales, Fairy Tales, & Fables	April 4 – April 26	21 – M/W 10 – T/Th	25%		2.1 Use Strategies and Clues 2.2 Respond to Texts 2.4 Create Original Text 3.1 Plan and Focus 3.4 Share and Review 4.1 Enhance and Improve 4.2 Attend to Conventions 5.1 Respect Others & Strengthen Community

Ongoing Projects

Project Type	Length (Dates)	Length (Classes)	Project Weight	Resources	Main GLO/Strands
"Weekly 5"	Jan 11 – April 26	25 days/ 75 class periods	10%	- Café text - Daily 5 text	Listening, speaking, reading, writing, viewing, and representing
<p>Weekly 5 Structure: Begin with 5-10 minutes of "Listening to Reading" with teacher at the carpet area where teacher demonstrates a new technique or re-teaches an old technique. Students then get their "Weekly 5" bookmark, and get to work independently. On Wednesdays they will culminate with "working on writing" in the form of journaling.</p>					
Journaling	Jan 6 – April 20	14	-	- Journaling books	Writing, reading, and representing
<p>Explanation: Throughout all units, students will participate in "Weekly 5" on Mondays and Wednesdays (for 90 minute periods). On Wednesdays the students will spend the last 15 minutes of "Weekly 5" working writing through journaling. Their journals will be <u>formatively</u> assessed. I will leave 1-2 comments, and 2-3 corrections for the students to make at the <i>beginning</i> of their next journaling period.</p>					