

Aug. 4-12	Reading	ELA	Math	Science/Health	Social Studies
<b>Framework:</b>	<a href="#">Framework Unit 1 Launching Across Genres</a> <a href="#">ELA4R1, ELA4R2, ELA4R3, ELA4W1, ELA4W2, ELA4W4, ELA4LSV1, ELA4C1</a>	<a href="#">Framework Unit 1 Narrative</a> <a href="#">ELA4W1, ELA4W2</a>	<a href="#">Framework Unit 1- Whole Numbers, Place Value, and Rounding</a> M4N1, M4N2, M4N5	<a href="#">Framework Unit 1</a> Ecology, <a href="#">S4L1, S4L2</a>	<a href="#">Frameworks Unit 1</a> Using Connecting Themes
<b>Critical Vocabulary</b>	<a href="#">Critical Vocabulary:</a> Theme, Narrative, Genre, Foreshadowing		<a href="#">Critical Vocabulary:</a> Digit, place value, period, ones, tens, hundreds, thousands, ten thousands, hundred thousands, millions, tenths, hundredths	<a href="#">Critical Vocabulary:</a> <a href="#">Community</a>	<a href="#">Critical Vocabulary</a> beliefs and ideals, conflict, distribution of power, institutions, migration
<b>Resources</b>	<a href="#">NCSS Resource Page</a>	<a href="#">NCSS Resource Page</a>	<a href="#">Unit 1 Resource Page</a>	<a href="#">Unit 1 Resource Page</a>	<a href="#">Unit 1 Resource Page</a>
<b>Unit Writing Prompt</b> <i>(One writing prompt for math, science, &amp; social studies must be completed by the end of each framework unit)</i>			Theo's having trouble remembering how to write numbers up to 1 million. He also gets confused about where to put the commas. Write down some of the ways you remember how to correctly write numbers all the way to one million.	Producers and consumers are related in food chains in an ecosystem. Imagine that you are a blade of grass. You are eaten by an herbivore, which is then eaten by a carnivore, which is then eaten by a decomposer. Write a narrative, of at least three paragraphs to describe your transformations.	Writing Prompt: How do your beliefs and ideals shape your everyday life?
Aug. 15-19	Reading	ELA	Math	Science/Health	Social Studies
Framework	<a href="#">Framework Unit 1 Launching Across Genres</a> <a href="#">ELA4R1, ELA4R2, ELA4R3, ELA4W1, ELA4W2, ELA4W4, ELA4LSV1, ELA4C1</a>	<a href="#">Framework Unit 1 Narrative</a> <a href="#">ELA4W1, ELA4W2</a>	<a href="#">Framework Unit 1- Whole Numbers, Place Value, and Rounding</a> M4N1, M4N2, M4N5	<a href="#">Framework Unit 1</a> Ecology, <a href="#">S4L1, S4L2</a>	<a href="#">Frameworks Unit 1</a> Using Connecting Themes

Critical Vocabulary	<a href="#">Critical Vocabulary:</a> Text/Organizational Structure	<a href="#">Critical Vocabulary:</a> Informational Writing, Fragment	<a href="#">Critical Vocabulary:</a> standard form expanded form word form	<a href="#">Critical Vocabulary:</a> <a href="#">Producer</a> <a href="#">Consumer</a> <a href="#">Decomposer</a>	<a href="#">Critical Vocabulary</a> U.S. Geography: Atlantic Coastal Plains, Continental Divide, Great Plains, Great Lakes, Great Basin
Resources	<a href="#">NCSS Resource Page</a>	<a href="#">NCSS Resource Page</a>	<a href="#">Unit 1 Resource Page</a>	<a href="#">Unit 1 Resource Page</a>	<a href="#">Unit 1 Resource Page</a>
<b>Unit Writing Prompt</b> (One writing prompt for math, science, & social studies must be completed by the end of each framework unit)			Joann thinks 1.25 is closer to 2 than 1.5. Write down an explanation that will help Joann understand decimals and rounding to the next whole number.		
<b>Aug. 22-26</b>	<b>Reading</b>		<b>Math</b>	<b>Science/Health</b>	<b>Social Studies</b>
<b>Framework:</b>	<a href="#">Framework Unit 1</a> <a href="#">Launching Across Genres</a> <a href="#">ELA4R1, ELA4R2, ELA4R3, ELA4W1, ELA4W2, ELA4W4, ELA4LSV1, ELA4C1</a>	<a href="#">Framework Unit 1</a> <a href="#">Narrative</a> <a href="#">ELA4W1, ELA4W2</a>	<a href="#">Framework Unit 1-</a> <a href="#">Whole Numbers, Place Value, and Rounding</a> M4N1, M4N2, M4N5	<a href="#">Framework Unit 1</a> Ecology, <a href="#">S4L1, S4L2</a>	<a href="#">Frameworks Unit 1</a> Using Connecting Themes
Critical Vocabulary		<a href="#">Critical Vocabulary:</a> Subject, Predicate, End Punctuation, Persuasive Writing	<a href="#">Critical Vocabulary:</a> round decimal	<a href="#">Critical Vocabulary:</a> <a href="#">Food web</a> <a href="#">Food Chain</a>	<a href="#">Critical Vocabulary</a> U.S. Geography cont.: Physical Features, Death Valley, Man-made Features, Gulf of Mexico, St. Lawrence River
Resources	<a href="#">NCSS Resource Page</a>	<a href="#">NCSS Resource Page</a>	<a href="#">Unit 1 Resource Page</a>	<a href="#">Unit 1 Resource Page</a>	<a href="#">Unit 1 Resource Page</a>
<b>Unit Writing Prompt</b> (One writing prompt for math, science, & social studies must be completed by the end of each framework unit)			Choose a prompt for Unit 1 listed above.		
<b>Aug. 29-Sept. 2</b> (Sept. 2-Early Release)	<b>Reading</b>	<b>ELA</b>	<b>Math</b>	<b>Science/Health</b>	<b>Social Studies</b>

<b>Framework:</b>	<a href="#">Framework Unit 1 Launching Across Genres ELA4R1, ELA4R2, ELA4R3, ELA4W1, ELA4W2, ELA4W4, ELA4LSV1, ELA4C1</a>	<a href="#">Framework Unit 1 Narrative ELA4W1, ELA4W2</a>	<a href="#">Framework Unit 1- Whole Numbers, Place Value, and Rounding M4N1, M4N2, M4N5</a>	<a href="#">Framework Unit 1 Ecology, S4L1, S4L2</a>	<a href="#">Frameworks Unit 2 Explore Native Americans H1a,b; H2a,b; G1a; G2a,b; E1a</a>
<b>Critical Vocabulary</b>	<a href="#">Critical Vocabulary:</a> Making Judgments, Monitor and Clarify	<a href="#">Critical Vocabulary:</a> Noun, Verb	<a href="#">Critical Vocabulary:</a> estimate benchmark sum difference	<a href="#">Critical Vocabulary:</a> <a href="#">herbivore</a> <a href="#">carnivore</a> <a href="#">omnivore</a>	<a href="#">Critical Vocabulary</a> Native American, Settlement, Arctic, Inuit, Northwest, Kwakiutl, Plateau, Nez Pierce
<b>Resources</b>	<a href="#">NCSS Resource Page</a>	<a href="#">NCSS Resource Page</a>	<a href="#">Unit 1 Resource Page</a>	<a href="#">Unit 1 Resource Page</a>	<a href="#">Unit 2 Resource Page</a>
<b>Unit Writing Prompt</b> <i>(One writing prompt for math, science, &amp; social studies must be completed by the end of each framework unit)</i>			Choose a prompt for Unit 1 listed above.		Writing Prompt: How would you use your environment to survive/live if you were a Native American? Choose your region/tribe.
<b>Sept. 6-9</b> (Sept. 5-Labor Day)	<b>Reading</b>	<b>ELA</b>	<b>Math</b>	<b>Science/Health</b>	<b>Social Studies</b>
<b>Framework</b>	<a href="#">Framework Unit 2 Xtreme Narratives ELA4R1, ELA4R2, ELA4R3, ELA4R4, ELA4W1, ELA4W2, ELA4W4, ELA4C1, ELA4LSV1, ELA4LSV2</a>	<a href="#">Framework Unit 1 Narrative ELA4W1, ELA4W2</a>	<a href="#">Framework Unit 1- Whole Numbers, Place Value, and Rounding M4N1, M4N2, M4N5</a>	<a href="#">Framework Unit 1 Ecology, S4L1, S4L2</a>	<a href="#">Frameworks Unit 2 Explore Native Americans H1a,b; H2a,b; G1a; G2a,b; E1a</a>
<b>Critical Vocabulary</b>		<a href="#">Critical Vocabulary:</a> Declarative, Interrogative, Imperative, Exclamatory	<a href="#">Critical Vocabulary:</a> decimal tenths hundredths		<a href="#">Critical Vocabulary</a> Southwest, Hopi, Plains, Pawnee, Southeast, Seminole
<b>Resources</b>	<a href="#">NCSS Resource Page</a>	<a href="#">NCSS Resource Page</a>	<a href="#">Unit 1 Resource Page</a>		<a href="#">Unit 2 Resource Page</a>
<b>Unit Writing Prompt</b> <i>(One writing prompt for math, science, &amp; social</i>			Choose a prompt for Unit 1 listed above.		

<i>studies must be completed by the end of each framework unit)</i>					
Sept. 12-16	Reading	ELA	Math	Science/Health	Social Studies
<b>Framework:</b>	<a href="#">Framework Unit 2 Xtreme Narratives</a> <a href="#">ELA4R1, ELA4R2, ELA4R3, ELA4R4, ELA4W1, ELA4W2, ELA4W4, ELA4C1, ELA4LSV1, ELA4LSV2</a>	<a href="#">Framework Unit 1 Narrative</a> <a href="#">ELA4W1, ELA4W2</a>	<a href="#">Framework Unit 1- Whole Numbers, Place Value, and Rounding</a> M4N1, M4N2, M4N5	<a href="#">Framework Unit 1</a> Ecology, <a href="#">S4L1, S4L2</a>	<a href="#">Frameworks Unit 2</a> Explore Native Americans H1a,b; H2a,b; G1a; G2a,b; E1a
<b>Critical Vocabulary</b>	<a href="#">Critical Vocabulary:</a> Plot, Character, Setting, Fairy Tale		<a href="#">Critical Vocabulary:</a> Review of Vocabulary	<a href="#">Critical Vocabulary:</a> <a href="#">overpopulated</a> <a href="#">endangered</a>	<a href="#">Critical Vocabulary</a> Nomads, Indigenous, environment, trade
<b>Resources</b>	<a href="#">NCSS Resource Page</a>	<a href="#">NCSS Resource Page</a>	<a href="#">Unit 1 Resource Page</a>	<a href="#">Unit 1 Resource Page</a>	<a href="#">Unit 2 Resource Page</a>
<b>Unit Writing Prompt</b> <i>(One writing prompt for math, science, &amp; social studies must be completed by the end of each framework unit)</i>			Choose a prompt for Unit 1 listed above		
Sept. 19-23	Reading	ELA	Math	Science/Health	Social Studies
<b>Framework:</b>	<a href="#">Framework Unit 2 Xtreme Narratives</a> <a href="#">ELA4R1, ELA4R2, ELA4R3, ELA4R4, ELA4W1, ELA4W2, ELA4W4, ELA4C1, ELA4LSV1, ELA4LSV2</a>	<a href="#">Framework Unit 1 Narrative</a> <a href="#">ELA4W1, ELA4W2</a>	<a href="#">Framework Unit 2- Multiplication and Division of Whole Numbers</a> M4N3, M4N4, M4N7	<a href="#">Framework Unit 1</a> Ecology, <a href="#">S4L1, S4L2</a>	<a href="#">Frameworks Unit 2</a> Explore Native Americans H1a,b; H2a,b; G1a; G2a,b; E1a
<b>Critical Vocabulary</b>	<a href="#">Critical Vocabulary:</a> Similes, Metaphor	<a href="#">Critical Vocabulary:</a> Sequence	<a href="#">Critical Vocabulary:</a> product multiplicand multiplier factors revisit decimals	<a href="#">Critical Vocabulary:</a> <a href="#">Review vocabulary</a>	<a href="#">Critical Vocabulary</a> Mission, longhouse, wigwam, sod, dugout
<b>Resources</b>	<a href="#">NCSS Resource Page</a>	<a href="#">NCSS Resource Page</a>	<a href="#">Unit 2 Resource Page</a>	<a href="#">Unit 1 Resource Page</a>	<a href="#">Unit 2 Resource Page</a>
<b>Unit Writing Prompt</b> <i>(One writing prompt for</i>			When you start multiplying multi-digit numbers by 2-digit numbers, for example, 452 x 25, it can		

<i>math, science, &amp; social studies must be completed by the end of each framework unit)</i>			become confusing. Work with a buddy or two and write a set of step-by-step directions for doing this kind of multiplication.		
<b>Sept. 26-30</b>	<b>Reading</b>	<b>ELA</b>	<b>Math</b>	<b>Science/Health</b>	<b>Social Studies</b>
Framework	<a href="#">Framework Unit 2 Xtreme Narratives</a> <a href="#">ELA4R1, ELA4R2, ELA4R3, ELA4R4, ELA4W1, ELA4W2, ELA4W4, ELA4C1, ELA4LSV1, ELA4LSV2</a>	<a href="#">Framework Unit 1 Narrative</a> <a href="#">ELA4W1, ELA4W2</a>	<a href="#">Framework Unit 2- Multiplication and Division of Whole Numbers</a> M4N3, M4N4, M4N7		<a href="#">Frameworks Unit 2</a> Explore Native Americans H1a,b; H2a,b; G1a; G2a,b; E1a
Critical Vocabulary	<a href="#">Critical Vocabulary:</a> Venn diagram, Non-Fiction, Fiction, Conflict		<a href="#">Critical Vocabulary:</a> commutative property associative property distributive property identity property zero property		<a href="#">Critical Vocabulary</a> Totem pole, harpoon, clan, barter, surplus
Resources	<a href="#">NCSS Resource Page</a>	<a href="#">NCSS Resource Page</a>	<a href="#">Unit 2 Resource Page</a>		<a href="#">Unit 2 Resource Page</a>
<b>Unit Writing Prompt</b> <i>(One writing prompt for math, science, &amp; social studies must be completed by the end of each framework unit)</i>			3,495 ÷ 25 = _____ Dividing numbers using 1-digit divisors is one thing, but dividing using multi digit divisors is another. Write down how you feel about long division using multi digit divisors. Be specific about any parts of the process you are comfortable doing and any parts of the process you feel uncomfortable with. When you have finished, compare notes with a buddy to see if you can help your buddy or he/she can help you feel comfortable with multi digit divisors.		
<b>Oct. 3-7</b> (Oct. 6-End of 1 <sup>st</sup> Nine Weeks)	<b>Reading</b>	<b>ELA</b>	<b>Math</b>	<b>Science/Health</b>	<b>Social Studies</b>
<b>Framework:</b>	<a href="#">Framework Unit 2 Xtreme Narratives</a> <a href="#">ELA4R1, ELA4R2, ELA4R3, ELA4R4, ELA4W1, ELA4W2,</a>	<a href="#">Framework Unit 1 Narrative</a> <a href="#">ELA4W1, ELA4W2</a>	<a href="#">Framework Unit 2- Multiplication and Division of Whole Numbers</a> M4N3, M4N4, M4N7	<a href="#">Framework Unit 2</a> Weather <a href="#">S4E3, S4E4</a>	<a href="#">Frameworks Unit 2</a> Explore Native Americans H1a,b; H2a,b; G1a; G2a,b; E1a

	<a href="#">ELA4W4, ELA4C1, ELA4LSV1, ELA4LSV2</a>				
<b>Critical Vocabulary</b>	<b>Critical Vocabulary:</b> Summary (Summarize)	<b>Critical Vocabulary:</b> Transition Words, Adjectives, Fable	<b>Critical Vocabulary:</b> divisor dividend quotient remainder algorithm inverse revisit decimals	<b>Critical Vocabulary:</b> <a href="#">Anemometer</a> <a href="#">Barometer</a>	<b>Critical Vocabulary</b> Confederation, council, lodge, ancestors
<b>Resources</b>	<a href="#">NCSS Resource Page</a>	<a href="#">NCSS Resource Page</a>	<a href="#">Unit 2 Resource Page</a>	<a href="#">Unit 2 Resource Page</a>	<a href="#">Unit 2 Resource Page</a>
<b>Unit Writing Prompt</b> (One writing prompt for math, science, & social studies must be completed by the end of each framework unit)			Choose a prompt from Unit 2 listed above.	Write a narrative story/letter about a time the weather affected your plans. Use sensory details to describe your experience.	
<b>Oct. 10-14</b> (Oct. 14-Early Release & Report Cards)	<b>Reading</b>	<b>ELA</b>	<b>Math</b>	<b>Science/Health</b>	<b>Social Studies</b>
<b>Framework:</b>	<a href="#">Framework Unit 3 pt. 1 Wild about Information &amp; Informational Writing</a> <a href="#">ELA4R1, ELA4W1, ELA4W2, ELA4LSV1, ELA4LSV2</a>	<a href="#">Framework Unit 2 Informational</a> <a href="#">ELA4R1, ELA4W1</a>	<a href="#">Framework Unit 2- Multiplication and Division of Whole Numbers</a> M4N3, M4N4, M4N7	<a href="#">Framework Unit 2 Weather</a> <a href="#">S4E3, S4E4</a>	<a href="#">Frameworks Unit 2</a> Age of Exploration H1a,b; H2a,b; G1a; G2a,b; E1a
<b>Critical Vocabulary</b>	<b>Critical Vocabulary:</b> Graphic Features	<b>Critical Vocabulary:</b> Draft, Revise, Publish	<b>Critical Vocabulary:</b> divisor dividend quotient remainder algorithm inverse	<b>Critical Vocabulary:</b> <a href="#">Rain gauge</a> <a href="#">Wind vane</a>	<b>Critical Vocabulary</b> European, explorer, exploration, obstacles, accomplishments
<b>Resources</b>	<a href="#">NCSS Resource Page</a>	<a href="#">NCSS Resource Page</a>	<a href="#">Unit 2 Resource Page</a>	<a href="#">Unit 2 Resource Page</a>	<a href="#">Unit 2 Resource Page</a>
<b>Unit Writing Prompt</b> (One writing prompt for			Choose a prompt from Unit 2 listed above.		Writing Prompt: Imagination you are one

<i>math, science, &amp; social studies must be completed by the end of each framework unit)</i>					of the explorers or you were on the expedition. Explain your difficulties and accomplishments.
<b>Oct. 17-18</b> (Oct. 19-21: Fall Break)	<b>Reading</b>	<b>ELA</b>	<b>Math</b>	<b>Science/Health</b>	<b>Social Studies</b>
Framework	<a href="#">Framework Unit 3 pt. 1 Wild about Information &amp; Informational Writing</a> <a href="#">ELA4R1, ELA4W1, ELA4W2, ELA4LSV1, ELA4LSV2</a>	<a href="#">Framework Unit 2 Informational</a> <a href="#">ELA4R1, ELA4W1</a>	<a href="#">Framework Unit 2- Multiplication and Division of Whole Numbers</a> M4N3, M4N4, M4N7	<a href="#">Framework Unit 2 Weather</a> <a href="#">S4E3, S4E4</a>	<a href="#">Frameworks Unit 2</a> Age of Exploration H1a,b; H2a,b; G1a; G2a,b; E1a
Critical Vocabulary	<a href="#">Critical Vocabulary:</a> Main Idea/Details	<a href="#">Critical Vocabulary:</a> Simple Sentence, Compound Sentences, Friendly Letter	<a href="#">Critical Vocabulary:</a> order of operations	<a href="#">Critical Vocabulary:</a> <a href="#">Pressure(high/low)</a> <a href="#">Humidity</a> <a href="#">Climate</a>	<a href="#">Critical Vocabulary</a> Astrolabe, cartographer, conquistador, mutiny
Resources	<a href="#">NCSS Resource Page</a>	<a href="#">NCSS Resource Page</a>	<a href="#">Unit 2 Resource Page</a>	<a href="#">Unit 2 Resource Page</a>	
<b>Unit Writing Prompt</b> ( <i>One writing prompt for math, science, &amp; social studies must be completed by the end of each framework unit</i> )			Choose a prompt from Unit 2 listed above.		
<b>Oct. 24-28</b>	<b>Reading</b>	<b>ELA</b>	<b>Math</b>	<b>Science/Health</b>	<b>Social Studies</b>
<b>Framework:</b>	<a href="#">Framework Unit 3 pt. 1 Wild about Information &amp; Informational Writing</a> <a href="#">ELA4R1, ELA4W1, ELA4W2, ELA4LSV1, ELA4LSV2</a>	<a href="#">Framework Unit 2 Informational</a> <a href="#">ELA4R1, ELA4W1</a>	<a href="#">Framework Unit 2- Multiplication and Division of Whole Numbers</a> M4N3, M4N4, M4N7	<a href="#">Framework Unit 2 Weather</a> <a href="#">S4E3, S4E4</a>	<a href="#">Frameworks Unit 2</a> Age of Exploration H1a,b; H2a,b; G1a; G2a,b; E1a
<b>Critical Vocabulary</b>	<a href="#">Critical Vocabulary:</a> Similarities and Differences, Compare and Contrast, Chronological Order	<a href="#">Critical Vocabulary:</a> Autobiography	<a href="#">Critical Vocabulary:</a> Review of Unit Vocabulary.	<a href="#">Critical Vocabulary:</a> <a href="#">Cumulus</a> <a href="#">Cirrus</a> <a href="#">Stratus</a> <a href="#">Cumulonimbus</a>	<a href="#">Critical Vocabulary</a> cooperation, John Cabot, Balboa, Ponce de Leon, Columbus, Hudson
<b>Resources</b>	<a href="#">NCSS Resource Page</a>	<a href="#">NCSS Resource Page</a>	<a href="#">Unit 2 Resource Page</a>	<a href="#">Unit 2 Resource Page</a>	<a href="#">Unit 2 Resource Page</a>
<b>Unit Writing Prompt</b>			Choose a prompt from		

<i>(One writing prompt for math, science, &amp; social studies must be completed by the end of each framework unit)</i>			Unit 2 listed above.		
<b>Oct. 31-Nov. 4</b>	<b>Reading</b>	<b>ELA</b>	<b>Math</b>	<b>Science/Health</b>	<b>Social Studies</b>
<b>Framework:</b>	Review, remediate, & accelerate	<a href="#">Framework Unit 2 Informational</a> <a href="#">ELA4R1, ELA4W1</a>	<a href="#">Framework Unit 3- Measurement- Weight and Angles</a> M4M1, M4M2	<a href="#">Framework Unit 2</a> Weather <a href="#">S4E3, S4E4</a>	<a href="#">Frameworks Unit 2</a> Age of Exploration H1a,b; H2a,b; G1a; G2a,b; E1a
<b>Critical Vocabulary</b>	<a href="#">Critical Vocabulary:</a> Root Word	<a href="#">Critical Vocabulary:</a> Persuade, Point of View, Reasons and Examples (Details and Explanations)	<a href="#">Critical Vocabulary:</a> weight metric units standard/customary units gram kilogram ounce pound ton	<a href="#">Critical Vocabulary:</a> <a href="#">Sleet</a> <a href="#">Hail</a> <a href="#">Dew</a> <a href="#">fog</a>	<a href="#">Critical Vocabulary</a> Expedition, Cartier, conflict, route
<b>Resources</b>	<a href="#">NCSS Resource Page</a>	<a href="#">NCSS Resource Page</a>	<a href="#">Unit 3 Resource Page</a>	<a href="#">Unit 2 Resource Page</a>	<a href="#">Unit 2 Resource Page</a>
<b>Unit Writing Prompt</b> <i>(One writing prompt for math, science, &amp; social studies must be completed by the end of each framework unit)</i>			You mentioned you were learning about “degrees” in your last email to Jenny. She replied that she had been learning a lot about temperatures too! Write another email to Jenny explaining that you were learning about degrees related to angles. Help her understand by talking about how 90 degrees, 180 degrees, 270degrees and 360 degrees are associated, respectively, with $\frac{1}{4}$ , $\frac{1}{2}$ , $\frac{3}{4}$ , and full turns.		
<b>Nov. 7-11</b> (Nov. 11-Early Release: Professional Development)	<b>Reading</b>	<b>ELA</b>	<b>Math</b>	<b>Science/Health</b>	<b>Social Studies</b>
<b>Framework</b>	<a href="#">Framework Unit 3 pt. 2 Exploring Information Through Research</a>	<a href="#">Framework Unit 2 Informational</a> <a href="#">ELA4R1, ELA4W1</a>	<a href="#">Framework Unit 3- Measurement- Weight and Angles</a>	<a href="#">Framework Unit 2</a> Weather <a href="#">S4E3, S4E4</a>	<a href="#">Frameworks Unit 3</a> Colonization of North America

	<a href="#">ELA4R1, ELA4R2, ELA4R3, ELA4R4, ELA4W1, ELA4W2, ELA4W3, ELA4W4, ELA4C1, ELA4LSV1, ELA4LSV2</a>		M4M1, M4M2		H3a,b; G2c; E1b,c,d
Critical Vocabulary	<u>Critical Vocabulary:</u> Fact/Opinion, Cause and Effect, Relevant Evidence	<u>Critical Vocabulary:</u> Bibliography	<u>Critical Vocabulary:</u> angle ray vertex protractor degree right angle acute angle obtuse angle straight angle	<u>Critical Vocabulary:</u> <a href="#">Weather front</a> <a href="#">Weather map</a> <a href="#">Weather symbols</a>	<u>Critical Vocabulary</u> Plantation, colonies (ial) (ist), New England, Mid-Atlantic, Southern
Resources	<a href="#">NCSS Resource Page</a>	<a href="#">NCSS Resource Page</a>	<a href="#">Unit 3 Resource Page</a>	<a href="#">Unit 2 Resource Page</a>	<a href="#">Unit 3 Resource Page</a>
Writing Prompt			Describe the right angle, acute angle, and obtuse angle in as many ways as you can. Remember to include information about the degrees of each one, and compare the shapes they make to other things. For example, the right angle is 90 degrees and looks like a person sitting on the ground with straight legs and a very upright back		Writing Prompt: Choose a colonial person and describe your life in the New World.
<b>Nov. 14-18</b>	<b>Reading</b>	<b>ELA</b>	<b>Math</b>	<b>Science/Health</b>	<b>Social Studies</b>
<b>Framework:</b>	<a href="#">Framework Unit 3 pt. 2 Exploring Information Through Research</a> <a href="#">ELA4R1, ELA4R2, ELA4R3, ELA4R4, ELA4W1, ELA4W2, ELA4W3, ELA4W4, ELA4C1, ELA4LSV1, ELA4LSV2</a>	<a href="#">Framework Unit 2 Informational</a> <a href="#">ELA4R1, ELA4W1</a>	<a href="#">Framework Unit 3- Measurement- Weight and Angles</a> M4M1, M4M2	<a href="#">Framework Unit 2</a> Weather <a href="#">S4E3, S4E4</a>	<a href="#">Frameworks Unit 3</a> Colonization of North America H3a,b; G2c; E1b,c,d
<b>Critical Vocabulary</b>	<u>Critical Vocabulary:</u> Context Clues, Prefixes	<u>Critical Vocabulary:</u> Editing, Business Letter	<u>Critical Vocabulary:</u> rotation half rotation (180°)	<u>Critical Vocabulary:</u> <a href="#">meteorologist</a>	<u>Critical Vocabulary</u> Landowners, farmers, artisans, indentured

			full rotation 360°		servants, slaves
<b>Resources</b>	<a href="#">NCSS Resource Page</a>	<a href="#">NCSS Resource Page</a>	<a href="#">Unit 3 Resource Page</a>	<a href="#">Unit 2 Resource Page</a>	<a href="#">Unit 3 Resource Page</a>
<b>Unit Writing Prompt</b> (One writing prompt for math, science, & social studies must be completed by the end of each framework unit)			Choose a prompt from Unit 3 listed above.		Writing Prompt:
<b>Nov. 21-25</b> <b>Thanksgiving Break</b>					
<b>Nov. 28-Dec. 2</b>	<b>Reading</b>	<b>ELA</b>	<b>Math</b>	<b>Science/Health</b>	<b>Social Studies</b>
<b>Framework:</b>	<a href="#">Framework Unit 3 pt. 2 Exploring Information Through Research</a> ELA4R1, ELA4R2, ELA4R3, ELA4R4, ELA4W1, ELA4W2, ELA4W3, ELA4W4, ELA4C1, ELA4LSV1, ELA4LSV2	<a href="#">Framework Unit 3 Persuasive</a> ELA4R1, ELA4W2	<a href="#">Framework Unit 3- Measurement- Weight and Angles</a> M4M1, M4M2	<a href="#">Framework Unit 3</a> Forces and Motion S4P3	<a href="#">Frameworks Unit 3</a> Colonization of North America H3a,b; G2c; E1b,c,d
<b>Critical Vocabulary</b>	<a href="#">Critical Vocabulary:</a> Predictions, Idioms, Synonyms	<a href="#">Critical Vocabulary:</a> Research Materials	<a href="#">Critical Vocabulary:</a> Review of Unit Vocabulary.	<a href="#">Critical Vocabulary:</a> <a href="#">Simple machines</a> <a href="#">Lever</a> <a href="#">Pulley</a>	<a href="#">Critical Vocabulary</a> Apprentice, cash crop, tobacco, indigo, treaty
<b>Resources</b>	<a href="#">NCSS Resource Page</a>	<a href="#">NCSS Resource Page</a>	<a href="#">Unit 3 Resource Page</a>	<a href="#">Unit 3 Resource Page</a>	<a href="#">Unit 3 Resource Page</a>
<b>Unit Writing Prompt</b> (One writing prompt for math, science, & social studies must be completed by the end of each framework unit)			Choose a prompt from Unit 3 listed above.	Choose two simple machines and explain to a friend why you would use one machine over the other to do a task	
<b>Dec. 5-Dec. 9</b>	<b>Reading</b>	<b>ELA</b>	<b>Math</b>	<b>Science/Health</b>	<b>Social Studies</b>
<b>Framework</b>	<a href="#">Framework Unit 3 pt. 2 Exploring Information Through Research</a> ELA4R1, ELA4R2,	<a href="#">Framework Unit 3 Persuasive</a> ELA4R1, ELA4W2	<a href="#">Framework Unit 4- Geometric Figures, Plane Coordinates, and Data</a>	<a href="#">Framework Unit 3</a> Forces and Motion S4P3	<a href="#">Frameworks Unit 4</a> Forming a New Nation H4a,b,c,d; G2d; CG1a

	<a href="#">ELA4R3, ELA4R4, ELA4W1, ELA4W2, ELA4W3, ELA4W4, ELA4C1, ELA4LSV1, ELA4LSV2</a>		M4G1, M4G2, M4G3, M4D1		
<b>Critical Vocabulary</b>	<a href="#">Critical Vocabulary</a> : QAR (Question, Answer, Response), Context	<a href="#">Critical Vocabulary</a> : Subject Verb Agreement, Speaker's Voice	<a href="#">Critical Vocabulary</a> : line line segment point plane intersecting parallel perpendicular <i>revisit: angle, ray, vertex, right, acute, obtuse</i>	<a href="#">Critical Vocabulary</a> : <a href="#">Incline plane</a> <a href="#">Wheel and axle</a> <a href="#">Wedge</a> <a href="#">Screw</a>	<a href="#">Critical Vocabulary</a> American Revolution, French & Indian War, British Imperial Policy, Stamp Act, Sons of Liberty
<b>Resources</b>	<a href="#">NCSS Resource Page</a>	<a href="#">NCSS Resource Page</a>	<a href="#">Unit 4 Resource Page</a>	<a href="#">Unit 3 Resource Page</a>	<a href="#">Unit 4 Resource Page</a>
<b>Unit Writing Prompt</b> (One writing prompt for math, science, & social studies must be completed by the end of each framework unit)			To measure and draw things like angles, perpendicular and parallel lines, rectangles, and triangles, we've been using appropriate tools. Look at the list of tools below. Describe them and say what each one can be used for.	Forces and Motion	Writing Prompt: You have an invitation to join the Sons of Liberty. Will you join? Why or Why not?
<b>Dec. 12-16</b> (Dec. 16-End of 2 <sup>nd</sup> Nine Weeks)	<b>Reading</b>	<b>ELA</b>	<b>Math</b>	<b>Science/Health</b>	<b>Social Studies</b>
<b>Framework:</b>	<a href="#">Framework Unit 4 Pumping Up Persuasive</a> <a href="#">ELA4R1, ELA4R2, ELA4R3, ELA4R4, ELA4W1, ELA4W2, ELA4W4, ELA4C1, ELA4LSV1, ELA4LSV2</a>	<a href="#">Framework Unit 3 Persuasive</a> <a href="#">ELA4R1, ELA4W2</a>	<a href="#">Framework Unit 4- Geometric Figures, Plane Coordinates, and Data</a> M4G1, M4G2, M4G3, M4D1	<a href="#">Framework Unit 3 Forces and Motion</a> <a href="#">S4P3</a>	<a href="#">Frameworks Unit 4 Forming a New Nation</a> H4a,b,c,d; G2d; CG1a
<b>Critical Vocabulary</b>		<a href="#">Critical Vocabulary</a> : Mass Media, Perspective, Assertions, Claims	<a href="#">Critical Vocabulary</a> : plane figure polygon regular polygon	<a href="#">Critical Vocabulary</a> : <a href="#">Speed</a> <a href="#">Direction</a> <a href="#">Position</a>	<a href="#">Critical Vocabulary</a> Boston Tea Party, Declaration of Independence, Tyranny,

			irregular polygon quadrilateral pentagon hexagon octagon		Battles (Lexington & Concord, Yorktown),
<b>Resources</b>	<a href="#">NCSS Resource Page</a>	<a href="#">NCSS Resource Page</a>	<a href="#">Unit 4 Resource Page</a>	<a href="#">Unit 3 Resource Page</a>	<a href="#">Unit 4 Resource Page</a>
<b>Unit Writing Prompt</b> (One writing prompt for math, science, & social studies must be completed by the end of each framework unit)			If you had to sort a large tub of shapes containing cubes, rectangular prisms, spheres, pyramids, cones, and cylinders, into three separate categories, how would you do it? Explain the three categories you would use and justify your choices.		Writing Prompt:
<b>Dec. 19-Jan. 3</b> Holiday Break					
<b>Jan. 4-6</b>	<b>Reading</b>	<b>ELA</b>	<b>Math</b>	<b>Science/Health</b>	<b>Social Studies</b>
<b>Framework:</b>	<a href="#">Framework Unit 4 Pumping Up Persuasive</a> <a href="#">ELA4R1, ELA4R2, ELA4R3, ELA4R4, ELA4W1, ELA4W2, ELA4W4, ELA4C1, ELA4LSV1, ELA4LSV2</a>	<a href="#">Framework Unit 4 Review</a> <a href="#">ELA4W1, ELA4W2, ELA4LSV2</a>	<a href="#">Framework Unit 4- Geometric Figures, Plane Coordinates, and Data</a> M4G1, M4G2, M4G3, M4D1	<a href="#">Framework Unit 3 Forces and Motion</a> <a href="#">S4P3</a>	<a href="#">Frameworks Unit 4 Forming a New Nation</a> H4a,b,c,d; G2d; CG1a
<b>Critical Vocabulary</b>	<a href="#">Critical Vocabulary: Inference, Cue Words</a>	<a href="#">Critical Vocabulary: Mood</a>	<a href="#">Critical Vocabulary: trapezoid rhombus congruent similar revisit: parallel, perpendicular, quadrilateral, parallelogram</a>	<a href="#">Critical Vocabulary: Review vocabulary</a>	<a href="#">Critical Vocabulary</a> Blockade, Intolerable, Repeal
<b>Resources</b>	<a href="#">NCSS Resource Page</a>	<a href="#">NCSS Resource Page</a>	<a href="#">Unit 4 Resource Page</a>	<a href="#">Unit 3 Resource Page</a>	<a href="#">Unit 4 Resource Page</a>
<b>Unit Writing Prompt</b> (One writing prompt for math, science, & social studies must be			Write a fun poem about polygons that rhymes and that also shows how many sides there are in pentagons, hexagons, and octagons.		

<i>completed by the end of each framework unit)</i>					
<b>Jan. 9-13</b> (Jan. 12-Report Cards Jan. 13-Early Release)	<b>Reading</b>	<b>ELA</b>	<b>Math</b>	<b>Science/Health</b>	<b>Social Studies</b>
Framework	<a href="#">Framework Unit 4 Pumping Up Persuasive</a> <a href="#">ELA4R1, ELA4R2, ELA4R3, ELA4R4, ELA4W1, ELA4W2, ELA4W4, ELA4C1, ELA4LSV1, ELA4LSV2</a>	<a href="#">Framework Unit 4 Review</a> <a href="#">ELA4W1, ELA4W2, ELA4LSV2</a>	<a href="#">Framework Unit 4- Geometric Figures, Plane Coordinates, and Data</a> M4G1, M4G2, M4G3, M4D1	<a href="#">Framework Unit 3</a> Forces and Motion <a href="#">S4P3</a>	<a href="#">Frameworks Unit 4</a> Forming a New Nation H4a,b,c,d; G2d; CG1a
Critical Vocabulary	<a href="#">Critical Vocabulary:</a> Position, Relevant Evidence, Tall Tale	<a href="#">Critical Vocabulary:</a> Subject Pronoun	<a href="#">Critical Vocabulary:</a> face edge vertices cube rectangular prism triangular prism sphere cone cylinder net	<a href="#">Critical Vocabulary:</a> <a href="#">Review vocabulary</a>	<a href="#">Critical Vocabulary</a> Saratoga, Articles of Confederation, Constitutional, Convention, Federalism
Resources	<a href="#">NCSS Resource Page</a>	<a href="#">NCSS Resource Page</a>	<a href="#">Unit 4 Resource Page</a>	<a href="#">Unit 3 Resource Page</a>	<a href="#">Unit 4 Resource Page</a>
<b>Unit Writing Prompt</b> (One writing prompt for math, science, & social studies must be completed by the end of each framework unit)			Elizabeth was given data in the form of ordered pairs and was asked to graph them in the first quadrant of the coordinate plane. She does not understand what she needs to do. Tell Elizabeth what she needs to do, step-by-step.		
<b>Jan. 17-20</b> (Jan. 16-MLK Holiday)	<b>Reading</b>	<b>ELA</b>	<b>Math</b>	<b>Science/Health</b>	<b>Social Studies</b>
Framework:	<a href="#">Framework Unit 4 Pumping Up Persuasive</a> <a href="#">ELA4R1, ELA4R2, ELA4R3, ELA4R4, ELA4W1, ELA4W2,</a>	<a href="#">Framework Unit 4 Review</a> <a href="#">ELA4W1, ELA4W2, ELA4LSV2</a>	<a href="#">Framework Unit 4- Geometric Figures, Plane Coordinates, and Data</a> M4G1, M4G2, M4G3,	<a href="#">Framework Unit 4</a> Stars and Solar system <a href="#">S4E1, S4E2</a>	<a href="#">Frameworks Unit 4</a> Forming a New Nation H4a,b,c,d; G2d; CG1a

	<a href="#">ELA4W4, ELA4C1, ELA4LSV1, ELA4LSV2</a>		M4D1		
<b>Critical Vocabulary</b>	<a href="#">Critical Vocabulary:</a> Suffixes, Hyperbole, Folk Tale	<a href="#">Critical Vocabulary:</a> Object Pronoun	<a href="#">Critical Vocabulary:</a> coordinate system ordered pair first quadrant x-axis y-axis	<a href="#">Critical Vocabulary:</a> <a href="#">Solar Systems</a> <a href="#">Planets</a> <a href="#">Dwarf Planets</a>	<a href="#">Critical Vocabulary</a> Congress, Branches of Government, Checks & Balances, Separation of Power
<b>Resources</b>	<a href="#">NCSS Resource Page</a>	<a href="#">NCSS Resource Page</a>	<a href="#">Unit 4 Resource Page</a>	<a href="#">Unit 4 Resource Page</a>	<a href="#">Unit 4 Resource Page</a>
<b>Unit Writing Prompt</b> <i>(One writing prompt for math, science, &amp; social studies must be completed by the end of each framework unit)</i>			Choose a prompt from Unit 4 listed above.	Your friend would like to know how she might see more stars. Help her by writing out instructions for using a telescope. Should she take it out at night? Or during the day? Should she stay close to electric lights or go somewhere dark? Give her all the information she needs to see more stars.	
<b>Jan. 23-27</b>	<b>Reading</b>	<b>ELA</b>	<b>Math</b>	<b>Science/Health</b>	<b>Social Studies</b>
<b>Framework:</b>	<a href="#">Framework Unit 4 Pumping Up Persuasive</a> <a href="#">ELA4R1, ELA4R2, ELA4R3, ELA4R4, ELA4W1, ELA4W2, ELA4W4, ELA4C1, ELA4LSV1, ELA4LSV2</a>	<a href="#">Framework Unit 4 Review</a> <a href="#">ELA4W1, ELA4W2, ELA4LSV2</a>	<a href="#">Framework Unit 4- Geometric Figures, Plane Coordinates, and Data</a> M4G1, M4G2, M4G3, M4D1	<a href="#">Framework Unit 4 Stars and Solar system</a> <a href="#">S4E1, S4E2</a>	<a href="#">Frameworks Unit 4 Forming a New Nation</a> H4a,b,c,d; G2d; CG1a
<b>Critical Vocabulary</b>	<a href="#">Critical Vocabulary:</a> Generalizations, Palindromes, Puns	<a href="#">Critical Vocabulary:</a> Possessive Pronoun	<a href="#">Critical Vocabulary:</a> data chart graph line graph pictograph bar graph	<a href="#">Critical Vocabulary:</a> <a href="#">Constellations</a> <a href="#">Telescope</a>	<a href="#">Critical Vocabulary</a> Legislative branch, judicial branch, executive branch, Great Compromise, Bill of Rights

			Venn diagram		
<b>Resources</b>	<a href="#">NCSS Resource Page</a>	<a href="#">NCSS Resource Page</a>	<a href="#">Unit 4 Resource Page</a>	<a href="#">Unit 4 Resource Page</a>	<a href="#">Unit 4 Resource Page</a>
<b>Unit Writing Prompt</b> (One writing prompt for math, science, & social studies must be completed by the end of each framework unit)			Writing Prompt Choose a prompt from Unit 4 listed above.		Writing Prompt:
<b>Jan. 30- Feb. 3</b>	<b>Reading</b>	<b>ELA</b>	<b>Math</b>	<b>Science/Health</b>	<b>Social Studies</b>
Framework	Review, remediate, & accelerate	<a href="#">Framework Unit 4 Review</a> <a href="#">ELA4W1, ELA4W2, ELA4LSV2</a>	<a href="#">Framework Unit 4- Geometric Figures, Plane Coordinates, and Data</a> M4G1, M4G2, M4G3, M4D1	<a href="#">Framework Unit 4</a> Stars and Solar system <a href="#">S4E1, S4E2</a>	<a href="#">Frameworks Unit 5</a> <a href="#">Frameworks Unit 7</a> Challenges of a New Nation and American Government
Critical Vocabulary	<a href="#">Critical Vocabulary:</a> Analyze, Realism, Fantasy	<a href="#">Critical Vocabulary:</a> Adverb	<a href="#">Critical Vocabulary:</a> Review Unit Vocabulary.	<a href="#">Critical Vocabulary:</a> <a href="#">Satellite</a> <a href="#">Galaxy</a> <a href="#">Orbit</a>	<a href="#">Critical Vocabulary</a> Constitution, Capital, acquisition, Life, Liberty & Pursuit of Happiness
Resources	<a href="#">NCSS Resource Page</a>	<a href="#">NCSS Resource Page</a>	<a href="#">Unit 4 Resource Page</a>	<a href="#">Unit 4 Resource Page</a>	<a href="#">Unit 5 Resource Page</a> <a href="#">Unit 7 Resource Page</a>
<b>Unit Writing Prompt</b> (One writing prompt for math, science, & social studies must be completed by the end of each framework unit)			Choose a prompt from Unit 4 listed above.		Writing Prompt: If You Were There When They Signed the Constitution.....
<b>Feb. 6-10</b>	<b>Reading</b>	<b>ELA</b>	<b>Math</b>	<b>Science/Health</b>	<b>Social Studies</b>
Framework:	<a href="#">Framework Unit 5 Rounding Up Responses to Literature</a> <a href="#">ELA4R1, ELA4R2, ELA4R3, ELA4R4, ELA4W1, ELA4W2, ELA4W4, ELA4C1, ELA4LSV1, ELA4LSV2</a>	<a href="#">Framework Unit 5 Response to Literature</a> <a href="#">ELA4R1, ELA4W2</a>	<a href="#">Framework Unit 4- Geometric Figures, Plane Coordinates, and Data</a> M4G1, M4G2, M4G3, M4D1	<a href="#">Framework Unit 4</a> Stars and Solar system <a href="#">S4E1, S4E2</a>	<a href="#">Frameworks Unit 5</a> <a href="#">Frameworks Unit 7</a> Challenges of a New Nation and American Government
Critical Vocabulary	<a href="#">Critical Vocabulary:</a>	<a href="#">Critical Vocabulary:</a>	<a href="#">Critical Vocabulary:</a>	<a href="#">Critical Vocabulary:</a>	<a href="#">Critical Vocabulary</a>

	Evaluate, Draw Conclusions	Audience, Purpose	Review Unit Vocabulary.	<a href="#">Rotation Revolution Axis</a>	Commerce, federal system, veto, impeach
<b>Resources</b>	<a href="#">NCSS Resource Page</a>	<a href="#">NCSS Resource Page</a>	<a href="#">Unit 4 Resource Page</a>	<a href="#">Unit 4 Resource Page</a>	<a href="#">Unit 5 Resource Page</a> <a href="#">Unit 7 Resource Page</a>
<b>Unit Writing Prompt</b> (One writing prompt for math, science, & social studies must be completed by the end of each framework unit)			Choose a prompt from Unit 4 listed above		
<b>Feb. 13-17</b> (Feb. 17-Early Release)	<b>Reading</b>	<b>ELA</b>	<b>Math</b>	<b>Science/Health</b>	<b>Social Studies</b>
<b>Framework:</b>	<a href="#">Framework Unit 5 Rounding Up Responses to Literature</a> <a href="#">ELA4R1, ELA4R2, ELA4R3, ELA4R4, ELA4W1, ELA4W2, ELA4W4, ELA4C1, ELA4LSV1, ELA4LSV2</a>	<a href="#">Framework Unit 5 Response to Literature</a> <a href="#">ELA4R1, ELA4W2</a>	<a href="#">Framework Unit 5- Fractions and Decimals</a> <a href="#">M4N5, M4N6</a>	<a href="#">Framework Unit 4 Stars and Solar system</a> <a href="#">S4E1, S4E2</a>	<a href="#">Frameworks Unit 5</a> <a href="#">Frameworks Unit 7 Challenges of a New Nation and American Government</a>
<b>Critical Vocabulary</b>	<a href="#">Critical Vocabulary: Summarization</a>	<a href="#">Critical Vocabulary: Sentence Structure, Conclusion Paragraph</a>	<a href="#">Critical Vocabulary: decimals, tenths, hundredths, base ten</a>	<a href="#">Critical Vocabulary: Review vocabulary</a>	<a href="#">Critical Vocabulary Preamble, Representative, Democratic, Amendment</a>
<b>Resources</b>	<a href="#">NCSS Resource Page</a>	<a href="#">NCSS Resource Page</a>	<a href="#">Unit 5 Resource Page</a>	<a href="#">Unit 4 Resource Page</a>	<a href="#">Unit 5 Resource Page</a> <a href="#">Unit 7 Resource Page</a>
<b>Unit Writing Prompt</b> (One writing prompt for math, science, & social studies must be completed by the end of each framework unit)			Gina was enjoying her birthday party until the pizzas arrived. Gina's mom ordered enough pizza so that each guest could eat half a pizza each. Some pizzas were cut into 4 slices and others were cut into 8 slices. A big argument broke out		Writing Prompt: Writing Prompt: If You Were There When They Signed the Constitution.....

			when some kids who got $\frac{2}{4}$ of a pizza thought they weren't getting as much as the kids who got $\frac{4}{8}$ of the pizza. Write the dialogue for this crazy party scene. As the scene progresses, decide who shows the guests that they all have equal amounts of pizza.		
<b>Feb. 20-24</b> Winter Break					
<b>Feb. 27-Mar. 2</b>	<b>Reading</b>	<b>ELA</b>	<b>Math</b>	<b>Science/Health</b>	<b>Social Studies</b>
Framework	<a href="#">Framework Unit 5 Rounding Up Responses to Literature</a> <a href="#">ELA4R1</a> , <a href="#">ELA4R2</a> , <a href="#">ELA4R3</a> , <a href="#">ELA4R4</a> , <a href="#">ELA4W1</a> , <a href="#">ELA4W2</a> , <a href="#">ELA4W4</a> , <a href="#">ELA4C1</a> , <a href="#">ELA4LSV1</a> , <a href="#">ELA4LSV2</a>	<a href="#">Framework Unit 5 Response to Literature</a> <a href="#">ELA4R1</a> , <a href="#">ELA4W2</a>	<a href="#">Framework Unit 5- Fractions and Decimals</a> M4N5, M4N6		<a href="#">Frameworks unit 6</a> Expansion of a New Nation H6a,b; G1b; G2e; E1f
Critical Vocabulary		<a href="#">Critical Vocabulary:</a> Homophones, Dialogue, Connections (Self, World, Text)	<a href="#">Critical Vocabulary:</a> fraction numerator denominator proper fraction		<a href="#">Critical Vocabulary</a> Expansion, territory, Louisiana Purchase, Lewis and Clark, acquisitions
Resources	<a href="#">NCSS Resource Page</a>	<a href="#">NCSS Resource Page</a>	<a href="#">Unit 5 Resource Page</a>		<a href="#">Unit 6 Resource Page</a>
Writing Prompt			Justin went to the store to buy a pack of gum. The cashier told him the total was one fourth of a dollar. Justin has a quarter, a dime, a nickel, and a penny in his pocket. Explain to Justin why the cashier told him the cost was one fourth of a dollar. Then explain what fractional part of a dollar each coin in his pocket is worth. Name the coin as a decimal and a		Writing Prompt: Write a newspaper article about the Gold Rush in California

			fraction.		
<b>Mar. 5-9</b>	<b>Reading</b>	<b>ELA</b>	<b>Math</b>	<b>Science/Health</b>	<b>Social Studies</b>
<b>Framework:</b>	<a href="#">Framework Unit 5 Rounding Up Responses to Literature</a> <a href="#">ELA4R1, ELA4R2, ELA4R3, ELA4R4, ELA4W1, ELA4W2, ELA4W4, ELA4C1, ELA4LSV1, ELA4LSV2</a>	<a href="#">Framework Unit 5 Response to Literature</a> <a href="#">ELA4R1, ELA4W2</a>	<a href="#">Framework Unit 5- Fractions and Decimals</a> M4N5, M4N6	<a href="#">Framework Unit 5</a> Sound and light <a href="#">SFP1, SFP2</a>	<a href="#">Frameworks unit 6</a> Expansion of a New Nation H6a,b; G1b; G2e; E1f
<b>Critical Vocabulary</b>		<a href="#">Critical Vocabulary:</a> Dialogue, Point of View, Parts of Speech, thesaurus	<a href="#">Critical Vocabulary:</a> equivalent fractions	<a href="#">Critical Vocabulary:</a> <a href="#">Transparent</a> <a href="#">Translucent</a> <a href="#">opaque</a>	<a href="#">Critical Vocabulary</a> Louisiana Purchase, War of 1812, impressment, manifest destiny
<b>Resources</b>	<a href="#">NCSS Resource Page</a>	<a href="#">NCSS Resource Page</a>	<a href="#">Unit 5 Resource Page</a>	<a href="#">Unit 5 Resource Page</a>	<a href="#">Unit 6 Resource Page</a>
<b>Unit Writing Prompt</b> (One writing prompt for math, science, & social studies must be completed by the end of each framework unit)			Choose a prompt from Unit 5 listed above.		
<b>Mar. 12-16</b> (Mar. 14-End of the 3 <sup>rd</sup> Nine Weeks Mar. 16-Early Release: Professional Development)	<b>Reading</b>	<b>ELA</b>	<b>Math</b>	<b>Science/Health</b>	<b>Social Studies</b>
<b>Framework:</b>	<a href="#">Framework Unit 6 Peppy Poetry</a> <a href="#">ELA4R1, ELA4R2, ELA4R3, ELA4R4, ELA4W1, ELA4W2, ELA4W4, ELA4C1, ELA4LSV1, ELA4LSV2</a>	<a href="#">Framework Unit 6 Poetry/Drama</a> <a href="#">ELA4R1, ELA4W2, ELA4LSV2</a>	<a href="#">Framework Unit 5- Fractions and Decimals</a> M4N5, M4N6	<a href="#">Framework Unit 5</a> Sound and light <a href="#">SFP1, SFP2</a>	<a href="#">Frameworks unit 6</a> Expansion of a New Nation H6a,b; G1b; G2e; E1f
<b>Critical Vocabulary</b>	<a href="#">Critical Vocabulary:</a> Figurative Language, Poetry	<a href="#">Critical Vocabulary:</a> Stanza, Verse	<a href="#">Critical Vocabulary:</a> improper fraction mixed number	<a href="#">Critical Vocabulary:</a> <a href="#">Reflection</a> <a href="#">Refraction</a>	<a href="#">Critical Vocabulary</a> Alamo, Oregon Trail, Gold rush, Steamboat &

				<a href="#">Spectrum</a>	Locomotive, Telegraph
<b>Resources</b>	<a href="#">NCSS Resource Page</a>	<a href="#">NCSS Resource Page</a>	<a href="#">Unit 5 Resource Page</a>	<a href="#">Unit 5 Resource Page</a>	<a href="#">Unit 6 Resource Page</a>
<b>Unit Writing Prompt</b> (One writing prompt for math, science, & social studies must be completed by the end of each framework unit)			Choose a prompt from Unit 5 listed above.		
<b>Mar. 19-23</b> (Mar. 22-Report Cards)	<b>Reading</b>	<b>ELA</b>	<b>Math</b>	<b>Science/Health</b>	<b>Social Studies</b>
Framework	<a href="#">Framework Unit 6 Peppy Poetry</a> <a href="#">ELA4R1, ELA4R2, ELA4R3, ELA4R4, ELA4W1, ELA4W2, ELA4W4, ELA4C1, ELA4LSV1, ELA4LSV2</a>	<a href="#">Framework Unit 6 Poetry/Drama</a> <a href="#">ELA4R1, ELA4W2, ELA4LSV2</a>	<a href="#">Framework Unit 5- Fractions and Decimals</a> M4N5, M4N6	<a href="#">Framework Unit 5</a> Sound and light <a href="#">SFP1, SFP2</a>	<a href="#">Frameworks Unit 6</a> Expansion of a New Nation H6a,b; G1b; G2e; E1f
Critical Vocabulary	<a href="#">Critical Vocabulary:</a> Personification, Author's purpose	<a href="#">Critical Vocabulary:</a> Rhyme, Alliteration	<a href="#">Critical Vocabulary:</a> <i>Revisit</i> numerator, denominator, sum, difference	<a href="#">Critical Vocabulary:</a> <a href="#">Convex lens</a> <a href="#">Concave lens</a> <a href="#">Prism</a>	<a href="#">Critical Vocabulary</a> Free state, slave state, tariff, fugitive, underground railroad
Resources	<a href="#">NCSS Resource Page</a>	<a href="#">NCSS Resource Page</a>	<a href="#">Unit 5 Resource Page</a>	<a href="#">Unit 5 Resource Page</a>	<a href="#">Unit 6 Resource Page</a>
<b>Unit Writing Prompt</b> (One writing prompt for math, science, & social studies must be completed by the end of each framework unit)			Choose a prompt from Unit 5 listed above.		
<b>Mar. 26-30</b>	<b>Reading</b>	<b>ELA</b>	<b>Math</b>	<b>Science/Health</b>	<b>Social Studies</b>
Framework:	<a href="#">Framework Unit 6 Peppy Poetry</a> <a href="#">ELA4R1, ELA4R2, ELA4R3, ELA4R4, ELA4W1, ELA4W2, ELA4W4, ELA4C1, ELA4LSV1, ELA4LSV2</a>	<a href="#">Framework Unit 6 Poetry/Drama</a> <a href="#">ELA4R1, ELA4W2, ELA4LSV2</a>	<a href="#">Framework Unit 5- Fractions and Decimals</a> M4N5, M4N6	<a href="#">Framework Unit 5</a> Sound and light <a href="#">SFP1, SFP2</a>	<a href="#">Frameworks Unit 6</a> Expansion of a New Nation H6a,b; G1b; G2e; E1f
Critical Vocabulary	<a href="#">Critical Vocabulary:</a>	<a href="#">Critical Vocabulary:</a>	<a href="#">Critical Vocabulary:</a>	<a href="#">Critical Vocabulary:</a>	<a href="#">Critical Vocabulary</a>

	Sensory Images and Details, Play, Drama	Rhythm, Repetition	decimal fraction <i>Revisit</i> equivalent fractions	<a href="#">Review Vocabulary</a>	Abolitionist, suffrage, equality, emancipation, compromise
<b>Resources</b>	<a href="#">NCSS Resource Page</a>	<a href="#">NCSS Resource Page</a>	<a href="#">Unit 5 Resource Page</a>	<a href="#">Unit 5 Resource Page</a>	<a href="#">Unit 6 Resource Page</a>
<b>Unit Writing Prompt</b> (One writing prompt for math, science, & social studies must be completed by the end of each framework unit)			Choose a prompt from Unit 5 listed above.		
<b>Apr. 2-6</b> Spring Break					
<b>Apr. 9-13</b>	<b>Reading</b>	<b>ELA</b>	<b>Math</b>	<b>Science/Health</b>	<b>Social Studies</b>
<b>Framework:</b>	<a href="#">Framework Unit 7 part 1 Project Park-Play-ing Around</a> <a href="#">ELA4R1, ELA4R2, ELA4R3, ELA4R4, ELA4W1, ELA4W2, ELA4W4, ELA4C1, ELA4LSV1, ELA4LSV2</a>	<a href="#">Framework Unit 6 Poetry/Drama</a> <a href="#">ELA4R1, ELA4W2, ELA4LSV2</a>	<a href="#">Framework Unit 5- Fractions and Decimals</a> M4N5, M4N6	<a href="#">Framework Unit 5</a> Sound and light <a href="#">SFP1, SFP2</a>	<a href="#">Frameworks Unit 8</a> Economics (Responsible Spending) E1a,b,c,d,e,f; E2
<b>Critical Vocabulary</b>	<a href="#">Critical Vocabulary:</a> Review all Terms	<a href="#">Critical Vocabulary:</a> Review all Terms	<a href="#">Critical Vocabulary:</a> Review Unit Vocabulary.	<a href="#">Critical Vocabulary:</a> <a href="#">Review Vocabulary</a>	<a href="#">Critical Vocabulary</a> Budget, savings, import & export, scarcity, Needs & Wants
<b>Resources</b>	<a href="#">NCSS Resource Page</a>	<a href="#">NCSS Resource Page</a>	<a href="#">Unit 5 Resource Page</a>	<a href="#">Unit 5 Resource Page</a>	<a href="#">Unit 8 Resource Page</a>
<b>Unit Writing Prompt</b> (One writing prompt for math, science, & social studies must be completed by the end of each framework unit)			Choose a prompt from Unit 5 listed above.	In learning about light and reflections, you have done many experiments. Persuade a friend to try your favorite experiment. State why you chose it and what you have learned from it.	Writing Prompt: Come up with a savings plan for your future. What do you want to save for and how will you save the money while still paying bills?
<b>Apr. 16-20</b>	<b>Reading</b>	<b>ELA</b>	<b>Math</b>	<b>Science/Health</b>	<b>Social Studies</b>

(Probably CRCT)					
Framework	<a href="#">Framework Unit 7 part 1 Project Park-Play-ing Around</a> <a href="#">ELA4R1, ELA4R2, ELA4R3, ELA4R4, ELA4W1, ELA4W2, ELA4W4, ELA4C1, ELA4LSV1, ELA4LSV2</a>	<a href="#">Framework Unit 6 Poetry/Drama</a> <a href="#">ELA4R1, ELA4W2, ELA4LSV2</a>	<a href="#">Framework Unit 6- Algebra</a> M4A1	<a href="#">Framework Unit 5 Sound and light</a> <a href="#">SFP1, SFP2</a>	
Critical Vocabulary			<a href="#">Critical Vocabulary:</a> variable expression equation symbol	<a href="#">Critical Vocabulary:</a> <a href="#">Review Vocabulary</a>	
Resources	<a href="#">NCSS Resource Page</a>	<a href="#">NCSS Resource Page</a>	<a href="#">Unit 6 Resource Page</a>	<a href="#">Unit 5 Resource Page</a>	
<b>Unit Writing Prompt</b> <i>(One writing prompt for math, science, &amp; social studies must be completed by the end of each framework unit)</i>			Explain why the value of the expression $(4 \times 3) - 2$ is different from the value of the expression $4 \times (3 - 2)$ .		
<b>Apr. 23-27</b>	<b>Reading</b>	<b>ELA</b>	<b>Math</b>	<b>Science/Health</b>	<b>Social Studies</b>
Framework:	<a href="#">Framework Unit 7 part 2 Project Park Poetry</a> <a href="#">ELA4R2, ELA4W1, ELA4W4, ELA4C1, ELA4LSV1</a>	<a href="#">Framework Unit 7 Research</a> <a href="#">ELA4R1, ELA4W1, ELA4LSV2</a>	<a href="#">Framework Unit 6- Algebra</a> M4A1		
Critical Vocabulary	<a href="#">Critical Vocabulary:</a> Fifth Grade Preview	<a href="#">Critical Vocabulary:</a> Fifth Grade Preview	<a href="#">Critical Vocabulary:</a> pattern rule input output	<a href="#">Critical Vocabulary Preview from 5<sup>th</sup> Grade</a> <a href="#">1<sup>st</sup> 9 Weeks:</a> <a href="#">Constructive forces,</a> <a href="#">Destructive forces</a>	
Resources	<a href="#">NCSS Resource Page</a>	<a href="#">NCSS Resource Page</a>	<a href="#">Unit 6 Resource Page</a>		
<b>Unit Writing Prompt</b> <i>(One writing prompt for math, science, &amp; social studies must be</i>			In algebra, we have discussed rules and patterns with input, rules, and output. Write a short		

<i>completed by the end of each framework unit)</i>			story about a mathematics factory. Explain what numbers are sent to the factory (input), how these numbers are worked on in the factory (rule), and what numbers are sent out of the factory (output).		
<b>Apr. 30-May 4</b>	<b>Reading</b>	<b>ELA</b>	<b>Math</b>	<b>Science/Health</b>	<b>Social Studies</b>
<b>Framework:</b>	<a href="#">Framework Unit 7 part 2 Project Park Poetry</a> <a href="#">ELA4R2, ELA4W1, ELA4W4, ELA4C1, ELA4LSV1</a>	<a href="#">Framework Unit 7 Research</a> <a href="#">ELA4R1, ELA4W1, ELA4LSV2</a>	<a href="#">Framework Unit 6- Algebra</a> M4A1	Health 4.1-2	
<b>Critical Vocabulary</b>	<a href="#">Critical Vocabulary: Fifth Grade Preview</a>	<a href="#">Critical Vocabulary: Fifth Grade Preview</a>	<a href="#">Critical Vocabulary: Revisit</a> order of operations, associative, commutative, distributive properties	<a href="#">Critical Vocabulary carbohydrates, food label, heart disease, obesity</a>	
<b>Resources</b>	<a href="#">NCSS Resource Page</a>	<a href="#">NCSS Resource Page</a>	<a href="#">Unit 6 Resource Page</a>		
<b>Unit Writing Prompt</b> <i>(One writing prompt for math, science, &amp; social studies must be completed by the end of each framework unit)</i>			Choose a prompt from Unit 6 listed above.		
<b>May 7-11</b>	<b>Reading</b>	<b>ELA</b>	<b>Math</b>	<b>Science/Health</b>	<b>Social Studies</b>
Framework	Preview 5 <sup>th</sup> grade	<a href="#">Framework Unit 7 Research</a> <a href="#">ELA4R1, ELA4W1, ELA4LSV2</a>	Framework Unit 7-Show What We Know	Health 4.1-2	
Critical Vocabulary		<a href="#">Critical Vocabulary: Fifth Grade Preview</a>	<a href="#">Critical Vocabulary:</a>	<a href="#">Critical Vocabulary: Overeating, overweight, weight loss, weight gain, Fiber, hygiene,</a>	

Resources	<a href="#">NCSS Resource Page</a>	<a href="#">NCSS Resource Page</a>	<a href="#">Unit 7 Resource Page</a>		
<b>Unit Writing Prompt</b> (One writing prompt for math, science, & social studies must be completed by the end of each framework unit)			Write a letter to the upcoming 4 <sup>th</sup> grade students. Explain what they will be learning in math next year. Tell them what skills they should be really good at before they come to 4 <sup>th</sup> grade. Offer advice and share special tricks you learned to help you be successful in math this year.  With a buddy, make a math glossary. Include the important terms needed to help you understand key concepts. Add illustrations and examples.		
<b>May 14-18</b>	<b>Reading</b>	<b>ELA</b>	<b>Math</b>	<b>Science/Health</b>	<b>Social Studies</b>
<b>Framework:</b>	Preview 5 <sup>th</sup> grade	<a href="#">Framework Unit 7 Research</a> <a href="#">ELA4R1, ELA4W1, ELA4LSV2</a>	Framework Unit 7-Show What We Know	Health 4.3-5, 8	
<b>Critical Vocabulary</b>		<a href="#">Critical Vocabulary: Fifth Grade Preview</a>	<a href="#">Critical Vocabulary:</a>	<a href="#">Critical Vocabulary: Medical personnel, medication, non-prescription drug, over the counter, medicine, prescription drug, sunscreen, vitamins</a>	
Resources	<a href="#">NCSS Resource Page</a>	<a href="#">NCSS Resource Page</a>	<a href="#">Unit 7 Resource Page</a>		
<b>Unit Writing Prompt</b> (One writing prompt for math, science, & social studies must be completed by the end of each framework unit)			Write a letter to the upcoming 4 <sup>th</sup> grade students. Explain what they will be learning in math next year. Tell them what skills they should be really good at before they come to 4 <sup>th</sup> grade. Offer		

			<p>advice and share special tricks you learned to help you be successful in math this year.</p> <p>With a buddy, make a math glossary. Include the important terms needed to help you understand key concepts. Add illustrations and examples.</p>		
<b>May 21-23</b> (May 23-Last Day for Students, End of 4 <sup>th</sup> Nine Weeks)	<b>Reading</b>	<b>ELA</b>	<b>Math</b>	<b>Science/Health</b>	<b>Social Studies</b>
<b>Framework:</b>	Preview 5 <sup>th</sup> grade	Preview 5 <sup>th</sup> grade	Framework Unit 7-Show What We Know	Health 4.6-7	
<b>Critical Vocabulary</b>			<u><a href="#">Critical Vocabulary:</a></u>	<u><a href="#">Critical Vocabulary:</a></u> <u><a href="#">Well being,</a></u> <u><a href="#">Constructive forces,</a></u> <u><a href="#">destructive forces,</a></u> <u><a href="#">surface features,</a></u> <u><a href="#">deposition, Earth's</a></u> <u><a href="#">Layers, fault</a></u>	
<b>Resources</b>	<u><a href="#">NCSS Resource Page</a></u>	<u><a href="#">NCSS Resource Page</a></u>	<u><a href="#">Unit 7 Resource Page</a></u>		
<b>Unit Writing Prompt</b> (One writing prompt for math, science, & social studies must be completed by the end of each framework unit)			<p>Write a letter to the upcoming 4<sup>th</sup> grade students. Explain what they will be learning in math next year. Tell them what skills they should be really good at before they come to 4<sup>th</sup> grade. Offer advice and share special tricks you learned to help you be successful in math this year.</p> <p>With a buddy, make a math glossary. Include the important terms needed to</p>		

			help you understand key concepts. Add illustrations and examples.		
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