

Sample Long Range Planning Based on Literacy Structures:

Grade 4 ELAL

Time (Daily)	Structure	Organizing Idea
10 mins	Journalling/Morning Message	Vocabulary, Conventions
10 mins	Vocabulary/Word Work: Phoneme-Grapheme Mapping and/or Morphology	Vocabulary
10 mins	Read Aloud	Text Forms and Structure
10 mins	Independent Reading	Fluency, Comprehension
10 mins	Mini-lesson	Fluency, Text Forms and Structure, Writing, Conventions
40 mins	Small Groups (targeted skills with teacher and book clubs- reciprocal teaching)	Oral Language, Comprehension, Writing, Conventions, Text Forms and Structure
Other Classes	Cross-Curricular	Oral Language, Writing

Journalling/Morning Message	
Organizing Idea: Learning Outcomes	Understandings
Vocabulary: Students expand vocabulary and analyze morphemes to communicate in multiple contexts. Conventions: Students examine and apply conventions to develop effective written communication.	An extensive and varied vocabulary enhances effective communication in a variety of contexts. Capitalization and punctuation can be used to support writing fluency. Automatic transference of spelling knowledge can increase writing fluency.
Resources: https://www.edutopia.org/article/using-morning-messages-start-day-distance-learning/	

	Term 1	Term 2	Term 3
Vocabulary	Communicate clearly and accurately using precise alternatives for commonly used words.	Confirm word meanings, spellings, or word choices using a variety of digital or non-digital resources.	Integrate knowledge of word study across multiple literacy contexts.
Conventions	Capitalize words appropriately in different contexts. Include a variety of punctuation at the end of sentences. Spelling accuracy can be supported by transferring understandings of word patterns and structures. Use a variety of tools to spell or confirm the spelling of words.	Insert commas to indicate a pause between parts of sentences, to separate items in a list, or to follow a transition word. Insert apostrophes in place of letters in contractions and to show possession. Apply knowledge of known words, word parts, and word patterns to spell unfamiliar words. Apply a variety of spelling strategies to increase writing fluency.	Insert quotation marks to identify the words of a speaker or to bring attention to a word that is used in a special way. Differentiate between the spelling and associated meaning of a variety of homophones.

Vocabulary/Word Work: Phoneme-Grapheme Mapping and/or Morphology

Daily Instruction in the following areas:

- Introduce Word Lab/Morphology routines
- Review affixes previously learned
 - Inflectional affixes and corresponding spelling patterns
 - Derivational affixes
 - Bases
- Etymology
- Matrix creation
- Phoneme-Grapheme Mapping as needed

- Daily Instruction in the following areas:
- Introduce Word Lab/Morphology routines
 - Review affixes previously learned
 - Inflectional affixes and corresponding spelling patterns
 - Derivational affixes
 - Bases
 - Etymology
 - Matrix creation
 - Phoneme-Grapheme Mapping as needed

Organizing Idea: Learning Outcomes
--

	Understandings
1.	Students understand that the world is made up of different people and places.
2.	Students understand that the world is changing and growing.
3.	Students understand that the world is full of different cultures and languages.
4.	Students understand that the world is a place where we can learn and grow.
5.	Students understand that the world is a place where we can make a difference.
6.	Students understand that the world is a place where we can live and work together.
7.	Students understand that the world is a place where we can have fun and play.
8.	Students understand that the world is a place where we can love and care for each other.
9.	Students understand that the world is a place where we can hope and dream.
10.	Students understand that the world is a place where we can be happy and healthy.

Vocabulary: Students expand vocabulary and analyze morphemes to communicate in multiple contexts.

Conventions: Students examine and apply conventions to develop effective written communication.

Vocabulary: Students expand vocabulary and analyze morphemes to communicate in multiple contexts.

Conventions: Students examine and apply conventions to develop effective written communication.

An extensive and varied vocabulary enhances effective communication in a variety of contexts.

Morphology involves examining words and parts of words and how they are related to each other to enhance communication.

Spelling accuracy can be supported by transferring understandings of word patterns and structures.

An extensive and varied vocabulary enhances effective communication in a variety of contexts.

Morphology involves examining words and parts of words and how they are related to each other to enhance communication.

Spelling accuracy can be supported by transferring understandings of word patterns and structures.

An extensive and varied vocabulary enhances effective communication in a variety of contexts.

Morphology involves examining words and parts of words and how they are related to each other to enhance communication.

Spelling accuracy can be supported by transferring understandings of word patterns and structures.

Resources (referenced):

- Beneath the Surface of Words* - Sue Scibetta Hegland
- Starting with Prefixes and Suffixes* - Timothy Rasinski
- Morpheme Magic* - Deb Glaser
- Bringing Words to Life: Robust Vocabulary Instruction* - Isabel L Beck, Linda Kucan, and Margaret G. McKeown
- Phonics and Spelling through Phoneme-Grapheme Mapping* - Kathryn E.S. Grace

Resources (referenced):

- Beneath the Surface of Words* - Sue Scibetta Hegland
- Starting with Prefixes and Suffixes* - Timothy Rasinski
- Morpheme Magic* - Deb Glaser
- Bringing Words to Life: Robust Vocabulary Instruction* - Isabel L Beck, Linda Kucan, and Margaret G. McKeown
- Phonics and Spelling through Phoneme-Grapheme Mapping* - Kathryn E.S. Grace

Resources (referenced):

- Beneath the Surface of Words* - Sue Scibetta Hegland
- Starting with Prefixes and Suffixes* - Timothy Rasinski
- Morpheme Magic* - Deb Glaser
- Bringing Words to Life: Robust Vocabulary Instruction* - Isabel L Beck, Linda Kucan, and Margaret G. McKeown
- Phonics and Spelling through Phoneme-Grapheme Mapping* - Kathryn E.S. Grace

Resources (referenced):

- Beneath the Surface of Words* - Sue Scibetta Hegland
- Starting with Prefixes and Suffixes* - Timothy Rasinski
- Morpheme Magic* - Deb Glaser
- Bringing Words to Life: Robust Vocabulary Instruction* - Isabel L Beck, Linda Kucan, and Margaret G. McKeown
- Phonics and Spelling through Phoneme-Grapheme Mapping* - Kathryn E.S. Grace

Resources (referenced):

- Beneath the Surface of Words* - Sue Scibetta Hegland
- Starting with Prefixes and Suffixes* - Timothy Rasinski
- Morpheme Magic* - Deb Glaser
- Bringing Words to Life: Robust Vocabulary Instruction* - Isabel L Beck, Linda Kucan, and Margaret G. McKeown
- Phonics and Spelling through Phoneme-Grapheme Mapping* - Kathryn E.S. Grace

Resources (referenced):

- Beneath the Surface of Words* - Sue Scibetta Hegland
- Starting with Prefixes and Suffixes* - Timothy Rasinski
- Morpheme Magic* - Deb Glaser
- Bringing Words to Life: Robust Vocabulary Instruction* - Isabel L Beck, Linda Kucan, and Margaret G. McKeown
- Phonics and Spelling through Phoneme-Grapheme Mapping* - Kathryn E.S. Grace

[The Morphology Project](#)
[UFLI Foundations Toolbox](#)
[UFLI Big Words](#)
[Timothy Rasinski, Ph.D. - Resources](#)
[Etymonline](#)
[Fourth and Fifth Grade | Florida Center for Reading Research](#)
[Common Content Area Roots and Affixes](#)
[Word Root of the Day](#)
[Mini Matrix-Maker Home Page](#)

[The Morphology Project](#)
[UFLI Foundations Toolbox](#)
[UFLI Big Words](#)
[Timothy Rasinski, Ph.D. - Resources](#)
[Etymonline](#)
[Fourth and Fifth Grade | Florida Center for Reading Research](#)
[Common Content Area Roots and Affixes](#)
[Word Root of the Day](#)
[Mini Matrix-Maker Home Page](#)

[The Morphology Project](#)
[UFLI Foundations Toolbox](#)
[UFLI Big Words](#)
[Timothy Rasinski, Ph.D. - Resources](#)
[Etymonline](#)
[Fourth and Fifth Grade | Florida Center for Reading Research](#)
[Common Content Area Roots and Affixes](#)
[Word Root of the Day](#)
[Mini Matrix-Maker Home Page](#)

[The Morphology Project](#)
[UFLI Foundations Toolbox](#)
[UFLI Big Words](#)
[Timothy Rasinski, Ph.D. - Resources](#)
[Etymonline](#)
[Fourth and Fifth Grade | Florida Center for Reading Research](#)
[Common Content Area Roots and Affixes](#)
[Word Root of the Day](#)
[Mini Matrix-Maker Home Page](#)

[The Morphology Project](#)
[UFLI Foundations Toolbox](#)
[UFLI Big Words](#)
[Timothy Rasinski, Ph.D. - Resources](#)
[Etymonline](#)
[Fourth and Fifth Grade | Florida Center for Reading Research](#)
[Common Content Area Roots and Affixes](#)
[Word Root of the Day](#)
[Mini Matrix-Maker Home Page](#)

[The Morphology Project](#)
[UFLI Foundations Toolbox](#)
[UFLI Big Words](#)
[Timothy Rasinski, Ph.D. - Resources](#)
[Etymonline](#)
[Fourth and Fifth Grade | Florida Center for Reading Research](#)
[Common Content Area Roots and Affixes](#)
[Word Root of the Day](#)
[Mini Matrix-Maker Home Page](#)

[The Morphology Project](#)
[UFLI Foundations Toolbox](#)
[UFLI Big Words](#)
[Timothy Rasinski, Ph.D. - Resources](#)
[Etymonline](#)
[Fourth and Fifth Grade | Florida Center for Reading Research](#)
[Common Content Area Roots and Affixes](#)
[Word Root of the Day](#)
[Mini Matrix-Maker Home Page](#)

[The Morphology Project](#)
[UFLI Foundations Toolbox](#)
[UFLI Big Words](#)
[Timothy Rasinski, Ph.D. - Resources](#)
[Etymonline](#)
[Fourth and Fifth Grade | Florida Center for Reading Research](#)
[Common Content Area Roots and Affixes](#)
[Word Root of the Day](#)
[Mini Matrix-Maker Home Page](#)

[The Morphology Project](#)
[UFLI Foundations Toolbox](#)
[UFLI Big Words](#)
[Timothy Rasinski, Ph.D. - Resources](#)
[Etymonline](#)
[Fourth and Fifth Grade | Florida Center for Reading Research](#)
[Common Content Area Roots and Affixes](#)
[Word Root of the Day](#)
[Mini Matrix-Maker Home Page](#)

	Term 1	Term 2	Term 3
Vocabulary	Record information about words in a variety of ways. Apply tier 2 words in a variety of literacy contexts. Confirm word meanings, spellings, or word choices using a variety of digital or non-digital resources.	Use tier 3 words to describe subject content. Integrate knowledge of word study across multiple literacy contexts.	Use analogies to compare words or clarify word meanings. Analyze the meanings of words or phrases expressed figuratively.
Conventions	Examine morphemes in words to determine meaning. Identify spelling patterns within and across words. Spell a variety of prefixes and suffixes accurately in words.	Predict meanings of unfamiliar words using morphological cues. Analyze the meaning of affixes and how they influence the meaning of bases. Analyze word origins for meaning and spelling. Apply knowledge of known words, word parts, and word patterns to spell unfamiliar words.	Identify words that are not spelled in predictable ways.

Read Aloud

Organizing Idea: Learning Outcomes	Understandings
Text Forms and Structures: Students examine how the form and structure of texts can support the communication of ideas and information. Oral Language: Students examine and demonstrate how listening and speaking support connections and clarify understandings. Comprehension: Students investigate strategies and connections that support text comprehension.	Text form or structure can support the enjoyment and communication of ideas and information for a variety of purposes. Text features can organize and enhance information in the main body of a text. Oral traditions can connect the speaker and listener in experiences of the past or present that help prepare for the future. Listening involves playing an active role in understanding the speaker and supports collaboration. Comprehension is enhanced when relevant connections are made to information within and between texts. Comprehension and making predictions have a reciprocal relationship when understanding texts. Comprehension involves inferencing and relying on multiple critical thinking skills when engaging with texts.
Resources (referenced): <i>The Ramped Up Read-aloud & Shake up Shared Reading</i> by Maria Walther Various texts (see chart at the end of this document)	<i>Understanding & Teaching Reading Comprehension: a Handbook</i> by Jane Oakhill, Kate Cain, Carsten Elbro Variety of Novels (student choice) - <i>Fish in a Tree</i>, <i>Among the Hidden</i>, <i>Bridge to Terabithia</i>, etc.

	Term 1	Term 2	Term 3
Text Forms and Structures	Confirm the author's or text creator's purpose based on information in the text. Explain how personal preferences for texts inspire, fascinate, or expand understandings.	Examine a variety of literary forms used to communicate ideas and information. Examine the structure of a variety of narrative texts. Examine a variety of text features that provide important information in a text.	Determine how the structure of texts can support the organization and communication of ideas or information.

Oral Language	Describe personal connections to spirit, land, universe, time, or people revealed through oral traditions. Discuss protocols used to share oral traditions.	Demonstrate active listening when engaging in collaborative work.	Use a variety of listening strategies to support understanding.
Comprehension	Examine connections between texts and self, between a text and other texts, and between texts and the world. Revise or confirm predictions based on new or additional information in texts. Infer cause and effect relationships in texts.	Compare or contrast aspects of texts within an individual text or between multiple texts. Examine how making, modifying, or confirming predictions supports text comprehension. Make inferences in texts that reach beyond personal experiences. Combine information from various sources to draw conclusions.	Reflect on personal connections to a text that best support understandings. Infer ideas that are not explicitly stated in texts.

Independent Reading	
Organizing Idea: Learning Outcomes	Understandings
Text Forms and Structures: Students examine how the form and structure of texts can support the communication of ideas and information. Comprehension: Students investigate strategies and connections that support text comprehension.	Fictional texts can open minds to new possibilities and ideas. Non-fiction texts can open minds to new possibilities and ideas. Comprehension processes and strategies can be purposefully applied to broaden understandings of texts. The reading comprehension process involves checking for understanding, problem solving, and metacognition.

	Term 1: My Place in My Community	Term 2: Overcoming Challenges	Term 3: Very Entertaining!
Text Forms & Structures	Examine fictional text structures that include main plots with subplots or flashbacks. Examine elements within a variety of fictional texts, including point of view.	Differentiate between a variety of fiction sub-genres, considering content, characters, time, or place. Examine the narrator's point of view in texts. Investigate ways that non-fiction texts can be organized to support sharing of information. Discuss a variety of facts and opinions expressed in non-fiction texts.	Determine if characters in fictional texts are major or minor.
Comprehension	Independently read and demonstrate comprehension of a variety of texts that increase in length or complexity. Apply self-monitoring skills to self-correct when comprehension breaks down during reading.	Apply comprehension processes and strategies when interacting with texts. Evaluate skills that can be implemented to repair and strengthen reading comprehension.	Apply comprehension processes and strategies when interacting with texts. Apply metacognitive strategies that are personally effective when reading.

Mini-lesson	
Organizing Idea: Learning Outcomes	Understandings
Text Forms & Structures: Students examine how the form and structure of texts can support the communication of ideas and information. Fluency: Students enhance fluency to refine comprehension and proficient reading. Writing: Students construct and organize text to share perspectives and develop creative expression. Conventions: Students examine and apply conventions to develop effective written communication.	Poetry engages the imagination and can encourage individuals to connect with other people, places, ideas, or emotions. Reading with fluency allows readers to focus more attention on understanding text and supports proficient reading. Writing is a vehicle for communication, creativity, and connection. Creative thinking involves intentional application of skills and processes to enhance the expression of ideas and emotions. Grammatical structures can support consistency in communication.
Resources: <i>The Writing Revolution</i> by Natalie Wexler <i>The Writing Rope</i> by Joan Sedita Various texts (see chart at the end of this document)	

	Term 1: My Place in My Community	Term 2: Overcoming Challenges	Term 3: Very Entertaining!
Text Forms & Structures	Experiment with creating verse, free verse, or concrete poetry.	Investigate figurative language used in imaginative ways.	Examine how a variety of poetic structures contribute to creative expression of ideas.
Fluency		Demonstrate comprehension of text through appropriate stress on words, pausing, phrasing, intonation, and use of punctuation.	Read dialogue with phrasing and expression to reflect understandings of characters and events.
Writing	Develop creative expression through the	Develop creative expression through a	Develop a logical order by grouping ideas

Conventions	use of organizational processes, methods, and tools. Apply creative thinking processes to enhance the expression of ideas or emotions. Experiment with ideas and word choice to create beginnings that catch the audience's attention. Distinguish between a variety of sentence types. Determine if text is in the present, past, or future tense. Identify nouns or pronouns that are the subject of a variety of sentences. Identify nouns or pronouns that are the object of a variety of sentences.	range of sentence beginnings, lengths, and types. Relate how connections between audience, purpose, and text form can influence creative expression. Experiment with sensory detail or figurative language to add interest and keep audiences engaged. Examine possessive adjectives in a variety of sentences.	into paragraphs. Examine how effective writing provides insight into the creative expression of ideas and emotions. Generate effects in creative expression through punctuation.
---------------------------	---	---	--

Small Groups (targeted skills with teacher, book clubs, and writing)	
Organizing Idea: Learning Outcomes	Understandings
Text Forms and Structures: Students examine how the form and structure of texts can support the communication of ideas and information. Oral Language: Students examine and demonstrate how listening and speaking support connections and clarify understandings. Comprehension: Students investigate strategies and connections that support text comprehension. Writing: Students construct and organize text to share perspectives and develop creative expression. Conventions: Students examine and apply conventions to develop effective written communication.	Text features can organize and enhance information in the main body of a text. Fictional texts can open minds to new possibilities and ideas. Listening and speaking skills can be applied and adapted to support respectful interactions. Presentations can be prepared and delivered to engage, inform, persuade, or entertain an audience. Comprehension is enhanced when information is synthesized and summarized. Writing is a vehicle for communication, creativity, and connection. Creative thinking involves intentional application of skills and processes to enhance the expression of ideas and emotions. Digital or non-digital methods or tools can enhance written works and the artistry of a message. Grammatical structures can support consistency in communication. Guidelines for spelling transferred to writing new text can increase written clarity.

	Term 1: My Place in My Community	Term 2: Overcoming Challenges	Term 3: Very Entertaining!
Text Forms and Structures	Create imaginative representations or dramatizations of fictional texts that depict point of view.	Include a variety of text features to organize, clarify, or enhance information.	Include a variety of text features to organize, clarify, or enhance information.
Oral Language	Contribute respectfully to a variety of interactions that involve listening and speaking.	Identify opinions or points of view shared in conversations or texts that are listened to.	Select appropriate volume, intonation, phrasing, and pausing to create a desired effect when speaking or presenting.

Comprehension	Plan ideas and details in a logical manner, including introductions and conclusions. Present information that engages, informs, persuades, or entertains an audience.	Share a verse from memory, demonstrating emphasis, pausing, and phrasing that enhance the presentation.	Project voice appropriately for the audience and situation. Vary word choice to appeal to an audience.
	Synthesize a variety of information when creating summaries of texts.	Create personal responses to a variety of literature, informational texts, or other texts by synthesizing information.	Create personal responses to a variety of literature, informational texts, or other texts by synthesizing information.
Writing	Create written texts for a variety of audiences and purposes. Create written texts using a variety of text forms and structures. Write paragraphs with topic and concluding sentences.	Create written texts for a variety of audiences and purposes. Create written texts using a variety of text forms and structures. Share perspectives on a topic in a clear and focused manner. Revise texts to enhance clarity or fluency. Edit writing for spelling, punctuation, and grammar. Generate effects in creative expression through punctuation.	Create written texts for a variety of audiences and purposes. Create written texts using a variety of text forms and structures. Reread written texts to identify what could be added or deleted to enhance creative expression.
	Communicate personal voice or the voice of characters in narratives through dialogue.		Create thoughtful conclusions that tie up events or leave readers wondering. Select a variety of presentation forms or text features to critically share perspectives.
Conventions	Enhance the artistry of personally written works using selected methods or tools. Use cursive handwriting to write texts with appropriate letter formation, size, proportion, and slant. Use conjunctions to connect phrases in sentences.	Apply keyboarding skills to enhance written works.	
		Use adjectives to indicate comparison of two or more things (<er> or <est>). Spell a range of compound words, contractions, possessives, and complex plurals.	Apply consistent subject-verb agreement in a variety of sentences. Recognize and spell common suffixes.

Cross-Curricular	
Organizing Idea: Learning Outcomes	Understandings
Oral Language: Students examine and demonstrate how listening and speaking support connections and clarify understandings. Vocabulary: Students expand vocabulary and analyze morphemes to communicate in multiple contexts. Writing: Students construct and organize text to share perspectives and develop creative expression.	Communication can be enhanced through adjusting verbal and non-verbal language. Presentations can be prepared and delivered to engage, inform, persuade, or entertain an audience. An extensive and varied vocabulary enhances effective communication in a variety of contexts. Writing is a vehicle for communication, creativity, and connection. Research processes involve investigating materials or information to uncover facts and support problem solving.

Oral Language	Participate in presentations as a respectful audience member.	Adjust verbal and non-verbal language to enhance clarity or create effects when communicating. Integrate visual aids to enhance communication.	Adjust verbal and non-verbal language to enhance clarity or create effects when communicating. Integrate visual aids to enhance communication.
Vocabulary	Apply tier 2 words in a variety of literacy contexts.	Use tier 3 words to describe subject content.	
Writing	Access information from a variety of sources to critically answer questions or expand knowledge.	Incorporate images, charts, graphs, or other text features when publishing selected pieces to support a purpose or connect with an audience. Demonstrate how information can be ethically shared using a variety of methods or tools.	Incorporate images, charts, graphs, or other text features when publishing selected pieces to support a purpose or connect with an audience. Use information ethically to create text for an intended audience. Choose and cite appropriate sources of information to inform research.

TEXTS:

Term	Text Title	Genre	Purpose
1: My Place in My Community	Wet Cement: A Mix of Concrete Poems, Bob Raczka	Poetry	Entertain
	How Much Can a Bare Bear Bear? Brian P. Cleary	Non-Fiction	Inform. Entertain
	The Darkest Dark, Chris Hadfield	Non-Fiction	Inform, Inspire
	Animalogy, Marianne Berkes	Fiction	Entertain
	Mad as a Wet Hen, Marvin Terban	Fiction	Entertain
	Siha Tooskin Knows the Best Medicine, Charlene Bearhead	Fiction	Inform
	The Giving Tree: A Retelling of a Traditional Metis Story, Leah Dorion	Fiction	Inspire
	Backyard Birds: An Introduction, Robert Bateman	Non-Fiction	Entertain
	Manny's Memories, Ken and Angela Caron	Non-Fiction	Inform
	Little People, Big Dreams: Terry Fox, Maria Isabel Sanchez Vegara	Non-Fiction	Inspire
	Little People, Big Dreams Series https://littlepeoplebigdreams.com/	Non-Fiction	Inspire
Term 2: Overcoming Challenges	What Do You Do With a Problem? Kobi Yamada	Fiction	Inspire
	The Panda Problem, Deborah Underwood		

	Becoming: Adapted for Younger Readers, Michelle Obama	Non-Fiction	Inspire
	Odder, Katherine Applegate	Fiction, Poetry	Entertain
	Shadows of Disaster, Cathy Beveridge	Fiction	Inform, Entertain
	Malala's Magic Pencil, Malala Yousafzai	Non-Fiction	Inspire
	Napi and the Rock, Jason Eaglespeaker	Fiction	Inspire
	Go Show the World, Wab Kinew	Non-fiction	Inspire
	Saving Thunder the Great, Leanne Shirliffe	Non-Fiction	Inspire
Term 3: Let Me Entertain You	The Land of Stories: The Wishing Spell, Chris Colfer	Fiction	Entertain
	Poems to Learn by Heart, Caroline Kennedy	Poetry	Entertain
	Roogaroo Mickey, Wilfred Burton	Fiction	Entertain
	A Sack Full of Feathers, Debby Waldman	Fiction	Entertain