Fourth Grade English Language Arts

Curriculum

Francis Howell School District

HOME SCHOOL COMMUNITY

LEARNING TOGETHER

Board Approved:

July 18, 2019

Francis Howell School District

Mission Statement

The mission of the Francis Howell School District is to prepare students today for success tomorrow.

Vision Statement

Every student will graduate with college and career readiness skills.

Values

Francis Howell School District is committed to:

- Providing a consistent and comprehensive education that fosters high levels of academic achievement
- Operating safe and well-maintained facilities
- Providing a safe learning environment for all students
- Promoting parent, community, student, and business involvement in support of the school district
- Ensuring fiscal responsibility
- Developing responsible citizens
- Operating as a professional learning community
- Making appropriate use of technology

Francis Howell School District Graduate Goals

Upon completion of their academic study in the Francis Howell School District, students will be able to:

1. Gather, analyze and apply information and ideas.
2. Communicate effectively within and beyond the classroom.
3. Recognize and solve problems.
4. Make decisions and act as responsible members of society.

English Language Arts Graduate Goals

Upon completion of their Communication Arts study in the Francis Howell School District, students will be able to:

1. Speak and write standard English with fluency and facility using proper grammar usage, punctuation, spelling and capitalization.
2. Read a variety of genre with facility, fluency and comprehension and be able to analyze and evaluate what they read.
3. Develop a comprehensive research plan while evaluating resources for their reliability and validity.
4. Compose well-developed pieces of writing, both formally and informally, with clarity and awareness of audience and form.
5. Orally make presentations on issues and ideas.
6. Identify and evaluate relationships between language and cultures.

Course Rationale

The FHSD English Language Arts curriculum was created to guide teachers in the implementation of their reading, writing, speaking and listening, and language standards. The curriculum has a focus on reading, writing, language development, speaking and listening. The implementation of the curriculum will develop students critical thinking skills by helping them analyze texts, develop effective arguments, and write for a diverse audience.

Balanced literacy continues to be the district philosophy for teaching students in reading, writing, and word work. The English Language Arts curriculum will support learners in making and conveying meaning in their reading and writing while becoming more independent in their learning.

Course Description

Upon the completion of the English Language Arts curriculum, students exhibit increasing capacities of literacy. Students need little assistance in comprehending and evaluate complex texts across a range of types and disciplines and can construct effective arguments and convey information and stories. They can articulate their ideas, build on the ideas of others, and ask relevant questions for clarification. Students demonstrate command of standard English and use a wide range of vocabulary. As they become self-directed learners, students seek out and use resources, including teachers, peers, and print and digital reference materials.

English Language Arts Curriculum Team

Curriculum Committee

Shelby Brodland	Independence
Heather Cox	Central Elementary
Amy Darling	Becky-David
Dr. Shanon Drennan	Fairmount
Jodi Fitzgerald	Harvest Ridge
Brittany McDermott	Henderson
Natalie Morris	Castlio
Myka Niedringhaus	Warren
Elizabeth Nichols	John Weldon
Jodi Wylde	Daniel Boone

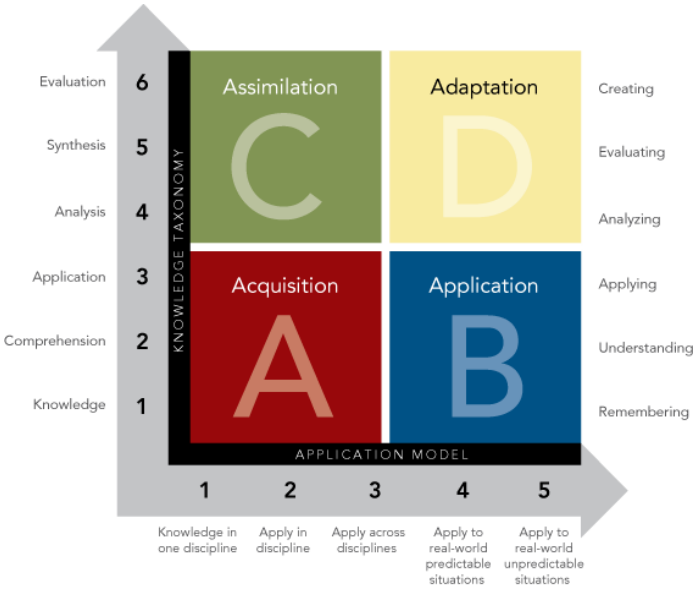
English Language Arts Content Leader	Dr. Carrie Hepburn
Director of Curriculum & Assessment	David Brothers
Chief Academic Officer	Dr. Nathan Hoven
Superintendent	Dr. Mary Hendricks-Harris

Curriculum Notes

All FHSD performance tasks and sample learning activities are aligned not only to understandings and standards, but also the Rigor and Relevance Framework and 21st Century Skills. Information on these two things is provided below or by clicking on the hyperlinks.

Rigor and Relevance Framework

The Rigor/Relevance Framework is a tool developed by the International Center to examine curriculum, instruction, and assessment along the two dimensions of higher standards and student achievement.



The Rigor/Relevance Framework has four quadrants.
Quadrant A represents simple recall and basic understanding of knowledge for its own sake. Examples of Quadrant A knowledge are knowing that the world is round and that Shakespeare wrote Hamlet.

Quadrant C represents more complex thinking but still knowledge for its own sake. Quadrant C embraces higher levels of knowledge, such as knowing how the U.S. political system works and analyzing the benefits and challenges of the cultural diversity of this nation versus other nations.

Quadrants B and D represent action or high degrees of application. Quadrant B would include knowing how to use math skills to make purchases and count change. The ability to access information in wide-area network systems and the ability to gather knowledge from a variety of sources to solve a complex problem in the workplace are types of Quadrant D knowledge.

A	B	C	D
Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.	Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.	Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.	Students have the competence to think in complex ways.

21st Century Skills

These skills have been pared down from 18 skills to what are now called the 4Cs. The components include critical thinking, communication, collaboration, and creativity. Critical thinking is focused, careful analysis of something to better understand and includes skills such as arguing, classifying, comparing, and problem solving. Communication is the process of transferring a thought from one mind to others and receiving thoughts back and includes skills such as choosing a medium (and/or technology tool), speaking, listening, reading, writing, evaluating messages. Collaboration is working together with others to achieve a common goal and includes skills such as delegating, goal setting, resolving conflicts, team building, decision-making, and managing time. Creativity is expansive, open-ended invention and discovery of possibilities and includes skills such as brainstorming, creating, designing, imagining, improvising, and problem-solving.

Standards

Missouri Learning Standards for Literacy

National Educational Technology Standards

Course Map

<table>
<tr><th></th><th>Unit Description</th><th>PE Summary</th><th>PE Standards</th></tr>
<tr>
<td>Unit 1: Interpreting Characters: The Heart of the Story & The Arc of the Story: Writing Realistic Fiction

25 days</td>
<td>Reading: In this unit, students are challenged to read a text with deep engagement and intensity. Students will push themselves to pay attention to the small details; they see characters as real people with strengths and complications and flaws; they see how settings become alive, not just as a vibrant landscape to the story but as a force that has mood and tone and influences the story; they see the bigger issues with which characters are grappling and they recognize themes that are not easy to put into words. Reading more deeply means that readers find ways to crawl into the stories, between the lines, and see all there is to see in them. In Bend one, students learn to build substantial ideas that are grounded in evidence. They will be in full Reader's Workshop mode by the end of the first bend. In Bend two students focus on reading characters and developing theories about them. They will use a story arc to understand what the character wants, what gets in the way, how the character overcomes the obstacle, and how the story is resolved. Students begin to learn that differences of opinion can spark a debate in which each person presents his or her position and then supports that position with evidence. The final Bend is devoted to the process of interpretation. Students will learn to consider big life issues that relate to many people and stories and then figure out what the book is saying about the issue.

Writing: In this unit, students will begin to learn ways to live</td>
<td>Reading:
Students are formatively assessed throughout the quarter using running records aligned with the Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. The summative assessment (end of quarter) for reading is the determination of a student's F&P reading level.

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Writing: "I'm really eager to understand what you can do as writers of narratives, of stories, so today, will you please write the best personal narrative, the best Small Moment story, that you can write? Make this be the story of one time in your life. You might focus on just a scene or two. You'll have two forty-five minute sessions to write this true story, so you'll need to plan, draft, revise, and edit in one sitting. Write in a way that allows you to show off all you know about narrative writing. In your writing, make sure you:
● Write a beginning
● Use transition words
● Elaborate to help readers picture your story</td>
<td>RL.4.10
RI.4.10

W.4.3
L.4.3</td>
</tr>
</table>

	like writers, seeing ideas for fiction stories everywhere. At the beginning of the unit, students understand that writers get their ideas by paying attention to the small moments and issues of their lives. They will collect a few true small moment stories from real life and learn to fictionalize those moments into a story form. Once students have chosen a story idea, they will begin focusing on their main character, giving these characters both internal and external traits to make them more three dimensional. In the second bend of the unit, students will focus on moving forward in the writing process. Students will use a story arc as a planning tool to show the rising and falling action of a good story. This arc will become a touchstone that students will refer to again and again throughout the unit. The third bend of the unit moves into preparing these pieces for audiences though more focused drafting, deep revision work, and editing. In the final bend, teachers switch from teaching step-by-step to allowing students to conceive, develop, plan and carry through their own independent writing projects.	• *Show what your story is really about* • *Write an ending for your story"* Narrative Rubric	

<table>
<tr>
<td>Unit 2: Reading the Weather, Reading the World & Boxes and Bullets: Personal and Persuasive Essays

20-25 days</td>
<td>Reading: In this unit, students start by reading easy texts and doing important work with those texts and then they choose more challenging texts. You will help them do similar work with those more challenging texts. Eventually they will dig into research projects that revolve around a class topic of extreme weather and natural disasters. At the end of the unit, students will research a second subtopic in order to provide opportunities for students to compare and contrast what they have learned and to explore more conceptual topics. In many ways, the structure of Bends II and III echoes that of their third-grade units studying animals.

Writing:In this unit, students develop a sense for what it feels like to write a whole essay. Students gather entries in notebooks, writing long about ideas about people, objects, events and so on. Students will look back at their previous writing and reflect on ideas, and create new writing from this reflection. Students will use what they've written in their notebooks to develop thesis statements, and they will build plans for their essays. They will then organize and collect evidence for two of their reasons such as mini-stories or lists to support reasons. Then they will organize this evidence by selecting the most powerful to include and angling what they include. They will construct a draft of these two sections of their essay, using transition words and phrases to create cohesion. Students then decide on the system that works best to develop their third reason. They will also learn how to use the introduction of a piece to orient and engage the reader, and a conclusion to provide final related thinking. Students will transfer personal writing to create a new persuasive essay, working more independently, and raising the quality of work.</td>
<td>Reading:
Students are formatively assessed throughout the quarter using running records aligned with the Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. The summative assessment (end of quarter) for reading is the determination of a student's F&P reading level.

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Teachers will administer the Fourth Grade Reading Benchmark at the end of the quarter, utilizing the district protocol.
Assessment & Blueprint

Writing: "Think of a topic or issue that you know and care about, an issue around which you have strong feelings. You will have two forty-five minute sessions to write an opinion or argument text in which you will write your opinion or claim and tell reasons why you feel that way. When you do this, draw on everything you know about essays, persuasive letters, and reviews. Please keep in mind that you'll have two forty-five minute sessions to complete this, so you will need to plan, draft, revise, and edit in two sittings. If you want to find and use information from a book or other outside source, you may bring that with you tomorrow. In your writing, make sure you:
● Write an introduction
● State your opinion or claim
● Give reasons and evidence
● Organize your writing
● Acknowledge counterclaims</td>
<td>RL.4.10
RI.4.10

RL.4.1
RL.4.2
RL.4.3
RI.4.1
RI.4.2
RI.4.3
RI.4.7

RI.4.3
RI.4.4

W.4.1
L.4.3</td>
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- *Use transition words*
- *Write conclusions"*

Opinion Rubric
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<td>Unit 3: Interpretation Book Clubs & The Literary Essay: Writing About Fiction

20 days</td>
<td>Reading: This unit has three main bends, each one leading students towards increasingly more nuanced thinking about interpretation, while also guiding students so that they can do the work independently, rather than simply following their teacher's thinking. The skills and strategies taught in each bend will set the stage for the work you then ask students to apply to their literary essays in writing workshop.

Writing: In this unit, students will learn that to write well about reading, they not only need to learn more about writing; they also need to learn more about reading. Throughout this unit, students are taught the value of close reading of complex texts. Students will learn to write structured, compelling essays in which they make and support claims and analyze, unpack, and incorporate evidence. Students will not only infer and interpret, but will learn to sustain and support the theories they develop. When writing about favorite texts - novels, read-alouds, short stories - students will learn to resist closure on an issue, to value complexity, and to commit themselves to examining all sides on an issue with the most open mind possible. Finally, students will be taught to write more about point of view, emphasis, and interpretation and to be aware of the craft moves that authors use. Students will also learn ways to structure a compare-and-contrast essay and to cite evidence from two texts in a seamless, purposeful way.</td>
<td>Reading:
Students are formatively assessed throughout the quarter using running records aligned with the Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. The summative assessment (end of quarter) for reading is the determination of a student's F&P reading level.

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Teachers will administer the Fourth Grade Reading Benchmark at the end of the quarter, utilizing the district protocol.
Assessment & Blueprint

Writing: "Think of a topic or issue that you know and care about, an issue around which you have strong feelings. You will have two forty-five minute sessions to write an opinion or argument text in which you will write your opinion or claim and tell reasons why you feel that way. When you do this, draw on everything you know about essays, persuasive letters, and reviews. Please keep in mind that you'll have two forty-five minute sessions to complete this, so you will need to plan, draft, revise, and edit in two sittings. If you want to find and use information from a book or other outside source, you may bring that with you tomorrow. In your writing, make sure you:</td>
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RL.4.1
RL.4.2
RL.4.3
RI.4.1
RI.4.2
RI.4.3
RI.4.7

RI.4.3
RI.4.4

W.4.1
L.4.3</td>
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Write an introduction
State your opinion or claim
Give reasons and evidence
Organize your writing
Acknowledge counterclaims
Use transition words
Write conclusions”

Opinion Rubric
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<tr>
<td>Unit 4: Reading History: The American Revolution & Bringing History to Life

20-25 days</td>
<td>Reading: In this unit, students will learn how to read and understand historical events. In bend I, students begin a research project about a historical event. They will then form subtopics to research and synthesize the new information into what they already know. In bend II, students continue to research in order to prepare for a debate about the historical event. This bend also teaches students the importance of multiple points of view in order to gain a more complete picture of events of the past. In bend III, students will work in partnerships to begin a new research topic. In this bend, vocabulary will have a special emphasis to learn domain specific words and how they are used at a deeper level.

Writing: In this unit, most of the time should be spent writing not researching. It will be important for students to rely on research/topics they know much about. They’ll draw on this to write two informational chapters, starting with one on a more accessible and general topic, and then progress on to a more focused topic. Students are expected to draw evidence from texts to support analysis, reflection and research.</td>
<td>Reading:
Students are formatively assessed throughout the quarter using running records aligned with the Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. The summative assessment (end of quarter) for reading is the determination of a student’s F&P reading level.

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Writing: “Think of a topic that you’ve studied or that you know a lot about. You will have two, forty-five minute sessions to write an informational (or all-about) text that teachers others interesting and important information and ideas about that topic. Please keep in mind that you’ll have only these two sessions to complete this, so you’ll need to plan, draft, revise, and edit in two sittings. Write in a way that shows all that you know about informational writing. If you want to find and use information from a book or another outside source to help you with this writing, you may bring that with you tomorrow. In your writing, make sure you:

Write an introduction
Elaborate with a variety of information
Organize your writing

</td>
<td>RL.4.10
RI.4.10

RL.4.1
RL.4.2
RL.4.3
RI.4.1
RI.4.2
RI.4.3
RI.4.7

RI.4.3
RI.4.4

W.4.2
L.4.3</td>
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Use transition words
Write a conclusion”

Information Rubric
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<tr>
<td>Unit 5: Test Prep
10-15 days</td>
<td>The test prep unit is designed to support teachers in their explicit instruction of the “testing genre.” Understanding that being tested is part of being alive. The purpose of the unit is to support our students on the specific knowledge and skills it takes to be successful when they are being tested. The goals of this unit are to familiarize students with the online testing tools they could see on high stakes assessments such as the MAP test. Other goals are to familiarize students with different types of questions they will see on assessments and teach them strategies to solve the problems many students face when taking a high stakes assessments.</td>
<td>Reading:
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Teachers will administer the Fourth Grade Reading Benchmark at the end of the quarter, utilizing the district protocol.
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RL.4.1
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RI.4.1
RI.4.2
RI.4.3
RI.4.7

RI.4.3
RI.4.4</td>
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<td>Unit 6: Historical Fiction Book Clubs & Historical Fiction Writing
15-20 days</td>
<td>Reading: This unit is organized so that children read in the company of friends, reading shared historical fiction from a particular era with support from a book club. Readers will have participated in clubs earlier, and will relish a chance to return to this social structure. Clubs are important because it is helpful for young people to develop interpretations in the company of others. The goal is to help kids’ author lives in which reading matters. It is essential that kids experience the shared pleasure of reading with friends. The first bend teaches readers to read complex texts with strong literal comprehension, monitoring for sense, actively working to fit the pieces together, and working with support from a book club to keep track of multiple plotlines, many characters, and</td>
<td>Reading:
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RL.4.1
RL.4.2
RL.4.3
RI.4.1
RI.4.2
RI.4.3
RI.4.7</td>
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	shifts in time and place. The second bend embarks upon the heady intellectual work of interpretation. Novels are not just about what is happening - the books are not just about the plots. Their novels are about ideas. In the third bend, readers will begin by deepening their understanding by turning to nonfiction, beginning with primary source images. Whenever they read about unfamiliar places and times, they'll develop a deeper relationship with that setting if they study some of the primary sources of that place, especially images. **Writing:** This unit provides an opportunity for students to stretch their writing skills by writing about fictional characters within a historical setting. In this unit, students will write scenes for two stories and then pick one story to publish. This unit was modeled after unit 1, so some of the lessons are being repeated with a focus on historical fiction.	**Writing:** *"I'm really eager to understand what you can do as writers of narratives, of stories, so today, will you please write the best personal narrative, the best Small Moment story, that you can write? Make this be the story of one time in your life. You might focus on just a scene or two. You'll have two forty-five minute sessions to write this true story, so you'll need to plan, draft, revise, and edit in one sitting. Write in a way that allows you to show off all you know about narrative writing. In your writing, make sure you:* • *Write a beginning* • *Use transition words* • *Elaborate to help readers picture your story* • *Show what your story is really about* • *Write an ending for your story"* Narrative Rubric	RI.4.3 RI.4.4 W.4.3 **L.4.3**
Unit 7: Reading with the Lens of Power and Perspective & Journalism **10-15 days**	**Reading:** This unit is intended to support fourth graders as they read a text with a specific lens. It will help them to read with two lenses (power and perspective) that play a particularly important role in critical thinking. First, students will learn to read with the lens of power, then with the lens of perspective. Finally, students will bring power and perspective together to engage in critical reading. **Writing:** In this unit, students will learn the craft of journalism. In Bend I, students will write news reports emphasizing concise and focused writing telling the who, what, where and when with a sense of drama. Students will be journalists in the real-world while focusing on on the spot writing. In Bend II, students will launch into feature article writing. The unit will help students follow a trajectory making a connection between news reports and a new form of	**Reading:** Students are formatively assessed throughout the quarter using running records aligned with the Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. The summative assessment (end of quarter) for reading is the determination of a student's F&P reading level. **Mastery Levels:** **Fourth Grade Reading Level Expectations** Meets or Exceeds Quarterly Expectations / Progressing On Quarterly Expectations / Minimal Progress On Quarterly Expectations 1st Quarter: P-Q / O / N or below 2nd Quarter: Q / P / O or below 3rd Quarter: R / Q / P or below 4th Quarter: S / R / Q or below Teachers will administer the Fourth Grade Reading Benchmark at the end of the quarter, utilizing the district protocol. Assessment & Blueprint	**RL.4.10** **RI.4.10** **RL.4.1** RL.4.2 RL.4.3 **RI.4.1** RI.4.2 RI.4.3 RI.4.7 RI.4.3 RI.4.4

	writing called feature article writing to reinforce essential work of the foundations of informational writing.	**Writing:** *"Think of a topic that you've studied or that you know a lot about. You will have two, forty-five minute sessions to write an informational (or all-about) text that teachers others interesting and important information and ideas about that topic. Please keep in mind that you'll have only these two sessions to complete this, so you'll need to plan, draft, revise, and edit in two sittings. Write in a way that shows all that you know about informational writing. If you want to find and use information from a book or another outside source to help you with this writing, you may bring that with you tomorrow. In your writing, make sure you:* ● *Write an introduction* ● *Elaborate with a variety of information* ● *Organize your writing* ● *Use transition words* ● *Write a conclusion"* Information Rubric	W.4.2 **L.4.3**

Unit 1: Interpreting Characters: The Heart of the Story (Bk. 1 & The Arc of Story: Writing Realistic Fiction (Bk. 1)

Content Area: English Language Arts	**Course:** Fourth Grade	**UNIT:** The Heart of the Story Bk. 1 & The Art of Story: Writing Realistic Fiction Bk.1

Unit Description: **Reading:** In this unit, students are challenged to read a text with deep engagement and intensity. Students will push themselves to pay attention to the small details; they see characters as real people with strengths and complications and flaws; they see how settings become alive, not just as a vibrant landscape to the story but as a force that has mood and tone and influences the story; they see the bigger issues with which characters are grappling and they recognize themes that are not easy to put into words. Reading more deeply means that readers find ways to crawl into the stories, between the lines, and see all there is to see in them. In Bend one, students learn to build substantial ideas that are grounded in evidence. They will be in full Reader's Workshop mode by the end of the first bend. In Bend two, students focus on reading characters and developing theories about them. They will use a story arc to understand what the character wants, what gets in the way, how the character overcomes the obstacle, and how the story is resolved. Students begin to learn that differences of opinion can spark a debate in which each person presents his or her position and then supports that position with evidence. The final Bend is devoted to the process of interpretation. Students will learn to consider big life issues that relate to many people and stories and then figure out what the book is saying about the issue. **Writing:** In this unit, students will begin to learn ways to live like writers, seeing ideas for fiction stories everywhere. At the beginning of the unit, students understand that writers get their ideas by paying attention to the small moments and issues of their lives. They will collect a few true small moment stories from real life and learn to fictionalize those moments into a story form. Once students have chosen a story idea, they will begin focusing on their main character, giving these characters both internal and external traits to make them more three dimensional. In the second bend of the unit, students will focus on moving forward in the	**Unit Timeline:** 40 days

writing process. Students will use a story arc as a planning tool to show the rising and falling action of a good story. This arc will become a touchstone that students will refer to again and again throughout the unit. The third bend of the unit moves into preparing these pieces for audiences through more focused drafting, deep revision work, and editing. In the final bend, teachers switch from teaching step-by-step to allowing students to conceive, develop, plan and carry through their own independent writing projects.	

DESIRED Results

Transfer Goal - ***Students will be able to use their learning to……***

1. Read for a variety of purposes such as enjoyment, gaining information, and understanding new perspectives.
2. Listen to others while honoring differences, opinions, and beliefs.
3. Communicate written and oral ideas effectively for diverse audiences and purposes using their own words.
4. Value and embrace the power of failing and making mistakes in order to better themselves.

Understandings – *Students will understand that… (Big Ideas)*

1. Effective readers use a variety of strategies to construct meaning.
2. Effective writers use a variety of strategies to share their ideas with the audience and purpose in mind.
3. Effective listeners and speakers collaborate and exchange ideas to gain greater understanding.

Essential Questions: *Students will keep considering…*

- What can I do to improve my accuracy and fluency?
- What strategies and resources can I use to understand my reading?
- Who is my audience?
- What is my purpose for writing?
- How can I improve my writing?
- How does effective speaking and listening help me communicate my understanding of texts and topics?
- Why is it important to collaborate about my thoughts and ideas?

Standard	Students will know…..	Students will understand...	Students Will Be Able to…..
RL.4.1	• Drawing inferences helps to understand the text by generalizing, deducing, and concluding from reasoning and evidence that is not presented literally or explicitly. These conclusions are based on textual clues • When something is said explicitly it means it is stated in great or precise detail; it may pertain to factual information or literal meaning • What makes a quality question • How to cite specific text evidence by quoting a specific passage from the text to support claim, assertions, or argument. Evidence comes from the text itself.	• How to take a group of details and draw insight or understanding about the meaning or importance within the passage of the text as a whole • Close reading emphasizes not only surface details but the deeper meanings and larger connotations between words, sentences, and the full text • Not all text evidence is created equal • Readers ask questions before, during and after, reading a text • Details in the text can be used to support your ideas	**Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**
RL.4.2	• Central ideas or message are that some ideas are more important than others. • Moral is a lesson that concerns what is the right or the correct thing to do. • Themes are the ideas the text explains, develops, and explores; there can be more than one , but themes are what the text is actually about.	• Central ideas of a text are similar to beams of a building, the main elements that make up the text and that all the supporting details help to develop. • Stories are retold in chronological order • Which ideas are the key versus non-essential details • How characters respond to challenges throughout a text • There are often common messages or lessons in literature	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.4.3	• Character traits are what a character is-what they look like and who they are, which is revealed by what they do. Their motivations and feelings, thoughts, words, and actions. • Major event is the most important event in the story, typically related to how the main character resolves a problem or handles a challenge. • Cause/effect relationship is the relationship between the reason (“why) something happens and the consequences of that action. The *cause* is why something happens. The *effect* is what happens as a result.	• Analyzing text means to look closely at something for the key parts to see how they work together, this leads to greater understanding of the text. • A lot can be learned by observing how a character handles difficult situations • As stories unfold, events and characters change; these changes are the consequence of the interactions that take place between people, events, and ideas within a story or an actual event. • Character’s actions add to the plot and move along the sequence of events toward the ending • Feelings often motive characters to act in a certain way	Describe in depth a character, setting, or event sin a story or drama, drawing on specific details in the text (e.e., a character’s thoughts, words, or actions).

RL.4.4	• Figurative meanings are often colorful ways of saying something that help create a picture in the mind of the reader. • Literal language is factual and explicit, the reader does not need to infer to glean the meaning. • Nonliteral language implies figurative language-often similes, metaphors, personification, and abstract words. • A metaphor compares two things that are not typically associated with each other (e.g., “That room is an oven.”) • Mythology is a collection of myths, especially belonging to a particular religious or cultural tradition. • Allusions are expressions designed to bring something to mind without mentioning it explicitly (Trojan Horse, Achilles Heel) • Tone often reveals something about the dynamic between characters	• Figurative language changes or goes beyond literal meaning. • Language creates mental pictures • Language helps keep readers engaged • Greek words from mythology are used to describe characters. • Mythological words or phrases get me to “read between the lines” or infer meaning.	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
RL.4.5	• A verse is a line in a poem • A poem is a composition in verse • Verses are separated by line breaks and groups of verses or lines create stanzas in a poem • Prose is the ordinary language used in speaking or writing • A meter helps to create a rhythm to the poem • Stanza is a group of two or more lines separated by a space in poems. • Structure of texts refers to how authors organize their ideas and the text as a whole. • Drama is written to primarily be performed. The elements of drama are characters, setting, descriptions, dialogue, stage directions, and theme. There is a structure to drama that includes plot an additional stages and sets and scenes.	• What type of text it is • How to apply concepts like stanza, rhyme, rhythm and alliteration • Drama concepts to comprehend each scene. • That they can use prior knowledge of writing to enhance understanding of prose.	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
W.4.3	• Narrative is a story one tells. A narrative can be fictional or grounded in facts, such as an autobiographical or historical narrative, or a recount of personal experience in one’s life. • Descriptions rely on precise, detailed	• Narrative pieces are a genre of writing that includes multiple types (e.g., poetry, historical fiction, autobiographical, etc). • Which techniques to use for this type of writing	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

	descriptions of people, places and events to bring them alive in vivid ways that convey the characters' emotions and capture the reader's imagination. ● Technique studies how a writer's work affects the reader.	● Descriptive details make the writing more interesting ● Sequencing events helps the reader to comprehend	
W.4.4	● (Grade-specific expectations for writing types are defined in standards 1-3 above.) ● Knowing the audience of a piece will help an author anticipate and respond appropriately to their concerns and questions about a topic ● Effective writers produce clear compositions by using precise words, proper grammar, and sentence structure. ● Development includes everything from examples and quotations, to details and other forms of evidence used to support and illustrate whatever the writer is saying about the subject. ● Organization comes in a variety of approaches, what matters most is a clear, appropriate, logical, and effective structure to the idea. ● Purpose is what the writer is trying to accomplish with the piece ● Task is the purpose for the writing and the genre. ● Audience is the reader of the piece.	● (Grade-specific expectations for writing types are defined in standards 1-3 above.) ● Determine who the audience for the piece of writing will be and make decisions for the piece based on the following questions: *what do they already know or need to learn to understand the writer's message? How is the audience likely to respond to the piece? What biases do they have that as the writer I must anticipate and address to effectively advance my argument?* ● Attention to detail is important to produce a quality piece, it includes revision, editing, and receiving feedback from others ● Development should extend, clarify, or enhance the writer's claims or, in narratives, advance the story. It can look like figures, tables, dialogue, or images that add more information or further illustration. ● Organization of a text helps the reader create meaning ● Writer's purpose is shapes by the occasion, the topic, and the audience	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
W.4.5	● Revising is reseeing the piece from a writer's eye to make it clearer. This could be adding details or deleting information, connecting sentences to make it flow better. ● Editing is fixing spelling, punctuation,and grammar errors ● Purpose is what the writer is trying to accomplish with the piece ● Plan are what writers do to prepare for writing for a piece (e.g., outline ideas, gather and generate ideas, create an outline, brainstorm, mind map, etc.) ● Conventions are the rules that apply to and	● Writers get ideas from multiple sources ● Writers organize their thoughts before drafting ● Writers revise throughout every step of the writing process ● Writing is a continuous process	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to an including grade 4).

	govern the genre, format, grammar, spelling, and other aspects of writing a paper. ● Strengthening a piece is revising for concision, clarity, and coherence.		
W.4.8	● Credibility is the measure of believability of the source of information, based on how current, established, and relevant the source is. ● When gathering relevant information, students only research information that is relevant to the research question. ● Multiple print and digital sources: legitimate researchers consider an array of sources from different perspectives and media to be a thorough as possible in their analysis.	● Some sources are more credible than others ● Writing can answer questions others or I have about a topic ● Information for a writing piece can come from a variety of sources ● The importance or organizing and categorizing information ● Writers need to keep track of their sources ● Text and digital sources are documented differently	Recall information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
W.4.9.a	● Literature is fiction, poetry, drama, graphic stories, but also artworks by distinguished painters, sculptors, or photographers.	● Details from a text give the reader information about characters, setting, or events and those details help the writer use them in their own work	Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
W.4.10	● Audience is who the piece will be presented to (e.g., teacher, students, community, etc.) ● Purpose is what the writer is trying to accomplish with the piece ● Reflection is going beyond revisiting details of what happened, but considering what it means ● Revising is making changes to a piece of writing not so much for correction of spelling, usage, or grammatical errors, but to improve the content and ideas.	● Writer's purpose is shaped by the occasion, the topic, and the audience ● Planning helps a writer develop a strong piece based on their purpose ● Reflection helps a writer improve their piece ● Revision makes our writing sound better	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.4.1	● Collaborative discussion refers to discussing ideas and working jointly with others to create new thinking. Partners take the remarks of others and add details or further develop the thoughts. ● Diverse partners are people and ideas from different backgrounds, cultures, and perspectives than the students' own. ● Engage is to occupy attention and efforts.	● Building upon others' talk in conversation deepens the discussion ● Synthesizing information into a conclusion helps wrap up a discussion ● It's important to have discussions with a variety of people ● Discussions include all participants and give every member an opportunity to speak and be listened to	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts* building on others' ideas and expressing their own clearly.

SL.4.4	• Main Idea is the central underlying idea, concept, or message that the author conveys in a non fiction text • Theme is the central underlying idea, concept, or message that the author conveys in a fiction text. • Details are information that supports the main idea • Relevance is closely related to the topic or main idea • Recount is to give an account of an event or experience • Understandable Pace is how fast or slow you talk • Background Knowledge is information that is essential to understanding a situation	• Presentations vary depending on the task, purpose, and audience • A clear organization structure allows listeners to hear and process the ideas presented • Not all information is relevant • Speak clearly at an understandable pace about a topic/text • Report, Tell and Recount on experiences about a topic/text • Use relevant and descriptive details to support the main idea and/or theme	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.4.6	• Informal discourse is the talk and discussions between peers that is relaxed, casual, and familiar. • Formal is being in accordance with usual requirements and customs.	• Each presentation or talk has its own unique audience each time one speaks, and so it's important to know how to speak to address the audience and the occasion.	*Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informational discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards L.4.1a-L.4.1g for specific expectations).*
L.4.1	• Grammar is the study of words and their component parts and how they combine to form sentences; the structural relationships in language that contribute to their meaning. • Usage is how one uses language-- and if it is permitted, approved.	• Grammar rules help us be effective communicators	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.4. 1 d	• Adjectives are words that modify or describe another person or thing in a sentence. An adjective describes a noun and provides more information about the object signified. • Conventions are a way of doing or using something-- in this case, words, punctuation, grammar -- as established and endorsed by a group that has agreed to observe certain practices or rules.	• Correctly ordered adjectives will make the writing better	Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).

L.4. 1 g	• A homophone is a word pronounced the same as another but different in meaning.	• There is a difference in the spellings of homophones	Correctly use frequently confused words (e.g., *to, too, two; there, their*).*
L.4.2	• Capitalization signals where a sentence begins but also indicates that word is a title, a person's name, a product or band name, or some other form of a proper noun. • Punctuation refers to all the marks--period, comma, colon, semicolon, dash, hyphen, quotation and question marks, parenteses, exclamation points, and others--that writers use to be clear, make connections, and create a style that suggests how the text should be read. It is, as some say, what makes the music of the writing happen in ways similar to musical notations that signal where, when, and how long to stop or speed up, where to pause and what to emphasize. • Conventional spelling is the correct spelling of a word, the one you would find in a dictionary.	• Standard English has convention rules to help us be effective communicators • Convention rules help the reader understand what we have written • Spelling patterns are common configurations of letters in several words	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.4.3	• Language is a body of words and the systems for their use common to a people who are of the same community or nation, the same geographical area, or the same cultural tradition. • Conventions are those rules about which punctuation marks to use, how, when, why, and where to use them when writing different types of documents in various media.	• Drawing on elements such as syntax, rhetoric, punctuation, and diction, writers choose words and arrange them to serve a purpose or for effect	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
L.4.4	• Multiple-meaning words are words that mean more than one thing, depending on the context	• Language has specific rules • Word parts change the meaning of the sentences/phrases	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.
L.4.5	• Figurative meanings are often colorful ways of saying something that help create a picture in the mind of the reader. • Literal language is factual and explicit, the reader does not need to infer to glean the meaning. • Nonliteral language implies figurative	• Language creates mental pictures • Figurative Language helps keep readers engaged • Real life connections help anchor meaning of words • Words have a variety of meaning • Words express how the author feels	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

	language-often similes, metaphors, personification, and abstract words. • Word relationships are how two or more words might be related grammatically, rhetorically, conceptually, or in some other meaningful way as they are used in a text. Included in this category of words are figures of speech such as metaphors, analogies, and similes, which are based entirely on associations and relationships between words and ideas.		
L.4.6	• Content or academic vocabulary words • words and phrases that signal time or relationships (after, before, next) in conversation • General academic and domain-specific words: these are the general words students encounter in all subjects--analyze, evaluate, describe, compare, contrast, and so on--and the specialized vocabulary they face in specific course or subject area--gravity, force, evolution, inflection point, and the many works specific to literature and other subject areas.	• Readers constantly learn and use new words through conversations and texts • Identify unknown words and seek meaning • certain words are used during certain grade-appropriate and/or academic conversations • the importance of using and understanding subject specific vocabulary during classroom conversation • academic words being used frequently during class are important to know and use	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered)* and that are basic to a particular topic (*e.g., wildlife, conservation,* and *endangered* when discussing animal preservation).

Unit 1: Assessment

EVIDENCE of LEARNING

Understanding	Standards	**Unit Performance Assessment**: **Description of Assessment Performance Task(s):**	**R/R Quadrant**
1,2,3	**RL.4.10** **RI.4.10** **RL.4.1**	**Reading:** Students are formatively assessed throughout the quarter using running records aligned with the Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. The summative assessment (end of the quarter) for reading is the determination of a student's F&P reading level. M**astery Levels:**	**21 Century** D Critical Thinking Creativity Communication

	RL.4.2 RL.4.3 **RI.4.1** RI.4.2 RI.4.3 RI.4.7 RI.4.3 RI.4.4 W.4.3 **L.4.3**	**Fourth Grade Reading Level Expectations** Meets or Exceeds Quarterly Expectations / Progressing On Quarterly Expectations / Minimal Progress On Quarterly Expectations 1st Quarter: P Q / O / N or below 2nd Quarter: Q / P / O or below 3rd Quarter: R / Q / P or below 4th Quarter: S / R / Q or below Teachers will administer the Fourth Grade Reading Benchmark at the end of the quarter, utilizing the district protocol. Assessment & Protocol **Writing:** *"I'm really eager to understand what you can do as writers of narratives, of stories, so today, will you please write the best personal narrative, the best Small Moment story, that you can write? Make this be the story of one time in your life. You might focus on just a scene or two. You'll have two forty-five minute sessions to write this true story, so you'll need to plan, draft, revise, and edit in one sitting. Write in a way that allows you to show off all you know about narrative writing. In your writing, make sure you:* ● *Write a beginning* ● *Use transition words* ● *Elaborate to help readers picture your story* ● *Show what your story is really about* ● *Write an ending for your story"* Narrative Rubric	

Unit 1: Sample Activities

SAMPLE LEARNING PLAN
Pre-assessment: *Teacher can use pre-assessment in writing and assessment wall data to plan for instruction.*

Reader's Workshop

Understanding	Standards	Major Learning Activities:	Instructional Strategy Category:	R/R Quadrant: 21C:

1	**RL.4.1** RL.4.2 RL.4.3 SL.4.1 SL.4.4 SL.4.6	**Retelling and Synthesizing to Cement Comprehension** (Session 4) **Objectives:** Students will: ● Know readers retell stories chronologically ● Understand readers can do a synthesis retelling ● Be able to move from retelling to summarizing **a. Connection:**The teacher will: i. Channel children to use current research on the volume of reading kids should be doing as a gauge against which to self-assess and to set goals. ii. Turn the corner to a new topic and provide a context for today's minilesson by telling children that during previous book buzzes, you noticed some needed a brush up on their retelling skills. iii. Tell students they need to brush up on their retelling skills iv. I want to remind you that readers often look back on their books to cement their comprehension. You already know how to do a chronological retelling, telling the whole timeline of events in order. v. Today I want to teach you that you can also pause to synthesize. To do this you still retail but just do that for the part of the book you've just read. Then you can go back and summarize the earlier parts of the book that relate to just that part. b. **Teaching:** The teacher will: i. Recruit students to join you in retelling the current read-aloud book by taking big steps through the timeline of the events, retelling only the important ones. ii. Offer an example of a synthesis retelling of the most recent chapter you've read aloud, harkening back, when relevant, to pertinent sections from earlier in the book. iii. Name what you have just done in a way that encapsulates what you hope children have learned to do. Recap in a way that makes the work transferable to other texts, other days. c. **Active Engagement:** The teacher will:	Setting Objectives Questions Summarizing	C Critical Thinking Communication

		i. Ask children to help you continue with your synthesis retelling, adding in asides of important information they get from reaching back into earlier parts of the story. ii. Name what children have been doing. Encourage them to continue this with other texts, on other days. d. **Link:** The teacher will: Send readers off to read independently, remind them to pause and recollect the events of the story. e. **Mid-Workshop Teaching:** The teacher will: When retelling, make sure to recall the names of characters f. **Share:** Do a synthesis retelling of your read to self book to your partner. **Session 4 Documents**		
1	**RL.4.1** RL.4.2 RL.4.3 W.4.3 W.4.9.a	**Developing Significant Ideas: Using the Story Arc to Notice Important Details About Characters** (Session 8) Objective: Students will: ● Know readers pay special attention to details ● Understand details reveal the characters' desires, obstacles, and struggles ● Be able to use those details to best understand characters and the story a. **Connection:** The teacher will i. Tell children that experts know which features of subject merit attention, and give a real-life example of this. Draw a parallel to reading. ii. Today I want to teach you that if readers pay attention to details that show characters desires, the obstacles and counter, and the way they respond to those obstacles, they are likely to gain insight into both the characters, themselves and their stories. b. **Teaching:** The teacher will: i. Explain that expert readers use what they know about how stories tend to go to determine details of a story that are important. ii. Invite children to join you in closely reading a passage from the read-aloud text, letting the knowledge of story (and of evidence-based reading) inform what you and the children attend to. iii. Debrief the reading moves you made. c. **Active Engagement:** The teacher will channel children to notice the story arc in	Setting Objectives Advance Organizers	B Critical Thinking Communication

		books that they're reading independently, pushing them to look across the whole book so far. d. **Link:** The teacher will remind children that connecting their ideas to a character's desires and the obstacles that stand in the way is a sure way to "ground" their ideas. e. **Mid-Workshop Teaching:** The teacher will talk to your partner about your character asking about their desires, struggles, and obstacles. f. **Share:** The teacher will have a book talk with your partner about a character **Session 8 Documents**	Generating and Testing Hypotheses	
1	**RL.4.1** RL.4.2 RL.4.3 RL.4.4 **L.4.3** L.4.4 L.4.5 L.4.6	**Improving Theories by Reaching for Precise Academic Language** (Session 10) **Objective: Students will:** ● Know readers have ideas about characters ● Understand ideas about characters can become more precise, insightful, and sophisticated ● Be able to reach for exact, precise, true language that captures those ideas about characters a. **Connection:** The teacher will i. Celebrate that children are noticing the decisions that characters in books make, as well as the actions they take and using those decisions and actions as clues about the characters. ii. Today I want to teach you that when readers want to grow not just any ol' ideas about characters, but insightful ideas, they try to reach her exact, precise, true words to convey their thoughts about the characters b. **Teaching:** The teacher will: i. Recruit your students to join you in thinking about the read-aloud book and in reaching for precise words to talk about a character. Demonstrate a few techniques for finding the precise language. ii. After reaching for more precise words to describe a character, show students that sometimes the easiest way to capture someone is with a comparison--to another character, to an object. iii. Name what you've done. Specifically, teach kids to self-monitor for vague language and to speak in clauses or sentences, not relying on single descriptors, when trying to say something specific. c. **Active Engagement:** The teacher will read children a passage from the text, then have them describe the character in that passage using precise words.	Setting Objectives Providing Feedback Identifying Similarities and Differences	C Critical Thinking Communication

		d. **Link:** The teacher will coach students to assess their prior writing about their own books, and to set goals for lifting the level of this, sharing their aspirations with someone with whom they don't usually talk. e. **Mid-Workshop Teaching:** The teacher will explain it can take some people three or four times to come up with a precise description. Don't give up. Keep trying. Perhaps ask yourself… in other words. f. **Share:** The teacher will: i. Show the class how one student reread and reflect on individual ideas about a character and then developed greater theory about the character based on these ideas. ii. Explain how readers take their theory and then look for evidence in their book to support it, not only reading forward but also rereading and looking back over previously read sections of text. **Session 10 Documents**	Providing Feedback Providing Practice	
1	**RL.4.1** RL.4.2 RL.4.3 RL.4.4 **L.4.3** L.4.4 L.4.5 L.4.6	**Finding Complications in Characters** (Session 11) **Objective: Students will:** ● Know readers recognize that characters are complex ● Understand characters may seem one way in some relationships or settings, and another way in a different context ● Be able to look for text evidence that shows this complexity to build solid ideas about characters and books a. **Connection:** The teacher will i. Relate the story of how a character in the book you read at home first seemed to be a despicable villain and now is turning out to have redeeming features. ii. Today I want to teach you that characters are complicated, they aren't just one way. Characters may be one way in one setting or in one relationship, in another way in a different context. Or they may be one way on the outside and another way on the inside. Good readers look for text evidence that shows this complexity to build solid ideas about characters. b. **Teaching:** The teacher will: i. Invite children to notice that each of us is not just one way, that we change with company and circumstance. ii. Make a quick T-chart to show how two sides to a person might be recorded. c. **Active Engagement:** The teacher will:	Setting Objectives Advance Organizers	B Critical Thinking Communication

		i. Read out a portion from the read-aloud that introduces a new side of a character, drawing children to contrast what they knew of this character previously with what they're learning now. Then create a quick T-chart to record the class's observations about different sides to this character. ii. Summarize what the T-chart reveals, namely that this character is not just one way. d. **Link:** The teacher will: Remind students that authors often make characters complicated on purpose, and as readers, they need to grow ideas about characters that are also complicated. e. **Mid-Workshop Teaching:** The teacher will: It's not okay to come up with an idea by character, and then forget the idea altogether. It's almost like you need to stick with the idea on to the back of your hand so every time you turn the page, you think about that page in light of your idea, asking "how does what I am reading fit with my idea?" **f. Share:** Place students in CL groups and have them share what they tried today in their writing. **Session 11 Documents**	Providing Practice Questions	
1	**RL.4.1** RL.4.2 RL.4.3 RL.4.4 RL.4.5 W.4.9.a	**Connecting Thoughts to Build Interpretations** (Session 16) **Objective: Students will:** ● Know readers push themselves ● Understand readers have deeper thoughts and build relationships about a story ● Be able to look across their cumulative thinking, finding patterns, and making connections to a story a. **Connection:** The teacher will: i. Suggest that after collecting thoughts about different aspects of their books, a next step involves using that collection of thinking to grow bigger ideas about whole books. ii. "Today I want to teach you that once readers have built up lots of thinking about different aspects of their book or topic, they look for patterns and connections between their different ideas." **b. Teaching:** The teacher will: i. Share some post-its that reflect the class's thinking from the read aloud. Model how to consider two of them, side by side, to come up with an idea. ii. Once you see two ideas connecting, reread the chart to explore whether other ideas fit in with the insight you are growing.	Setting Objectives Identifying Similarities and	D Communication Collaboration Critical Thinking

		iii. Debrief in ways that help students to transfer the work you've done so they are able to develop their own ideas. **c. Active Engagement:** The teacher will: i. Give children a go at the same task, and scaffold their work. ii. Ask two partners to demonstrate how they connected the two post-its to make meaning. iii. Debrief, naming what the two partners demonstrated that you hope the rest of the class will do as well, naming this in a replicable way. **d. Link:** The teacher will: Send students off to read, asking them to take time either now, at the start of the workshop, or later, after they have read, to do similar work with their own writing. e. **Mid-Workshop Teaching:** The teacher will: Tell students to take their idea to a higher level. **f. Share:** The teacher will: Tell students that you will demonstrate how partners can work together on strengthening interpretations. **Session 16 Documents**	Differences Cooperative Learning Providing Practice	
1	W.4.3 **L.4.3**	**Celebration** (Session 19) **Objective: The students will:** ● Know that readers celebrate their learning ● Understand to grow as a reader you grow ideas about characters ● Be able to celebrate their individualism as a reader a. **Connection:** The teacher will: Celebrate with students the teaching and learning that has happened across the unit. b. **Teaching:** The teacher will: "All the things that you associate with me--with any person--are part of who that person is. I want to suggest to you that what we wear and what we like don't simply occur by accident. We can choose who we want to be. And reading is a big, big part of this." c. **Active Engagement:** The teacher will: Have a list of favorite books and authors that you can raffle off, each of which makes you, you. You can offer examples of how those books and authors shaped you, and let students know that for each of them and for you, every book that we pick up to read and, especially, every book that we decided to reread, makes us the people we are today. d. **Link:** The teacher will: Think about the characters they've come to know through books. Rob and Sistine are characters that you will remember forever, they are a part of you. Give students blank bookmarks and allow them to "create a self-portrait	Setting Objectives Reinforcing Effort Providing Recognition Nonlinguistic Representati	B Creativity Critical Thinking

		based on who they are as readers." e. **Share:** The teacher will: Allow students to show their bookmark to classmates. Session 19 Documents	on	

Writer's Workshop

Understanding	Standards	Major Learning Activities:	Instructional Strategy Category:	R/R Quadrant: 21C:
2	W.4.3 W.4.5 W.4.8 L.4.1 L.4.2 **L.4.3**	1. **Imagining Stories We Wish Existed in the World (Session 2)** **Objective**: **Students will** ● Know writers collect ideas from small moments in their lives ● Understand that writers use small moments in their lives to imagine stories they wish existed in the world ● Be able to collect ideas for writing by paying attention to stories they wish existed in the world. a. **Connection:** Teachers will: i. Tell a story about a child who grasped that writers often find story ideas in the details of their lives. ii. Remind students that E.B. White got his idea for Charlotte's Web by simply watching a spider work on its web. iii. Today I want to teach you that writers collect ideas for stories not only by finding bits of life or entries that could grow into whole stories but also by paying attention to the stories *they wish existed* in the world. Sometimes they get ideas for stories by thinking, "How can I write a story for people like me, so we can see ourselves in books?" **b. Teaching:** The teacher will: i. Point out that we each hope to find ourselves in the pages of books. ii. Demonstrate by creating a story idea out of your longing to see books you would like to read - in this case, books that contain people like you. iii. Debrief. Point out that you also invented a character that has desires and difficulties. **c. Active Engagement:** The teacher will:	Setting Objectives	A/B Collaboration Communicate Creative Thinking

		i. Set children up to try turning a wish for a certain kind of book into a story. ii. Ask children to turn and talk about the character traits and the struggles the character in the exemplar story might encounter. **d. Link:** The teacher will send writers off after reminding them of their growing repertoire of strategies for finding fiction ideas. **e. Mid-Workshop Teaching:** The teacher will discuss another strategy for collecting ideas for fictional stories. The teacher will suggest that writers can write about characters wrestling with issues that are similar to their own. **f. Share:** i. Glory in children's stories and suggest they deserve to hear each other's stories. ii. Demonstrate storytelling by retelling a familiar tale, extrapolating pointers. iii. Set children up to retell with a partner the story you modeled, and then to story-tell one of their own ideas. **Session 2 Appendix Documents**	Cooperative Learning	
2	W.4.3 W.4.4 W.4.5 W.4.10 L.4.1 L.4.2 **L.4.3**	2. **Show, Don't Tell (Session 6)** **Objective: Students will:** ● Know a scene consists of action and dialogue ● Understand that scenes are different that summaries ● Be able to write a scene using dialogue or action **a. Connection:** The teacher will i. Use an overheard comment about writing to illustrate that there comes a time when writers need to move from planning to drafting. ii. Remind children that when the time comes to write, writers can use paper in a way that flows from the organization they've set out. iii. Tell children that writers can use a separate page for each scene on their story arc, and demonstrate by transferring dots on the class story arc onto the early pages of a booklet. iv. Today I want to teach you that when writers want to create a scene, they need to create drama. Writers can do this by using a line of dialogue or describing a small action. **b. Teaching:** The teacher will: i. Illustrate the difference between summary and scene by telling a familiar tale in two contrasting ways.	Setting Objectives	B/C Collaboration Communicate Critical Thinking

		ii. Explain that this storytelling is what will be written for each scene in their story booklets. c. **Active Engagement:** The teacher will: i. Set children up to story-tell a moment from their stories to each other. ii. Share one child's summary, inviting the class to reimagine it as a story. iii. Remind children that when you turned the summarized fairy tale into a real story, you started it with dialogue. In this way, help your children have success in storytelling their classmate's summary. iv. Ask each child to try telling the story idea as a story, not a summary. v. Debrief by reminding writers to show their characters by putting them into action. d. **Link:** The teacher will send children off to work, reminding them of the many points you've made today. e. **Mid-Workshop Teaching Point:** The teacher will: i. Remind students to refer to their story arc as they move on to each moment in the story. Each moment is its own scene. ii. Remind students that a character's troubles should escalate. Things should get worse and worse. f. **Share:** The teacher will: i. Ask students to direct classmates in the scenes they have written to see if any revisions are needed. ii. Remind students that they should be doing their best work, but at the same time knowing that this will be revised as the story progresses. **Session 6 Appendix Documents**	Cooperative Learning Nonlinguistic Representation	
2	W.4.3 W.4.5 L.4.1 L.4.2 **L.4.3**	3. **Studying Published Texts to Write Leads (Session 8)** **Objective: Student will:** ● Know that a lead is a way to hook their audience ● Understand that writers get ideas for leads from other writers ● Be able to revise their leads using examples from mentor texts a. **Connection**: The teacher will: i. Celebrate that your children have begun their stories by sharing a few student examples with the class ii. Today I want to teach you that writers need to pause, listen to what they	Setting Objectives	B Collaboration Communicate Critical Thinking

		have written, and revise it. They revise the lead because by doing so, they revise the entire story. Sometimes, they do this with help from a pro. b. **Teaching:** The teacher will: i. Tell children that to write leads that draw readers into a story, it helps to study the leads published authors have written. ii. Read aloud a lead from a familiar story. Have students list what they notice about it and show resulting revisions in their lead. iii. Set children up to listen to and talk with partners about what one child did as she revised her lead. c. **Active Engagement:** The teacher will: i. Share a second lead, this time asking the class to list to a partner what they notice about it that they could try. ii. Convene the class to talk as a group about what they noticed in the lead. Do this to lift the level of partner talk, which will be continued soon. iii. Channel children to use what they notice an author has done to help one child again revise her lead. d. **Link:** The teacher will restate the options children have for today, reminding them of the step-by-step process they might take to revise their leads. e. **Mid-Workshop Teaching Point:** The teacher will remind students that dialogue should not be used as filler, but rather should show something about a character. f. **Share:** The teacher will: i. Remind the students that as they reconsider various leads, they are actually reconsidering various ways their entire drafts could go. ii. Ask them to write in the air the way the next section of their story would go if they selected one lead or another lead. **Session 8 Appendix Documents**	Cooperative Learning	
2	W.4.3 W.4.5 L.4.1 L.4.2 **L.4.3**	**4. Writing Powerful Endings (Session 10)** **Objective: The students will:** ● Know that stories should have an effective ending ● Understand that authors revise the ending of their stories to tie up loose ends, resolve conflicts, and reinforce the story's meaning ● Be able to write an effective end to their story a. **Connection:** The teacher will:	Setting Objectives	B Collaboration Communicate

		i. Acknowledge that some children will soon draft an ending to their stories ii. Share author quotes that spotlight the importance of an effective ending. iii. Today I want to teach you that writers take their time with endings, weighing and considering, drafting and revising until they find one that fits. Endings tie up loose ends, resolve the unresolved difficulties, and bring home the story's meaning. b. **Teaching:** The teacher will: i. Share something you know about how good endings go ii. Offer an example that illustrates a principle of good endings iii. Introduce a list of a few ways writers make sure endings are of good quality c. **Active Engagement:** The teacher will ask students to consider whether the class story's purposes are fulfilled in the ending. d. **Link:** The teacher will acknowledge that students will be in different stages of writing today, but if they are ready, they can move into revising their endings e. **Mid-Workshop Teaching Point**: The teacher will encourage students to share their revisions of endings and the story as a whole with their writing partner. f. **Share:** The teacher will share the story of one child's writing process that led her to write a more powerful ending. **Session 10 Appendix Documents**	Cooperative Learning	Critical Thinking
2	W.4.3 W.4.4 W.4.5 W.4.8 W.4.10 L.4.1 L.4.2 **L.4.3**	**5. Surveying Your Work and Planning for the Future (Session 21)** **Objectives: Students will:** ● Know that writers take time to celebrate their writing ● Understand that celebrations give writers time to share and reflect ● Be able to celebrate their writing progress a. Examples of Celebration: i. Gallery walk ii. Share with partners or groups iii. Look at the first piece of the year next to the current project and celebrate how far they have come as writers iv. Share reflections using the phrase "I used to think _____ about fiction, but now I think _____" v. Revisit the Narrative Writing Checklist **Session 21 Appendix Documents**	Reinforcing Effort and Providing Feedback Identifying Similarities and Differences	D Collaboration Communicate Creative Thinking Critical Thinking

Language/ Word Study

Understanding	Standards	Major Learning Activities:	Instructional Strategy Category:	R/R Quadrant: 21C:
1,2	**RL.4.1** RL.4.2 RL.4.3	**Interactive Read Aloud** The teacher will read *Tiger Rising* and have students discuss the text in collaborative groups. Parts of the read aloud will be revisited during the mini-lesson in reading workshop. Guide to readings can be found on p. xvi *Interpreting Characters: The Heart of the Story.*	Cooperative Learning	C Critical Thinking Collaboration
1, 2	L.4.1 G	**Grammar** a. Strategy: Be on the lookout for commonly confused homophones. Reread the sentence, and put the definition of the word you choose in its place. Think, “is my sentence correct?” If not, replace it with the correct word. b. Lesson Language: Homo means same and phone means sound. There are some words in English that sound the same but are spelled differently. These are tricky and require a little thought to get right! The best advice is to think about the meaning of each of the words and to check and double-check your work to make sure you chose the right one for the meaning you intended in the sentence. c. Teaching Tip: Depending on the age and experience of your writers, and the prevalence of their confusions with these words, you may want to break up this strategy into four separate lessons, taking each set of homophones in isolation. d. Using a Mentor: Read aloud a story to help children picture the different meanings of same-sounding, differently spelled words.	Setting Objectives Cues Questions Practice	A/B Communication
1	L.4. 1 d	**Ordering Adjectives:** a. Adjectives are words that describe or modify another person or thing in the sentence. b. It would take a philosopher to explain why we say "little brown house" and not "brown little house" or why we say "red Italian sports car" and not "Italian red sports car." It takes a lot of practice with a language before this order becomes instinctive, because the order often seems quite strange. There is, however, a pattern. You will find many exceptions to the pattern in the table below, but it is definitely important to learn the pattern of adjective order:	Practice	A Communication

		i. number, opinion, size, age, shape, color, origin, material, purpose.		
1, 2, 3,	L.4.4 L.4.6	**Interactive Vocabulary** The teacher will employ a variety of strategies while teaching unit vocabulary. Strategies are based on student need and understanding and application of each term listed in the vocabulary section. Instructional strategies include: ● Organizers like concept mapping or Frayer model ● Cooperative learning to discuss the meaning of the terms: think-pair-share, shoulder partner, think write ● Similarities and differences looking at similar and different words to the term ● Nonlinguistic representation	Organizers Cooperative Learning Similarities & Differences Nonlinguistic Representation	B/C Critical Thinking Communication Collaboration
1,2	RF.4.3	**Benchmark Phonics: Launching Unit & Unit 1: In the Wild** GRADE 4 MINI-LESSON 1 / MINI-LESSON 2 / MINI-LESSON 3 / MINI-LESSON 4 / MINI-LESSON 5 WEEK 1: **Word Study:** Suffixes -tion, -sion; **Spelling Patterns: Pre-Assessment** / **Routine 3:** Build Automaticity; **Build Automaticity** / **Routine 1:** Read Accountable Text; **Read Accountable Text** **Context Clues** / **Routine 4:** Sort Words; **Spelling Patterns: Closed Sort** **Spelling Patterns: Common Features Sort** / **Routine 10:** Building Fluency from Mastery to Transfer; **Reread to Build Fluency** **Writing Follow-Up** MINI-LESSON 6 / MINI-LESSON 7 / MINI-LESSON 8 / MINI-LESSON 9 / MINI-LESSON 10 WEEK 2: **Routine 5:** Spelling/Dictation; **Dictation** **Read Interactive Text** / **Routine 6:** Reading Big Words; **Use the Reading Big Words Strategy** / **Routine 8:** Decode by Analogy; **Decode by Analogy** / **Routine 11:** High-Frequency Words; **Build Fluency** **Reread for Fluency: Extra Support** **High-Frequency Words** / **Routine 9:** Extend the Learning; **Spelling Patterns: Assessment** **Extend Learning** **Cumulative Assessment** Whole Group / Small Group LESSON 1 / LESSON 2 / LESSON 3 / LESSON 4 / LESSON 5 WEEK 1: **Long a (a_e, ai, ay, ei, ea)** **Short a** • Spelling-Sound Correspondences • Build Automaticity • Spelling Patterns: Pre-Assessment • Share and Reflect / **Long a (a_e, ai, ay, ei, ea)** **Short a** • Spelling-Sound Correspondences • Read Accountable Text • Context Clues • Spelling Patterns: Closed Sort • Share and Reflect / **Long a (a_e, ai, ay, ei, ea)** **Short a** • Reread to Build Fluency • Writing Follow-Up • Dictation • Spelling Patterns: Common Features Sort • Share and Reflect / **Long a (a_e, ai, ay, ei, ea)** **Short a** • Read Interactive Text • Use Reading Big Words Strategy • Spelling Patterns: Buddy Sort • High-Frequency Words • Build Fluency / **Long a (a_e, ai, ay, ei, ea)** **Short a** • Reread for Fluency • Decode by Analogy • Spelling Patterns: Assessment • High-Frequency Words • Extend Learning • Cumulative Assessment	Homework & Practice Cooperative Learning Similarities & Differences	B Critical Thinking

Unit 1: Resources

UNIT RESOURCES
Teacher Resources: ● Dear Deer: Homophones book ● https://www.youtube.com/watch?v=jYaMP36D8s0

- Homophones Anchor Chart: https://drive.google.com/open?id=1pSnz54fKfbcNiVwTMiMn4bxtrlwKCQmV
- Adjective Order Game
- Resources by Session
- Unit One Lucy Resources Writing
- Unit One Lucy Resources Reading
- Benchmark Phonics

Student Resources:

- books
- paper
- writing
- Resources by Session

Vocabulary:

complex characters: multifaceted; need to analyze all angles of a character such as mood, setting, character traits, struggles, motivations, etc.; characters are complex when they change and have a rich inner life that interacts with people and its environment; complex is not the same as difficult
interpretation: explanation for the meaning of something; a stylistic representation of a creative work or dramatic role
motivation: the reason or reasons one has for acting or behaving in a particular way
precise: one must use the precise word(s)/phrase(s) to convey an idea as clearly as possible or achieve the desired effect
significant: noteworthy; In the context of literature, significance relates to the character, setting, problem, major events and resolution and how they interact; In the context of non-fiction, parts of a text that support the main idea and enable the reader to draw conclusions and infer what the text or portion of the text is about
synthesizing: considering the subject from different and competing angles to arrive at a meaningful or significant insight
summary: identifies the key ideas, details, or events in the text and reports them with an emphasis on who did what to whom and when.
theme: the ideas the text explains, develops, and explores; themes can be the central message, the lesson, or what the author wants you to come away with; themes are never stated explicitly, but must be inferred by the reader

Unit 2: Reading the Weather, Reading the World (Bk. 2) & Boxes and Bullets: Personal and Persuasive Essays (Bk. 2)

Content Area: English Language Arts	**Course:** Fourth Grade	**UNIT:** Reading the Weather, Reading the World & Boxes and Bullets: Personal and Persuasive Essays

Unit Description: **Reading:** In this unit, students start by reading easy texts and doing important work with those texts and then they choose more challenging texts. You will help them do similar work with those more challenging texts. Eventually, they will dig into research projects that revolve around a class topic of extreme weather and natural disasters. At the end of the unit, students will research a second subtopic in order to provide opportunities for students to compare and contrast what they have learned and to explore more conceptual topics. In many ways, the structure of Bends II and III echoes that of their third-grade units studying animals. **Writing:**In this unit, students develop a sense for what it feels like to write a whole essay. Students gather entries in notebooks, writing long about ideas about people, objects, events and so on. Students will look back at their previous writing and reflect on ideas, and create new writing from this reflection. Students will use what they've written in their notebooks to develop thesis statements, and they will build plans for their essays. They will then organize and collect evidence for two of their reasons such as mini-stories or lists to support reasons. Then they will organize this evidence by selecting the most powerful to include and angling what they include. They will construct a draft of these two sections of their essay, using transition words and phrases to create cohesion. Students then decide on the system that works best to develop their third reason. They will also learn how to use the introduction of a piece to orient and engage the reader, and a conclusion to provide final related thinking. Students will transfer personal writing to create a new persuasive essay, working more independently, and raising the quality of work.	**Unit Timeline:** 20-25 days

DESIRED Results

Transfer Goal - ***Students will be able to independently use their learning to……***

1. Read for a variety of purposes such as enjoyment, gaining information, and understanding new perspectives.
2. Listen to others while honoring differences, opinions, and beliefs.
3. Communicate written and oral ideas effectively for diverse audiences and purposes using their own words.
4. Value and embrace the power of failing and making mistakes in order to better themselves.

Understandings – ***Students will understand that… (Big Ideas)***

1. Effective readers use a variety of strategies to construct meaning.
2. Effective writers use a variety of strategies to share their ideas with the audience and purpose in mind.
3. Effective listeners and speakers collaborate and exchange ideas to gain greater understanding.

Essential Questions: ***Students will keep considering…***

- What can I do to improve my accuracy and fluency?
- What strategies and resources can I use to understand my reading?
- Who is my audience?
- What is my purpose for writing?
- How can I improve my writing?
- How does effective speaking and listening help me communicate my understanding of texts and topics?
- Why is it important to collaborate about my thoughts and ideas?

Standard	Students will know…..	Students will understand...	Students Will Be Able to…..
RI.4.1	• Explicitly is stated in great or precise detail; may pertain to factual information or literal meaning • Cite specific text evidence by quoting a specific passage from the text to support claim, assertions, or argument. Evidence comes from the text itself. • Inferences are generalizing, deducing and concluding from reasoning and evidence that is not presented literally or explicitly.	• Taking a group of details and drawing insight or understanding about the meaning or importance within the passage of the text as a whole(ie. Reading with different lenses) • Literal questions questions are answered within the text. • Analytical questions are answered by inferring with details from the text • How to combine background knowledge with information from the text	**Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**

	• Readers ask questions before, during and after, reading a text • Close reading emphasizes not only surface details but the deeper meanings and larger connotations between words, sentences, and the full text		
RI.4.2	• Main idea is the most important or central idea of a paragraph or a larger part of a text. The main idea tells the reader what the text is about and what the author wants you to remember most. • Key details are important details and ideas that support the larger ideas the text develops over time and are used to advance the author's claim. • To summarize a story it includes main idea and details	• Readers choose key details that provide the best proof of what they are concluding about a text • How to determine the important facts in a text • How to establish the text's topic (main idea) • Recounting what was just read	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.4.3	• Sequence of events are the order that events take place. • Scientific texts are coherent statements related to science • Technical texts are intended to educate the reader in a particular topic or skill • Cause and effect relationships are the reasons something has happened and the consequences of the action. • Historical texts are readings of events from the past	• Historical events are tied together (cause/effect relationships) • The connection between scientific ideas and concepts • Some steps or stages are more important than others depending on how it affects the outcome (ie. people, events, environment) • that texts provide information that can be used to tell what happened and why. • that the reader must identify specific information from the text to support their explanation of events, procedures, ideas, and concepts.	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text.
RI.4.4	• Domain specific are the certain words that are unique to each discipline and are essential for students to know in order to read, discuss, and write about complex texts in that subject.	• Texts have supports in place to help readers understand the words within the text (i.e., text features)	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to *grade 4 topic or subject area.*

RI.4.5	• Structures of texts refers to how authors organize their ideas and the text as a whole.
	• Authors use devices as such as transitions, organizational patterns (compare/contrast, cause/effect, problem/solution), and strategies (chronological order, order of
		• Text features are not the same as text structures.
		• Text structures have patterns that help me understand the meaning of the text.
		  ○ Is the text ordered chronologically?
		  ○ Do I notice cause/effect in the text?
			Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

	importance) that allow them to emphasize certain ideas, events, concepts or information.	○ Is the text organized by problem/solution? ○ Is the author comparing/contrasting? ○ Is the text describing something? ● The pattern helps me explain events, ideas, or information in the text.	
RI.4.6	● Point of view is the place, vantage point, or consciousness through which we hear or see someone describe a situation, tell a story, or make an argument. ● Firsthand accounts are those that come from direct observation or firsthand experience. ● Secondhand account comes from an"intermediary," in other words, someone who didn't directly experience it.	● Point of views can differ even when describing the same situation, telling the story, or making the same argument ● POV can come from not just written text, but also from illustrations ● Readers point of view may be different from the author's	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
RI.4.7	● Visual information refers to displays of information such as charts, graphs, diagrams, timelines, maps, images, animations, or interactive elements on webpages. ● Demonstrate is to make evident ● Interpret is to explain the meaning of information, words or actions.	● How to interpret graphics ● Synthesize information from text and visuals ● Visual and oral information is used to help the reader gain more information from the text	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
RI.4.8	● Readers determine reasoning if the writer's logic is based on valid, reliable evidence from current and credible sources. ● Evidence is related to the claim and does, indeed, provide adequate support.	● Reasons can be supported with evidence ● Headings can help to locate the author's reasons for the main idea ● The main idea and key points the author is making	Explain how an author uses reasons and evidence to support particular points in a text.
RI.4.9	● Comparing is finding what is similar ● Contrasting is finding what is different ● Each author approaches their topic with a different style and point of view ● Integrate is the combination of two texts	● Authors write nonfiction to increase the reader's knowledge about the subject of their text. Different authors often provide distinct facts that help children gain knowledge about a topic, but author's different styles and those of illustrators provide a range of tones. In the end, reading different texts on the same topic, increase student knowledge and understanding of a topic.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

		• ways that texts can be similar. • ways that texts can be different. • the most important points in each text	
RI.4.10	• To comprehend a text is to understand what is read in the text • High end of the range is for intermediate grades. This means 3rd - 5th grade. Students reading at their grade level at the end of the year should be able to read independently, with little, less, or no teachers' guidance. • Scaffolding is support from teachers, aides, or students that helps a student read text or complete a task. • Proficiently describes the way and level at which the individual student is able to read complex texts; proficiency is equated with skill, though not mastery. • Scientific texts are coherent statements related to science • Technical texts are intended to educate the reader in a particular topic or skill • Historical texts are readings of events from the past	• Readers will understand how easy or difficult a text is (ie. just right books) • Readers will determine if a text can be read independently • How to choose an appropriate level book	**By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end.**
W.4.1	• Organizational structure is the logical progression and the completeness of ideas in a text. • Opinion is a belief, conclusion, or judgement based on reasoning. • Clearly allows easy and accurate perception or interpretation. • Writer's purpose is the reason a writer writes about a topic.	• Structure helps the reader make meaning of the piece • Opinions are supported by facts and details	**Introduce the topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.**
W.4.1a	• Organizational structure is the logical progression and the completeness of ideas in a text. • Opinion is a belief, conclusion, or judgement based on reasoning. • Clearly allows easy and accurate perception or interpretation. • Writer's purpose is the reason a writer writes about a topic.	• Structure helps the reader make meaning of the piece • Opinions are supported by facts and details	**Introduce the topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.**

W.4.1b	• Reasons/reasoning are what writer bases claims and ideas on more than personal preference. The reasons to support an opinion must be based on evidence, information, and logic. • Facts are things that are proven to be true. • Details are single parts of information	• There is a difference between a fact and an opinion • Opinions are supported by facts and details	**Provide reasons that are supported by facts and details.**
W.4.1c	• Linking words provide a connections	• Linking words and phrases connect one sentence, ideas, or paragraph to another, allowing writer to express the nature or importance of the relationship between the two ideas.	**Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition).***
W.4.1d	• Wrapping up a piece helps the reader feel a sense of closure	• Concluding statement or section comes at the end of an opinion piece where the writer brings their piece to an end; writer provides statement or section that connects all reasons, facts, and details, and shows how they support the opinion presented in the paper.	**Provide a concluding statement or section related to the opinion presented.**
W.4.3	• Narrative is a story one tells. A narrative can be fictional or grounded in facts, such as an autobiographical or historical narrative, or a recount of personal experience in one's life. • Descriptions rely on precise, detailed descriptions of people, places and events to bring them alive in vivid ways that convey the characters' emotions and capture the reader's imagination. • Technique studies how a writer's work affects the reader.	• Narrative pieces are a genre of writing that includes multiple types (e.g., poetry, historical fiction, autobiographical, etc). • Which techniques to use for this type of writing • Descriptive details make the writing more interesting • Sequencing events helps the reader to comprehend	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.4.4	• (Grade-specific expectations for writing types are defined in standards 1-3 above.) • Knowing the audience of a piece will help an author anticipate and respond appropriately to their concerns and questions about a topic • Effective writers produce clear compositions by using precise words, proper grammar, and sentence structure.	• (Grade-specific expectations for writing types are defined in standards 1-3 above.) • Determine who the audience for the piece of writing will be and make decisions for the piece based on the following questions: *what do they already know or need to learn to understand the writer's message? How is the audience likely to respond to the piece? What biases do they have that as the writer I*	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

	• Development includes everything from examples and quotations, to details and other forms of evidence used to support and illustrate whatever the writer is saying about the subject. • Organization comes in a variety of approaches, what matters most is a clear, appropriate, logical, and effective structure to the idea. • Purpose is what the writer is trying to accomplish with the piece • Task is the purpose for the writing and the genre. • Audience is the reader of the piece.	*must anticipate and address to effectively advance my argument?* • Attention to detail is important to produce a quality piece, it includes revision, editing, and receiving feedback from others • Development should extend, clarify, or enhance the writer's claims or, in narratives, advance the story. It can look like figures, tables, dialogue, or images that add more information or further illustration. • Organization of a text helps the reader create meaning • Writer's purpose is shapes by the occasion, the topic, and the audience	
W.4.5	• Revising is reseeing the piece from a writer's eye to make it clearer. This could be adding details or deleting information, connecting sentences to make it flow better. • Editing is fixing spelling, punctuation,and grammar errors • Purpose is what the writer is trying to accomplish with the piece • Plan are what writers do to prepare for writing for a piece (e.g., outline ideas, gather and generate ideas, create an outline, brainstorm, mind map, etc.) • Conventions are the rules that apply to and govern the genre, format, grammar, spelling, and other aspects of writing a paper. • Strengthening a piece is revising for concision, clarity, and coherence.	• Writers get ideas from multiple sources • Writers organize their thoughts before drafting • Writers revise throughout every step of the writing process • Writing is a continuous process	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to an including grade 4).
W.4.6	• The function of various tools for writing and publishing • Basic technology vocabulary such as mouse, keyboard, menu, cursor, etc. • How to access and use technology as intended • Using technology allows us to interact with others on our writing • Using technology provides a means for publishing our writing	• How to access technology • How to use technology to interact with others and collaborate on writing • That different tools offer a better means of creating and working with others on a project	With guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

	• Collaborate is when students work together to come up with ideas for their writing		
W.4.9	• Evidence can be quantitative data, observation, quotation, examples, and findings from surveys • Analysis is to break down a subject, text, event or process into its component parts and understand what it means or how it works • Reflect means to think deeply or carefully about • Research: Collecting information about a particular subject	• Writers “lift” words, lines, or phrases directly from text to use as evidence • Writers use a range of sources for evidence • Writers break down a subject, text, event or process into its component parts to understand what it means or how it works • Writers reflect on reading to develop new ideas • Writers research to find and support evidence	Draw evidence from literary or informational texts to support analysis, reflection, and research
W.4.9.a	• Literature is fiction, poetry, drama, graphic stories, but also artworks by distinguished painters, sculptors, or photographers.	• Details from a text give the reader information about characters, setting, or events and those details help the writer use them in their own work	Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
W.4.10	• Audience is who the piece will be presented to (e.g., teacher, students, community, etc.) • Purpose is what the writer is trying to accomplish with the piece • Reflection is going beyond revisiting details of what happened, but considering what it means • Revising is making changes to a piece of writing not so much for correction of spelling, usage, or grammatical errors, but to improve the content and ideas.	• Writer’s purpose is shaped by the occasion, the topic, and the audience • Planning helps a writer develop a strong piece based on their purpose • Reflection helps a writer improve their piece • Revision makes our writing sound better	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.4.1	• Collaborative discussion refers to discussing ideas and working jointly with others to create new thinking. Partners take the remarks of others and add details or further develop the thoughts. • Diverse partners are people and ideas from different backgrounds, cultures, and perspectives than the students’ own. • Engage is to occupy attention and efforts.	• Building upon others’ talk in conversation deepens the discussion • Synthesizing information into a conclusion helps wrap up a discussion • It’s important to have discussions with a variety of people • Discussions include all participants and give every member an opportunity to speak and be listened to	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts* building on others' ideas and expressing their own clearly.

SL.4.2	• Paraphrase is the restatement of text or spoken thinking using different words than the original, but maintaining the same meaning. • Visual, Oral, and Quantitative information are images, video, art graphics of any other sort intended to convey the ideas the speaker wants to communicate; measurable, quantifiable data that is displayed or formatted so as to suit the speaker's purpose. • Determine main idea and supporting details is breaking down the different elements to reveal the main idea and their relationship to the supporting details; this might include examining how structures, grammar, syntax,m or more media-based features serve to emphasize the main or supporting ideas in the text you are studying. • Diverse Media is all the different forms ideas and information, evidence and data come in, including print, audio, video, photograph. • Summarize means giving a brief statement of the main points. • Format refers to the ways in which information can be presented--charts, graphics, slides, images, as well as multiple media, all of which allow the speaker to represent ideas more fully and effectively. • Evaluate is to determine the quality, value, use or importance of data, details or other forms of information one includes in his/her presentation.	• How to listen attentively to information being presented in order to communicate what it is mostly about. • The information the author/speaker is presenting. • What the main idea and supporting details delivered in different media and formats. • How to paraphrase information delivered in different media and formats.	**Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.**
SL.4.3	• Point of view is a perspective from which something is viewed; in literary text, narrator's perception of what is happening in the story; in informational text, angle from which a speaker or writer presents information, the stance a writer takes on a topic • Reasons is a cause, explanation, or justification for an action or event. • Evidence is facts, figures, details, quotations, or other sources of data and	• Some information is more important and a higher quality than other information • A speaker has a point of view that influences their discussion of a topic. A speaker may have bias about a subject and it's important for an audience to understand how this could influence the topic. • Questions should be asked about the information presented • There are different points of view	Identify the reasons and evidence a speaker provides to support particular points.

	information that provide support for claims or analyses and that can be evaluated by others; ● Speaker is a person that speaks		
SL.4.4	● Main Idea is the central underlying idea, concept, or message that the author conveys in a non fiction text ● Theme is the central underlying idea, concept, or message that the author conveys in a fiction text. ● Details are information that supports the main idea ● Relevance is closely related to the topic or main idea ● Recount is to give an account of an event or experience ● Understandable Pace is how fast or slow you talk ● Background Knowledge is information that is essential to understanding a situation	● Presentations vary depending on the task, purpose, and audience ● A clear organization structure allows listeners to hear and process the ideas presented ● Not all information is relevant ● Speak clearly at an understandable pace about a topic/text ● Report, Tell and Recount on experiences about a topic/text ● Use relevant and descriptive details to support the main idea and/or theme	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.4.5	● Audio elements are recorded content, including music and sound effects, embedded into the presentation. ● Digital media includes presentation software (Powerpoint, Keynote, Google Slides, etc); digital images, screen captures of online material, stand-alone or embedded video, along with audio and mixed-media formats ● Visual displays (e.g., tables, charts, graphs, infographics, etc.) convey an idea	● All available media and methods (e.g., images, audio, multimedia, words, graphs) elements enhance a presentation and make abstract information more comprehensible.	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
SL.4.6	● Informal discourse is the talk and discussions between peers that is relaxed, casual, and familiar. ● Formal is being in accordance with usual requirements and customs.	● Each presentation or talk has its own unique audience each time one speaks, and so it's important to know how to speak to address the audience and the occasion.	*Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informational discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards L.4.1a-L.4.1g for specific expectations).*
L.4.1	● Grammar is the study of words and their component parts and how they combine to	● Grammar rules help us be effective communicators	Demonstrate command of the conventions of standard English

	form sentences; the structural relationships in language that contribute to their meaning. ● Usage is how one uses language-- and if it is permitted, approved.		grammar and usage when writing or speaking.
L.4.2	● Capitalization signals where a sentence begins but also indicates that word is a title, a person's name, a product or band name, or some other form of a proper noun. ● Punctuation refers to all the marks--period, comma, colon, semicolon, dash, hyphen, quotation and question marks, parenteses, exclamation points, and others--that writers use to be clear, make connections, and create a style that suggests how the text should be read. It is, as some say, what makes the music of the writing happen in ways similar to musical notations that signal where, when, and how long to stop or speed up, where to pause and what to emphasize. ● Conventional spelling is the correct spelling of a word, the one you would find in a dictionary.	● Standard English has convention rules to help us be effective communicators ● Convention rules help the reader understand what we have written ● Spelling patterns are common configurations of letters in several words	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.4.3	● Language is a body of words and the systems for their use common to a people who are of the same community or nation, the same geographical area, or the same cultural tradition. ● Conventions are those rules about which punctuation marks to use, how, when, why, and where to use them when writing different types of documents in various media.	● Drawing on elements such as syntax, rhetoric, punctuation, and diction, writers choose words and arrange them to serve a purpose or for effect	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
L.4.3.a	● Precisely/precision is best defined by Mark Twain as the difference between the word fire and fire extinguisher; one must use the correct, precise word if one is to convey an idea as clearly as possible or achieve the desired effect.	● Which words or phrases could be changed for greater precision	**Choose words and phrases to convey ideas precisely.***

L.4.4.b	• Affixes are the morphemes attached to the beginning or endings of root words; can be prefixes or suffixes. • Greek and Latin affixes and roots are one way to determine meaning of words is to analyze the different parts. Greek and Latin root words have specific meanings. Affixes are both prefixes and suffixes, and in Greek and Latin, they too have specific meanings. When an affix is added to a root word the meaning changes (e.g., root word pseudo means false, the affix nym refers to name; therefore pseudonym is a false name).	• There are Greek and Latin affixes • There are Greek and Latin root words • Suffixes and prefixes have specific meanings	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
L.4.4.c	• Thesaurus is a book of words and their synonyms. • Dictionary is a book of words and their meanings. • Glossaries are lists in the back of a book explaining difficult or unusual words.	• How to break apart a word to determine meaning • Reference materials can be used to help find out the meaning of a word	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
L.4.6	• Content or academic vocabulary words • words and phrases that signal time or relationships (after, before, next) in conversation • General academic and domain-specific words: these are the general words students encounter in all subjects--analyze, evaluate, describe, compare, contrast, and so on--and the specialized vocabulary they face in specific course or subject area--gravity, force, evolution, inflection point, and the many works specific to literature and other subject areas.	• Readers constantly learn and use new words through conversations and texts • Identify unknown words and seek meaning • certain words are used during certain grade-appropriate and/or academic conversations • the importance of using and understanding subject specific vocabulary during classroom conversation • academic words being used frequently during class are important to know and use	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered)* and that are basic to a particular topic (*e.g., wildlife, conservation,* and *endangered* when discussing animal preservation).

Unit 2: Assessment

EVIDENCE of LEARNING

Understanding	Standards	**Unit Performance Assessment**: **Reading:**	**R/R Quadrant 21 Century**

<table>
<tr>
<td>1, 2, 3</td>
<td>RL.4.10
RI.4.10

RL.4.1
RL.4.2
RL.4.3
RI.4.1
RI.4.2
RI.4.3
RI.4.7

RI.4.3
RI.4.4

W.4.1</td>
<td>Students are formatively assessed throughout the quarter using running records aligned with the Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. The summative assessment (end of quarter) for reading is the determination of a student's F&P reading level.

Mastery Levels:
<table>
<tr><th colspan="4">Fourth Grade Reading Level Expectations</th></tr>
<tr><th></th><th>Meets or Exceeds Quarterly Expectations</th><th>Progressing On Quarterly Expectations</th><th>Minimal Progress On Quarterly Expectations</th></tr>
<tr><td>1st Quarter</td><td>P Q</td><td>O</td><td>N or below</td></tr>
<tr><td>2nd Quarter</td><td>Q</td><td>P</td><td>O or below</td></tr>
<tr><td>3rd Quarter</td><td>R</td><td>Q</td><td>P or below</td></tr>
<tr><td>4th Quarter</td><td>S</td><td>R</td><td>Q or below</td></tr>
</table>

Teachers will administer the Fourth Grade Reading Benchmark at the end of the quarter, utilizing the district protocol.
Assessment & Protocol

Writing: "Think of a topic or issue that you know and care about, an issue around which you have strong feelings. You will have two forty-five minute sessions to write an opinion or argument text in which you will write your opinion or claim and tell reasons why you feel that way. When you do this, draw on everything you know about essays, persuasive letters, and reviews. Please keep in mind that you'll have two forty-five minute sessions to complete this, so you will need to plan, draft, revise, and edit in two sittings. If you want to find and use information from a book or other outside source, you may bring that with you tomorrow. In your writing, make sure you:

Write an introduction
State your opinion or claim
Give reasons and evidence
Organize your writing
Acknowledge counterclaims
Use transition words
Write conclusions"

Opinion Rubric</td>
<td>D
Critical
Thinking
Creativity
Communication</td>
</tr>
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Unit 2: Sample Activities

SAMPLE LEARNING PLAN
Pre-assessment: *Teacher can use pre-assessment in writing and reading assessment wall to plan for instruction.*

Reader's Workshop

Understanding	Standards	Major Learning Activities:	Instructional Strategy Category:	R/R Quadrant: 21C:
1, 3	**RI.4.1** RI.4.2 RI.4.3 RI.4.5 RI.4.7 **RI.4.10** SL.4.1 **SL.4.2** SL.4.3 SL.4.4 SL.4.6	**Text Structures Help Accentuate What Matters (**Session 3) **Objectives: Students will:** ● Know the text structures of a non-fiction text. ● Understand the importance of identifying text structures in non-fiction text. ● Be able to use non-fiction text structures to help them determine the information that is most important. a. **Connection:** The teacher will: i. Teacher will share an example of their non-fiction reading life (ex. Non-fiction texts read, how often you read non-fiction text). ii. Give students an opportunity to share with others their life as a non-fiction reader. iii. Teacher will tell students, "Today I want to teach you that once readers move beyond previewing expository text to actually reading them, they often notice the way the text is organized. Expository texts have a few common structures: problem/solution, compare and contrast, cause and effect, and chronological. **b. Teaching and Active Engagement:** The teacher will: i. Play a brief video, asking students to take notes about the most important information. ii. Invite readers to share their notes with their partner. iii. Quickly remind students of typical non-fiction text structures. Play the video again, this time asking students to consider text structure while taking notes. iv. Debrief in ways that make the work transferable to another text. Support that transfer by reading aloud from the model text and asking students to listen for clues to the text structure. **c. Link:** Send readers off with a charge to think about how non-fiction texts are structured, and also with a charge to self-assign their own goals for the	Setting Objectives Note-taking Providing Practice	C Communication Collaboration

		workshop. d. **Mid-Workshop Teaching:** Remind students to read in ways that prepare them to teacher others and be sure to have notes that have chunks to them, parts to them, and make sure those parts capture some big subtopics or big ides. e. **Share:** The teacher will: i. Remind students of what they learned in third grade about teaching others, and give them a minute to finalize their teaching plans. ii. Channel students into foursomes and set them up so that one member of the foursome teachers, while the others listen carefully to learn. iii. Ask readers to prepare for tomorrow's workshop by selecting a challenging text that they want to work on reading over upcoming days. **Session 3 Appendix Documents**		
1, 2, 3	**RI.4.1** RI.4.2 RI.4.3 RI.4.8 **SL.4.2** SL.4.3 SL.4.4 SL.4.6	**Summary Boot Camp (Session 7)** **Objectives: Students will:** ● Know that reader's summarize key details from nonfiction text using reader's own words. ● Understand the importance of summarizing information read in nonfiction text. ● Be able to summarize information in nonfiction text using main idea and key details. **a. Connection:** The teacher will: i. Remind readers of the importance of summarizing and let them know that today will be a kind of boot camp to summarize nonfiction text. ii. Establish the justification for today's lesson: readers need the chance to practice complicated thinking work that, initially, may seem rather rote. iii. Teacher will tell students, "Today I want to teach you that when readers summarize nonfiction writing, they organize their summaries to include what is the most important to the writer's topic-the writer's main idea and the key supporting details-all the while being careful to put this into their own words."	Setting Objectives Reinforcing Effort and Providing Recognition Summarizing and Note-Taking Providing Practice	C Communication Collaboration Critical Thinking

		b. Teaching and Active Engagement: The teacher will: i. Remind readers what they have already learned about determining the importance and then read a text that the class will summarize together, asking them to listen for what is most important. ii. Make sure students can see the text, and channel them to reread to find the author's point, the most important main idea. iii. Coach with lean prompts. Then convene the class, calling for suggestions as to the next part of the shared summary. iv. Channel partnerships to identify the text's structure, and then to reread to find supporting details the author provides for the main idea. v. Lean into partner work, coaching with lean prompts to raise the level of their work. Reconvene the class and name out the supporting details you hear partnerships share. vi. Direct the class to take the shared main idea and supporting details to "write in the air" their own iteration of a summary to the passage. vii. Lean in and listen, coaching with lean prompts to lift the level of what kids do and say. Reconvene the class and elicit from students a shared summary. Then coach into writing. viii. Debrief. Show class what one reader did that you are hoping all readers have learned to do. **c. Link:** The teacher will send kids off to independent reading, reminding them to push themselves to fully understand a text every time they read. Ask them to try at least one written summary today. **d. Mid-Workshop Teaching:** The teacher will ask students to stop and summarize orally. Invite students to take a minute or two and orally summarize what they have been currently reading with their partner. **e. Share:** The teacher will teach students to self-assess their work against a learning progression. **Session 7 Appendix Documents**		
1, 2, 3	**RI.4.1** RI.4.2 RI.4.3 RI.4.5 RI.4.7	**Writing to Grow Research-Based Ideas Session 11** **Objectives:** Students will: ● Know that researchers not only to collect information but also to grow ideas about their research that will be developed in response to the information. ● Understand writers can use writing to grow ideas about their research topic.	Setting Objectives Summarizing and	B/D Communication

	RI.4.8 RI.4.9 **RI.4.10** SL.4.1 SL.4.3 SL.4.4 SL.4.6	● Be able to grow ideas about your research and write to explain things to yourself and others. **a. Connection:** The teacher will: **i.** Channel readers to grow a few ideas of their current non-fiction topics using some predictable thought prompts. Tell students they will be growing more ideas in their non-fiction reading. ii. Teacher will say, "Today, I want to teach you that writing is a good way to get yourself thinking about what you are reading and learning. It helps to think about parts of the topic, to ask, 'What seems important about this?' 'How does this connect to what I know?' and to write to explain things to yourself and others." b. **Teaching**: The teacher will: i. Teacher will tell kids that you will be giving "Do's and Dont's" of writing about reading, then proceed to demonstrate a "don't" (writing in ungrounded generalizations) and a contrasting "do". ii. Teacher will say to the students, "Researchers, the goal of today's mini-lesson is to make it likely that you use writing not only to record what other people have said about a topic, but also to do something about the information you are learning. I watched the writing you just did, and have studied writing that kids do when asked to write about their thinking, and I want to give you some tips about what doesn't work---and what does." c. **Active Engagement:** The teacher will: i. Channel kids to assess the writing they did earlier in the mini-lesson based on their list of "Do's and Don'ts". ii. Teacher will say to students, "It's easy to name some 'Dos and Don'ts' and harder to actually keep them in mind when you write about reading. Would you look back a the writing you did at the start of today's mini-lesson and think about how you would assess that writing? See if you can put your finger on a part of your Do's and Don'ts chart that could help your writing to get better." d. **Link:** Teacher will urge readers to try today's strategy anytime they research non-fiction texts, and also urge research teams to draw upon a repertoire of strategies they have learned in the unit thus far. e. **Mid-Workshop Teaching:** The teacher will:	Note-Taking Providing Practice	Collaboration Critical Thinking

		i. Channel the students to make sure they are reading responsively and making sure they are “finding gold”. ii. Teacher will make the analogy to reading as if you are holding an imaginary metal detector and it starts beeping like mad when finding important information. iii. Teacher will say to students, “Researchers, remember you are reading today to find intriguing, surprising and noteworthy information in the text you are reading.” iv. Teacher will say to students, “Write to think about parts of the topic, to ask, ‘What seems important about this? How does this connect to what I know?” v. Teacher will remind students the things they can do to write to grow their own ideas about what they are learning and see if they can use these prompts they know to help them push their thinking further. vi. Teacher will teach readers to rank the most important information. f. **Share:** The teacher will coach research teams to hold collaborative conversations by guiding them to talk off of each other’s ideas, using thought prompts as a scaffold. **Session 11 Appendix Documents**		
1, 3	**RI.4.1** RI.4.2 RI.4.3 RI.4.4 RI.4.5 RI.4.6 RI.4.7 RI.4.8 RI.4.9 **RI.4.10** SL.4.1 SL.4.4 SL.4.6	**Seeking Out Patterns and Relationships** Session 15 Objectives: Students will: ● Know a field of study includes several related topics. ● Understand that studying patterns and relationships from several topics within a related field of study deepens learning. ● Be able to identify patterns and relationships within a field of study. a. **Connection:** The teacher will recruit students’ commitment by explaining that experts go from learning about focused topics to learning about a field of study. b. **Teaching:** The teacher will: i. Tell students that researchers develop expertise by looking across the subtopics of related topics. Ask teams to lay out a book for each topic they’ve studied and look across the tables of contents. ii. Demonstrate how you read across two books about tornadoes and tsunamis to look for patterns. c. **Active Engagement:** The teacher will read aloud two new excerpts on the	Setting Objectives Reinforcing Effort and Providing Recognition Summarizing and Note-Taking Providing Practice Identifying	D Communication Collaboration Critical Thinking

		related topics, asking kids to think about similarities and differences, and to look for patterns in the information. d. **Link:** The teacher will channel readers to talk in their research teams, assigning themselves jobs, planning work for the day, and anticipating the team conversation they will have later on. e. **Mid-Workshop:** The teacher will ask students to push their thinking by stopping periodically as they read to ask questions about the new learning. Questions could include "Why?," "How?," and "What explains this?" These questions will lead to more thinking and more reading. f. **Share:** The teacher will launch research teams into discussions, and coach in response to what you hear. Remind students to use their best conversation skills such as asking follow-up questions. **Session 15 Appendix Documents**	Similarities and Differences	
1, 2, 3	**RI.4.1** RI.4.2 RI.4.3 RI.4.5 RI.4.7 RI.4.8 RI.4.9 **RI.4.10** SL.4.1 SL.4.4 SL.4.6	**Readers Come to Texts with Their Own Agenda** Session 17 Objectives: Students will: ● Know that researchers develop their own agendas related to their topics. ● Understand agendas run counter to how texts are organized or the author's purpose. ● Be able to organize the information they are learning to fit with their agenda. a. **Connection:** The teacher will: i. Ask students to record a research question they selected and to post it publicly, and then quickly gather with their texts for the mini-lesson. ii. Use a metaphor to explain what it means to come to something with your own agenda. Ask students to imagine how two people might see a game of baseball if each had a different agenda. iii. Emphasize that the different agendas while viewing a baseball game is a metaphor for how readers can read texts differently based on their agendas. iv. Teacher will say to students, "Today, I want to teach you that readers can come to texts with their own agendas. At times readers' agendas may match how the text is organized and intended to be read, but sometimes readers' agendas run counter to how texts are organized. In those time, readers organize the information they	Setting Objectives Cues, Questions and Advance Organizers Summarizing and Note-Taking Providing Practice	D Communication Collaboration Critical Thinking

		learn in the way that best fits with their own agenda." b. **Teaching and Active Engagement:** The teacher will: i. Explain more about what you mean by how a reader's agenda might be counter to how texts are organized by offering an example. ii. Let readers know that their own personal inquiry project research focus may very likely lead them to approach texts with a different agenda. iii. Involve readers in thinking along as you model how your research focus might lead you to approach the class read-aloud with a particular agenda and how you might read it differently. iv. Debrief by naming how reading with their research question in mind led them to approach the text differently. v. Charge students with studying one of their texts, considering how their research focus might lead them to approach that text with a counter-agenda. vi. Listen and coach. After a bit, convene students and share out some of what you heard or ask a few students to share. vii. Point out that all of these ways of approaching the text will help readers discover what they want to learn about--their own agenda. c. **Link:** The teacher will send students off to continue to read and research, reminding them to let their research focus guide their reading. d. **Mid-Workshop Teaching:** The teacher will: i. Remind the students they are writing to capture thinking. Teacher will say to students, "I want to be clear about what the expectations are for you and all fourth-graders when developing powerful research questions and then reading with your own questions in mind." ii. Teacher will hand out the copies of "Growing Ideas" and "Questioning the Text" threads of the learning progression. iii. Teacher will say to students, "Take a moment to look over what's expected of 4th graders when it comes to growing ideas and questioning the text." Allow students a few minutes to read and mark up the progression, and then ask them to talk in partnerships about what they noticed. iv. Teacher will say to students, "After you talk, look back at the writing		

		you've already done today? Now that you know what expected of fourth graders, you might need to revise your jottings to be sure they grow ideas, raise questions, and references the information you are learning. Later you will have conversations about these ideas with your research team." e. **Share:** The teacher will: i. Explain to the class that all the reading they do can change their thinking, if they let it. ii. Set students up to reflect on ways their thinking about their research topics has evolved. **Session 17 Appendix Documents**		
3	RI.4.1 RI.4.2 RI.4.3 W.4.9 SL.4.1 SL.4.4 SL.4.5 SL.4.6 L.4.6	**Imagining Possibilities, Celebrating Activism** Session 21 **Objectives:** The students will: ● Know that readers take the time to celebrate their reading. ● Understand the importance of celebrating their work at the end of a unit. ● Be able to share information about their reading. a. Examples of Celebrations: i. Create a diagram or model of a natural disaster. ii. Create a flyer calling others to action (example: 10 things people need to do to prevent drought and the overuse of water). iii. Create a presentation on Google Slides or PowerPoint. iv. Write a persuasive letter, editorial or speech about a natural disaster. v. Create a YouTube public service announcement (example: urging others to determine whether their homes are located in flood zones as well as the necessary steps to take to avoid floods and flood damage).	Setting Objectives Reinforcing Effort and Providing Recognition	B/D Communication Collaboration Critical Thinking Creativity

Writer's Workshop

Understanding	**Standards**	**Major Learning Activities:**	**Instructional Strategy Category:**	**R/R Quadrant: 21C:**
2	**RI.4.1**	**Essay Structure Bootcamp** Session 1		C/D

	RI.4.2 **W.4.1** W.4.4 W.4.5 W.4.10 SL.4.1 SL.4.3 L.4.1 L.4.2 **L.4.3**	**Objectives:** Students will: ● Know the structure of an essay ● Understand writers use an essay frame to help structure their writing ● Be able to structure their essays so that they communicate their thesis statement - their idea- and their reasons for their thesis statement. (boxes and bullets) a. **Connection:** The teacher will: i. Support children's identities as writers exclaiming over their stories and rallying them into this very grown-up unit on writing essays. ii. Show writers an example of a finished essay, helping them to see this with the eyes of soon-to-be essayists iii. Establish the reason for today's lesson: Writers need the chance to practice unfamiliar writing structures iv. "Today, I want to teach you that when writers write essays about their opinions, they structure their essays so they communicate their thesis statement - their idea - and their reasons for their thesis statement. SOmetimes writers refer to this as 'boxes and bullets'." **b. Teaching:** The teacher will: i. Teach through guided practice taking children through multiple cycles: channel them to work with a partner, then to write-in-the-air while you coach, then elicit their work while you add comments, then repeat the cycle, with children now working from the growing shared draft. ii. Give children a thesis statement and channel them to generate reasons. iii. Coach with lean prompts that raise the level of what individuals do. Then convene the class, collects suggestions for the next portion of the shared essay, and synthesize them into the frame for a shared essay. iv. Set members of the class up to use what will now be a shared box and bullets write-in-the-air their own version of the essays first paragraph. v. Listen in, interjecting lean prompts that raise the level of what individuals do. Then convene the class and elicit from students the first part of a shared essay. Coach into the writing to raise the level.	Setting Objectives Homework & Practice	Collaboration Communication Creative Thinking

		vi. Debrief. Show the class what the writer did that you are helping all writers have learned to do and then set them up to practice writing-in-the-air with partners. **c. Active Engagement:** The teacher will channel children to write-in-the-air and then flash-draft the essay each has just written in the air. **d. Link:** The teacher will send writers off to finish flash-drafting the shared essay. e. **Mid Workshop Teaching:** N/A **f. Share:** The teacher will: **i.** convene writers and ask them to remind themselves and discuss what they have already have learned about opinion writing in previous units and years. ii. Put up some selected items from the third- or fourth-grade Opinion Writing Checklist, ones that you are fairly confident your students were taught the year before. iii. Involve writers in assessing their on-demands and setting goals using the goal chart. iv. Get writers started in revising their on-demands using their personal goals. **Session 1 Appendix Documents**	Cooperative Learning	
2	RI.4.2 RI.4.3 **W.4.1.a,b** W.4.5 SL.4.1 L.4.1 L.4.2 L.4.3	**Boxes and Bullets** Session 6 **Objectives:** Students will: ● Know essays need to be strong in content *and* form ● Understand writers have a clear plan before he/she starts writing ● Be able to plan writing by using boxes and bullets to write a thesis and reasons to support that thesis. a. **Connection:** The teacher will: i. Restate the cake metaphor, rallying children for the work of planning out the essay frames for their claims. ii. "Today, I am going to teach you that one way to make sure that your essays are strong in both form and content is to have a clear plan before you start writing. You can plan by writing your thesis and your reasons to support that thesis by planning your boxes and bullets." **b. Teaching:** The teacher will: i. Demonstrate how you generate reasons for your own thesis, and	Setting Objectives	C Communication Critical Thinking

		deliberately model that you weigh and reject some possibilities. ii. Continue demonstrating the next steps in the process of creating reasons for your opinion statement. Again, deliberately model making mistakes and fixing them. iii. Debrief by articulating what you did that you hope children will also do **c. Active Engagement:** The teacher will set children up to practice coming up with reasons for their own claims. **d. Link:** The teacher will set writers up to continue to work to develop their own thesis and reasons e. **Mid Workshop Teaching:** The teacher will model how to try out different ways to support a thesis until it matches what the writer wants it to say. **f. Share:** The teacher will: i. Share an example of a writer who revised a thesis when it did not match what she wanted to write about in her essay ii. Have students go back to their plans to see if this strategy might be helpful to them and let them know they will be handing these into you **Session 6 Appendix Documents**	Cooperative Learning	
2	RI.4.2 W.4.1.a W.4.1.b W.4.3 W.4.5 W.4.9.a SL.4.1 SL.4.3 SL.4.4 L.4.1 L.4.2 **L.4.3.a** L.4.6	**Composing and Sorting Mini-Stories** Session 8 **Objectives:** Students will: ● Know writers draw on narrative writing and use mini-stories to support ideas ● Understand how writers utilize mini-stories to support their writing ● Be able to use mini-stories to support ideas a. **Connection:** The teacher will: i. Involve writers in some quick self-assessment of the on-demand pieces they wrote for homework last night. ii. Compliment writers on finding and setting new goals. Encourage them to post these. iii. Turn writers' attention to continuing to work on their larger piece. iv. Tell children that the boxes and bullets they wrote earlier will provide the frames for their essays. v. Explain that writers use files to store the materials that will fill in the frame of an essay. Provide an example.	Setting Objectives Homework and Practice	C/D Communication Creative Thinking Critical Thinking

		vi. "But today what I want to teach you is this. Some of the most important materials writers collect when writing essays are- stories!" **b. Teaching:** The teacher will: i. Demonstrate that writers bring knowledge of narrative writing to this new task, only this time they collect and write mini-stories that are angled to illustrate the bulleted topic sentence. First, they generate stories to support their thesis. ii. Channel children to do similar work, brainstorming and selecting a story to tell to support one of their reasons. iii. Proceed to the second step of this work, selecting one story, then drafting it. iv. Debrief, highlighting the process and pointing out that you told the story step-by-step, bit-by-bit, rather than summarizing it. **c. Active Engagement:** The teacher will set children up to try this while writing-in-the-air. Ask them to think of a mini-story they can tell to support their first bullet. **d. Link:** The teacher will restate the teaching point and remind students of the metaphor you established earlier describing their upcoming work. e. **Mid Workshop Teaching** The teacher will explicitly model how to angle a story to support a thesis statement **f. Share:** The teacher will share your realizations about the process of essay writing to practice evaluating a piece of writing for what qualities are there and what qualities are missing. **Session 8 Appendix Documents**	Cooperative Learning Similarities & differences	
2	RI.4.2 **W.4.1.a.d** W.5.1a.d W.4.5 **SL.4.2** L.4.1 L.4.2 **L.4.3**	**Writing Introductions and Conclusions** Session 13 **Objectives:** Students will: ● Know how writers commonly open and close essays ● Understand writers try out multiple leads and conclusions before deciding which work best for their essays. ● Be able to try multiple ways and conclusions in order to decide which works best for their essay a. **Connection:** The teacher will: i. Remind writers of the work they've done so far in this unit-the process that essayists use. ii. "Today, I want to teach you that essay writers often use the	Setting Objectives	C/D Communication Critical Thinking Creative Thinking

		beginning of an essay as a place to convey to readers that the ideas in the essay are important. **b. Teaching:** The teacher will: i. Tell writers that at the beginning of essays, essayists often rely on some common ways to say, "This is important!" ii. Set students up to be researchers and watch as you demonstrate using the phrases to try out a few ways an introduction might go. **c. Active Engagement:** The teacher will ask students to try some of the introductory phrases to frame an essay. **d. Link:** The teacher will restate the teaching point. Remind students that writers use introductions to help readers grasp the importance of the essay's thesis. e. **Mid Workshop Teaching:** The teacher will show students how to come up with three different introductions to a story and choose the best option. **f. Share:** The teacher will tell stories that the end of an essay is another place to convey the importance of ideas. i. Explain that one way to convey importance is to use common phrases to end an essay. ii. Demonstrate using common phrases to help you try out a few endings for an essay. **Session 13 Appendix Documents**	Advance Organizer Cooperative Learning Similarities & Differences	
2	RI.4.2 RI.4.5 **W.4.1.b.c** W.4.5 W.4.10 W.5.1.b SL.4.1 L.4.1 L.4.2 **L.4.3**	**Connecting Evidence, Reason and Thesis** Session 19 **Objectives:** Students will: ● Know writers link their evidence to their reasons and thesis statement ● Understand writers link their evidence so there are no gaps in their logic or reasoning ● Be able to link every piece of evidence directly to their thesis statement. a. **Connection:** The teacher will: i. Return to the building metaphor as a way to communicate to students that there can be cracks in both buildings and drafts of essays. Tell students that today they will learn to go back and seal up cracks by linking their evidence to their thesis statements. ii. "So today I am going to teach you one of the greatest and most important responsibilities an essayist has: to leave no cracks. One way that essayists make sure that every part of their essay is sealed	Setting Objectives Similarities and Differences	C/D Collaboration Communication Critical Thinking Creative Thinking

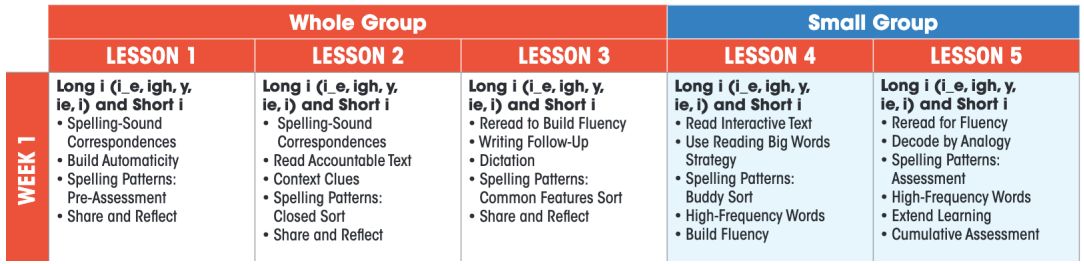
		tightly together is to make sure to link every piece of evidence directly to their thesis statement." **b. Teaching:** The teacher will: i. Explain that you have noticed that there are some common transition phrases that essayists use to link their evidence to their reason and thesis statement. ii. Demonstrate how you go back and add transition phrases after each piece of evidence to link it back to the reason and thesis statement. Deliberately make mistakes as you do this and model fixing them. iii. Debrief quickly, pointing out the replicable steps you have followed that you want all writers to take. **c. Active Engagement:** The teacher will: i. Set up writers to practice linking the evidence in their first body paragraph to their reasons and theses. ii. Set writers up to share their revised paragraphs with a partner. iii. Convene writers and highlight an example of what you heard. **d. Link:** The teacher will send writers off to continue adding connections between their evidence, reasons, and theses. e. **Mid Workshop Teaching:** The teacher will model how to make sure a piece is completely cohesive by letting the introduction bring out some of the ideas at the heart of a piece. **f. Share:** The teacher will rally writers to transfer and apply their new learning to the essays they wrote earlier in the unit **Session 19 Appendix Documents**	Cooperative Learning	
2	RI.4.2 **W.4.1** W.4.6 **SL.4.1** L.4.1 L.4.2 **L.4.3**	**Hey World, Listen Up!** Session 21 **Objectives:** Students will: ● Know that writers take the time to celebrate their writing with an audience ● Understand persuasive writing can matter and that they can ask the world to Listen Up! ● Be able to share writing to be viewed by a chosen audience a. **Examples of Celebration** i. Post essays above the recycling bins in building on the importance of recycling ii. Read bullying essay to each lunch shift in the cafeteria	Setting Objectives Providing Feedback	D Communication Critical Thinking Creative Thinking

		iii. Post essay in pediatrician's office about parents being the most important teacher iv. Teacher creates a class blog and posts each child's essay and sends letter/email home, inviting others to comment v. Post student essays in classroom, hallways, or digitally for others to comment on their essays	Reinforcing Effort and Providing Recognition	

Language/ Word Study

Understanding	Standards	Major Learning Activities:	Instructional Strategy Category:	R/R Quadrant: 21C:
1	**RI.4.1** RI.4.2 RI.4.3	**Interactive Read Aloud** Teacher will read *Everything Weather* and have students discuss the text in collaborative groups. Parts of the read aloud will be revisited during the mini-lesson in reading workshop. Guide to readings can be found on p. xviii *Reading the Weather, Reading the World.*	Cooperative Learning	C Critical Thinking Collaboration
2	L.4.4.b	**Grammar** **Use Common, Grade-Appropriate Greek & Latin Affixes and Roots As Clues to Determine the Meaning of a Word** Remind students that words are formed by taking basic words and adding combinations of prefixes and suffixes to them. ● Root Word: A basic word to which affixes are added because it forms the basis of a new word. Also a word in its own right; can stand by itself. ● Root: Basis of a new word, but it does not typically form a stand-alone word. One method of understanding the meanings of new words is to analyze the different parts of the word and the meanings of those parts. Many new words are formed by adding an affix to the beginning or end of a Latin or Greek root or root word.	Advance Organizer	B Critical Thinking

		Have students glue the charts into their Writing or Reading Notebook as a resource. Have the students choose one root or root word and place in the center of a web. Then have them come up with different words that use that root/root word. Have them add these words and their definitions as spokes coming off the root/root word in the middle. Students may add words they find through their reading and writing to the cart throughout the year.	Providing Practice	
1, 2	L.4.4.c	**<u>Grammar</u>** **Consult Reference Materials** The teacher will: ● Lead a discussion about words. ○ Whether they are written or spoken, words are important. They have the power to lift us up, drag us down, tear us apart, or soothe our hearts. Words have the power to build confidence and restore hope. Words have the power to bring peace or start wars. Words can make or break us, either as individuals or as societies. ○ As George Gordon Byron says, “But words are things, and a small drop of ink, falling like dew upon a thought produces that which makes thousands, perhaps millions, think.” ○ It takes practice to learn and use words. A variety of print and electronic resources can guide you so that words, like drops of ink, can help you understand new ideas and produce outstanding work. ○ Discovering new vocabulary and using it while you read and write is the primary focus of this lesson. ● Review how to use a dictionary, a glossary, and a thesaurus to determine or confirm word meanings. ● Provide the students with a poem, article, or another piece of text that contains unfamiliar words. Encourage students to use a variety of strategies to figure out the meaning instead of just skipping the unknown word. If these steps fail, check a dictionary; if you’re using a textbook you can find the word in a glossary. When you find the word, skim through the entry and find the most relevant meaning. If you are using an online dictionary, listen to the pronunciation.	Advance Organizer Providing Practice	B Communication

		• Have students work with a partner to complete the Dictionary Scavenger Hunt. • Follow up in small groups with students who are struggling with this skill.		
1, 2, 3,	L.4.4 L.4.6	**Interactive Vocabulary** The teacher will employ a variety of strategies while teaching unit vocabulary. Strategies are based on student need and understanding and application of each term listed in the vocabulary section. Instructional strategies include: • Organizers like concept mapping or Frayer model • Cooperative learning to discuss the meaning of the terms: think-pair-share, shoulder partner, think write • Similarities and differences looking at similar and different words to the term • Nonlinguistic representation	Organizers Cooperative Learning Similarities & Differences Nonliguistic Representation	B/C Critical Thinking Communication Collaboration
1,2	RF.4.3	**Benchmark Phonics: Unit 2: Characters in Focus** 	Homework & Practice Cooperative Learning Similarities & Differences	B Critical Thinking

Unit 2: Resources

UNIT RESOURCES
Teacher Resources: • *Greek Root Word chart* • *Latin Root Word Chart* • *Dictionary Scavenger Hunt* • Boxes and Bullets Resources by Session

- Reading the Weather, Reading the World Resources by Session
- Unit 2 Lucy Reading
  Unit 2 Lucy Writing

Student Resources:
- books
- notebooks
- writing utensils
- Boxes and Bullets Resources by Session
- Reading the Weather, Reading the World Resources by Session
- Benchmark Phonics

Vocabulary:
author's Craft: techniques an author uses to achieve goals
elaboration: specific information a writer uses to develop their topic
evaluating: to make a judgement of quality based on evidence
hybrid Text: a text with two very distinct parts to it, a narrative part, that sounds like a story, and an expository part that feels like it's teaching information
inquiry: an investigation
persuasive: convinces audience to believe in an idea, sometimes leading to action
resolution: a conclusion that resolves the conflicts or issues presented in a text
thesis: the argument you are trying to make, the writers main claim

Unit 3: Interpretation Book Clubs (FHSD Created) & The Literary Essay: Writing About Fiction (Bk. 4)

Content Area: English Language Arts	**Course:** Fourth Grade	**UNIT:** Interpretation Book Clubs & The Literary Essay: Writing About Fiction

Unit Description:	**Unit Timeline:**
Reading: This unit has three main bends, each one leading students towards increasingly more nuanced thinking about interpretation, while also guiding students so that they can do the work independently, rather than simply following their teacher's thinking. The skills and strategies taught in each bend will set the stage for the work you then ask students to apply to their literary essays in writing workshop. **Writing:** In this unit, students will learn that to write well about reading, they not only need to learn more about writing; they also need to learn more about reading. Throughout this unit, students are taught the value of close reading of complex texts. Students will learn to write structured, compelling essays in which they make and support claims and analyze, unpack, and incorporate evidence. Students will not only infer and interpret, but will learn to sustain and support the theories they develop. When writing about favorite texts - novels, read-alouds, short stories - students will learn to resist closure on an issue, to value complexity, and to commit themselves to examine all sides on an issue with the most open mind possible. Finally, students will be taught to write more about the point of view, emphasis, and interpretation and to be aware of the craft moves that authors use. Students will also learn ways to structure a compare-and-contrast essay and to cite evidence from two texts in a seamless, purposeful way.	Reading: 10-15 days Writing: 20 days

DESIRED Results

Transfer Goal - ***Students will be able to independently use their learning to……***

1. Read for a variety of purposes such as enjoyment, gaining information, and understanding new perspectives.
2. Listen to others while honoring differences, opinions, and beliefs.
3. Communicate written and oral ideas effectively for diverse audiences and purposes using their own words.
4. Value and embrace the power of failing and making mistakes in order to better themselves.

Understandings – *Students will understand that… (Big Ideas)*

1. Effective readers use a variety of strategies to construct meaning.
2. Effective writers use a variety of strategies to share their ideas with audience and purpose in mind.
3. Effective listeners and speakers collaborate and exchange ideas to gain greater understanding.

Essential Questions: ***Students will keep considering…***

- What can I do to improve my accuracy and fluency?
- What strategies and resources can I use to understand my reading?
- Who is my audience?
- What is my purpose for writing?
- How can I improve my writing?
- How does effective speaking and listening help me communicate my understanding of texts and topics?
- Why is it important to collaborate on my thoughts and ideas?

Standard	Students will know…..	Students will understand...	Students Will Be Able to…..
RL.4.1	• Drawing inferences helps to understand the text by generalizing, deducing, and concluding from reasoning and evidence that is not presented literally or explicitly. These conclusions are based on textual clues • When something is said explicitly it means it is stated in great or precise detail; it may pertain to factual information or literal meaning • What makes a quality question • How to cite specific text evidence by quoting a specific passage from the text to support claim, assertions, or argument. Evidence comes from the text itself.	• How to take a group of details and draw insight or understanding about the meaning or importance within the passage of the text as a whole • Close reading emphasizes not only surface details but the deeper meanings and larger connotations between words, sentences, and the full text • Not all text evidence is created equal • Readers ask questions before, during and after, reading a text • Details in the text can be used to support your ideas	**Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**
RL.4.3	• Character traits are what a character is-what they look like and who they are, which is revealed by what they do. Their motivations and feelings, thoughts, words, and actions. • Major event is the most important event in the story, typically related to how the main character resolves a problem or	• Analyzing text means to look closely at something for the key parts to see how they work together, this leads to greater understanding of the text. • A lot can be learned by observing how a character handles difficult situations • As stories unfold, events and characters change; these changes are the consequence	Describe in depth a character, setting, or event sin a story or drama, drawing on specific details in the text (e.e., a character's thoughts, words, or actions).

	handles a challenge. ● Cause/effect relationship is the relationship between the reason (“why) something happens and the consequences of that action. The *cause* is why something happens. The *effect* is what happens as a result.	of the interactions that take place between people, events, and ideas within a story or an actual event. ● Character’s actions add to the plot and move along the sequence of events toward the ending ● Feelings often motive characters to act in a certain way	
RL.4.4	● Figurative meanings are often colorful ways of saying something that help create a picture in the mind of the reader. ● Literal language is factual and explicit, the reader does not need to infer to glean the meaning. ● Nonliteral language implies figurative language-often similes, metaphors, personification, and abstract words. ● A metaphor compares two things that are not typically associated with each other (e.g., “That room is an oven.”) ● Mythology is a collection of myths, especially belonging to a particular religious or cultural tradition. ● Allusions are expressions designed to bring something to mind without mentioning it explicitly (Trojan Horse, Achilles Heel) ● Tone often reveals something about the dynamic between characters	● Figurative language changes or goes beyond literal meaning. ● Language creates mental pictures ● Language helps keep readers engaged ● Greek words from mythology are used to describe characters. ● Mythological words or phrases get me to “read between the lines” or infer meaning.	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
RL.4.9	● Comparing themes/settings/plots is finding what is similar between those themes/settings/plots ● Contrasting themes/settings/plots is finding what is different between those themes/settings/plots ● Theme is the idea the text explains, develops and explores; there can be more than one, but themes are what the text is actually about. Themes can be the central message, the lesson, or what the author wants you to come away	● Themes are what the author wants you to come away with ● Patterns of events can lead the reader to the theme.	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

	with; a theme is never stated explicitly, it must be inferred by the reader from the evidence in the text.		
RL.4.10	• High end of the range is for intermediate grades. This means 3rd - 5th grade. Students reading at their grade level at the end of the year should be able to read independently, with little, less, or no teachers' guidance. • To comprehend a text is to understand what is read in the text • Scaffolding is support from teachers, aides, or students that helps a student read text or complete a task. • Proficiently describes the way and level at which the individual student is able to read complex texts; proficiency is equated with skill, though not mastery.	• Readers will understand how easy or difficult a text is (ie. just right books) • Readers will determine if a text can be read independently • How to choose an appropriate level book • Differences between literary genres	**By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.**
W 4.1	• Point of view is the place, vantage point, or consciousness through which we hear or see someone describe a situation, tell a story, or make an argument. • Opinion is a belief, conclusion, or judgement based on reasoning. • Organizational structure is the logical progression and the completeness of ideas in a text. • Evidence is the detail the writer provides to support opinion (e.g., facts, quotations, examples, photographs, expert opinions, etc.). • Reasons/reasoning are what writer bases claims and ideas on more than personal preference. The reasons to support an opinion must be based on evidence, information, and logic. • Linking words and phrases connect one sentence, ideas, or paragraph to another, allowing writer to express the nature or importance of the relationship between the two ideas.	• Point of view can be different for each person even based on the same experience • Understand the concept of having an opinion. • Opinions are supported by facts • Structure helps the reader make meaning of the piece • There is a difference between a fact and an opinion • Linking words provide a connection to the opinion statement • Wrapping up a piece helps the reader feel a sense of closure	**Write opinion pieces on topics or texts, supporting a point of view with reasons and information.**

	• Concluding statement or section comes at the end of an opinion piece where the writer brings their piece to an end; writer provides statement or section that connects all reasons, facts, and details, and shows how they support the opinion presented in the paper.		
W 4.1 a	• Organizational structure is the logical progression and the completeness of ideas in a text. • Opinion is a belief, conclusion, or judgement based on reasoning. • Clearly allows easy and accurate perception or interpretation. • Writer's purpose is the reason a writer writes about a topic.	• Structure helps the reader make meaning of the piece • Opinions are supported by facts and details	**Introduce the topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.**
W 4.1 b	• Reasons/reasoning are what writer bases claims and ideas on more than personal preference. The reasons to support an opinion must be based on evidence, information, and logic. • Facts are things that are proven to be true. • Details are single parts of information	• There is a difference between a fact and an opinion • Opinions are supported by facts and details	**Provide reasons that are supported by facts and details.**
W 4.1 c	• Linking words provide connections	• Linking words and phrases connect one sentence, ideas, or paragraph to another, allowing writer to express the nature or importance of the relationship between the two ideas.	**Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition).***
W.4.4	• (Grade-specific expectations for writing types are defined in standards 1-3 above.) • Knowing the audience of a piece will help an author anticipate and respond appropriately to their concerns and questions about a topic • Effective writers produce clear compositions by using precise words, proper grammar, and sentence structure.	• (Grade-specific expectations for writing types are defined in standards 1-3 above.) • Determine who the audience for the piece of writing will be and make decisions for the piece based on the following questions: *what do they already know or need to learn to understand the writer's message? How is the audience likely to respond to the piece? What biases do they have that as the writer I must anticipate and address to effectively advance my argument?*	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

	• Development includes everything from examples and quotations, to details and other forms of evidence used to support and illustrate whatever the writer is saying about the subject. • Organization comes in a variety of approaches, what matters most is a clear, appropriate, logical, and effective structure to the idea. • Purpose is what the writer is trying to accomplish with the piece • Task is the purpose for the writing and the genre. • Audience is the reader of the piece.	• Attention to detail is important to produce a quality piece, it includes revision, editing, and receiving feedback from others • Development should extend, clarify, or enhance the writer's claims or, in narratives, advance the story. It can look like figures, tables, dialogue, or images that add more information or further illustration. • Organization of a text helps the reader create meaning • Writer's purpose is shapes by the occasion, the topic, and the audience	
W.4.5	• Revising is reseeing the piece from a writer's eye to make it clearer. This could be adding details or deleting information, connecting sentences to make it flow better. • Editing is fixing spelling, punctuation,and grammar errors • Purpose is what the writer is trying to accomplish with the piece • Plan are what writers do to prepare for writing for a piece (e.g., outline ideas, gather and generate ideas, create an outline, brainstorm, mind map, etc.) • Conventions are the rules that apply to and govern the genre, format, grammar, spelling, and other aspects of writing a paper. • Strengthening a piece is revising for concision, clarity, and coherence.	• Writers get ideas from multiple sources • Writers organize their thoughts before drafting • Writers revise throughout every step of the writing process • Writing is a continuous process	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to an including grade 4).
W.4.6	• The function of various tools for writing and publishing • Basic technology vocabulary such as mouse, keyboard, menu, cursor, etc. • How to access and use technology as intended • Using technology allows us to interact with others on our writing • Using technology provides a means for publishing our writing	• How to access technology • How to use technology to interact with others and collaborate on writing • That different tools offer a better means of creating and working with others on a project	With guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

	• Collaborate is when students work together to come up with ideas for their writing		
W.4.10	• Audience is who the piece will be presented to (e.g., teacher, students, community, etc.) • Purpose is what the writer is trying to accomplish with the piece • Reflection is going beyond revisiting details of what happened, but considering what it means • Revising is making changes to a piece of writing not so much for correction of spelling, usage, or grammatical errors, but to improve the content and ideas.	• Writer's purpose is shaped by the occasion, the topic, and the audience • Planning helps a writer develop a strong piece based on their purpose • Reflection helps a writer improve their piece • Revision makes our writing sound better	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.4.1	• Collaborative discussion refers to discussing ideas and working jointly with others to create new thinking. Partners take the remarks of others and add details or further develop the thoughts. • Diverse partners are people and ideas from different backgrounds, cultures, and perspectives than the students' own. • Engage is to occupy attention and efforts.	• Building upon others' talk in conversation deepens the discussion • Synthesizing information into a conclusion helps wrap up a discussion • It's important to have discussions with a variety of people • Discussions include all participants and give every member an opportunity to speak and be listened to	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts* building on others' ideas and expressing their own clearly.
SL.4.1 a	• Prepared is making use of any notes, ideas, any materials needed for a discussion. • Explicitly drawing on preparation is making us of the notes, ideas, any materials the student prepared specifically for the discussion.	• Being prepared requires anticipating the demands and directions for a discussion.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SL.4.1 b	• Collaborative discussion refers to discussing ideas and working jointly with others to create new thinking. Partners take the remarks of others and add details or further develop the thoughts. • Rules of discussion	• Collaborative discussions lead to a collective understanding • Participants need to pay attention to themselves and others while participating in a discussion	Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1 c	• Question is you ask to gain information or clarify understanding • Pose is to ask; students ask each other, or the teacher, questions about the text, task, or topic during a discussion.	• During a conversation everyone is responsible for including other views and making all in the group feel involved • The need to be prepared to answer questions • Acknowledging others ideas with responses is important	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SL.4.1 d	• Expressing is speaking and sharing an idea • Key ideas are ideas that support the main idea.	• Expressing your ideas isn't restating what someone else has said • All students should feel safe to share their own ideas even if they are different from others	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
SL.4.3	• Point of view is a perspective from which something is viewed; in literary text, narrator's perception of what is happening in the story; in informational text, angle from which a speaker or writer presents information, the stance a writer takes on a topic • Reasons is a cause, explanation, or justification for an action or event. • Evidence is facts, figures, details, quotations, or other sources of data and information that provide support for claims or analyses and that can be evaluated by others; • Speaker is a person that speaks	• Some information is more important and a higher quality than other information • A speaker has a point of view that influences their discussion of a topic. A speaker may have bias about a subject and it's important for an audience to understand how this could influence the topic. • Questions should be asked about the information presented • There are different points of view	Identify the reasons and evidence a speaker provides to support particular points.
SL.4.4	• Main Idea is the central underlying idea, concept, or message that the author conveys in a non fiction text • Theme is the central underlying idea, concept, or message that the author conveys in a fiction text. • Details are information that supports the main idea • Relevance is closely related to the topic or main idea • Recount is to give an account of an event or experience • Understandable Pace is how fast or slow you talk	• Presentations vary depending on the task, purpose, and audience • A clear organization structure allows listeners to hear and process the ideas presented • Not all information is relevant • Speak clearly at an understandable pace about a topic/text • Report, Tell and Recount on experiences about a topic/text • Use relevant and descriptive details to support the main idea and/or theme	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

	• Background Knowledge is information that is essential to understanding a situation		
SL.4.6	• Informal discourse is the talk and discussions between peers that is relaxed, casual, and familiar. • Formal is being in accordance with usual requirements and customs.	• Each presentation or talk has its own unique audience each time one speaks, and so it's important to know how to speak to address the audience and the occasion.	*Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informational discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards L.4.1a-L.4.1g for specific expectations).*
L.4.1	• Grammar is the study of words and their component parts and how they combine to form sentences; the structural relationships in language that contribute to their meaning. • Usage is how one uses language-- and if it is permitted, approved.	• Grammar rules help us be effective communicators	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.4.1 b	• Progressive verb tenses show time. Does the verb show the present, the past, or the future?	• If all the verbs are in the same tense	Form and use progressive (e.g., *I was walking; I am walking; I will be walking)* verb tenses.
L.4.3	• Language is a body of words and the systems for their use common to a people who are of the same community or nation, the same geographical area, or the same cultural tradition. • Conventions are those rules about which punctuation marks to use, how, when, why, and where to use them when writing different types of documents in various media.	• Drawing on elements such as syntax, rhetoric, punctuation, and diction, writers choose words and arrange them to serve a purpose or for effect	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
L 4.5	• Figurative meanings are often colorful ways of saying something that help create a picture in the mind of the reader. • Literal language is factual and explicit, the reader does not need to infer to	• Language creates mental pictures • Figurative Language helps keep readers engaged • Real life connections help anchor meaning of words • Words have a variety of meaning	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

	glean the meaning. ● Nonliteral language implies figurative language-often similes, metaphors, personification, and abstract words. ● Word relationships are how two or more words might be related grammatically, rhetorically, conceptually, or in some other meaningful way as they are used in a text. Included in this category of words are figures of speech such as metaphors, analogies, and similes, which are based entirely on associations and relationships between words and ideas.	● Words express how the author feels	
L 4.5 a	● A metaphor compares two things that are not typically associated with each other (e.g., “That room is an oven.”) ● A simile typically uses the word like or as when making a comparison (e.g., “A blue whale’s skin is as slippery as a bar of soap.”)	● Figurative language changes or goes beyond literal meaning. ● There’s a difference between a simile and a metaphor	Explain the meaning of simple similies and metaphors (e.g., *as pretty as a picture*) in context.
L 4.5 b	● Idioms are often referred to as “figures of speech,” an idiom is a combination of words that have a figurative meaning because of common usage. This figurative meaning is different than the literal meaning of boh the phrase and the words within it. For example: Sue kicked the bucket as an idiom means that Sue died. Taken literally, Sue would be kicking (with her foot) a bucket. ● Adages are a proverb of traditional saying expressing a common experience, which has gained credit through long use (e.g., “out of sight, out of mind.”). ● Proverbs are a simple and concrete saying in frequent and widespread use that states a general truth or piece of advice based on common sense. Also known as adage.	● There’s a difference between idioms, adages, and proverbs	Recognize and explain the meaning of common idioms, adages, and proverbs.

Unit 3: Assessment

EVIDENCE of LEARNING

Understanding	Standards	**Unit Performance Assessment**:	**R/R Quadrant**
1, 2, 3	**RL.4.10** **RI.4.10** **RL.4.1** RL.4.2 RL.4.3 **RI.4.1** RI.4.2 RI.4.3 RI.4.7 RI.4.3 RI.4.4 **W.4.1** **L.4.3**	**Reading:** Students are formatively assessed throughout the quarter using running records aligned with the Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. The summative assessment (end of quarter) for reading is the determination of a student's F&P reading level. **Mastery Levels:** **Fourth Grade Reading Level Expectations** Meets or Exceeds Quarterly Expectations / Progressing On Quarterly Expectations / Minimal Progress On Quarterly Expectations 1st Quarter: P Q / O / N or below 2nd Quarter: Q / P / O or below 3rd Quarter: R / Q / P or below 4th Quarter: S / R / Q or below Teachers will administer the Fourth Grade Reading Benchmark at the end of the quarter, utilizing the district protocol. Assessment & Protocol **Writing:** *"Think of a topic or issue that you know and care about, an issue around which you have strong feelings. You will have two forty-five minute sessions to write an opinion or argument text in which you will write your opinion or claim and tell reasons why you feel that way. When you do this, draw on everything you know about essays, persuasive letters, and reviews. Please keep in mind that you'll have two forty-five minute sessions to complete this, so you will need to plan, draft, revise, and edit in two sittings. If you want to find and use information from a book or other outside source, you may bring that with you tomorrow. In your writing, make sure you:* ● *Write an introduction* ● *State your opinion or claim* ● *Give reasons and evidence* ● *Organize your writing* ● *Acknowledge counterclaims* ● *Use transition words* ● *Write conclusions"* Opinion Rubric	**21 Century** D Critical Thinking Creativity Communication

SAMPLE LEARNING PLAN
Pre-assessment: *Teacher can use pre-assessment in writing and assessment wall data to plan for instruction.*

Reader's Workshop

Understanding	Standards	Major Learning Activities:	Instructional Strategy Category:	R/R Quadrant: 21C:
1, 3	**RL.4.1** RL.4.3 RL.4.10 SL.4.1a SL.4.1b SL.4.1c SL.4.1d	**1. Interpretation: Adding up the parts** **Objectives:** Students will: ● Know story elements. ● Understand that ideas can change. ● Be able to gather information about the characters and setting in order to make an interpretation of their book. **a. Connection:** The teacher will: i. Remind students how we have grown ideas about characters. ii. "Today I want to remind you that when readers want to build a larger understanding, an interpretation of their book, they don't just think about one thing (like the characters). To make an interpretation, readers try to add up all the parts, all the elements, of the story." **b. Teaching:** The teacher will: i. Tell students that good readers not only grow ideas but need to revise their ideas as they keep reading. ii. Model how to follow more than one idea and gather evidence to check if those ideas are supported or not using different colored post-its. For example, mark parts about one idea about a character using blue post-its, mark parts about an idea about a setting in	Setting Objectives Note Taking	C Critical Thinking Communicate

		yellow post-its. iii. Remind students that they need to be willing to revise their ideas if the evidence isn't there (Remind them how they changed their thinking about Sistine as they encountered more evidence about her). **c. Active Engagement:** The teacher will: i. Present a few ideas the class has grown about the current read aloud. ii. Ask them to discuss what they notice and if they want to revise any of their thinking so far. **d. Link:** The teacher will send the students off. Remind them to use the different colored post-its system to keep track of their thinking of different ideas. **e. Mid-Workshop Teaching:** The teacher will share one students work as an example of the teaching point (a student who is using the post-it system effectively). **f. Share:** The teacher will have the students share with their book club group how they are making interpretations using all the elements of the story. **Unit 3 Appendix Documents**	Cooperative Learning	
1, 3	**RL.4.1** RL.4.2 SL.4.1a SL.4.1b SL.4.1c SL.4.1d	**2. Big Life Issues** **Objectives:** Students will: ● Know how to do complex thinking. ● Understand how to grow bigger, accountable ideas. ● Be able to consider life issues in books and then consider which life issue their book is addressing and what it might be teaching about that life issue. **a. Connection:** The teacher will i. Remind students that the theme is the overall message the story conveys. ii. "Today I want to remind you that when readers want to build a central interpretation, they often consider big life issues that relate to lots of people and lots of stories, decide on one of those that pertain to the particular book, and then figure out what the book has to say about that issue." **b. Teaching:** The teacher will	Setting Objectives Notetaking	D Critical Thinking Communicate

		i. Show and discuss the following items on a Thinking About Theme chart. 1. A theme is an overall message the story conveys. 2. Themes are often about courage, cooperation, kindness, acceptance, compassion, loyalty, perseverance, honesty, or individuality. 3. Themes are also about what the story is saying about the topic. ii. Demonstrate for students with the read aloud how you yourself look back and think about what life-lessons the text might be teaching to characters. **c. Active Engagement:** The teacher will: **i.** Ask the students to work further on the same read aloud with the person sitting next to each of them. **ii.** Remind them that one way to find a lesson or the start of an interpretation is to ask: 1. What did the main character learn? 2. What made the good things in the story happen? 3. What could have prevented the bad things in the story from happening? **d. Link:** The teacher will encourage students to look for issues that recur or issues that seem particularly important to the characters in their book club reading. **e. Mid-Workshop Teaching:** The teacher will ask students to consider recurring images, objects, and details to help them figure out what the book has to say about the lesson. **f. Share:** The teacher will have the students share with their book club group what life issues they found in their book and how that relates to the theme. Discuss any similarities and differences. **Unit 3 Appendix Documents**	Generating and Testing Hypotheses Identifying and Similarities and Differences	
1, 3	**RL.4.1** RL.4.2 RL.4.9 SL.4.1a SL.4.1b	**3. Different Viewpoints on the Same Theme** **Objectives:** Students will: ● Know that some books have themes that connect to life lessons. ● Understand that theme is across the whole book and not just in one section.	Setting Objectives	D Critical Thinking

	SL.4.1c SL.4.1d	● Be able to compare and contrast how characters relate to the lessons and issues across different texts. **a. Connection:** The teacher will: i. Remind students how they have been finding themes in their book club books. ii. "Today I want to teach you that while some of these stories have similar themes, there are also a lot of differences in these stories - so many different viewpoints centered on the same theme. One way readers study those differences is to look at how different characters handle (or connect to) the same theme or issue." **b. Teaching:** The teacher will: i. Point out that just as stories are about more than one idea, many times ideas also appear in more than one story. ii. Model asking and answering the question, "How might the big life issues that characters deal with being the same across these books" using 2 previously read read alouds (i.e. Love that Dog and Papa's Parrot.) **c. Active Engagement:** The teacher will: i. Have students talk about the differences in the two read alouds. ii. Discuss how the theme is the same across the two books despite these differences. **d. Link:** The teacher will: i. Send students off to continue reading their book club book. ii. Have students analyze and talk about books with similar themes that they've read before this. **e. Mid-Workshop Teaching:** The teacher will tell readers that one way readers study those differences is to look at how different characters handle or connect to the same theme or issue. **f. Share:** The teacher will have the students share with their book club group how they compare and contrast how characters relate to the lessons and issues across different texts. **Unit 3 Appendix Documents**	Identifying and Similarities and Differences Cues and Questions	Communication
1, 3	**RL.4.1** RL.4.2	**4. Exploring the Author's Words and Phrases** **Objectives:** Students will:	Setting Objectives	C

	RL.4.3 SL.4.1a SL.4.1b SL.4.1c SL.4.1d	● Know how to understand more about characters. ● Understand that authors use precise language to show the theme. ● Be able to read closely to look at the details of how characters talk and act. **a. Connection:** The teacher will i. Show students how studying an author's craft, digging into particular words and phrases in pivotal sections, can lead them to see more about the character and also about the book's life lessons and theme. ii. "Today I want to teach you that not only do readers read closely by looking at the details of how characters talk and act and letting that push them to understand more about the characters, they also read closely by thinking about why an author may have chosen the precise words and phrases and images used in the stories to forward a theme or life lesson." **b. Teaching:** The teacher will i. Look back at one of the pivotal sections in a book. Model how to ask,"Do I notice any words or phrases that are repeated? Could this language help lead me to understand the theme better?" **c. Active Engagement:** The teacher will i. Have students work in their book clubs to find a pivotal part in their book. As a group, they should ask the questions, "Do I notice any words or phrases that are repeated? Could this language help lead me to understand the theme better?" ii. If they have noticings, they should ask themselves, "What is a possible theme for this story?" **d. Link:** The teacher will" "Today I taught you that not only do readers read closely by looking at the details of how characters talk and act and letting that push them to understand more about the characters, they also read closely by thinking about why an author may have chosen the precise words and phrases and images used in the stories to forward a theme or life lesson." **e. Mid-Workshop Teaching:** The teacher will reinforce their teaching of symbolism. "One thing I want to remind you is that one way readers are moved by literature and understand literature more deeply is that they let	Cues and Questions Providing Practice	Critical Thinking Communication

		objects in the story have symbolic importance. **f. Share:** The teacher will coach the student to use this newfound focus on craft to feed into all the observations, theories and conversations they have had so far this unit. They can go back to any theory, and conversation, and add this layer of craft to study by asking questions. **Unit 3 Appendix Documents**		
1, 3	**RL.4.1** RL.4.2 SL.4.1a SL.4.1b SL.4.1c SL.4.1d	**5. Symbolism: Connecting Objects to Bigger Meanings** **Objectives:** Students will: ● Know that the objects in stories have a symbolic meaning. ● Understand that objects connect to a bigger, more complex meaning ● Be able to determine the symbolic meaning of an object in a text. **a. Connection:** The teacher will i. Invite students to explore symbolism with you. ii. "Today I want to teach you that one way readers are moved by literature and understand literature more deeply is that they let objects in the stories have symbolic importance--they connect objects to bigger meanings, letting a simple thing stand for a more complex thing." **b. Teaching:** The teacher will i. Return to old favorite books and begin to dig into symbols in the texts they are reading. ii. Show students how to use their pencils and notebooks to articulate their ideas about symbols through sketching. **c. Active Engagement:** The teacher will i. Read students a text and discuss a major symbol in the text. Have students ask the question, "What does this symbol mean? Why did the author add this?" ii. Students can have conversations about the meaning of a specific symbol in a text. **d. Link:** The teacher will restate the teaching point. "Today I taught you that one way readers are moved by literature and understand literature more deeply is that they let objects in the stories have symbolic importance--they connect objects to bigger meanings, letting a simple thing stand for a more **e. Mid-Workshop Teaching:** The teacher will remind students that readers	Setting Objectives Nonlinguistic representation Note Taking Summarizing	C Critical Thinking Communication Creativity

		know that in carefully constructed, good stories, details matter. Excite students about the idea of comparing and contrasting symbols across texts with similar themes. **f. Share:** The teacher will have the students share with their book club group any symbols in their book that could have a more complex meaning. **Unit 3 Appendix Documents**		
1, 3	W.4.4 W.4.6	**6. The Celebration** **Objectives:** Students will: ● Know that readers take the time to celebrate their reading. ● Understand the importance of celebrating their work at the end of a unit. ● Be able to share information about their reading. **a.** Examples of Celebrations: i. Have students blog about what they learned from their books ii. Write a letter to an author to explain your book iii. Write a book review about how the book changed their point of view	Reinforcing Effort and Providing Recognition	D Critical Thinking Creativity

Writer's Workshop

Understanding	**Standards**	**Major Learning Activities:**	**Instructional Strategy Category:**	**R/R Quadrant: 21C:**
2	**RL.4.1** **W.4.1.a** **W.4.1.b** SL.4.1	**Finding and Testing a Thesis** (Session 4) **Objectives:** Students will: ● Know that writers select ideas to craft into a thesis. ● Understand that writers question and revise their theses, making sure these are supported by the whole text. ● Be able to choose a thesis for their literary essay. a. **Connection:** The teacher will: i. Celebrate the writing and thinking your writers have generated thus far in the unit. Remind children of earlier work they did with theses and reasons. ii. "Today I want to teach you that when you are writing a literary	Setting Objectives Recognizing Effort	C Communication Critical Thinking

		essay, as when you write a personal or persuasive essay, you find your seed idea - your theses - by first rereading all your related entries and thinking, 'What is the big idea I really want to say?' Sometimes it helps to gather a bunch of possible theses about a text, then to choose one." **b. Teaching:** The teacher will: i. Demonstrate selecting a thesis by returning to the work the class has done with the mentor text, *Fox*, rereading entries and underlining possible seed ideas. ii. Demonstrate testing a potential thesis by asking some key questions, and show that you then revise the thesis statements based on what you learn from doing this. iii. Debrief the teaching for the children. **c. Active Engagement:** The teacher will set children up to try this work using their own short story. **d. Link:** The teacher will recap that writers reread notes and entries about the text, select theses, then revise their theses by asking questions of them. **e. Mid-Workshop Teaching:** The teacher will: i. Model ways students can support their thesis statement: with reasons, with kinds or ways, with times when, with evidence of how it is true for one character, then for another character, with evidence of how it is true at the beginning of the story, then at the end of the story. ii. Encourage students to try out a few different possibilities for supporting their thesis statement. **f. Share:** The teacher will: i. Congratulate children on their work with thesis statements, and remind them that they need to set up a system for collecting and sorting the evidence they'll gather to support their thesis statement ii. Introduce booklets as a system to collect and organize writing. Demonstrate how booklets work using your own as an example. **Session 4 Appendix Documents**	Cues, Questions, and Advance Organizers Summarizing and Note Taking	
2	W.4.4 W.4.10 SL.4.3	**Putting It All Together: Constructing Literary Essays** (Session 8) **Objectives:** Students will: ● Know some of the ways that writers create drafts out of collections of		C Collaborati

		evidence. ● Understand what makes a good literary essay. ● Be able to plan their essay and draft their literary essay. a. **Connection:** The teacher will: i. Celebrate that children are ready to construct their literary essays, and remind them that they already know how to check and organize the materials in their folders or booklets. ii. Name the question that will guide the inquiry. "Today, instead of a regular minilesson, we will do an inquiry. Remember we did this earlier in the year when we wondered what made for good freewriting? Today the question we will be researching is what makes for a good literary essay? And what, exactly, does a writer do to be a powerful essayist?" **b. Teaching & Active Engagement:** The teacher will: i. Set up writers to study a mentor text, letting them know that they should be thinking about the inquiry question. ii. Cull from students their observations of the mentor, marking the component parts of the text (thesis, list, topic sentence, etc.). iii. Collect students' observations. **c. Link:** The teacher will send writers off to make a plan for how their essay will go and then write a draft. **d. Mid-Workshop Teaching:** The teacher will: i. Model ways students can piece together evidence when they draft. ii. Share that essayists glue their evidence together using transitions. iii. Display a chart with tips of what to do When You Want to Give an Example. **e. Share:** The teacher will advise children of some predictable problems writers encounter when constructing essays. Ask children to help each other reread and revise with their checklists as guidance. **Session 8 Appendix Documents**	Setting Objectives Recognizing Effort Cues, Questions, and Advance Organizers Summarizing and Note Taking Providing Feedback	on Communication Critical Thinking
2	RL.4.4 **W.4.1.b** W.4.5 **L.4.3**	**Using Descriptions of an Author's Craft as Evidence** (Session 13) **Objectives:** Students will: ● Know that writers find evidence to support their claims ● Understand writers support their claims by studying the choices authors	Setting Objectives	C Critical Thinking

	L.4.5.a L.4.5b L.4.5	make in their texts ● Be able to craft a text in ways that highlight the deeper meaning a. **Connection:** The teacher will: i. Celebrate all that students have learned and help them understand the importance of having powerful evidence. ii. Today I want to teach you that literary essayists use not only *what* a text says, but *how* the text says it as evidence to support their claims. Writers use the fact that an author deliberately crafts a story-or any text-in ways that highlight the deeper meaning. b. **Teaching:** The teacher will: i. Tell the class about a writer who has supported a thesis on a familiar text with an analysis of the author's craft. Recruit the class to try the same work, using this challenge to rally their energy. ii. Recruit children to study the craftsmanship in your mentor text, showing them that authors often use literary devices to highlight what they want to say. c. **Active Engagement:** N/A d. **Link:** The teacher will return to the story of the class that approached texts with the lens of asking, "What literary language did the author use?" And "How does this show what the text is *really* about?" e. **Mid-Workshop Teaching:** The teacher will: i. Add "authors use symbols or images" to the list of literary devices on the class anchor chart. ii. Give students an example from the class mentor text iii. Students will share ideas from their text with a partner iv. Encourage students to look for symbols or images that appear again and again and have meaning f. **Share:** The Teacher will recruit writers to not only look at what the author *did* do in her text, but also what she did *not* do. **Session 13 Appendix Documents**	Recognizing Effort Cues, Questions, & Advance Organizers	Communicating
2	**W.4.1.b,c** W.4.5	**Developing Distinct Lines of Thought** (Session 18) **Objectives:** Students will: ● Know that writers elaborate on each of their distinct, individual supporting ideas. ● Understand they have to develop their essay with enough evidence for their	Setting Objectives	C Collaboration

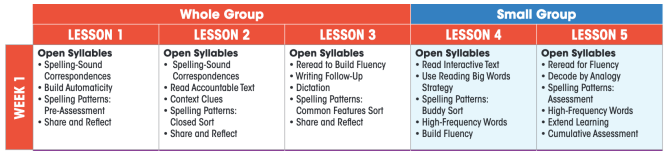
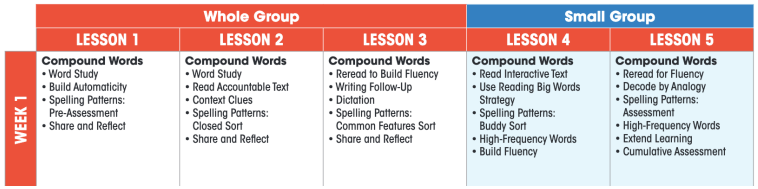
		claim. ● Be able to separate different ideas and say more about each one. **a. Connection:** The teacher will: i. Recruit children's help to untangle knots of string. In a way that will connect to their writing, say back what they did to untangle the knots. ii. Today I'm going to talk with you about how sometimes your writing is like a tangled knot of thoughts, twisted together. The way you loosen the tangle of strings might also be the way you loosen your writing. Perhaps you need to separate lines of thinking, to give each line of thinking a bit more air, a bit more space. b. **Teaching:** The teacher will show children one writer's tangled thoughts, and suggest that to untangle the ideas, she needs to focus on one thought at a time, saying more about each one. c. **Active Engagement:** The teacher will set students up to help untangle the student's draft, stretching out each thought before moving to the next one. Scaffold their work by naming the first idea. d. **Link:** The teacher will tell students that untangling their thoughts and providing more evidence for their different supporting ideas might be work they want to do today. e. **Mid-Workshop Teaching:** The teacher will: i. Tell students to work with a partner, trade drafts, and make sure the piece is clear ii. Each partner "editor" should leave questions and notes on the places where they are confused, and leave suggestions for their partner. f. **Share:** The teacher will celebrate the work students have done today and set them up to do some freewriting to generate new ideas. **Session 18 Appendix Documents**	Recognizing Effort Providing Feedback	Communication Critical Thinking
2	W.4.4 SL.4.1 SL.4.4 SL.4.6	**A Celebration** (Session 20) **Objectives:** Students will: ● Know writers take time to celebrate their writing. ● Understand they are joining a long list of people who write about texts. ● Be able to celebrate the literary essays the community of writers have		D Collaboration

		completed. **The Celebration:** ● Discuss with the class different ways the student essays can be grouped into anthologies. ○ For example: Around a text, around titles, type of essays, similar themes or ideas ● Let each child decide in what sort of anthology his or her essays belong. A few essays may end up in multiple places. ● Students can bring their essays to other classrooms and let other students use them in book talks. ● Children can disperse across a few classrooms. They will celebrate their anthologies in different ways and might even give copies of them to the class in which they celebrated. ● Have the students take out their goal sheets and reflect on the work they did. **Session 20 Appendix Documents**	Reinforcing Effort & Providing Feedback Identifying Similarities & Differences	Communication Critical Thinking Creative Thinking

Language/ Word Study

Understanding	**Standards**	**Major Learning Activities:**	**Instructional Strategy Category:**	**R/R Quadrant: 21C:**
1	**RL.4.1** **RI.4.1**	**Interactive Read Aloud** Teacher choice for read aloud. Students will discuss text in collaborative groups.	Homework and Practice	C Critical Thinking
2	L.1.4.b	**Grammar** **Progressive Verb Tenses** **Objectives:** Students will: ● Know that a verb is an action word. ● Understand that a verb changes depending on the time of the action (past, present, and future). ● Be able to use the correct verb tense in sentences.		B Critical Thinking

		Activity 1: The teacher will: 1. Make a three column chart titled past, present, and future. Also, have a stack of index cards with verbs to hand out to students. Each verb should have three cards, one for each tense. 2. Remind students that past means something that has already happened; present means something happening now; future is something that has not yet happened. 3. Let students list 3-5 verbs and model how to fill in the chart. For example, if the verb is hop, the chart would read hopped, hop/hops, will hop. If the verb is play, the chart would read played, play/plays, will play. 4. Once students understand the three tenses, hand out a verb card to each student. 5. Students should find their verb tense partners. 6. When all students are with their partners, share with the class and add to chart. **Activity 2:** The teacher will: 1. Make a class set of cards with verbs of varying tenses. 2. Choose one corner of the room for each tense: one corner for past tense verbs, one corner for present tense verbs, one corner for future tense words. 3. Have students move to the appropriate corner based on their cards. Each corner of students should share their cards to determine if they are in the correct group. **Activity 3:** The teacher will: 1. Assign each student a verb. 2. Have students create three sentences, using the verb in each tense. For example: The rabbit hopped through the yard. The rabbit hops through the yard. The rabbit will hop through the yard. 3. Students should share their three sentences with class or groups as time allows.	Cooperative Learning	
1	**RL.4.1** **RI.4.1**	• **<u>Interactive Read Aloud</u>** • Teacher choice for read aloud. Students will discuss text in collaborative groups.	Homework and Practice	C Critical Thinking
1	**RL.4.1**	**<u>Interactive Read Aloud</u>**	Homework and	C

	RI.4.1	Teacher choice for read aloud. Students will discuss text in collaborative groups.	Practice	Critical Thinking
1,2	RF.4.3	**Benchmark Phonics: Unit 3: Your Government At Work & Unit 4: Through the Storytellers Eyes**  	Homework & Practice Cooperative Learning Similarities & Differences	B Critical Thinking

Unit 3: Resources

UNIT RESOURCES
Teacher Resources: • Interpretation Book Clubs Potential Unit Outline • Interpretation Book Clubs Resources • Unit 3 Literary Essay Resources • Benchmark Phonics
Student Resources: • books • notebooks • writing utensils • Interpretation Book Clubs Resources

Vocabulary:
claim: the statement that a writer is attempting to prove is true
counterclaim: a claim to made to offset another claim
mini story: moments in the story that capture the idea you are putting forward
point of view: one's perspective on a situation, argument or story
symbolism: the use of symbols to represent ideas or qualities
theory: an explanation for why things work or how things happen
thesis: the argument you are trying to make, the writers main claim

Unit 4: Reading History: The American Revolution (Bk. 3) & Bringing History to Life (Bk. 3)

Content Area: English Language Arts	**Course:** Fourth Grade	**UNIT:** Reading History: The American Revolution & Bringing History to Life

Unit Description: **Reading:** In this unit, students will learn how to read and understand historical events. In bend I, students begin a research project about a historical event. They will then form subtopics to research and synthesize the new information into what they already know. In bend II, students continue to research in order to prepare for a debate about the historical event. This bend also teaches students the importance of multiple points of view in order to gain a more complete picture of events of the past. In bend III, students will work in partnerships to begin a new research topic. In this bend, vocabulary will have a special emphasis to learn domain specific words and how they are used at a deeper level. **Writing:** In this unit, most of the time should be spent writing not researching. It will be important for students to rely on research/topics they know much about. They'll draw on this to write two informational chapters, starting with one on a more accessible and general topic, and then progress on to a more focused topic. Students are expected to draw evidence from texts to support analysis, reflection and research.	**Unit Timeline:** 20-25 days

DESIRED Results

<u>Transfer Goal</u> - ***Students will be able to independently use their learning to……***

1. Read for a variety of purposes such as enjoyment, gaining information, and understanding new perspectives.
2. Listen to others while honoring differences, opinions, and beliefs.
3. Communicate written and oral ideas effectively for diverse audiences and purposes using their own words.
4. Value and embrace the power of failing and making mistakes in order to better themselves.

<u>Understandings</u> – *Students will understand that… (Big Ideas)*

1. Effective readers use a variety of strategies to construct meaning.
2. Effective writers use a variety of strategies to share their ideas with audience and purpose in mind.

3. Effective listeners and speakers collaborate and exchange ideas to gain greater understanding.

<u>Essential Questions</u>: *Students will keep considering…*

- What can I do to improve my accuracy and fluency?
- What strategies and resources can I use to understand my reading?
- Who is my audience?
- What is my purpose for writing?
- How can I improve my writing?
- How does effective speaking and listening help me communicate my understanding of texts and topics?
- Why is it important to collaborate about my thoughts and ideas?

Standard	Students will know…..	Students will understand...	Students Will Be Able to…..
RL.4.1	• Drawing inferences helps to understand the text by generalizing, deducing, and concluding from reasoning and evidence that is not presented literally or explicitly. These conclusions are based on textual clues • When something is said explicitly it means it is stated in great or precise detail; it may pertain to factual information or literal meaning • What makes a quality question • How to cite specific text evidence by quoting a specific passage from the text to support claim, assertions, or argument. Evidence comes from the text itself.	• How to take a group of details and draw insight or understanding about the meaning or importance within the passage of the text as a whole • Close reading emphasizes not only surface details but the deeper meanings and larger connotations between words, sentences, and the full text • Not all text evidence is created equal • Readers ask questions before, during and after, reading a text • Details in the text can be used to support your ideas	**Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**
RL.4.2	• Central ideas or message are that some ideas are more important than others. • Moral is a lesson that concerns what is the right or the correct thing to do. • Themes are the ideas the text explains, develops, and explores; there can be more than one , but themes are what the text is actually about.	• Central ideas of a text are similar to beams of a building, the main elements that make up the text and that all the supporting details help to develop. • Stories are retold in chronological order • Which ideas are the key versus non-essential details • How characters respond to challenges throughout a text	Determine a theme of a story, drama, or poem from details in the text; summarize the text.

		• There are often common messages or lessons in literature	
RL.4.3	• Character traits are what a character is-what they look like and who they are, which is revealed by what they do. Their motivations and feelings, thoughts, words, and actions. • Major event is the most important event in the story, typically related to how the main character resolves a problem or handles a challenge. • Cause/effect relationship is the relationship between the reason ("why) something happens and the consequences of that action. The *cause* is why something happens. The *effect* is what happens as a result.	• Analyzing text means to look closely at something for the key parts to see how they work together, this leads to greater understanding of the text. • A lot can be learned by observing how a character handles difficult situations • As stories unfold, events and characters change; these changes are the consequence of the interactions that take place between people, events, and ideas within a story or an actual event. • Character's actions add to the plot and move along the sequence of events toward the ending • Feelings often motive characters to act in a certain way	Describe in depth a character, setting, or event sin a story or drama, drawing on specific details in the text (e.e., a character's thoughts, words, or actions).
RL.4.4	• Figurative meanings are often colorful ways of saying something that help create a picture in the mind of the reader. • Literal language is factual and explicit, the reader does not need to infer to glean the meaning. • Nonliteral language implies figurative language-often similes, metaphors, personification, and abstract words. • A metaphor compares two things that are not typically associated with each other (e.g., "That room is an oven.") • Mythology is a collection of myths, especially belonging to a particular religious or cultural tradition. • Allusions are expressions designed to bring something to mind without mentioning it explicitly (Trojan Horse, Achilles Heel) • Tone often reveals something about the dynamic between characters	• Figurative language changes or goes beyond literal meaning. • Language creates mental pictures • Language helps keep readers engaged • Greek words from mythology are used to describe characters. • Mythological words or phrases get me to "read between the lines" or infer meaning.	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
RL.4.5	• A verse is a line in a poem • A poem is a composition in verse	• What type of text it is • How to apply concepts like stanza, rhyme, rhythm and alliteration	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g.,

	• Verses are separated by line breaks and groups of verses or lines create stanzas in a poem • Prose is the ordinary language used in speaking or writing • A meter helps to create a rhythm to the poem • Stanza is a group of two or more lines separated by a space in poems. • Structure of texts refers to how authors organize their ideas and the text as a whole. • Drama is written to primarily be performed. The elements of drama are characters, setting, descriptions, dialogue, stage directions, and theme. There is a structure to drama that includes plot an additional stages and sets and scenes.	• Drama concepts to comprehend each scene. • That they can use prior knowledge of writing to enhance understanding of prose.	verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
RL.4.6	• Narrator is the one telling the story • Point of view is the place, vantage point, or consciousness through which we hear or see someone describe a situation, tell a story, or make an argument. • First person is when one person (one character) usually the main character, expresses his/her thoughts, ideas, and feelings • Third person is when a narrator who usually identifies with the main character's point of view.	• If a text is written in first or third person. • Who the narrator is and what point of view are they telling the story from	Compare and contrast the point of view from which different stories are narrated, including the difference between first-and-third person narrations.
RL.4.9	• Comparing themes/settings/plots is finding what is similar between those themes/settings/plots • Contrasting themes/settings/plots is finding what is different between those themes/settings/plots • Theme is the idea the text explains, develops and explores; there can be more than one, but themes are what the text is actually about. Themes can be the central message, the lesson, or what the author wants you to come away with; a theme is	• Themes are what the author wants you to come away with • Patterns of events can lead the reader to the theme.	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

	never stated explicitly, it must be inferred by the reader from the evidence in the text.		
RL.4.10	• High end of the range is for intermediate grades. This means 3rd - 5th grade. Students reading at their grade level at the end of the year should be able to read independently, with little, less, or no teachers' guidance. • To comprehend a text is to understand what is read in the text • Scaffolding is support from teachers, aides, or students that helps a student read text or complete a task. • Proficiently describes the way and level at which the individual student is able to read complex texts; proficiency is equated with skill, though not mastery.	• Readers will understand how easy or difficult a text is (ie. just right books) • Readers will determine if a text can be read independently • How to choose an appropriate level book • Differences between literary genres	**By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.**
RI.4.1	• Explicitly is stated in great or precise detail; may pertain to factual information or literal meaning • Cite specific text evidence by quoting a specific passage from the text to support claim, assertions, or argument. Evidence comes from the text itself. • Inferences are generalizing, deducing and concluding from reasoning and evidence that is not presented literally or explicitly. • Readers ask questions before, during and after, reading a text • Close reading emphasizes not only surface details but the deeper meanings and larger connotations between words, sentences, and the full text	• Taking a group of details and drawing insight or understanding about the meaning or importance within the passage of the text as a whole(ie. Reading with different lenses) • Literal questions questions are answered within the text. • Analytical questions are answered by inferring with details from the text • How to combine background knowledge with information from the text	**Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**
RI 4.2	• Main idea is the most important or central idea of a paragraph or a larger part of a text. The main idea tells the reader what the text is about and what the author wants you to remember most.	• Readers choose key details that provide the best proof of what they are concluding about a text • How to determine the important facts in a text • How to establish the text's topic (main idea) • Recounting what was just read	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

	• Key details are important details and ideas that support the larger ideas the text develops over time and are used to advance the author's claim. • To summarize a story it includes main idea and details		
RI.4.3	• Sequence of events are the order that events take place. • Scientific texts are coherent statements related to science • Technical texts are intended to educate the reader in a particular topic or skill • Cause and effect relationships are the reasons something has happened and the consequences of the action. • Historical texts are readings of events from the past	• Historical events are tied together (cause/effect relationships) • The connection between scientific ideas and concepts • Some steps or stages are more important than others depending on how it affects the outcome (ie. people, events, environment) • that texts provide information that can be used to tell what happened and why. • that the reader must identify specific information from the text to support their explanation of events, procedures, ideas, and concepts.	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text.
RI 4.4	• Domain specific are the certain words that are unique to each discipline and are essential for students to know in order to read, discuss, and write about complex texts in that subject.	• Texts have supports in place to help readers understand the words within the text (i.e., text features)	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to *grade 4 topic or subject area.*

RI 4.5	• Structures of texts refers to how authors organize their ideas and the text as a whole.
	• Authors use devices as such as transitions, organizational patterns (compare/contrast, cause/effect, problem/solution), and strategies (chronological order, order of importance) that allow them to emphasize certain ideas, events, concepts or information.
		• Text features are not the same as text structures.
		• Text structures have patterns that help me understand the meaning of the text.
		  ○ Is the text ordered chronologically?
		  ○ Do I notice cause/effect in the text?
		  ○ Is the text organized by problem/solution?
		  ○ Is the author comparing/contrasting?
		  ○ Is the text describing something?
		• The pattern helps me explain events, ideas, or information in the text.
			Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI 4.6	• Point of view is the place, vantage point, or consciousness through which we hear or see someone describe a situation, tell a story, or make an argument. • Firsthand accounts are those that come from direct observation or firsthand experience.	• Point of views can differ even when describing the same situation, telling the story, or making the same argument • POV can come from not just written text, but also from illustrations • Readers point of view may be different from the author's	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

	• Secondhand account comes from an"intermediary," in other words, someone who didn't directly experience it.		
RI.4.7	• Visual information refers to displays of information such as charts, graphs, diagrams, timelines, maps, images, animations, or interactive elements on webpages. • Demonstrate is to make evident • Interpret is to explain the meaning of information, words or actions.	• How to interpret graphics • Synthesize information from text and visuals • Visual and oral information is used to help the reader gain more information from the text	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
RI 4.8	• Readers determine reasoning if the writer's logic is based on valid, reliable evidence from current and credible sources. • Evidence is related to the claim and does, indeed, provide adequate support.	• Reasons can be supported with evidence • Headings can help to locate the author's reasons for the main idea • The main idea and key points the author is making	Explain how an author uses reasons and evidence to support particular points in a text.
RI.4.9	• Comparing is finding what is similar • Contrasting is finding what is different • Each author approaches their topic with a different style and point of view • Integrate is the combination of two texts	• Authors write nonfiction to increase the reader's knowledge about the subject of their text. Different authors often provide distinct facts that help children gain knowledge about a topic, but author's different styles and those of illustrators provide a range of tones. In the end, reading different texts on the same topic, increase student knowledge and understanding of a topic. • ways that texts can be similar. • ways that texts can be different. • the most important points in each text	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
W.4.2	• Explanatory texts are defined by their objective; to explain or to inform the audience about a topic using facts and an objective tone	• Informative/explanatory texts need to contain facts, definitions, and details; to report what is seen by the writer • Convey ideas and information clearly are when writers choose the most important facts and details about the subject, organizing, and grouping them to achieve a clear objective or focus.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.4.5	• Revising is reseeing the piece from a writer's eye to make it clearer. This could be adding details or deleting information,	• Writers get ideas from multiple sources • Writers organize their thoughts before drafting	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

	connecting sentences to make it flow better. ● Editing is fixing spelling, punctuation,and grammar errors ● Purpose is what the writer is trying to accomplish with the piece ● Plan are what writers do to prepare for writing for a piece (e.g., outline ideas, gather and generate ideas, create an outline, brainstorm, mind map, etc.) ● Conventions are the rules that apply to and govern the genre, format, grammar, spelling, and other aspects of writing a paper. ● Strengthening a piece is revising for concision, clarity, and coherence.	● Writers revise throughout every step of the writing process ● Writing is a continuous process	(Editing for conventions should demonstrate command of Language standards 1-3 up to an including grade 4).
W.4.8	● Credibility is the measure of believability of the source of information, based on how current, established, and relevant the source is. ● When gathering relevant information, students only research information that is relevant to the research question. ● Multiple print and digital sources: legitimate researchers consider an array of sources from different perspectives and media to be a thorough as possible in their analysis.	● Some sources are more credible than others ● Writing can answer questions others or I have about a topic ● Information for a writing piece can come from a variety of sources ● The importance or organizing and categorizing information ● Writers need to keep track of their sources ● Text and digital sources are documented differently	Recall information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
W.4.9	● Evidence can be quantitative data, observation, quotation, examples, and findings from surveys ● Analysis is to break down a subject, text, event or process into its component parts and understand what it means or how it works ● Reflect means to think deeply or carefully about ● Research: Collecting information about a particular subject	● Writers “lift” words, lines, or phrases directly from text to use as evidence ● Writers use a range of sources for evidence ● Writers break down a subject, text, event or process into its component parts to understand what it means or how it works ● Writers reflect on reading to develop new ideas ● Writers research to find and support evidence	Draw evidence from literary or informational texts to support analysis, reflection, and research .
SL.4.2	● Paraphrase is the restatement of text or spoken thinking using different words than the original, but maintaining the same meaning.	● How to listen attentively to information being presented in order to communicate what it is mostly about.	**Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.**

	• Visual, Oral, and Quantitative information are images, video, art graphics of any other sort intended to convey the ideas the speaker wants to communicate; measurable, quantifiable data that is displayed or formatted so as to suit the speaker's purpose. • Determine main idea and supporting details is breaking down the different elements to reveal the main idea and their relationship to the supporting details; this might include examining how structures, grammar, syntax,m or more media-based features serve to emphasize the main or supporting ideas in the text you are studying. • Diverse Media is all the different forms ideas and information, evidence and data come in, including print, audio, video, photograph. • Summarize means giving a brief statement of the main points. • Format refers to the ways in which information can be presented--charts, graphics, slides, images, as well as multiple media, all of which allow the speaker to represent ideas more fully and effectively. • Evaluate is to determine the quality, value, use or importance of data, details or other forms of information one includes in his/her presentation.	• The information the author/speaker is presenting. • What the main idea and supporting details delivered in different media and formats. • How to paraphrase information delivered in different media and formats.	
SL.4.4	• Main Idea is the central underlying idea, concept, or message that the author conveys in a non fiction text • Theme is the central underlying idea, concept, or message that the author conveys in a fiction text. • Details are information that supports the main idea • Relevance is closely related to the topic or main idea • Recount is to give an account of an event or experience	• Presentations vary depending on the task, purpose, and audience • A clear organization structure allows listeners to hear and process the ideas presented • Not all information is relevant • Speak clearly at an understandable pace about a topic/text • Report, Tell and Recount on experiences about a topic/text • Use relevant and descriptive details to support the main idea and/or theme	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

	• Understandable Pace is how fast or slow you talk • Background Knowledge is information that is essential to understanding a situation		
SL.4.5	• Audio elements are recorded content, including music and sound effects, embedded into the presentation. • Digital media includes presentation software (Powerpoint, Keynote, Google Slides, etc); digital images, screen captures of online material, stand-alone or embedded video, along with audio and mixed-media formats • Visual displays (e.g., tables, charts, graphs, infographics, etc.) convey an idea	• All available media and methods (e.g., images, audio, multimedia, words, graphs) elements enhance a presentation and make abstract information more comprehensible.	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
L.4.1	• Grammar is the study of words and their component parts and how they combine to form sentences; the structural relationships in language that contribute to their meaning. • Usage is how one uses language-- and if it is permitted, approved.	• Grammar rules help us be effective communicators	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.4.2	• Capitalization signals where a sentence begins but also indicates that word is a title, a person's name, a product or band name, or some other form of a proper noun. • Punctuation refers to all the marks--period, comma, colon, semicolon, dash, hyphen, quotation and question marks, parenteses, exclamation points, and others--that writers use to be clear, make connections, and create a style that suggests how the text should be read. It is, as some say, what makes the music of the writing happen in ways similar to musical notations that signal where, when, and how long to stop or speed up, where to pause and what to emphasize. • Conventional spelling is the correct spelling of a word, the one you would find in a dictionary.	• Standard English has convention rules to help us be effective communicators • Convention rules help the reader understand what we have written • Spelling patterns are common configurations of letters in several words	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.3	• Language is a body of words and the systems for their use common to a people who are of the same community or nation, the same geographical area, or the same cultural tradition. • Conventions are those rules about which punctuation marks to use, how, when, why, and where to use them when writing different types of documents in various media.	• Drawing on elements such as syntax, rhetoric, punctuation, and diction, writers choose words and arrange them to serve a purpose or for effect	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
L 4.4	• Multiple-meaning words are words that mean more than one thing, depending on the context	• Language has specific rules • Word parts change the meaning of the sentences/phrases	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.

Unit 4: Assessment

EVIDENCE of LEARNING

Understanding	Standards	**Unit Performance Assessment**:	**R/R Quadrant 21 Century**
1,2,3	**RL.4.10** **RI.4.10** **RL.4.1** RL.4.2 RL.4.3 **RI.4.1** RI.4.2 RI.4.3 RI.4.7	**Reading:** Students are formatively assessed throughout the quarter using running records aligned with the Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. The summative assessment (end of quarter) for reading is the determination of a student's F&P reading level. **Mastery Levels:** **Fourth Grade Reading Level Expectations** 1st Quarter: Meets or Exceeds Quarterly Expectations: P Q; Progressing On Quarterly Expectations: O; Minimal Progress On Quarterly Expectations: N or below 2nd Quarter: Q; P; O or below 3rd Quarter: R; Q; P or below 4th Quarter: S; R; Q or below Teachers will administer the Fourth Grade Reading Benchmark at the end of the quarter, utilizing the district protocol. Assessment & Protocol	D Critical Thinking Creativity Communication

	RI.4.3 RI.4.4 W.4.2	**Writing:** *"Think of a topic that you've studied or that you know a lot about. You will have two, forty-five minute sessions to write an informational (or all-about) text that teachers others interesting and important information and ideas about that topic. Please keep in mind that you'll have only these two sessions to complete this, so you'll need to plan, draft, revise, and edit in two sittings. Write in a way that shows all that you know about informational writing. If you want to find and use information from a book or another outside source to help you with this writing, you may bring that with you tomorrow. In your writing, make sure you:* ● *Write an introduction* ● *Elaborate with a variety of information* ● *Organize your writing* ● *Use transition words* ● *Write a conclusion"* Information Rubric	

Unit 4: Sample Activities

SAMPLE LEARNING PLAN
Pre-assessment: *Teacher can use pre-assessment in writing and assessment wall data to plan for instruction.*

Reader's Workshop

Understanding	Standards	Major Learning Activities:	Instructional Strategy Category:	R/R Quadrant: 21C:
1	**RI.4.1** RI.4.3 RI.4.7 RI.4.9	**1. Special Challenges of Researching History** (Session 3) **Objective:** Students will: ● Know the genre of historical fiction ● Understand the who, where, and when of historical fiction ● Be able to read historical fiction to find the who, where and when **a. Connection:** The teacher will: ' i. Let students know that reading researchers have earmarked fourth		C

		grade as a time when students especially read-to-learn. ii. Recruit the students' commitment to flagging observations about text structure and ask them to report to each other on how this work went for then when they did it at home. iii. Provide a transition for the new work of the day iv. Tell students, "Today I want to teach you that people read differently based on the discipline in which they are reading. Readers of science texts read differently than readers of history texts, because different sorts of the things are important in science than in history. Researchers of history pay attention to who, where, and when." **b. Teaching and Active Engagement:** The teacher will: i. Stress the value of reading a text again to gain a deeper understanding of the text. Explain that readers of history reread to pay attention to the 3W's: who, where, and when ii. Set kids up to help each other develop basic graphic organizers on whiteboards, drawing from what they have already learned. iii. Read aloud from the shared text, asking kids to attend to (and record) details relevant to their graphic organizer. iv. Channel students to write-to-think about the information they just gathered, asking and answering analytic questions about the people, the geography, and the timeline. **c. Link:** The teacher will: i. Remind readers that fourth grade is a time for reading to learn, and that research on discipline-based reading has shown that reading history has its own special challenges. ii. Channel students to begin creating their own versions of the class-created tools to answer the who, where and when; such as graphic organizers, relationship maps, geographic maps and/or timelines. Let them know they will add to these tools as they continue researching. **d. Mid-Workshop:** The teacher will: i. Remind students to work with their research team to build a timeline with index cards and chart paper. ii. Tell students to lay their index cards out on the chart paper and tape them down to build a timeline for the events leading up to the	Identifying Similarities and Differences Setting Objectives Cues, Questions, and Advance Organizers	Critical Thinking Communication Collaboration

		American Revolution. **e. Share:** The teacher will: i. Channel students to share what they have learned about their subtopics. ii. Explain that when working in groups, one person's zeal (or apathy) will be contagious, affecting others. Discuss ways that group members can keep energy high. **Session 3 Appendix Documents**	Cooperative Learning	
1	**RI.4.1** RI.4.3 RI.4.7 RI.4.9	2. **Prioritizing Session 4** **Objectives:** Students will: ● Know how to take notes on their topic ● Understand how to connect new information to their subtopics. ● Be able to take notes to support their big ideas with supporting details **a. Connection:** The teacher will: **i.** Remind your students of the work they did yesterday connecting new information to the subtopics. Let them know they will soon be writing to tell all they know across all subtopics. ii. Share excitement over the upcoming challenge of teachings others. iii. Channel partners to identify a subtopic they'll study together. iv. Ask kids to articulate what they already know about note-taking. v. "Today I want to remind you that researchers take notes about the big points. They also recall the details and think, 'Does this detail go with one of the main points? Is this important?' As you read, think, 'How does what I'm learning fit with what I already learned? Is this a new big point? Does it fit under an existing point?" **b. Teaching:** The teacher will: **i.** Demonstrate by reading a chunk of text, pausing to consider what's important, then thinking aloud to explain the information. Recruit the kids to do this work alongside you. ii. Set students up to write alongside you as you demonstrate how to record and explain important information. iii. Debrief in a way that highlights that writing about information can be a way to come to new thoughts about that information. **c. Active Engagement:** The teacher will read on a little more and let the kids know this time they'll be writing on their own. Recruit one child to take	Setting Objectives & Providing Feedback Cooperative Learning Summarizing & Notetaking	C Communication Collaboration

		notes in a way that others can see. **d. Link:** The teacher will send kids off to read and to take notes, reminding them of all they should be keeping in mind. **e. Mid-Workshop Teaching:** The teacher will say: **i.** " Fourth graders, sometimes facts that are cool can distract you. You want to be laser-focused on only the details and ideas that matter to the big points you think the author is making." ii. "Will you use the 'A Detail Is Important Enough to Record When….' checklist to review the notes you've taken so far, crossing out some if you think actually you shouldn't have taken them? Share your ideas with a partner. iii. "Now that you have had a chance to think about the details that are important, this is a good time for you to think about the goals you have set and to use the "Main Idea(s) and Supporting Details/Summary" strand from the Informational Reading Learning Progression to help you look at your own details. See where you are in the progression and decide your next steps. **f. Share:** The teacher will channel researchers to rank the main ideas taught in a text, determining the most important idea. Encourage students to state the main idea in different ways. **Session 4 Appendix Documents**		
1	**RI4.1** RI4.3 RI4.7 RI4.9	3. **Synthesizing Across Texts (Session 5)** **Objective:** Students will: ● Know what synthesizing means ● Understand how to read and compare multiple texts ● Be able to add to their notes by synthesizing information **a. Connection:** The teacher will: i. Help kids understand synthesis by comparing the work of integrating text information to something that they connect to enjoy (for example, reading recipe directions to make cupcakes). ii. Tell students, "Today I want to remind you that learning is all about making connections. When you read more than one text on a topic, it is important to pause in the midst of reading the second text (or third) and think, 'How does this connect to what I already learned? Does this add to what I learned earlier? Change what I learned?'"	Setting Objectives	C Critical Thinking

		b. Teaching: The teacher will: i. Demonstrate how to locate a new text that elaborates on what they have learned before. Read the new passage aloud, asking students to think, "How does this connect to what I already know?" ii. Insert the new information into notes to help students visualize the process of synthesis. Read aloud the synthesized information to confirm that the new notes fit with the original notes. iii. Debrief in ways that accentuate the replicable work the teacher has done. **c. Active Engagement:** The teacher will set children up to continue the synthesizing work with their research teams. **d. Link:** The teacher will: i. Review the steps students need to take as they synthesize their notes from several sources. ii. Before students disperse have students think about the subtopics they will research today. **e. Mid-Workshop Teaching:** The teacher will: i. Tell students that they will be teaching other members of their research team about their topic shortly. ii. Tell students to leave time for others in their team to add onto or reflect about the information. This is done by using phases such as "An example of that is.. I agree because… To add on…" iii. Explain that they can have this kind of conversations with themselves about whatever they are reading. Pause to give students time to do this. **f. Share:** The teacher will remind students of phrases they have used to synthesize information through conversation. Set up research teams to talk using these phrases. **Session 5 Appendix documents**	Understanding Similarities and Differences Summarizing and Notetaking	Collaboration
1	RI4.1 RI4.2 RI4.3 RI4.5 RI4.7 RI4.9	**4. Recognizing Different Perspectives (Session 10)** **Objective:** The students will: ● Know the definition of perspective (point of view) ● Understand that people have different points of view ● Be able to apply point of view to their reading		C

		a. Connection: The teacher will: i. Share an anecdote about a time in which you only heard half of a story because you only listened to one person's viewpoint. ii. State the teaching point: "Today I want to teach you that historians always keep in mind that every account of history is told from a particular perspective, highlighting a particular side of the story. Just as we needed to seek out all sides of an argument that may take place between students on the playground, or in the cafeteria, historians seek out all sides of the stories they research, and they realize there are always multiple points of view. **b. Teaching:** The teacher will: i. Tell about visiting an art class, seeing many artists paint the same still life differently, using this as a metaphor to reinforce your point about the role of perspective in history. ii. Stress that every historical account is told from a particular perspective. Encourage readers to notice when they read only one side of the story and to seek out the voices they have yet to hear. iii. Channel students to examine a second account of the Boston Massacre (or your historical event), one that shows the event from a very different viewpoint than the one they examined earlier. iv. Conclude by reiterating the importance of considering multiple perspectives. **c. Active Engagement:** The teacher will: i. Display another account of the Boston Massacre, written from the British perspective (or your historical event), written from one perspective, and channel students to analyze the viewpoint in this account. ii. Give students a way to consolidate the contrasting stories from two different viewpoints. In this case, contrasting stories of the Boston Massacre as told from the perspectives of the colonists or British soldiers. **d. Link:** The teacher will spur kids on to continue their reading, this time with a focus on the British perspective on the Boston Massacre (or your historical event).	Setting Objectives Identifying Similarities and Differences	Critical Thinking

		e. Mid Workshop Teaching: The teacher will: i. Remind students about how to read primary sources by asking "Who wrote this? What perspective did that person bring to the topic?" ii. Put something behind your back and position three students differently around you. Ask them to tell you what you have behind your back, from their perspective. iii. Lead students to understand that by changing the position people were viewing the object from gave them a completely different idea about what the object was. Connect this to perspective when reading primary sources. **f. Share:** The teacher will ask students to share ways their research now has made them have new understandings of the events leading to the American Revolution (or their historical event). **Session 10 Appendix Documents**		
1	**RI4.1** RI4.3 RI4.4 RI4.6 RI4.8 RL4.6	**5. Readers Study All Parts of the Text to Determine Main Idea (Session 16)** **Objectives:** Students will: ● Know the main idea is often found in introductions, conclusions, and text features ● Understand the main idea helps readers gain information ● Be able to locate the main idea in a text to gather information about a topic. **a. Connection:** The teacher will: i. Use an anecdote to highlight the importance of knowing where to look when trying to figure out what is most important in a challenging text or lecture. ii. Name the teaching point, "Today I want to teach you that there are specific places that a nonfiction reader can look to figure out the main ideas that the author of a text deems to be important. These places include the introductions and conclusions to a section, and any text features that go with the information. **b. Teaching and Active Engagement:** The teacher will: i. Channel students to study a page in the demonstration text, asking them to consider ways that certain parts of the text can help them to	Setting Objectives	B Critical Thinking

		determine the main ideas. ii. Coach with lean prompts, then convene the class and ask students to share their findings. iii. Explain that readers also study text features to determine what the author thinks is most important. Give students time to study text features, then highlight key ideas that are shared. iv. Debrief, naming the replicable work that the students did that you hope they will continue to do as they read. **c. Link:** The teacher will launch students into their independent reading and research, reminding them that the work they just tried can help them to determine the main ideas in the texts they are reading. **d. Mid-Workshop Teaching:** The teacher will: i. Display or give students a copy of the Informational Reading Learning Progression. ii. Highlight the section "Analyzing Author's Craft" and have students read the third-grade section and discuss with a partner about the work third-graders are expected to do. iii. Have students read the fourth-grade section and find parts on the Learning Progression that are different from the section and discuss. **e. Share:** The teacher will ask students to examine the read-aloud text to discover how text features reveal important information related to the main idea. **Session 16 Appendix Documents**	Identifying Similarities and Differences	
1, 3	**RL.4.1** RL.4.2 RL.4.3 RL.4.4 RL.4.5 RL.4.6 RL.4.9 **RL.4.10** RI.4.6 RI.4.7	**6. Celebration** **Objectives:** The students will: ● Know that readers take time to honor the reading they have done. ● Understand that reading enriches our lives. ● Be able to create a celebration, capturing some idea that they learned in the course of the unit. **Celebration Ideas:** 1. Create an artifact to represent your learning in this unit. Be sure to explain how your artifact fits in with this time period. 2. Boston Tea Party STEM challenge: Use craft sticks, wax paper, masking		D Critical Thinking

		tape, yarn, a tub of water, and a tea bag to see which team can keep the tea bag dry for the longest times. 3. Divide the class into important mini-events within the main topic (Revolutionary War). Have each group act out the event. Groups should present in chronological order.	Cooperative Learning	Creative Thinking

Writer's Workshop

Understanding	**Standards**	**Major Learning Activities:**	**Instructional Strategy Category:**	**R/R Quadrant: 21C:**
1, 2	W.4.2 W.4.8 W.4.9	**1. Planning the Structure of Writing** (session 2) **Objective:** Students will: ● Know that writers make a plan for their writing. ● Understand the importance of having a plan for their writing. ● Be able to create a plan to organize research for note-taking. **a. Connection:** The teacher will: ' i. Ask students to think about the writing work so far this year and so far in this unit, in particular, and predict the work of today and the next few days. ii. Acknowledge their expectations and then go ahead and explain how the teaching you've planned fits into or challenges those expectations. iii. "Today, i want to remind you that writers, especially writers of information texts, take time to think over the structure for their writing. Writers choose structures that make sense for the entire piece of writing. **b. Teaching:** The teacher will: i. Offer students one template for structuring the subsections of their report and channel them to imagine the template you suggest might work for the all-about writing they're about to do. ii. Suggest another template for structuring a big picture section, each time explaining how students notes should be organized to fill in that structure.	Setting Objectives & Providing Feedback Summarizing & Note Taking	D Critical Thinking Collaboration Communication Creativity

		c. Active Engagement: The teacher will: i. Ask students to choose or invent a structure for their first section and start planning how they will organize their knowledge. **d. Link:** The teacher will remind writers that information writers orient the readers by providing the context. They choose from a variety of structures, each one calling for a different kind of preparatory jotting and note-taking. **e. Mid-Workshop:** The teacher will: i. Look back over what you have written. If you have put down a few facts about a topic and no thoughts about those facts, try saying to yourself, "slow down, say more." ii. Now add on to that by saying what you think about it. **f. Share:** The teacher will: Celebrate the sheer volume of writing a student's did and suggest some ways to think about making the writing better. **Session 2 Appendix Documents**	Provide Feedback Reinforcing Effort & Providing Recognition	
2, 3	**RI.4.1** W.4.2 W.4.5 W.4.9 **L.4.3** L.4.6	**2. Elaboration** (Session 5) **Objective:** Students will: ● Know that writers improve their writing by adding details. ● Understand that history writers include details that help readers picture what happened long ago. ● Be able to write in a way that allows my readers to picture my story in their mind. a. **Connection:** The teacher will: i. Celebrate the volume of writing that children have done, and meanwhile also acknowledge that just as writing fast and furious is helpful, so, too, it is helpful to pause in the midst of writing. ii. "Today, I want to teach you that often when you reread a draft of your writing, you will find that you've written in stick figures, without a lot of detail. One of the best ways to improve any piece of writing is to add details. Historians often try to give the details that help readers picture what happened in a long-ago and far away time." b. **Teaching:** The teacher will: i. Explain the importance of detail in history writing by telling about a well-known history writers who values details and by citing a few of the ones she's used in her writing. ii. Tell students to read, noting not just the main facts but also the	Setting Objectives & Providing Feedback Cues,	B Critical Thinking Creativity Communication

		intriguing details and particular stories that will enliven their writing. b. **Active Engagement:** The teacher will: i. Instruct the students to listen for details as you read an excerpt from an informational text and then discuss the ideas those details sparked. ii. Channel writers to study their own writing with a critical eye, looking for parts that would benefit from more detail. iii. Debrief in a way that emphasizes the importance of detail. c. **Link:** The teacher will: Send writers off to work by reminding them that details matter, while cautioning them that searching for details can consume a lot of time, and they also need to keep deadlines in mind. d. **Mid-Workshop:** The teacher will:"Good note-takers don't just write fact after fact. Instead they pause, giving themselves space to grow ideas about those facts." e. **Share:** The teacher will: Channel students to study pictures related to their topics, noticing details about the time period. **Session 5 Appendix Documents**	Questions, and Advance Organizers Summarizing and Notetaking	
1, 2, 3	**RI.4.1** RI.4.2 RI.4.3 RI.4.9 **SL.4.2**	**3. The Intense Mind-Work of Note-Taking** (Session 10) **Objective:** Students will: ● Know that research is not the easy part of note-taking. ● Understand the importance of taking notes that you will be able to use and explain to someone else. ● Be able to take notes that they understand and can use in their future writing. **a. Connection:** The teacher will: i. Tell students that when one of them had described note-taking as the easy part of doing research you couldn't shake the comment from your mind. ii. Explain the mind-work of note-taking. iii. What I need to tell you is that note-taking is not the easy part of writing a research paper. When you take notes, you explain things to yourself so that you can explain them to someone else. Your brain should be exhausted from note-taking because you are thinking so hard, using every mind-muscle that you have. So if taking notes feels like the easy part of this work, something is	Setting Objectives & Providing Feedback Summarizing and Notetaking	B/C Critical Thinking Collaboration Communication

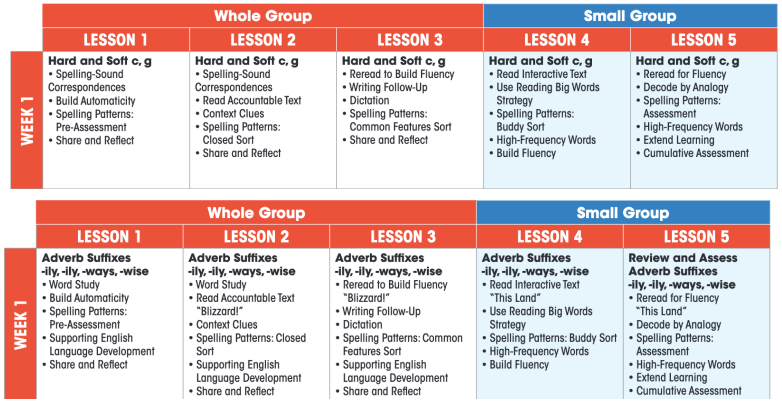
		wrong." **b. Teaching:** The teacher will: i. Talk to children about the meaning-making work that you do when researching in preparation for writing. ii. Demonstrate by reading a chunk of expository text thinking aloud, explaining the text to yourself so that you can explain it to others. Struggle and show how you handle struggles. iii. Pause to name the intellectual work you are doing as you read an expository text in such a way that you can explain it to yourself and others. **c. Active Engagement:** The teacher will: i. Channel students to reread again, this time trying to put the whole passage together in such a way that they can explain it to themselves. ii. Coach students to pause to recap the text, doing so in a boxes-and-bullets fashion. iii. Again read on, trying to help students add what they learn next to what they have already learned. iv. Channel students to take written notes. **d. Link:** The teacher will: Channel students to return to the initial question-"How is the work in the writing workshop going?" **e. Mid-Workshop:** The teacher will: i. Tell the students that asking "Why?" and asking "What's really going on?" helps me to connect to what I know. Those two questions lead me to connect to what I know as I try to figure things out. ii. "Will you and your partner now talk about your topics?" Ask "Why?" Ask "What's really going on?" iii. "The talking and thinking you are doing in the air is what researchers to on the pages they are taking notes." **f. Share:** The teacher will: i. Channel students to reread their notes from earlier in this unit, assessing whether those notes reflected the best of what they now know about note-taking. ii. Recap what the students have learned. **Session 10 Appendix Documents**	Cues, Questions and Advance Organizers	

1, 2	L.4.1 L.4.2 **L.4.3** L.4.4	**4. Letter to Teachers: Editing** (session 22) **Objective:** Students will: ● Know punctuation rules for fourth grade writing. ● Understand these rules transfer to all of the writing you do. ● Be able to check work, keeping all of these rules in mind. **a. Connection:** The teacher will: i. Show an anecdote that illustrates the power of punctuation in informational writing. ii. "Today I want to remind you of the power of the comma in informational writing. Writers often think of the comma as a way to help readers know when to pause. But in informational writing, the comma can also act as a spotlight." **b. Teaching:** The teacher will: Remind students of the importance of punctuation. **c. Active Engagement:** The teacher will: Show a writing example and ask students to turn and talk about where the writer went astray in his punctuation. **d. Link:** The teacher will: Remind writers that it is a big day! Encourage them to use everything they know as information writers and as teachers, to draw on all they have learned not just today but over the course of the whole unit. **e. Mid-Workshop:** The teacher will: In addition to the punctuation rules you taught, is to do a last check that they included all of the words their readers will need to fully understand their topics. **f. Share:** The teacher will: Hold a share session in which you channel them to make connections between their topic and the topics of other writers.	Setting Objectives & Providing Feedback Identifying Similarities and Differences	A Communication
3	SL.4.4 SL.4.5	**5. Letter to Teachers: A Final Celebration: An Expert Fair** (session 23) **Objective:** Students will: ● Know that writers take the time to celebrate their writing with an audience. ● Understand the importance of celebrating the writing process. ● Be able to celebrate writing with an audience. **Ideas for A Final Celebration: An Expert Fair:** i. Host an Expert Fair where writers will be able to teach others all they have learned about their topics. Students can each have a	Setting Objectives & Providing Feedback Reinforcing Effort and	D Communication Collaboration Critical Thinking

		designated place in the classroom to set up their display. Invite parents and other school community members to the fair. ii. Invite younger students into the classroom and have students teach them all they know about informational writing. iii. Have students highlight one part of the writing process and showcase how they have grown as a writer with examples. This could be done whole class, small groups or with partners. iv. Have a writing process gallery walk. Students can display a part of their writing that showcases their growth as a writer. v. Create a writing celebration digital newsletter to share and reflect as writers with the school community. Students can write a short blurb on how they have grown as a writer, highlight a part of their writing they are most proud of, show before/after writing using just one section/part of the writing with a reflection on strategy used/why, etc. **Session 23 Appendix Documents**	Providing Recognition	

Language/ Word Study

Understanding	**Standards**	**Major Learning Activities:**	**Instructional Strategy Category:**	**R/R Quadrant: 21C:**
1,2	**RI.4.1** RI.4.2 RI.4.3	**Interactive Read Aloud** Teacher will read *Liberty! How the Revolutionary War Began* and have students discuss the text in collaborative groups. Parts of the read aloud will be revisited during the mini-lesson in reading workshop. Guide to readings can be found on p. xv *Reading History: The American Revolution.*	Cooperative Learning	C Critical Thinking Collaboration
1, 2, 3,	L.4.4 L.4.6	**Interactive Vocabulary** The teacher will employ a variety of strategies while teaching unit vocabulary. Strategies are based on student need and understanding and application of each term listed in the vocabulary section. Instructional strategies include: ● Organizers like concept mapping or Frayer model	Organizers Cooperative Learning Similarities &	B/C Critical Thinking Communication Collaboration

		• Cooperative learning to discuss meaning of the terms: think-pair-share, shoulder partner, think write • Similarities and differences looking at similar and different words to the term • Nonlinguistic representation	Differences Nonliguistic Representation	
1,2	RF.4.3	**Benchmark Phonics: Unit 5: Robot Revolution & Unit 6: Heroes and Villains** 	Homework & Practice Cooperative Learning Similarities & Differences	B Critical Thinking

Unit 4: Resources

UNIT RESOURCES
Teacher Resources: • Bringing History to Life Resources • Reading History: The American Revolution • Benchmark Phonics
Student Resources: • Bringing History to Life Resources • Reading History: The American Revolution
Vocabulary: **geography:** the study of the Earth and its features, its inhabitants, and its phenomenon **history:** the study of past events **hypothesize:** to form an explanation based on limited evidence as a starting point for further investigation

perspective: one's point of view
prioritize: to designate something as more important than other things
revolution: a forcible overthrow of a government or social order in favor of a new system
text structure: refers to how authors organize their ideas and a text as a whole
timeline: a graphic representation of the passage of time as a line

Unit 5: Test Prep

Content Area: English Language Arts	Course: Fourth Grade	UNIT: Test Prep

Unit Description:	Unit Timeline:
The test prep unit is designed to support teachers in their explicit instruction of the "testing genre." Understanding that being tested is part of being alive. The purpose of the unit is to support our students on the specific knowledge and skills it takes to be successful when they are being tested. The goals of this unit are to familiarize students with the online testing tools they could see on high stakes assessments such as the MAP test. Other goals are to familiarize students with different types of questions they will see on assessments and teach them strategies to solve the problems many students face when taking a high stakes assessments.	10-15 days

DESIRED Results

Transfer Goal - *Students will be able to independently use their learning to……*

- Read for a variety of purposes such as enjoyment, gaining information, and understanding new perspectives.
- Listen to others while honoring differences, opinions, and beliefs.
- Communicate written and oral ideas effectively for diverse audiences and purposes using their own words.
- Value and embrace the power of failing and making mistakes in order to better themselves.

Understandings – *Students will understand that… (Big Ideas)*

1. Effective readers use a variety of strategies to construct meaning.
2. Effective writers use a variety of strategies to share their ideas with audience and purpose in mind.
3. Effective listeners and speakers collaborate and exchange ideas to gain greater understanding.

Essential Questions: *Students will keep considering…*

- What can I do to improve my accuracy and fluency?
- What strategies and resources can I use to understand my reading?
- Who is my audience?
- What is my purpose for writing?
- How can I improve my writing?
- How does effective speaking and listening help me communicate my understanding of texts and topics?
- Why is it important to collaborate about my thoughts and ideas?

Standard	Students will know…..	Students will understand...	Students Will Be Able to…..
RI.4.1	• Explicitly is stated in great or precise detail; may pertain to factual information or literal meaning • Cite specific text evidence by quoting a specific passage from the text to support claim, assertions, or argument. Evidence comes from the text itself. • Inferences are generalizing, deducing and concluding from reasoning and evidence that is not presented literally or explicitly. • Readers ask questions before, during and after, reading a text • Close reading emphasizes not only surface details but the deeper meanings and larger connotations between words, sentences, and the full text	• Taking a group of details and drawing insight or understanding about the meaning or importance within the passage of the text as a whole(ie. Reading with different lenses) • Literal questions questions are answered within the text. • Analytical questions are answered by inferring with details from the text • How to combine background knowledge with information from the text	**Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**
RI 4.2	• Main idea is the most important or central idea of a paragraph or a larger part of a text. The main idea tells the reader what	• Readers choose key details that provide the best proof of what they are concluding about a text	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

	the text is about and what the author wants you to remember most. ● Key details are important details and ideas that support the larger ideas the text develops over time and are used to advance the author's claim. ● To summarize a story it includes main idea and details	● How to determine the important facts in a text ● How to establish the text's topic (main idea) ● Recounting what was just read	
RI.4.3	● Sequence of events are the order that events take place. ● Scientific texts are coherent statements related to science ● Technical texts are intended to educate the reader in a particular topic or skill ● Cause and effect relationships are the reasons something has happened and the consequences of the action. ● Historical texts are readings of events from the past	● Historical events are tied together (cause/effect relationships) ● The connection between scientific ideas and concepts ● Some steps or stages are more important than others depending on how it affects the outcome (ie. people, events, environment) ● that texts provide information that can be used to tell what happened and why. ● that the reader must identify specific information from the text to support their explanation of events, procedures, ideas, and concepts.	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text.
RI 4.4	● Domain specific are the certain words that are unique to each discipline and are essential for students to know in order to read, discuss, and write about complex texts in that subject.	● Texts have supports in place to help readers understand the words within the text (i.e., text features)	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to *grade 4 topic or subject area.*
RI 4.5	● Structures of texts refers to how authors organize their ideas and the text as a whole. ● Authors use devices as such as transitions, organizational patterns (compare/contrast, cause/effect, problem/solution), and strategies (chronological order, order of importance) that allow them to emphasize certain ideas, events, concepts or information.	● Text features are not the same as text structures. ● Text structures have patterns that help me understand the meaning of the text. ○ Is the text ordered chronologically? ○ Do I notice cause/effect in the text? ○ Is the text organized by problem/solution? ○ Is the author comparing/contrasting? ○ Is the text describing something? ● The pattern helps me explain events, ideas, or information in the text.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RI.4.7	● Visual information refers to displays of information such as charts, graphs,	● How to interpret graphics ● Synthesize information from text and visuals	Interpret information presented visually, orally, or quantitatively (e.g., in charts,

	diagrams, timelines, maps, images, animations, or interactive elements on webpages. ● Demonstrate is to make evident ● Interpret is to explain the meaning of information, words or actions.	● Visual and oral information is used to help the reader gain more information from the text	graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
RI 4.8	● Readers determine reasoning if the writer's logic is based on valid, reliable evidence from current and credible sources. ● Evidence is related to the claim and does, indeed, provide adequate support.	● Reasons can be supported with evidence ● Headings can help to locate the author's reasons for the main idea ● The main idea and key points the author is making	Explain how an author uses reasons and evidence to support particular points in a text.
RI.4.9	● Comparing is finding what is similar ● Contrasting is finding what is different ● Each author approaches their topic with a different style and point of view ● Integrate is the combination of two texts	● Authors write nonfiction to increase the reader's knowledge about the subject of their text. Different authors often provide distinct facts that help children gain knowledge about a topic, but author's different styles and those of illustrators provide a range of tones. In the end, reading different texts on the same topic, increase student knowledge and understanding of a topic. ● ways that texts can be similar. ● ways that texts can be different. ● the most important points in each text	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
W.4.2	● Explanatory texts are defined by their objective; to explain or to inform the audience about a topic using facts and an objective tone	● Informative/explanatory texts need to contain facts, definitions, and details; to report what is seen by the writer ● Convey ideas and information clearly are when writers choose the most important facts and details about the subject, organizing, and grouping them to achieve a clear objective or focus.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.4.4	● (Grade-specific expectations for writing types are defined in standards 1-3 above.) ● Knowing the audience of a piece will help an author anticipate and respond appropriately to their concerns and questions about a topic ● Effective writers produce clear compositions by using precise words, proper grammar, and sentence structure.	● (Grade-specific expectations for writing types are defined in standards 1-3 above.) ● Determine who the audience for the piece of writing will be and make decisions for the piece based on the following questions: *what do they already know or need to learn to understand the writer's message? How is the audience likely to respond to the piece? What biases do they have that as the writer I*	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

	• Development includes everything from examples and quotations, to details and other forms of evidence used to support and illustrate whatever the writer is saying about the subject. • Organization comes in a variety of approaches, what matters most is a clear, appropriate, logical, and effective structure to the idea. • Purpose is what the writer is trying to accomplish with the piece • Task is the purpose for the writing and the genre. • Audience is the reader of the piece.	*must anticipate and address to effectively advance my argument?* • Attention to detail is important to produce a quality piece, it includes revision, editing, and receiving feedback from others • Development should extend, clarify, or enhance the writer's claims or, in narratives, advance the story. It can look like figures, tables, dialogue, or images that add more information or further illustration. • Organization of a text helps the reader create meaning • Writer's purpose is shapes by the occasion, the topic, and the audience	
W.4.9	• Evidence can be quantitative data, observation, quotation, examples, and findings from surveys • Analysis is to break down a subject, text, event or process into its component parts and understand what it means or how it works • Reflect means to think deeply or carefully about • Research: Collecting information about a particular subject	• Writers "lift" words, lines, or phrases directly from text to use as evidence • Writers use a range of sources for evidence • Writers break down a subject, text, event or process into its component parts to understand what it means or how it works • Writers reflect on reading to develop new ideas • Writers research to find and support evidence	Draw evidence from literary or informational texts to support analysis, reflection, and research .
SL.4.2	• Paraphrase is the restatement of text or spoken thinking using different words than the original, but maintaining the same meaning. • Visual, Oral, and Quantitative information are images, video, art graphics of any other sort intended to convey the ideas the speaker wants to communicate; measurable, quantifiable data that is displayed or formatted so as to suit the speaker's purpose. • Determine main idea and supporting details is breaking down the different elements to reveal the main idea and their relationship to the supporting details; this might include examining how structures, grammar, syntax,m or more media-based	• How to listen attentively to information being presented in order to communicate what it is mostly about. • The information the author/speaker is presenting. • What the main idea and supporting details delivered in different media and formats. • How to paraphrase information delivered in different media and formats.	**Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.**

	features serve to emphasize the main or supporting ideas in the text you are studying. ● Diverse Media is all the different forms ideas and information, evidence and data come in, including print, audio, video, photograph. ● Summarize means giving a brief statement of the main points. ● Format refers to the ways in which information can be presented--charts, graphics, slides, images, as well as multiple media, all of which allow the speaker to represent ideas more fully and effectively. ● Evaluate is to determine the quality, value, use or importance of data, details or other forms of information one includes in his/her presentation.		
SL.4.3	● Point of view is a perspective from which something is viewed; in literary text, narrator's perception of what is happening in the story; in informational text, angle from which a speaker or writer presents information, the stance a writer takes on a topic ● Reasons is a cause, explanation, or justification for an action or event. ● Evidence is facts, figures, details, quotations, or other sources of data and information that provide support for claims or analyses and that can be evaluated by others; ● Speaker is a person that speaks	● Some information is more important and a higher quality than other information ● A speaker has a point of view that influences their discussion of a topic. A speaker may have bias about a subject and it's important for an audience to understand how this could influence the topic. ● Questions should be asked about the information presented ● There are different points of view	Identify the reasons and evidence a speaker provides to support particular points.
L.4.6	● Content or academic vocabulary words ● words and phrases that signal time or relationships (after, before, next) in conversation ● General academic and domain-specific words: these are the general words students encounter in all subjects--analyze, evaluate, describe, compare, contrast, and so on--and the	● Readers constantly learn and use new words through conversations and texts ● Identify unknown words and seek meaning ● certain words are used during certain grade-appropriate and/or academic conversations ● the importance of using and understanding subject specific vocabulary during classroom conversation	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered)* and that are basic to a particular topic (*e.g., wildlife, conservation,* and *endangered* when discussing animal

	specialized vocabulary they face in specific course or subject area--gravity, force, evolution, inflection point, and the many works specific to literature and other subject areas.	• academic words being used frequently during class are important to know and use	preservation).

Unit 5: Assessment

EVIDENCE of LEARNING

Understanding	Standards	Unit Performance Assessment:	R/R Quadrant 21 Century
1,2, 3	**RL.4.10** **RI.4.10** **RL.4.1** RL.4.2 RL.4.3 **RI.4.1** RI.4.2 RI.4.3 RI.4.7 RI.4.3 RI.4.4	**Reading:** Students are formatively assessed throughout the quarter using running records aligned with the Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. The summative assessment (end of quarter) for reading is the determination of a student's F&P reading level. **Mastery Levels:** **Fourth Grade Reading Level Expectations** Meets or Exceeds Quarterly Expectations / Progressing On Quarterly Expectations / Minimal Progress On Quarterly Expectations 1st Quarter: P Q / O / N or below 2nd Quarter: Q / P / O or below 3rd Quarter: R / Q / P or below 4th Quarter: S / R / Q or below Teachers will administer the Fourth Grade Reading Benchmark at the end of the quarter, utilizing the district protocol. Assessment & Protocol	D Critical Thinking Creativity Communication

Unit 5: Sample Activities

SAMPLE LEARNING PLAN

Pre-assessment: *Teacher can use pre-assessment in writing and assessment wall data to plan for instruction.*

Understanding	Standards	Major Learning Activities:	Instructional Strategy Category:	R/R Quadrant: 21C:
1, 2, 3	ISTE 1	1. Map Test Taking Tools Objective: Students will: ● Know how to use the computer to manipulate through the test. ● Understand how the tools work and when to use them. ● Be able to navigate the test. Testing-Taking Tools Video and Practice on Chromebooks ● DRC Insight Video ● Navigation ● Options ● Types of manipulation ○ Multiple select ○ Highlight ○ Drag & Drop ○ In the drop down ○ Jot Thoughts on digital post-its Model and practice using the MAP tools. Students may work with partners to browse through the tools as well.	Setting Objectives & Providing Feedback Cooperative Learning Providing Practice Summarizing & Note Taking	A/C Collaboration Communication
1, 2, 3	SL.4.2 SL.4.3	2. Lesson on Effort Stories (see HowellNet for effort stories) Objective: Students will: ● Know how to set goals for themselves, monitor their stamina, and take brain breaks while taking the test. ● Understand when their brain and body is fatigued and need a break.	Setting Objectives & Providing Feedback	D Collaboration

		• Be able to appropriately let the teacher know when they are fatigued and need a break in order to stay focused. Connection: Student's I want to share with you that there is a direct correlation between effort and achievement. Today we are going to watch a video or share a short story to see how effort directly impacts achievement. Optional Teaching & Active Engagement Activities: • Splash/Graffiti Wall Reflection on Effort/Lessons Learned • Jigsaw different lenses to watch the video or read a short story (one group could watch/read for preparation, another group determination, another group perseverance, another group achievement, etc.). Discuss how effort applies to test taking (as well as life) and have students make parallels. • Highlight the similarities/connections between the effort stories shared and the effort students provide before, during and after an assessment. • Gather a collection of books/articles/videos or choose just one book/article/video that students can take home and read with their family and write a reflection on the effort shown by the main character(s). It will be important to reflection the connection between effort and achievement. You could even create a class book of effort/lessons learned reflections. In the reflection sheet, be sure to include a question about what you learned that could be applied to test taking. • Celebration - create their own effort stories using any method you choose (PowToons, Google Slide Presentation, Google Classroom, Green Screen, etc…) Link: Each activity should include some sort of reflection on the correlation between effort and achievement and how students will apply what they learned in this lesson. "Students, how you apply what you learned today in each and every day of your life? **Reading Appendix Documents** **Writing Appendix Documents** Effort Videos: Shaquem Griffin NFL Player Derek Redmond's Emotional Olympic Story	Reinforcing Effort & Providing Recognition Identifying similarities & differences Cooperative learning Nonlinguistic Representation	Communication Critical Thinking Creativity

		Anthony Robles-No Excuses Video Effort Books: The Hugging Tree: A Story About Resilience by Jill Neimark The Empty Pot by Demi Effort Articles: A Mile in Our Shoes: People with Disabilities Student Effort Articles Additional Resources: HowellNet Effort Resources		
1, 2, 3	RI.4.4	3. Test takers understand academic vocabulary Objective: Students will: ● Know how test developers use a variety of vocabulary terms to ask test questions. ● Understand what the vocabulary means in order to effectively answer the test questions . ● Be able to answer all parts of the question by understanding the vocabulary and how it is being used in the question. Test/Academic Vocabulary This lesson is focused on understanding and applying academic/test vocabulary. In this lesson, you will use a variety of strategies to learn and practice test taking vocabulary. It will be important for students to understand these words and phrases in order to understand various test questions. Examples of Academic Vocabulary and Terms that Could Include: ● Actions & Effect (cause/effect) ● Analogy: process of identifying relationships between two concepts (CITW, 2nd Edition) ○ Example: heart is to human as compressor is to heat pump, heart: human:: compressor: heat pump ● Best support	Setting Objectives Providing Feedback Providing Practice	A/B Communication Collaboration

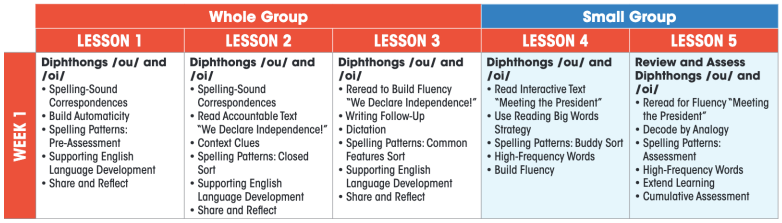
		● Call to Action: “action” refers to what happens, what people do; a call to action is to rally someone to do something (p 22) ● Claim: what an author want readers to accept as true and act on (p 52) ● Complete the Table ● Conclusion-to sum things up ● Drama: composition in verse or prose that portrays characters and tells a story involving action and dialogue for the purpose of presentation on stage ● Genre: categories used to classify text (e.g., fiction, nonfiction, poetry, drama, informational, fable, folktale, graphic novel, literary nonfiction, memoir) ● Least Appropriate ● Most likely ● Passage: a short piece of writing or music that is part of a larger piece: ● Precise and vivid language ● Related Ideas ● Relevant, descriptive details: Students choose details that relate to the topic and provide description. ● Scene: In drama, the pace where the action occurs; a setting (p 34) ● Sentences that are clear and varied in structure ● Similarities and Differences: This requires the students to identify and analyze what is similar (compare) and what is different (contrast). ● Source: a person, place, or thing from which something comes or can be obtained (e.g. book, website, journal, person, article) ● Stanza: usually a grouping of two or more lines separated by a space (p 34) ● Strong controlling idea: writing stays on topic ● Supporting Evidence: Data, information, quotations, examples, or other information that the speaker uses to back up ● Text: a text is whatever one is trying to read; a poem, essay, drama, story, or article; in its most modern sense, a text can also be an image, an artwork, speech, or multimedia format such as a website, film, or social media message such as a tweet ● Text Features: features of an informational text that help the reader get information (p 34) ● Textual Evidence: pieces of evidence (words, phrases, passage		

		illustrations) that provide the best proof of what they are asserting about the text (p 10) ● Theme: the idea the text explains, develops, and explores; the central message, lesson, a pattern found in the text, or what the author wants you to come away with (p 16) ● Topic: the subject or theme ● Viewpoint or Point of View (POV): The place, vantage point, or consciousness through which we hear or see someone describe a situation, tell a story, or make an argument. (p 40) Activities ● Matching Game ● Quiz Quiz Trade ● I Have Who Has ● Classroom Bingo Board ● Frayer Model Optional Practice: Use Session 2 from the MAP English Language Arts practice to read through the questions and identify academic vocabulary. Have students share with partners about what the question is asking them to do. Session 2 MAP Practice		
1, 2, 3	RI.4.1 RI.4.2 RI.4.3 RI.4.4 RI.4.5 RI.4.7 RI.4.8	4. Research/Text Features-LMS support Objectives: Students will: ● Know non-fiction text features. ● Know non-fiction text structures. ● Understand how to use the information given to effectively answer the questions. ● Be able to determine what the questions is asking and what is needed to answer the questions. ● Be able to use non-fiction text features to determine important information. ● Be abel to use non-fiction text structures to determine important information.	Providing Feedback Cues, Questions & Advance Organizers Nonlinguistic Representation Summarizing &	C Communication Collaboration Critical Thinking

		Use Session 3 from English Language Arts Section of the MAP Practice linked below. MAP Practice (use session 3)	Note Taking Providing Practice	
1, 3	RI.4.4 L.4.6	5. Variety of Questions Objectives: Students will: ● Know the different types of questions that may be asked. ● Understand what each question is asking and what is needed to answer it. ● Be able to answer the different types of questions. Understand/Analyze Questions: This lesson students will practice understanding and analyzing typical test questions. Connection: We have learned that alert test takers take time to understand vocabulary used in test questions. Today, we will dig deeper to analyze what a question is asking and how that can help us find the best answer. Teach: Many times questions will have multiple parts, or may require you to find evidence in the text, or even pick more than one answer. Once we know what a question is wanting us to do, we can more easily use the right tool from our test-taking tool-kit. Today, we are going to look at several types of questions that each require us to do something different. Think back to tests you have taken in the past and let's see if we can chart all the question types we already know. Teacher can create an anchor chart of the different types of questions for students to reference. Optional Practice: Use Session 2 from the MAP English Language Arts practice to read through the text and answer the questions together. Model reading the text and answering the questions with the "Annie and the Wizard of Oz" text. Have students work with partners to read the text and answer the questions for "The History of Donuts". Have students work independently to read the text and answer the questions from "The Lion, the Bear and the Fox" text.	Setting Objectives Providing Feedback Providing Practice	A Communication Collaboration

		Session 2 MAP Practice		
1,2,3	RI.4.9 W.4.2 W.4.4 W.4.9	6. Comparing Two Texts (How Are Ideas the Same?)/Responding to a Prompt Objectives: Students will: ● Know how two texts are related. ● Understand that two texts can have similar ideas. ● Be able to use two texts and determine related ideas. ● Be able to use the related ideas from two texts to respond to a prompt. **There will be a writing prompt for practice with this lesson after reading the text and answering the questions **This lesson will most likely take more than one day. You may focus on the reading one day and the writing prompt the second day. Materials: Use Session 1 from English Language Arts Section MAP Practice - Cowboys from Head to Toe and Warm Your Toes with a Hat (make copies for each student to have). Reading: a. Teachers/students will read “Cowboy from Head to Toe” and “Warm Your Toes with a Hat”. Before reading each text with the students, read/analyze the questions. b. While reading both texts, annotate the text focusing on the questions being asked and highlight important information while jotting down thoughts. c. After reading both texts, begin answering questions 1-4 using test taking strategies. Read the questions carefully, highlight important words/phrases from the questions, and go back in the text to find the answer. Writing (Informational/Explanatory Writing Prompt): a. Review Informational/Explanatory Writing (See attached Informational/Explanatory Rubric) Informational/Explanatory Rubric i. Organization/Purpose ii. Evidence/Elaboration	Setting Objectives Providing Feedback Cues, Questions and Advance Organizers Providing Practice	B Communication Collaboration Critical Thinking

		iii. Conventions b. Read the writing prompt with students. Highlight important information within the prompt. Tell students they SHOULD read the prompt several times to gain understanding of what their task and purpose will be. c. Review the "Writer's Checklist" under the prompt. Highlight important words/phrases from each of the bullets. Tell students they will be able to use this checklist while they write today and on the test. d. Teacher and students will work through the writing process together over the writing prompt. i. Develop a way to collect their ideas/facts/examples and organize the information. ii. Teacher/students will begin drafting, keeping in mind the task, purpose and audience. iii. Teacher will model how to transition between a writer's thoughts/ideas and using facts/examples from both texts within their writing piece. Allow students time to work on their writing piece. iv. Teacher will model how to go back and revise their informational/explanatory using precise and vivid language, correcting grammar, punctuation, capitalization and spelling. Allow students time to work on revising their writing piece. MAP Practice (use Session 1)		
Language Word Study Block				
Understanding	Standards	Major Learning Activities:	Instructional Strategy Category:	R/R Quadrant: 21C:
1	**RL.4.1** **RI.4.1**	**Interactive Read Aloud** Teacher choice for read aloud. Students will discuss text in collaborative groups.	Homework and Practice	C Critical Thinking
1, 2, 3,	L.4.4 L.4.6	**Interactive Vocabulary** The teacher will employ a variety of strategies while teaching unit vocabulary. Strategies are based on student need and understanding and application of each term listed in the vocabulary section. Instructional strategies include:	Organizers Cooperative Learning Similarities &	B/C Critical Thinking Communica

		• Organizers like concept mapping or Frayer model • Cooperative learning to discuss meaning of the terms: think-pair-share, shoulder partner, think write • Similarities and differences looking at similar and different words to the term • Nonlinguistic representation	Differences Nonliguistic Representation	tion Collaboratio n
1,2	RF.4.3	**Benchmark Phonics: Unit 7: Changing Lives, Changing Communities** 	Homework & Practice Cooperative Learning Similarities & Differences	B Critical Thinking

Unit 5: Resources

UNIT RESOURCES
Teacher Resources: • Test Prep Additional Lesson Options • Reading Test Prep Resources • Writing Test Prep Resources • Benchmark Phonics
Student Resources: • MAP Practice • Reading Test Prep Resources • Writing Test Prep Resources

Unit 6: Historical Fiction Book Clubs (Bk. 4) & Historical Fiction Writing (FHSD Created)

Content Area: English Language Arts	Course: Fourth Grade	UNIT: Historical Fiction Book Clubs & Historical Fiction Writing

Unit Description:	Unit Timeline:
Reading: This unit is organized so that children read in the company of friends, reading shared historical fiction from a particular era with support from a book club. Readers will have participated in clubs earlier, and will relish a chance to return to this social structure. Clubs are important because it is helpful for young people to develop interpretations in the company of others. The goal is to help kids' author lives in which reading matters. It is essential that kids experience the shared pleasure of reading with friends. The first bend teaches readers to read complex texts with strong literal comprehension, monitoring for sense, actively working to fit the pieces together, and working with support from a book club to keep track of multiple plotlines, many characters, and shifts in time and place. The second bend embarks upon the heady intellectual work of interpretation. Novels are not just about what is happening - the books are not just about the plots. Their novels are about ideas. In the third bend, readers will begin by deepening their understanding by turning to nonfiction, beginning with primary source images. Whenever they read about unfamiliar places and times, they'll develop a deeper relationship with that setting if they study some of the primary sources of that place, especially images. **Writing:** This unit provides an opportunity for students to stretch their writing skills by writing about fictional characters within a historical setting. In this unit, students will write scenes for two stories and then pick one story to publish. This unit was modeled after unit 1, so some of the lessons are being repeated with a focus on historical fiction.	Reading: 20 days Writing: 10-15 days

DESIRED Results

Transfer Goal - *Students will be able to independently use their learning to……*

- Read for a variety of purposes such as enjoyment, gaining information, and understanding new perspectives.
- Listen to others while honoring differences, opinions, and beliefs.

- Communicate written and oral ideas effectively for diverse audiences and purposes using their own words.
- Value and embrace the power of failing and making mistakes in order to better themselves.

Understandings – *Students will understand that… (Big Ideas)*

1. Effective readers use a variety of strategies to construct meaning.
2. Effective writers use a variety of strategies to share their ideas with audience and purpose in mind.
3. Effective listeners and speakers collaborate and exchange ideas to gain greater understanding.

Essential Questions: *Students will keep considering…*

- What can I do to improve my accuracy and fluency?
- What strategies and resources can I use to understand my reading?
- Who is my audience?
- What is my purpose for writing?
- How can I improve my writing?
- How does effective speaking and listening help me communicate my understanding of texts and topics?
- Why is it important to collaborate about my thoughts and ideas?

Standard	Students will know…..	Students will understand...	Students Will Be Able to…..
RL.4.1	• Drawing inferences helps to understand the text by generalizing, deducing, and concluding from reasoning and evidence that is not presented literally or explicitly. These conclusions are based on textual clues • When something is said explicitly it means it is stated in great or precise detail; it may pertain to factual information or literal meaning • What makes a quality question • How to cite specific text evidence by quoting a specific passage from the text to support claim, assertions, or argument. Evidence comes from the text itself.	• How to take a group of details and draw insight or understanding about the meaning or importance within the passage of the text as a whole • Close reading emphasizes not only surface details but the deeper meanings and larger connotations between words, sentences, and the full text • Not all text evidence is created equal • Readers ask questions before, during and after, reading a text • Details in the text can be used to support your ideas	**Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**
RL.4.3	• Character traits are what a character is-what they look like and who they are, which is revealed by what they do. Their motivations and feelings, thoughts, words, and actions.	• Analyzing text means to look closely at something for the key parts to see how they work together, this leads to greater understanding of the text.	Describe in depth a character, setting, or event sin a story or drama, drawing on specific details in the text (e.e., a character's

	• Major event is the most important event in the story, typically related to how the main character resolves a problem or handles a challenge. • Cause/effect relationship is the relationship between the reason ("why) something happens and the consequences of that action. The *cause* is why something happens. The *effect* is what happens as a result.	• A lot can be learned by observing how a character handles difficult situations • As stories unfold, events and characters change; these changes are the consequence of the interactions that take place between people, events, and ideas within a story or an actual event. • Character's actions add to the plot and move along the sequence of events toward the ending • Feelings often motive characters to act in a certain way	thoughts, words, or actions).
RL.4.4	• Figurative meanings are often colorful ways of saying something that help create a picture in the mind of the reader. • Literal language is factual and explicit, the reader does not need to infer to glean the meaning. • Nonliteral language implies figurative language-often similes, metaphors, personification, and abstract words. • A metaphor compares two things that are not typically associated with each other (e.g., "That room is an oven.") • Mythology is a collection of myths, especially belonging to a particular religious or cultural tradition. • Allusions are expressions designed to bring something to mind without mentioning it explicitly (Trojan Horse, Achilles Heel) • Tone often reveals something about the dynamic between characters	• Figurative language changes or goes beyond literal meaning. • Language creates mental pictures • Language helps keep readers engaged • Greek words from mythology are used to describe characters. • Mythological words or phrases get me to "read between the lines" or infer meaning.	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
RL.4.5	• A verse is a line in a poem • A poem is a composition in verse • Verses are separated by line breaks and groups of verses or lines create stanzas in a poem • Prose is the ordinary language used in speaking or writing • A meter helps to create a rhythm to the poem • Stanza is a group of two or more lines separated by a space in poems. • Structure of texts refers to how authors organize their ideas and the text as a whole.	• What type of text it is • How to apply concepts like stanza, rhyme, rhythm and alliteration • Drama concepts to comprehend each scene. • That they can use prior knowledge of writing to enhance understanding of prose.	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

	• Drama is written to primarily be performed. The elements of drama are characters, setting, descriptions, dialogue, stage directions, and theme. There is a structure to drama that includes plot an additional stages and sets and scenes.		
RL.4.6	• Narrator is the one telling the story • Point of view is the place, vantage point, or consciousness through which we hear or see someone describe a situation, tell a story, or make an argument. • First person is when one person (one character) usually the main character, expresses his/her thoughts, ideas, and feelings • Third person is when a narrator who usually identifies with the main character's point of view.	• If a text is written in first or third person. • Who the narrator is and what point of view are they telling the story from	Compare and contrast the point of view from which different stories are narrated, including the difference between first-and-third person narrations.
RL.4.7	• Mood is the atmosphere in the text that evokes a certain emotion or feeling. • Visual form is visual explanations, often called "infographics," may include the traditional pie chart or bar graph but may also incorporate many other features that make these visual or graphic forms much more complex than the previous generation of such texts. • Different types of media (e.g., print, pictures, and illustrations, and electronic and new media)	• Know is the same in both the written text and other version. • Know what is different in the two versions.	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
RL.4.9	• Comparing themes/settings/plots is finding what is similar between those themes/settings/plots • Contrasting themes/settings/plots is finding what is different between those themes/settings/plots • Theme is the idea the text explains, develops and explores; there can be more than one, but themes are what the text is actually about. Themes can be the central message, the lesson, or what the author wants you to come away with; a theme is never stated explicitly, it must be inferred by the reader from the evidence in the text.	• Themes are what the author wants you to come away with • Patterns of events can lead the reader to the theme.	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
RI.4.1	• Explicitly is stated in great or precise detail; may pertain to factual information or literal meaning	• Taking a group of details and drawing insight or understanding about the meaning or importance	**Refer to details and examples in a text when explaining what the**

	• Cite specific text evidence by quoting a specific passage from the text to support claim, assertions, or argument. Evidence comes from the text itself. • Inferences are generalizing, deducing and concluding from reasoning and evidence that is not presented literally or explicitly. • Readers ask questions before, during and after, reading a text • Close reading emphasizes not only surface details but the deeper meanings and larger connotations between words, sentences, and the full text	within the passage of the text as a whole(ie. Reading with different lenses) • Literal questions questions are answered within the text. • Analytical questions are answered by inferring with details from the text • How to combine background knowledge with information from the text	**text says explicitly and when drawing inferences from the text.**
RI.4.3	• Sequence of events are the order that events take place. • Scientific texts are coherent statements related to science • Technical texts are intended to educate the reader in a particular topic or skill • Cause and effect relationships are the reasons something has happened and the consequences of the action. • Historical texts are readings of events from the past	• Historical events are tied together (cause/effect relationships) • The connection between scientific ideas and concepts • Some steps or stages are more important than others depending on how it affects the outcome (ie. people, events, environment) • that texts provide information that can be used to tell what happened and why. • that the reader must identify specific information from the text to support their explanation of events, procedures, ideas, and concepts.	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text.
RI.4.7	• Visual information refers to displays of information such as charts, graphs, diagrams, timelines, maps, images, animations, or interactive elements on webpages. • Demonstrate is to make evident • Interpret is to explain the meaning of information, words or actions.	• How to interpret graphics • Synthesize information from text and visuals • Visual and oral information is used to help the reader gain more information from the text	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
W.4.3	• Narrative is a story one tells. A narrative can be fictional or grounded in facts, such as an autobiographical or historical narrative, or a recount of personal experience in one's life. • Descriptions rely on precise, detailed descriptions of people, places and events to bring them alive in vivid ways that convey the characters' emotions and capture the reader's	• Narrative pieces are a genre of writing that includes multiple types (e.g., poetry, historical fiction, autobiographical, etc). • Which techniques to use for this type of writing • Descriptive details make the writing more interesting • Sequencing events helps the reader to comprehend	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

	imagination. ● Technique studies how a writer's work affects the reader.		
W.4.3.a	● A narrator is the person who is telling the story ● Event sequences are the order in which events occur in a story.	● Organization of a text helps the reader create meaning ● Who is telling their story	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
W.4.3.b	● Descriptions are details of people, places, and events, bringing alive the details in vivad ways that capture the reader's imagination. ● Dialogue are the actual words the characters say. Dialogue is written with quotation marks and is a conversation between two or more characters. ● Event sequence is the order of events in which the story occurs.	● Dialogue shows how characters react to situations ● Characters change as they move through time ● Characters change as they respond to events	Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations.
W.4.4	● (Grade-specific expectations for writing types are defined in standards 1-3 above.) ● Knowing the audience of a piece will help an author anticipate and respond appropriately to their concerns and questions about a topic ● Effective writers produce clear compositions by using precise words, proper grammar, and sentence structure. ● Development includes everything from examples and quotations, to details and other forms of evidence used to support and illustrate whatever the writer is saying about the subject. ● Organization comes in a variety of approaches, what matters most is a clear, appropriate, logical, and effective structure to the idea. ● Purpose is what the writer is trying to accomplish with the piece ● Task is the purpose for the writing and the genre. ● Audience is the reader of the piece.	● (Grade-specific expectations for writing types are defined in standards 1-3 above.) ● Determine who the audience for the piece of writing will be and make decisions for the piece based on the following questions: *what do they already know or need to learn to understand the writer's message? How is the audience likely to respond to the piece? What biases do they have that as the writer I must anticipate and address to effectively advance my argument?* ● Attention to detail is important to produce a quality piece, it includes revision, editing, and receiving feedback from others ● Development should extend, clarify, or enhance the writer's claims or, in narratives, advance the story. It can look like figures, tables, dialogue, or images that add more information or further illustration. ● Organization of a text helps the reader create meaning ● Writer's purpose is shapes by the occasion, the topic, and the audience	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.4.5	• Revising is reseeing the piece from a writer's eye to make it clearer. This could be adding details or deleting information, connecting sentences to make it flow better. • Editing is fixing spelling, punctuation,and grammar errors • Purpose is what the writer is trying to accomplish with the piece • Plan are what writers do to prepare for writing for a piece (e.g., outline ideas, gather and generate ideas, create an outline, brainstorm, mind map, etc.) • Conventions are the rules that apply to and govern the genre, format, grammar, spelling, and other aspects of writing a paper. • Strengthening a piece is revising for concision, clarity, and coherence.	• Writers get ideas from multiple sources • Writers organize their thoughts before drafting • Writers revise throughout every step of the writing process • Writing is a continuous process	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to an including grade 4).
W.4.8	• Credibility is the measure of believability of the source of information, based on how current, established, and relevant the source is. • When gathering relevant information, students only research information that is relevant to the research question. • Multiple print and digital sources: legitimate researchers consider an array of sources from different perspectives and media to be a thorough as possible in their analysis.	• Some sources are more credible than others • Writing can answer questions others or I have about a topic • Information for a writing piece can come from a variety of sources • The importance or organizing and categorizing information • Writers need to keep track of their sources • Text and digital sources are documented differently	Recall information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
W.4.9	• Evidence can be quantitative data, observation, quotation, examples, and findings from surveys • Analysis is to break down a subject, text, event or process into its component parts and understand what it means or how it works • Reflect means to think deeply or carefully about • Research: Collecting information about a particular subject	• Writers "lift" words, lines, or phrases directly from text to use as evidence • Writers use a range of sources for evidence • Writers break down a subject, text, event or process into its component parts to understand what it means or how it works • Writers reflect on reading to develop new ideas • Writers research to find and support evidence	Draw evidence from literary or informational texts to support analysis, reflection, and research .
W.4.9.a	• Literature is fiction, poetry, drama, graphic stories, but also artworks by distinguished painters, sculptors, or photographers.	• Details from a text give the reader information about characters, setting, or events and those details help the writer use them in their own work	Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

W.4.9.b	• Informational texts are essays, books or other nonfiction texts such as biographies, memoirs, histories, or narrative accounts of events that use literary or novelistic techniques.	• Just as readers pay attention to the reasons and evidence in a text, writers can also support their work with reasons and evidence	Apply *grade 4 Reading standards* to informational texts (e.g., Explain how an author uses reasons and evidence to support particular points in a text).
W.4.10	• Audience is who the piece will be presented to (e.g., teacher, students, community, etc.) • Purpose is what the writer is trying to accomplish with the piece • Reflection is going beyond revisiting details of what happened, but considering what it means • Revising is making changes to a piece of writing not so much for correction of spelling, usage, or grammatical errors, but to improve the content and ideas.	• Writer's purpose is shaped by the occasion, the topic, and the audience • Planning helps a writer develop a strong piece based on their purpose • Reflection helps a writer improve their piece • Revision makes our writing sound better	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.4.1	• Collaborative discussion refers to discussing ideas and working jointly with others to create new thinking. Partners take the remarks of others and add details or further develop the thoughts. • Diverse partners are people and ideas from different backgrounds, cultures, and perspectives than the students' own. • Engage is to occupy attention and efforts.	• Building upon others' talk in conversation deepens the discussion • Synthesizing information into a conclusion helps wrap up a discussion • It's important to have discussions with a variety of people • Discussions include all participants and give every member an opportunity to speak and be listened to	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts* building on others' ideas and expressing their own clearly.
SL.4.2	• Paraphrase is the restatement of text or spoken thinking using different words than the original, but maintaining the same meaning. • Visual, Oral, and Quantitative information are images, video, art graphics of any other sort intended to convey the ideas the speaker wants to communicate; measurable, quantifiable data that is displayed or formatted so as to suit the speaker's purpose. • Determine main idea and supporting details is breaking down the different elements to reveal the main idea and their relationship to the supporting details; this might include examining how structures, grammar, syntax,m or more media-based features serve to emphasize the	• How to listen attentively to information being presented in order to communicate what it is mostly about. • The information the author/speaker is presenting. • What the main idea and supporting details delivered in different media and formats. • How to paraphrase information delivered in different media and formats.	**Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.**

	main or supporting ideas in the text you are studying. ● Diverse Media is all the different forms ideas and information, evidence and data come in, including print, audio, video, photograph. ● Summarize means giving a brief statement of the main points. ● Format refers to the ways in which information can be presented--charts, graphics, slides, images, as well as multiple media, all of which allow the speaker to represent ideas more fully and effectively. ● Evaluate is to determine the quality, value, use or importance of data, details or other forms of information one includes in his/her presentation.		
SL.4.4	● Main Idea is the central underlying idea, concept, or message that the author conveys in a non fiction text ● Theme is the central underlying idea, concept, or message that the author conveys in a fiction text. ● Details are information that supports the main idea ● Relevance is closely related to the topic or main idea ● Recount is to give an account of an event or experience ● Understandable Pace is how fast or slow you talk ● Background Knowledge is information that is essential to understanding a situation	● Presentations vary depending on the task, purpose, and audience ● A clear organization structure allows listeners to hear and process the ideas presented ● Not all information is relevant ● Speak clearly at an understandable pace about a topic/text ● Report, Tell and Recount on experiences about a topic/text ● Use relevant and descriptive details to support the main idea and/or theme	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.4.6	● Informal discourse is the talk and discussions between peers that is relaxed, casual, and familiar. ● Formal is being in accordance with usual requirements and customs.	● Each presentation or talk has its own unique audience each time one speaks, and so it's important to know how to speak to address the audience and the occasion.	*Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informational discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards L.4.1a-L.4.1g for specific expectations).*
L.4.1	● Grammar is the study of words and their component parts and how they combine to form	● Grammar rules help us be effective communicators	Demonstrate command of the conventions of standard English grammar and usage when writing

	sentences; the structural relationships in language that contribute to their meaning. • Usage is how one uses language-- and if it is permitted, approved.		or speaking.
L.4.2	• Capitalization signals where a sentence begins but also indicates that word is a title, a person's name, a product or band name, or some other form of a proper noun. • Punctuation refers to all the marks--period, comma, colon, semicolon, dash, hyphen, quotation and question marks, parenteses, exclamation points, and others--that writers use to be clear, make connections, and create a style that suggests how the text should be read. It is, as some say, what makes the music of the writing happen in ways similar to musical notations that signal where, when, and how long to stop or speed up, where to pause and what to emphasize. • Conventional spelling is the correct spelling of a word, the one you would find in a dictionary.	• Standard English has convention rules to help us be effective communicators • Convention rules help the reader understand what we have written • Spelling patterns are common configurations of letters in several words	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.4.3	• Language is a body of words and the systems for their use common to a people who are of the same community or nation, the same geographical area, or the same cultural tradition. • Conventions are those rules about which punctuation marks to use, how, when, why, and where to use them when writing different types of documents in various media.	• Drawing on elements such as syntax, rhetoric, punctuation, and diction, writers choose words and arrange them to serve a purpose or for effect	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
L.4.3.a	• Precisely/precision is best defined by Mark Twain as the difference between the word fire and fire extinguisher; one must use the correct, precise word if one is to convey an idea as clearly as possible or achieve the desired effect.	• Which words or phrases could be changed for greater precision	**Choose words and phrases to convey ideas precisely.***
L.4.6	• Content or academic vocabulary words • words and phrases that signal time or relationships (after, before, next) in conversation	• Readers constantly learn and use new words through conversations and texts • Identify unknown words and seek meaning	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and

	• General academic and domain-specific words: these are the general words students encounter in all subjects--analyze, evaluate, describe, compare, contrast, and so on--and the specialized vocabulary they face in specific course or subject area--gravity, force, evolution, inflection point, and the many works specific to literature and other subject areas.	• certain words are used during certain grade-appropriate and/or academic conversations • the importance of using and understanding subject specific vocabulary during classroom conversation • academic words being used frequently during class are important to know and use	phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered)* and that are basic to a particular topic (*e.g., wildlife, conservation,* and *endangered* when discussing animal preservation).

Unit 6: Assessment

EVIDENCE of LEARNING

Understanding	Standards	Unit Performance Assessment:	R/R Quadrant 21 Century
1,2,3	**RL.4.10** **RI.4.10** **RL.4.1** RL.4.2 RL.4.3 **RI.4.1** RI.4.2 RI.4.3 RI.4.7 RI.4.3 RI.4.4 W.4.3 **L.4.3**	**Reading:** Students are formatively assessed throughout the quarter using running records aligned with the Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. The summative assessment (end of quarter) for reading is the determination of a student's F&P reading level. M**astery Levels:** **Fourth Grade Reading Level Expectations** Meets or Exceeds Quarterly Expectations / Progressing On Quarterly Expectations / Minimal Progress On Quarterly Expectations 1st Quarter: P Q / O / N or below 2nd Quarter: Q / P / O or below 3rd Quarter: R / Q / P or below 4th Quarter: S / R / Q or below Teachers will administer the Fourth Grade Reading Benchmark at the end of the quarter, utilizing the district protocol. Assessment & Protocol **Writing:** *"I'm really eager to understand what you can do as writers of narratives, of stories, so today, will you please write the best personal narrative, the best Small Moment story, that you can write? Make this be the story of one time in your life. You might focus on just a scene or two. You'll have two forty-five minute sessions to write this true story, so you'll need to plan, draft, revise, and edit in one sitting. Write in a way that allows you to show off all you know about narrative writing. In your writing, make sure you:* • *Write a beginning* • *Use transition words*	D Critical Thinking Creativity Communication

		• *Elaborate to help readers picture your story* • *Show what your story is really about* • *Write an ending for your story"* Narrative Rubric	

Unit 6: Sample Activities

SAMPLE LEARNING PLAN
Pre-assessment: *Teacher can use pre-assessment in writing and assessment wall data to plan for instruction.*

Reader's Workshop

Understanding	Standards	Major Learning Activities:	Instructional Strategy Category:	R/R Quadrant: 21C:
1, 3	W.4.9.a RL.4.1 RL.4.3 RL.4.4 RL.4.7 SL.4.2	1. Reading Analytically at the Start of a Book (Session 1) Objective: Students will: • Know setting is when the story takes place, where, and what this place feels like • Understand readers pay attention at the start of a book to analyze setting • Be able to assemble clues at the beginning of a book to figure out what kind of place this is a. Connection: The teacher will: i. Tell a story of how a historical fiction book swept you up and took you to another time and place. Bring that story to life, making your synopsis dramatic. ii. Use your experience as a reader of historical fiction to talk up the genre and the unit in general. iii. "Today I want to teach you that at the very start of a story, the reader pays particular attention to the mood and atmosphere of the places	Setting Objectives	B Collaboration Communication Critical Thinking

		in which stories are set. Readers realize that the story will almost never say, 'This shows that trouble is brewing' or 'This shows a sense of hope,' so you must assemble clues to figure out what kind of place this is." b. Teaching: The teacher will: i. Set children up to look and listen to the start of a historical fiction picture book. Suggest that because you know the genre, you are alert to details of the setting, expecting trouble to brew. ii. Restate the work you just did to analyze the setting, providing steps that the children can follow as they practice this work with other passages. c. Active Engagement: The teacher will: i. Read aloud the next section of the book and ask children to pay close attention to details about the setting, recording their ideas. Then ask them to share and reflect with a partner. ii. Celebrate the depth and variety of children's responses, sharing some of their insights so that they all hear, again, what this kind of reading work sounds like. iii. Debrief, naming the work students have been doing in such a way that it is transferable to other texts, other days. d. Link: The teacher will send children off to read aloud a historical fiction picture book in small groups (the book clubs-to-be), alternating between reading, stop and jots, and turn and talks. e. Mid-Workshop Teaching: The teacher will: i. Celebrate that students are talking about the work authors do at the beginning of a story, especially how they lay out clues that show what's specific and unusual about the place in your story. ii. Encourage students to start talking about what your story might be about - some of the possible themes. Share: The teacher will: i. Point out that the groups are actually their clubs. Channel club members to do some of the work of constructing a club: a name, a	Cooperative Learning	

		logo, a constitution. Jot notes on chart paper while students are talking. ii. Encourage students to start talking about what your story might be about - some of the possible themes. Session 1 Appendix Documents		
1, 3	W.4.9.a. RL.4.1 RL.4.3 RL.4.5 L.4.3	2. Making Significance (Session 5) Objective: Students will: ● Know strong readers read complex texts alertly, ready to interpret as they read ● Understand when a passage is significant ● Be able to think about how that passage connects to other parts of the text, and figure out what it is *really* saying a. Connection: The teacher will: i. Remind readers of times in an earlier unit when the read-aloud book seemed to ask readers to pause and interpret. ii. "Today I want to teach you that readers don't wait for someone else to decide which passages are worth pausing over. Readers read alertly, poised to say, 'Wow. This part almost seems like it's written in bold.' Readers then ask, 'How does this connect to *other* parts of the text?' and 'What is this part *really* about?'" a. Teaching: The teacher will: i. Read the class read-aloud, pausing when students signal that a passage seems to have been written in bold. ii. When children signal that the text seems to be written in bold, nudge them to ask, "How does this passage connect with earlier ones?" and "What does this *really* mean?" b. Active Engagement: The teacher will distribute copies of another potent passage to one child from each club, asking that child to read aloud and for the club to signal for the reader to pause when the text seems to be "written in bold." Then clubs can talk. c. Link: The teacher will remind students of a repertoire of work they might do as they read. d. Mid-Workshop Teaching: The teacher will:	Setting Objectives Identifying Similarities and Differences	B Collaboration Communication Critical Thinking

		i. Share the analogy that book clubs are like a potluck dinner. "Bringing a little package of napkins just doesn't cut it! In the same way, you have a responsibility to bring something to your club that will help your club have a fantastic literary conversation." ii. Encourage students to rehearse their best thinking about the passages they think are "written in bold" using anchor chart "Thought Prompts to Help Us Grow Complex Ideas". Share: The teacher will encourage students to use an additional strategy to ground their thinking and improve the quality of their club discussions Session 5 Appendix Documents		
1, 3	RL.4.7 RI.4.7 W.4.9.a W.4.9.b SL.4.2 SL.4.6 L.4.6	3. Turning to Primary Sources to Better Understand History (Session 11) Objective: Students will: ● Know that historical fiction readers often deepen their sense of an unfamiliar era by studying images - photographs and illustrations from the time period. ● Understand character's historical perspectives. ● Be able to use images from the time period they are reading about as a way to quickly engage with the period. a. Connection: The teacher will: i. Describe feeling a little lost as you read, and then tell how you found some images to help you picture the scenes in your novel. ii. "Today I want to teach you that readers of historical fiction often study images - photographs and illustrations - from the time period, synthesizing them into relevant parts of their novels, to understand the time period better." b. Teaching: The teacher will: i. Explain that you tuck related articles, photos, maps into your novels. Illustrate with your demonstration text, showing a photograph that relates to that text. ii. Take students through some of the steps of studying and talking about an image, layering in some technical vocabulary so they'll have language to describe what they see. iii. Debrief in a way that names the strategies you used so that students can follow these same steps.	Setting Objectives Cues, Questions, and Advance Organizers Nonlinguistic Representation Cooperative Learning	D Critical Thinking Collaboration Communication

		c. Active Engagement: The teacher will: i. Set children up to try the work you just demonstrated, practicing looking closely at an image from the time period, using it to deepen their envisioning. Then channel them to compare. ii. Summarize what children just did, complimenting them on their work and highlighting some insights. d. Link: The teacher will send children off to do this work with their own books and images, specifying that they should spend some time alone with the image(s), before comparing with their club. e. Mid-Workshop Teaching: The teacher will: i. Ask club members to wrap up their book conversations once 10 minutes have passed so they can have time to read. Make some decisions about what they will do with their images before they go to their own book. ii. Remind students that as they read, remind students to keep some images by them so they can decide on their own if an image would be helpful, and then study it for a bit. iii. Remind students to think about the characters and their responses to the setting that you're learning more about. All of that - everything - will relate to the theme of the book, too. f. Share: The teacher will remind readers that the knowledge they gain from studying images of an era can help them understand the perspectives in their books. Session 11 Appendix Documents		
1, 3	RL.4.1 RL.4.3 RL.4.6 RL.4.9 RI.4.1 RI.4.3 W.4.9.a W.4.9.b	4. Some People's Perspective is Not all People's Perspective (Session 14) Objective: Students will: ● Know people's perspectives. ● Understand that one person's perspective is not necessarily everyone's, not even everyone from that time, place, or group. ● Be able to be able to understand people's perspectives while being careful not to make assumptions or overgeneralize. a. Connection: The teacher will: i. Tell a story that demonstrates overgeneralization, inviting students to analyze the story with you. ii. "Today, I want to teach you that as readers research characters'	Setting Objectives	D Critical Thinking Collaboration Communication

		perspectives, it's important to recognize that one person's perspective is not everyone's perspective. Readers, therefore, are cautious about making assumptions and overgeneralizations." b. Teaching: The teacher will: i. Give students an explicit tip for avoiding overgeneralizations. Then invite them to study some student notes. ii. Gather students' attention and summarize their comments, reiterating the nuanced work of reading to learn and the need to avoid overgeneralizing. c. Active Engagement: The teacher will: i. Channel students to make their own similar notes, this time working with a passage from *Number the Stars.* ii. Recap the moves readers have made, as they read to learn. d. Link: The teacher will send children off to read, suggesting that "reading to learn" is an important addition to their repertoire of strategies. e. Mid-Workshop Teaching: The teacher will: i. Remind students to be careful about overgeneralizing people in history, along with being careful about making sweeping statements about your characters'' perspectives. ii. Tell students that when they meet with to consider this point when they meet with their clubs. Is their character's perspective changing at all? f. Share: The teacher will: i. Reading analytically means noticing what others might miss ii. Listen in to partnerships as they compare ideas, and then have a few share-outs with the class. Session 14 Appendix Documents	Summarizing and Notetaking Identifying Similarities and Differences	
1, 3	W.4.9.a SL.4.1 SL.4.2 SL.4.4 SL.4.6 L.4.6	5. The Celebration (Session 17) Objective: Students will: ● Know readers take time to make or do things that honor the reading they've done ● Understand we read not because we want to author literary lives for ourselves but because reading enriches our lives. ● Be able to create a celebration, capturing some idea that they learned in the course of this unit	Setting Objectives Nonlinguistic Representation	D Critical Thinking Creativity Communication Collaborati

		The Celebration: ● Readers will create their own celebration for this unit. They will capture some idea that they learned in the course of this unit that will affect the kind of person they want to be going forward. Examples include: a poster, a picture, a poem, or a scene put on with their club. ○ Will they begin a small picture book meant to teach a big lesson? ○ Will they write to a member of Congress, to their Mayor, to their Principal, or even to their class to suggest a change? ○ Will they write a tribute to a brave character in their books? ○ Will they research a topic they care about deeply (Animal rights, taking care of the Earth, promoting peace, etc.) and begin to imagine the steps they might take to be a part of the change? ● Could share their ideas in a jigsaw format and/or put it on display in the school. Session 17 Appendix Documents	Reinforcing Effort and Providing Recognition	on

Writer's Workshop

Understanding	Standards	Major Learning Activities:	Instructional Strategy Category:	R/R Quadrant: 21C:
2	W.4.3 W.4.5 W.4.8 L.4.1 L.4.2 L.4.3	1. Generating Ideas about Characters (Bend One) Objective: Students will: ● Know there are different time periods where historical events have happened ● Understand that the character traits must match the time period in which they are writing ● Be able to create a character from a previous time period a. Connection: The teacher will: i. Remind students about all the parts of a story that they already know. ii. "Today I'm going to teach you that fiction writers don't just go from choosing a story idea to writing a draft. Instead a fiction writer lives	Setting Objectives	A/B Collaboration Communicate Creative Thinking

		with a story idea for a time. Specifically, I will teach you the thinking-on-the-page strategies that fiction writers use to live with their characters and to rehearse for their drafts. b. Teaching: The teacher will: i. Have students reread all of their story ideas and pick one idea to develop ii. First they need to get to know their character by listing internal and external characteristics that makes sense with the time period iii. All of the features need to make sense together based on the time period they are writing about c. Active Engagement: The teacher will: i. Make a list of characteristics she wants her character to have ii. Have students talk to partner about the characteristics you want your character to have d. Link: The teacher will: i. Remind students to choose a story idea and begin to chart characteristics of the main character ii. Say, “Remember, today you learned that fiction writers don't just go from choosing a story idea to writing a draft. Instead a fiction writer lives with a story idea for a time. Specifically, you learned thinking-on-the-page strategies that fiction writers use to live with their characters and to rehearse for their drafts.” e. Mid-Workshop Teaching: The teacher will: i. Ask, “What does your character think of themself?? ii. Chart Attitude toward self iii. Chart Attitude of others toward them f. Share: The teacher will think about if your character is complex (both good and bad) **Appendix Documents**	Cooperative Learning	
2	W.4.3 W.4.4 W.4.5	2. Setting (Bend One) Objective: Students will: ● Know setting is the place and time in a story	Setting Objectives	B/C Collaborati

	W.4.10 L.4.1 L.4.2 L.4.3	● Understand historical details impact the setting of your story ● Be able to add historical details to show place and time a. Connection: The teacher will: i. Tell about a time when you woke up in the middle of the night disoriented--sometimes we feel this way as writers. ii. “Today I want to teach you that you need to be sure that you “turn on the lights” in your stories to show the place and the time, so that your readers don't have that disoriented feeling, asking, “Wait where is this? What's going on?” b. Teaching: The teacher will: i. Explain that sometimes we get so wrapped up in dialogue that we lose our characters ii. We have worked very hard to develop our characters to be complex, so we need to figure out how to add in details about time and place as well as dialogue c. Active Engagement: The teacher will: i. Reread part of the model story and ask students if this will make sense to readers ii. Come up with a new version and ask one set of partners to share d. Link: The teacher will: i. Today we shifted between drafting and revising ii. Make sure to read your draft with specific lenses iii. Today, you have learned that you need to be sure that you “turn on the lights” in your stories to show the place and the time, so that your readers don't have that disoriented feeling, asking, “Wait where is this? What's going on?” e. Mid-Workshop Teaching: The teacher will: i. Use a mentor text to help with revision showing time and place within a piece ii. Rose Blanche, Baseball Saved Us, Apples to Oregon, and The Harmonica are all good mentor texts for this unit. f. Share: The teacher will:	Cooperative Learning; Nonlinguistic Representation	on Communicate Critical Thinking

		i. Share a “golden” part of your story with your partner and ask your partner if that part made sense. **Appendix Documents**		
2	W.4.3.a W. 4.3 b W.4.5 L.4.3.a	3. Show, Don’t Tell (Bend Two) Objective: Students will: ● Know stories are composed of a series of scenes ● Understand the difference between storytelling and summarizing ● Be able to write scenes in a storytelling format a. Connection: The teacher will: i. Remind students of the difference between summarizing and storytelling ii. There comes a time when you need to move from planning to drafting iii. Use separate pages for each scene of your writing iv. “Today I want to teach you that when writers want to create a scene they need to create a drama. Writers sometimes use a line of dialogue -- making a character talk. Or they describe a small action. They make the character move or react physically to what is going on in the scene.” b. Teaching: The teacher will: i. Revisit the difference between a summary and a scene. “Remember in Unit 1 (session 6) when we…” ii. Reference one of the historical fiction picture books to highlight the difference between storytelling and summarizing iii. Storytelling is what will be written as a scene c. Active Engagement: The teacher will: i. Storytell a moment from their story and share a summary trying to reimagine it ii. Remind students that it starts with dialogue iii. Show their characters by putting them into action d. Link: The teacher will:	Setting Objectives Providing Feedback	Communication Critical Thinking Creative Thinking

		i. Say, “Today we learned that when writers want to create a scene they need to create a drama. Writers sometimes use a line of dialogue -- making a character talk. Or they describe a small action. They make the character move or react physically to what is going on in the scene.” ii. Send students off to work e. Mid-Workshop Teaching: The teacher will: As you are working make sure to keep your story arc by your side to check your plans as you are writing f. Share: The teacher will: Act out or storytell a scene to get ready for drafting **Appendix Documents**		
2	L.4.1 L.4.2 L.4.3	4. Revision: Rereading with a Lens (Bend Three) Objective: Students will: ● Know lenses allow you to reread your writing with one particular question or concern in mind ● Understand writers reread with different lenses in order to revise ● Be able to revise their writing making sure it has a theme, historically accurate details, and is believable. a. Connection: The teacher will: i. Celebrate that some of your students have finished drafts of their stories, and remind them that reaching the end allows writers to reread and revise with new perspectives. ii. “Today I want to remind you that even when we move heaven and earth to write our drafts really well, we will each shift from drafting to revision. And specifically, I want to teach you that revision means just what the word says--revision. To see again.” b. Teaching: The teacher will: i. Explain that, especially when writing longer texts, many writers shift often between writing and revising. Tell children that you will revise what you’ve written so far, and ask them to notice that you start by rereading the draft through a lens. ii. Demonstrate rereading the draft through the lens of historical accuracy. Explain what rereading through another lens, such as focusing on theme, could look like.		Communication Critical Thinking Creative Thinking

		iii. Now demonstrate that you can alter the lens with which you reread your draft, thereby seeing new aspects of it. c. Active Engagement: The teacher will set children up to try reading a text through the lens of Historical Accuracy Alert. Encourage them to imagine revising the draft based on what they notice when they reread it. d. Link: The teacher will send children off to reread their own writing through a historical accuracy lens, and remind them to do this throughout their lives. e. Mid-Workshop Teaching: The teacher will remind students to use a different lens to reread their story to make sure it sounds good. f. Share: The teacher will: i. Explain to students that part of revision can also be reminding themselves of the basics and making sure that those are in place as they move forward. ii. Point out that they already know a lot about writing stories, and that they can use what they know from now on, every time they write a story. **Appendix Documents**	Providing Feedback	
2	W.4.5 L.4.2	5. Editing for Paragraphing (Bend Four) Objective: Students will: ● Know writers create new paragraphs for different reasons ● Understand when to make a new paragraph ● Be able to separate writing into different paragraphs a. Connection: The teacher will: i. Remind students that we change paragraphs for different reasons. ii. Today, we will edit our writing with a focus on paragraphing b. Teaching: The teacher will: i. Use a mentor text to show how authors use paragraphs for different reasons (a new character, a new event happens, setting changes, new person is speaking, time moves forward or backward, “camera” moves) ii. Use a student sample (possibly from Unit 1) to demonstrate areas that would make logical paragraphs c. Active Engagement: The teacher will:	Setting Objectives	Communication Critical Thinking

		i. Have partners finish editing the student sample to show correct usage of paragraphs ii. Share ideas as a whole class d. Link: The teacher will: i. Remind students of the appropriate times to begin a new paragraph ii. Send students to continue working on paragraphs in their own writing piece e. Mid-Workshop Teaching: The teacher will: i. Remind students to use editing checklist as a reference f. Share: The teacher will: i. Have students split into pairs to share times in their writing where they inserted new paragraphs **Appendix Documents**	Collaborative Learning	
1	W.4.10	6. Celebration Objective: Students will: ● Know writers take the time to celebrate their writing with an audience ● Be able to share writing with others in various ways Possible Celebration Ideas: ● Traveling Museum: Students can dress up as their character and share their story in other classrooms. ● Create a class timeline using the historical events in their stories. ● Make a class book of stories arranged in chronological order ● Video students acting out their story (could use green screen)	Setting Objectives	Communication Collaboration Critical Thinking Creative Thinking

Language/ Word Study

Understanding	Standards	Major Learning Activities:	Instructional Strategy Category:	R/R Quadrant: 21C:
1,2	**RL.4.1** RL.4.2	**Interactive Read Aloud** Teacher will read *Number the Stars* and have students discuss the text in	Cooperative	C Critical

	RL.4.3	collaborative groups. Parts of the read aloud will be revisited during the mini-lesson in reading workshop. Guide to readings can be found on p. xvii *Historical Fiction Clubs.*	Learning	Thinking Collaboration
1, 2, 3,	L.4.4 L.4.6	**Interactive Vocabulary** The teacher will employ a variety of strategies while teaching unit vocabulary. Strategies are based on student need and understanding and application of each term listed in the vocabulary section. Instructional strategies include: ● Organizers like concept mapping or Frayer model ● Cooperative learning to discuss meaning of the terms: think-pair-share, shoulder partner, think write ● Similarities and differences looking at similar and different words to the term ● Nonlinguistic representation	Organizers Cooperative Learning Similarities & Differences Nonliguistic Representation	B/C Critical Thinking Communication Collaboration
1,2	RF.4.3	**Benchmark Phonics: Unit 8: Nature's Fury & Unit 9: Resources Impact Economies** 	Homework & Practice Cooperative Learning Similarities & Differences	B Critical Thinking

Unit 6: Resources

UNIT RESOURCES
Teacher Resources:

- Historical Fiction Book Clubs Resources
- Historical Fiction Writing If/Then
- Benchmark Phonics

Student Resources:

- Historical Fiction Book Clubs Resources
- Historical Fiction Writing If/Then

Vocabulary:

analyze: to look closely at something for the key parts and how they work together
backstory: a narrative providing a history or background context, especially for a character or situation in a literary work
emotional setting (Mood): the atmosphere i the text that evokes a certain emotion or feeling. Basically it's the way a reader feels when reading a scene, chapter or story. Writers use diction, sentence style, setting, tone, and other devices that result in mood.
interpret: a way a reader explains to himself - or another - his understanding of a piece of whole of a text; it's the act of putting an author's text into more accessible familiar language
lens: using different perspectives and areas of focus to develop a deeper understanding of a text
primary source: come from direct observation or first hand experience and are beneficial when discerning point of view from time periods in history. In general, these are documents that were created by the witnesses or first recorders of these events at about the time they occurred, and include diaries, letters, reports, photographs, creative works, financial records, memos, and newspaper articles

Unit 7: Reading with the Lens of Power and Perspective (FHSD Created) & Journalism (FHSD Created)

Content Area: English Language Arts	Course: Fourth Grade	UNIT: Reading with the Lens of Power and Perspective & Journalism

Unit Description:	Unit Timeline:
Reading: This unit is intended to support fourth graders as they read a text with a specific lens. It will help them to read with two lenses (power and perspective) that play a particularly important role in critical thinking. First, students will learn to read with the lens of power, then with the lens of perspective. Finally, students will bring power and perspective together to engage in critical reading. **Writing:** In this unit, students will learn the craft of journalism. In Bend I, students will write news reports emphasizing concise and focused writing telling the who, what, where and when with a sense of drama. Students will be journalists in the real-world while focusing on on the spot writing. In Bend II, students will launch into feature article writing. The unit will help students follow a trajectory making a connection between news reports and a new form of writing called feature article writing to reinforce essential work of the foundations of informational writing.	Reading 10-15 days Writing 10-15 days

DESIRED Results

<u>Transfer Goal</u> - *Students will be able to independently use their learning to……*

1. Read for a variety of purposes such as enjoyment, gaining information, and understanding new perspectives.
2. Listen to others while honoring differences, opinions, and beliefs.
3. Communicate written and oral ideas effectively for diverse audiences and purposes using their own words.
4. Value and embrace the power of failing and making mistakes in order to better themselves.

Understandings – *Students will understand that… (Big Ideas)*

1. Effective readers use a variety of strategies to construct meaning.
2. Effective writers use a variety of strategies to share their ideas with audience and purpose in mind.
3. Effective listeners and speakers collaborate and exchange ideas to gain greater understanding.

Essential Questions: *Students will keep considering…*

- What can I do to improve my accuracy and fluency?
- What strategies and resources can I use to understand my reading?
- Who is my audience?
- What is my purpose for writing?
- How can I improve my writing?
- How does effective speaking and listening help me communicate my understanding of texts and topics?
- Why is it important to collaborate about my thoughts and ideas?

Standard	Students will know…..	Students will understand...	Students Will Be Able to…..
RL.4.1	• Drawing inferences helps to understand the text by generalizing, deducing, and concluding from reasoning and evidence that is not presented literally or explicitly. These conclusions are based on textual clues • When something is said explicitly it means it is stated in great or precise detail; it may pertain to factual information or literal meaning • What makes a quality question • How to cite specific text evidence by quoting a specific passage from the text to support claim, assertions, or argument. Evidence comes from the text itself.	• How to take a group of details and draw insight or understanding about the meaning or importance within the passage of the text as a whole • Close reading emphasizes not only surface details but the deeper meanings and larger connotations between words, sentences, and the full text • Not all text evidence is created equal • Readers ask questions before, during and after, reading a text • Details in the text can be used to support your ideas	**Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**
RL.4.3	• Character traits are what a character is-what they look like and who they are, which is revealed by what they do. Their motivations and feelings, thoughts, words, and actions. • Major event is the most important event in the story, typically related to how the main character resolves a problem or handles a challenge. • Cause/effect relationship is the relationship between the reason (“why) something	• Analyzing text means to look closely at something for the key parts to see how they work together, this leads to greater understanding of the text. • A lot can be learned by observing how a character handles difficult situations • As stories unfold, events and characters change; these changes are the consequence of the interactions that take place between people, events, and ideas	Describe in depth a character, setting, or event sin a story or drama, drawing on specific details in the text (e.e., a character’s thoughts, words, or actions).

	happens and the consequences of that action. The *cause* is why something happens. The *effect* is what happens as a result.	within a story or an actual event. ● Character's actions add to the plot and move along the sequence of events toward the ending ● Feelings often motive characters to act in a certain way	
RL.4.6	● Narrator is the one telling the story ● Point of view is the place, vantage point, or consciousness through which we hear or see someone describe a situation, tell a story, or make an argument. ● First person is when one person (one character) usually the main character, expresses his/her thoughts, ideas, and feelings ● Third person is when a narrator who usually identifies with the main character's point of view.	● If a text is written in first or third person. ● Who the narrator is and what point of view are they telling the story from	Compare and contrast the point of view from which different stories are narrated, including the difference between first-and-third person narrations.
W.4.2	● Explanatory texts are defined by their objective; to explain or to inform the audience about a topic using facts and an objective tone	● Informative/explanatory texts need to contain facts, definitions, and details; to report what is seen by the writer ● Convey ideas and information clearly are when writers choose the most important facts and details about the subject, organizing, and grouping them to achieve a clear objective or focus.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.4.4	● (Grade-specific expectations for writing types are defined in standards 1-3 above.) ● Knowing the audience of a piece will help an author anticipate and respond appropriately to their concerns and questions about a topic ● Effective writers produce clear compositions by using precise words, proper grammar, and sentence structure. ● Development includes everything from examples and quotations, to details and other forms of evidence used to support and illustrate whatever the writer is saying about the subject. ● Organization comes in a variety of approaches, what matters most is a clear,	● (Grade-specific expectations for writing types are defined in standards 1-3 above.) ● Determine who the audience for the piece of writing will be and make decisions for the piece based on the following questions: *what do they already know or need to learn to understand the writer's message? How is the audience likely to respond to the piece? What biases do they have that as the writer I must anticipate and address to effectively advance my argument?* ● Attention to detail is important to produce a quality piece, it includes revision, editing, and receiving feedback from others ● Development should extend, clarify, or enhance the writer's claims or, in narratives,	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

	appropriate, logical, and effective structure to the idea. ● Purpose is what the writer is trying to accomplish with the piece ● Task is the purpose for the writing and the genre. ● Audience is the reader of the piece.	advance the story. It can look like figures, tables, dialogue, or images that add more information or further illustration. ● Organization of a text helps the reader create meaning ● Writer's purpose is shapes by the occasion, the topic, and the audience	
W.4.5	● Revising is reseeing the piece from a writer's eye to make it clearer. This could be adding details or deleting information, connecting sentences to make it flow better. ● Editing is fixing spelling, punctuation,and grammar errors ● Purpose is what the writer is trying to accomplish with the piece ● Plan are what writers do to prepare for writing for a piece (e.g., outline ideas, gather and generate ideas, create an outline, brainstorm, mind map, etc.) ● Conventions are the rules that apply to and govern the genre, format, grammar, spelling, and other aspects of writing a paper. ● Strengthening a piece is revising for concision, clarity, and coherence.	● Writers get ideas from multiple sources ● Writers organize their thoughts before drafting ● Writers revise throughout every step of the writing process ● Writing is a continuous process	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to an including grade 4).
W.4.6	● The function of various tools for writing and publishing ● Basic technology vocabulary such as mouse, keyboard, menu, cursor, etc. ● How to access and use technology as intended ● Using technology allows us to interact with others on our writing ● Using technology provides a means for publishing our writing ● Collaborate is when students work together to come up with ideas for their writing	● How to access technology ● How to use technology to interact with others and collaborate on writing ● That different tools offer a better means of creating and working with others on a project	With guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
W.4.7	● Researching is asking yourself and others questions about the causes, types, effects, meaning, and importance of anything being studied. Inquiries on those questions through looking up facts or conducting in depth	● Research can be done in a variety of ways to learn about a topic ● Research allows us to become an expert and develop an opinion about a topic	Conduct short research projects that build knowledge through investigation of different aspects of a topic.

	investigations results in answering the questions. ● Researchers generate questions ● Sources must be established and trustworthy to be cited or used to support a claim. ● Investigating is the search for inquiry for ascertaining facts.	● Shared research builds knowledge of everyone as information and ideas are shared collaboratively ● Questions are the driving purpose of the research ● There are different aspects of a topic ● A writer must consider multiple sources (some offering alternative perspectives) to be considered reliable, valid, and substantial.	
W.4.8	● Credibility is the measure of believability of the source of information, based on how current, established, and relevant the source is. ● When gathering relevant information, students only research information that is relevant to the research question. ● Multiple print and digital sources: legitimate researchers consider an array of sources from different perspectives and media to be a thorough as possible in their analysis.	● Some sources are more credible than others ● Writing can answer questions others or I have about a topic ● Information for a writing piece can come from a variety of sources ● The importance or organizing and categorizing information ● Writers need to keep track of their sources ● Text and digital sources are documented differently	Recall information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
W.4.9	● Evidence can be quantitative data, observation, quotation, examples, and findings from surveys ● Analysis is to break down a subject, text, event or process into its component parts and understand what it means or how it works ● Reflect means to think deeply or carefully about ● Research: Collecting information about a particular subject	● Writers “lift” words, lines, or phrases directly from text to use as evidence ● Writers use a range of sources for evidence ● Writers break down a subject, text, event or process into its component parts to understand what it means or how it works ● Writers reflect on reading to develop new ideas ● Writers research to find and support evidence	Draw evidence from literary or informational texts to support analysis, reflection, and research .
SL.4.4	● Main Idea is the central underlying idea, concept, or message that the author conveys in a non fiction text ● Theme is the central underlying idea, concept, or message that the author conveys in a fiction text. ● Details are information that supports the main idea ● Relevance is closely related to the topic or main idea ● Recount is to give an account of an event or experience	● Presentations vary depending on the task, purpose, and audience ● A clear organization structure allows listeners to hear and process the ideas presented ● Not all information is relevant ● Speak clearly at an understandable pace about a topic/text ● Report, Tell and Recount on experiences about a topic/text ● Use relevant and descriptive details to support the main idea and/or theme	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

	• Understandable Pace is how fast or slow you talk • Background Knowledge is information that is essential to understanding a situation		
SL.4.5	• Audio elements are recorded content, including music and sound effects, embedded into the presentation. • Digital media includes presentation software (Powerpoint, Keynote, Google Slides, etc); digital images, screen captures of online material, stand-alone or embedded video, along with audio and mixed-media formats • Visual displays (e.g., tables, charts, graphs, infographics, etc.) convey an idea	• All available media and methods (e.g., images, audio, multimedia, words, graphs) elements enhance a presentation and make abstract information more comprehensible.	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
L.4.1.a	• Pronouns are words that are used as replacements/substitutes for nouns and noun phrases • Adverb is a word that usually modifies verbs, but can also modify adjectives or other adverbs. They change or qualify the meaning of these parts of speech. Adverbs often answer questions such as *how? In what way? When? Where? And to what extent?*	• Which words are incorrect in Standard English • How to fix the incorrect words used in the sentence	Use relative pronouns (*who, whose, whom, which, that)* and relative adverbs *(where, when, why).*

Unit 7: Assessment

EVIDENCE of LEARNING

Understanding	Standards	Unit Performance Assessment:	R/R Quadrant 21 Century
1,2,3	**RL.4.10** **RI.4.10**	**Reading:** Students are formatively assessed throughout the quarter using running records aligned with the Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. The summative assessment (end of quarter) for reading is the determination of a student's F&P reading level. M**astery Levels:**	D Critical Thinking Creativity Communication

	RL.4.1 RL.4.2 RL.4.3 **RI.4.1** RI.4.2 RI.4.3 RI.4.7 RI.4.3 RI.4.4 W.4.2 **L.4.3**	<table><tr><th colspan="4">Fourth Grade Reading Level Expectations</th></tr><tr><th></th><th>Meets or Exceeds Quarterly Expectations</th><th>Progressing On Quarterly Expectations</th><th>Minimal Progress On Quarterly Expectations</th></tr><tr><td>1st Quarter</td><td>P Q</td><td>O</td><td>N or below</td></tr><tr><td>2nd Quarter</td><td>Q</td><td>P</td><td>O or below</td></tr><tr><td>3rd Quarter</td><td>R</td><td>Q</td><td>P or below</td></tr><tr><td>4th Quarter</td><td>S</td><td>R</td><td>Q or below</td></tr></table> Teachers will administer the Fourth Grade Reading Benchmark at the end of the quarter, utilizing the district protocol. Assessment & Protocol **Writing:** *"Think of a topic that you've studied or that you know a lot about. You will have two, forty-five minute sessions to write an informational (or all-about) text that teachers others interesting and important information and ideas about that topic. Please keep in mind that you'll have only these two sessions to complete this, so you'll need to plan, draft, revise, and edit in two sittings. Write in a way that shows all that you know about informational writing. If you want to find and use information from a book or another outside source to help you with this writing, you may bring that with you tomorrow. In your writing, make sure you:* • *Write an introduction* • *Elaborate with a variety of information* • *Organize your writing* • *Use transition words* • *Write a conclusion"* Information Rubric	

Unit 7: Sample Activities

SAMPLE LEARNING PLAN
Pre-assessment: *Teacher can use pre-assessment in writing and assessment wall data to plan for instruction.*

Reader's Workshop

Understanding	Standards	Major Learning Activities:	Instructional Strategy Category:	R/R Quadrant: 21C:

1	RL.4.1 RL.4.3 RL.4.6	1. Who Has the Power in the Story Objectives: Students will: ● Know that power is the person with control. ● Understand the person with power influences the direction of the story. ● Be able to identify who has the power in their story. a. Connection: The teacher will: i. Remind students of all the ways they can think about fiction texts (setting, characters, theme, etc.). ii. Remind students that they can also read a story through a "lens." This lens will shape what the reader sees and becomes an important part of the unit. iii. "Today I want to teach you that when readers investigate power, they not only notice who has the power, they also pay attention to people who are attracted to power, which might include hanger-ons, collaborators" b. Teaching: The teacher will: i. Demonstrate a part of a text where one character has power over another (Stone Angel -when the Nazis arrive) ii. Discuss and form theories about who has the power and who loses the power c. Active Engagement: The teacher will: i. Help students recall another well known book (Tiger Rising) ii. Have partners practice identifying who has the power in this plot, and discuss why they think this d. Link: The teacher will: i. Begin an anchor chart titled, "To Identify Power and Perspective." ii. Add the first bullet point: Notice who has the power. iii. Send students to read with a focus on power. e. Mid-Workshop Teaching: The teacher will point out that students should not only notice who has the power, but also when that power shifts. f. Share: The teacher will have students partner-share parts of their stories where they see specific text evidence of power or shifts in power. Appendix Documents	Setting Objectives Identifying Similarities and Differences Collaborative Learning	C Critical Thinking
1	RL.4.1	2. Pay Attention to People Who Are Attracted to Power		C

	RL.4.3 RL.4.6	Objectives: Students will: ● Know what hanger-ons and collaborators are. ● Understand that hanger-ons and collaborators help shape the message, or theme of the story. ● Be able to identify the hanger-ons and collaborators and the part they play in the story development. a. Connection: The teacher will: i. Remind students of the work they did to identify who has the power in a story. ii. "Today I want to teach you that when readers think about power, they not only notice who has the most power, they also pay attention to people who are attracted to power. They see hanger ons, they see collaborators." b. Teaching: The teacher will: i. Discuss that hanger ons are the type of people who like to be around people in power, and collaborators are the type of people who work actively with or for those in power ii. Return to the book referenced in previous sessions and investigate the role of a character who displays "hanger-on" or "collaborator" qualities (Stone Angel - Madame Callais or the friends who ask them to leave, of whom Maman said "They are not bad people, just frightened people.") c. Active Engagement: The teacher will have students discuss characters in their books who don't intervene, or who support those with power. d. Link: The teacher will: i. Add to the anchor chart "Notice characters that don't intervene and Notice characters that support those in power." ii. Remind students that as they read they should pay attention to characters that are attracted to those in power. e. Mid-Workshop Teaching: The teacher will tell students to also keep in mind that there are many types of power. Power can be used for good or bad. f. Share: The teacher will give students time to discuss parts of their independent reading where they notice hanger-ons and collaborators. Appendix Documents	Setting Objectives Identifying Similarities and Differences Cooperative Learning	Critical Thinking

1	RL.4.1 RL.4.3 RL.4.6	3. Narrator's Involvement Objectives: Students will: ● Know that the narrator is the person telling the story. ● Understand the perspective of the narrator will guide the message of the story. ● Be able to find evidence of the narrator's perspective. a. Connection: The teacher will: i. "Today I want to teach you that figuring out who tells the story matters. Readers ask, 'Who is the narrator?'" b. Teaching: The teacher will: i. Tell students there are many ways readers can find out who is telling the story. ii. Begin an anchor chart titled: "To Figure Out Who is Telling the Story". iii. Add bullets: ■ Read the back cover and see if that helps. ■ Pay attention to what pronouns are used ("I"/"me" usually means the narrator is involved in the events). ■ Be alert for any clues about who is speaking (anyone calling the narrator by name; clues about the narrator's relationship to others) iv. Refer to the back cover of a story and think aloud about what we know so far about the narrator. (Edward's Eyes - Maeve kissed "us all". Maybe Maeve is a mother or an aunt or a grandma? So, maybe the narrator is related to her.") v. Encourage students to keep reading, pushing them to now talk about what they know about who is speaking and the narrator's role in the story. vi. Point out to students that they need to keep their ideas flexible and open because it is more than likely that as they keep reading and get new information, their ideas about exactly who the narrator is and how the narrator is involved in the story might shift. c. Active Engagement: The teacher will have students refer to another well-known story to discuss who the narrator is in the story and give	Setting Objectives Generating and Testing Hypotheses	C Critical Thinking

		examples of evidence to support their claim. d. Link: The teacher will: i. Add to anchor chart “Identifying Power and Perspective” a bullet for identifying the narrator of a story. ii. Remind students that as they read, they should not only pay attention to the narrator of a story, but also how that impacts the perspective of the story. e. Mid-Workshop Teaching: The teacher will: i. Tell students that knowing the perspective of a story allows them to see some things and not see other things. ii. Point out that the way a story is told gives readers access to the inner-story of different characters. f. Share: The teacher will give students time to discuss parts of their independent reading where they have identified the narrator. Appendix Documents		
1	RL.4.1 RL.4.3 RL.4.6	4. Investigating Perspective Objectives: Students will: ● Know that perspective is the way a person views the world around them. ● Understand that a character’s perspective shapes the way they react to events in the story. ● Be able to identify how the characters’ perspectives guide their actions and reactions to events in the story. a. Connection: The teacher will: i. Remind students that knowing the perspective of a story allows them to see some things and not see other things. Also, the way a story is told gives readers access to the inner story of different characters. ii. “Today I want to teach you that investigating perspective is more than just figuring out who is telling the story. Readers need to pay careful attention to whose internal thinking the story gives them access to, whose head they can get inside.” b. Teaching: The teacher will: i. Remind students of familiar texts where two characters see the same situation from a different perspective (For example, in Tiger	Setting Objectives	C Critical Thinking

		Rising, the principal sees Rob's rash as contagious, or a sign of sickness. Sistine sees the rash as an 'escape from school' pass). ii. Help students to see that sometimes readers take things as facts that are actually one person's views on something. iii. Tell students that it is helpful for readers to not only think about who is telling the story, but to also think about what they can deduce from noticing what a character does and does not see, think, notice, and wonder. c. Active Engagement: The teacher will have students refer to another well-known story to discuss characters' perspectives and how they may differ from each other. d. Link: The teacher will: i. Remind students that getting to know a character means that you come to understand that person's perspective. ii. Add to "Identifying Power and Perspective" chart a bullet for understanding the characters' perspectives. e. Mid-Workshop Teaching: The teacher will: i. Remind students that getting to know a character means you come to understand that person's perspective. ii. "Knowing the perspective is one thing - *understanding* it is another thing. Once you have walked in the narrator's shoes for a while, you come to not only see what the narrator sees, but to remember what she remembers, to feel what feels...and you also come to *understand* why the narrator interacts with the world that way." f. Share: The teacher will give students time to discuss parts of their independent reading where they have identified a character's perspective, and whose head they are "getting into." Appendix Documents	Identifying Similarities and Differences	
1	RL.4.1 RL.4.3 RL.4.6	5. Character's Inner Story Objectives: Students will: ● Know that the character's perspective is their "inner story." ● Understand how power and perspective are linked. ● Be able to analyze the character's treatment of others with the power in a story.	Setting Objectives	C Critical Thinking

		a. Connection: The teacher will: i. Remind students of the learning they have done so far with power and perspective by referring to the anchor charts. ii. "Today I want to teach you that readers think about how characters whose inner story we have access to treat characters whose inner story we don't have access to. Readers think about how this relates to power and if there are patterns across books." b. Teaching and Active Engagement: The teacher will: i. Help students see that their own perspective is different from the perspective of others in a given situation. Encourage them to "fill in" the perspectives of other people in that same situation. ii. Revisit a familiar story where the narrator's perspective is very clear. Have students "fill in" the perspectives of the other characters. iii. Push students to consider who the author seems to want readers to "like" or be more/less sympathetic to and how this relates to power. c. Link: The teacher will: i. Remind students to pay attention to the perspectives of all characters within a text, not just the main character. ii. Encourage students to think about how perspective relates to power and to find patterns of this relationship across books they encounter. d. Mid-Workshop Teaching: The teacher will tell students that how the narrator treats others in the story also tells us about who has power. e. Share: The teacher will have students share how the main character is treating other characters in the book they are reading. Have students relate this to the concept of power using text examples. Appendix Documents		
1	RL.4.1 RL.4.3 RL.4.6	6. The Celebration Objectives: Students will: ● Know readers see issues of power and perspective everywhere ● Understand the lens of power and perspective can be applied to any text ● Be able to apply critical lenses of power and perspective to different media (videos, songs, familiar texts, etc.) The Celebration: ● Invite readers to work together in small shared clubs, to build text sets	Setting Objectives	D Critical Thinking Creative Thinking Communication

		which will be interesting for other readers. ○ They might choose for example to focus on a genre, or an author, or books and videos about a historical era. ○ They also might choose to focus on certain kinds of power, or on missing perspectives, or on certain kinds of character portrayals. ○ Readers will need access to computers and to a wide range of texts. As they gather these, have them begin to flag them as well, writing critical questions on specific post-its, so that readers will be able to practice these critical lenses. ○ Coach them to create an introduction for their text set - either digitally or on index cards. ○ Celebration: Clubs can engage with other clubs' text sets - watch videos, listen to songs, revisit familiar texts, and they can apply the critical lenses each club has suggested		

Writer's Workshop

Understanding	Standards	Major Learning Activities:	Instructional Strategy Category:	R/R Quadrant: 21C:
2	W.4.2 W.4.5	1. Finding Possible News Events On An Inquiry Walk Objectives: Students will: ● Know that journalists report on important events and issues. ● Understand that journalists need to gather important information and key details including who, what, when and where ● Be able to write a news article about information collected during an inquiry walk. a. Connection: The teacher will: i. Take the students around the building on an inquiry walk, pointing out possible news events, such as: broken playground equipment, a student in the nurse's office after an injury in the gym, a kindergarten student bumping into a teacher, etc. Students will take notes about the key details of what they observe.	Setting Objectives Summarizing & Notetaking	B Communication

		ii. "Today I want to teach you that journalists live wide awake lives, seeing stories in everyday moments. They notice newsworthy events and capture the details by taking notes on the who, what, where, and when." b. Teaching: The teacher will model writing a news article about one of the events on the inquiry walk. Journalists often structure their writing by placing the most important information up front including who, what, when and where. c. Active Engagement: The teacher will say, "Now you will try telling another journalist about an event that you observed on the inquiry walk. Be sure to include who, what, when and where." d. Link: The teacher will say, "Now you will be a journalist and write by placing the most important information at the beginning of your writing including who, what, when and where. Off you go!" e. Mid-Workshop Teaching: Journalists, you've been writing long and hard, make sure that you use specific examples in your writing including the date, time, places, and what happened. f. Share: The students will share their featured article with a partner and the teacher will share examples from students in the class after walking around the room. Appendix Documents		
2	W.4.2 W.4.4 W.4.5 W.4.7 W.4.8 W.4.9	2. Journalists Collect Ideas Objectives: Students will: ● Know how to collect specific, relevant ideas ● Understand the difference between important and unimportant details ● Be able to revisit their notes as they write to ensure exact and accurate details a. Connection: The teacher will: i. Share multiple, quick videos of current news with students. ii. "Today I want to remind you that when journalists collect ideas, they make sure to include the who, what, when, and where of the event. Journalists know that this is the most essential information in a news report, and that it must appear at the very beginning of the article."	Setting Objectives Summarizing and Notetaking	C Communication Collaboration Critical Thinking

		b. Teaching: The teacher will: i. Model how to start an article with information about the place, time, and people involved, and proceed to explain what happened. ii. Point out that journalists often do this in long, complex sentences that involve commas iii. Model the way in which a writer can tuck extra details into sentences using commas c. Active Engagement: The teacher will have journalists hands up, pair up with a partner to share current event ideas to use in their writing. d. Link: "Journalists, now it is time for you to go and write a news article including exact and accurate details. e. Mid-Workshop Teaching: The teacher will model by explicitly teaching using a specific example, such as "On month and day, year, at time, person and what they saw." f. Share: The teacher will share someone else's structure for writing or have the students share with their partner. Appendix Documents		
2	W.4.4 W.4.5 W.4.7 W.4.8	3. Differences Between News Reports and Feature Articles Objectives: Students will teach the reader about an aspect of their topic. ● Know the difference between a news report and a feature article. ● Understand the structure of feature articles. ● Be able to write a feature article. a. Connection: The teacher will: i. Say, "Writers, so far you have been working as reporters for a daily newspaper writing about current and local events. Now you are ready to graduate to a new kind of journalism: feature articles." ii. "Today we're going to study a new kind of journalism: feature articles. To help us understand the qualities of a feature article we're going to ask ourselves, 'How is this feature article the same of the news reports we've been writing? What differences are you noticing?"' b. Teaching: The teacher will: i. Create a T-chart displaying news report and feature article. News Report and Feature Article Anchor Chart	Setting Objectives Cues and Questions Identifying Similarities and Differences	C Creativity Communication Collaborating Critical Thinking

		ii. Pose the questions, “How is this feature article the same as the news report we’ve been writing? What differences are you noticing? c. Active Engagement: The teacher will ask students to share a topic they know a lot about. This will be the topic for their first feature article. d. Link: The teacher will say, “Now you will use the mentor text as a sample to help you create and write your own feature article.” e. Mid-Workshop Teaching: The teacher will: i. Say, “Remember students, don’t worry about every detail, I want you to write as much information as you can quickly.” ii. Refer back to the T-Chart to remind students of the differences between news reports and feature articles. f. Share: The teacher will share an exemplar example of a feature article. Appendix Documents	Advance Organizer	
2	W.4.2 W.4.4 W.4.5 W.4.7 W.4.8	*4. Including Factual Information From A Variety of Sources* Objectives: Students will: ● Know that journalists rely on research strategies to write their feature article. ● Understand how journalists rely on research strategies like interviewing, surveying, and observing. ● Be able to gather information using the research strategies. a. Connection: The teacher will: i. Show students some of the research you have done and notes you have taken for an article you are writing. ii. “Writers, today I want to teach you that journalists teach their readers by including factual information from a variety of sources. Journalists rely on research strategies like interviewing, surveying, and observing.” b. Teaching: The teacher will model how to read over your notes and decide which additional information you still need. c. Active Engagement: The teacher will have the students share their information with a partner and the partner will ask questions to determine if the student missing any information. d. Link: The teacher will tell the students now it is time to go and gather your information and begin writing a feature article about something you know a	Setting Objectives & Providing Feedback Cooperative Learning Summarizing & Notetaking	C Collaboration on Critical Thinking

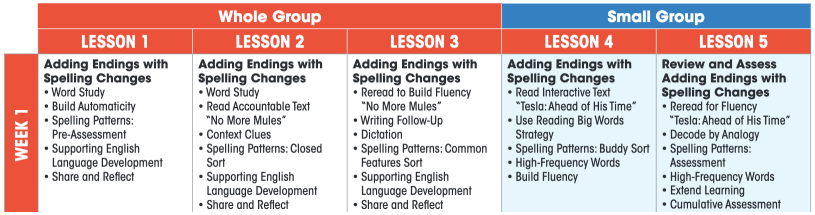
		lot about. e. Mid-Workshop Teaching: The teacher will say, “Students, don’t forget that you are writing about a topic you are an expert in. If you can’t give several details about your topic, then you may need to choose a new topic for your feature article. f. Share: The teacher will share an exemplar student piece or have students share with each other. Appendix Documents	Providing Practice	
2	W.4.2 W.4.4 W.4.5 W.4.6	5. Wrapping Up Articles Like a Published Writer Objectives: Students will: ● Know how journalists end an article ● Understand how journalists wrap up their article by stating how the event will affect the future, ending with a question the reader should ponder, or telling how the event ended or was resolved. ● Be able to conclude an article by using the same strategies as journalists. a. Connection: The teacher will: i. Gather endings from recent news events and share them. ii. “Reporters learn to write well by studying other reporters. Today I want to teach you that reporters often revise after studying the ways in which published writers wrap up their articles. They often notice that the author ends an article by stating how the event will affect the future, ending with a question the reader should ponder, or telling how the event ended or was resolved.” b. Teaching: The teacher will model each of the different strategies on large post-its (visible to students) to wrap up their writing. (Strategies: Stating how it will affect the future, ending with a question the reader should ponder, or telling how the event ended or was resolved) c. Active Engagement: The teacher will ask the students to rehearse ending their writing with each of the different strategies. The students will practice a couple of endings on post-its and then share them out with their writing partner. d. Link: The teacher will now ask students to go create a conclusion for their article. Journalists, off you go! e. Mid-Workshop Teaching: The teacher will explore more complex	Setting Objectives Identifying Similarities and Differences	D Creativity Communication Collaboration

		connectives with the journalists, such as *a result, in comparison, in that case,* or *on the other hand.* f. Share: The teacher will ask students to share their endings with a partner. Appendix Documents		
2	W.4.2 W.4.4 SL.4.4 SL.4.5	6. The Celebration Objectives: Students will: ● Know writers take time to celebrate their writing. ● Understand they are joining a long list of people who write about texts. ● Be able to celebrate the news reports and feature articles the community of writers have completed. The Celebration: ● Celebrating News Articles - Make sure to give students an opportunity to share their publications with a larger audience. That is, after all, the true purpose of journalism. ○ Stage a class newsroom live report, perhaps videotaping students as they deliver their reports on happenings around the school and current events. Stage the event by having news anchors who cut to "reporters" in the field who deliver their news story. ○ Publish a classroom newspaper. Bind the articles together and copy, handing out to each classroom. ○ Hang articles around the school, placing in a strategic place. Articles about happenings in the lunchroom can be posted on the walls of the cafeteria, while articles about the office can be hung there. ● Celebrating Feature Articles - Be sure to celebrate the newfound skills your young reporters have acquired, and ensure that they feel their feature articles have an audience that is rapt with attention. ○ Publish a newspaper ○ Have an awards ceremony that mimics the Pulitzer prize for journalism ○ Publish the students' pieces in the spot of the school where it would be most relevant. Appendix Documents	Setting Objectives and Providing Feedback Reinforcing Effort & Providing Recognition Identifying Similarities & Differences	C Creativity Communication Collaboration

Language/ Word Study

Understanding	Standards	Major Learning Activities:	Instructional Strategy Category:	R/R Quadrant: 21C:
1	**RL.4.1** **RI.4.1**	**Interactive Read Aloud** Teacher choice for read aloud. Students will discuss text in collaborative groups.	Homework and Practice	C Critical Thinking
	L.4.1a	Grammar Relative Pronouns and Adverbs Objectives: Students will: ● Know relative pronouns are who, whom, whose, which and that. Relative adverbs are where, when and why. ● Understand how and when to use relative pronouns and adverbs ● Be able to appropriately use relative pronouns and adverbs Write the word relative on the board. Ask students to brainstorm what this word makes them think. Discussion afterward might include talking about relatives in our family, or that related means “connected.” Relative Pronouns: Tell students that relative pronouns are pronouns that connect parts of sentences. Relative pronouns are who, whom, whose, which and that. Model underlining relative pronouns in a few sentences. For example: ● Natalie is the girl who always wears pink. ● This is the story that I wrote yesterday. ● 1:00 pm is when I eat lunch. ● The library is where I go to check out books. Look at the first sentence together. Ask students, “What does the ‘who’ refer to? What word is it related to?” Repeat these questions for all four sentences. Ask students “Why do you think these words are called relative pronouns?”		

		Hand out pictures of famous buildings, landmarks, and people to partnerships. Taking turns, students will choose a picture and describe it to their partner using a relative pronoun. The partner will have to guess what the picture is. Example: This is a person who was celebrated as the first African American president. This is a statue that is famous in New York on Ellis Island. Relative Adverbs: Ask students, “Have you ever received an invitation to a party?” Discuss what types of information was in the invitation. ● Why the party is happening (birthday, graduation, reunion?) ● Where the party will take place ● When the party is going to happen Tell students that relative adverbs are just like party invitations. They give information about the people, places or things that a sentence is talking about. They also join together sentences or clauses, which are groups of words with a subject and verb that are not complete sentences. Why, where and when are the only relative adverbs used in sentences. <u>Why:</u> Why provides more information about the reason that an event happened or will happen. Model underlining the relative adverb *why* in the sentences below: ● Do you know ***<u>why</u>*** I’m going to the zoo for my birthday? ● Elizabeth thought about ***<u>why</u>*** Joey wanted to go to the zoo for his birthday. ● Myka explained to Elizabeth ***<u>why</u>*** Joey wanted to go to the zoo. Give students a picture and ask them to come up with a sentence that uses the relative adverb *why*. <u>Where:</u> Where helps answer the question of location in a sentence. Model underlying the relative adverb *where* in the sentences below: ● Heather showed us the street ***<u>where</u>*** her best friend lives.		

		• Do you know <u>*where*</u> we are going on our field trip? • We wanted to know *where* our parents were taking us on vacation. Give students a picture and ask them to come up with a sentence that uses the relative adverb *where.* <u>When:</u> When helps answer the question of the time of an event in a sentence Model underlining the relative adverb *when* in the sentences below. • Do you know <u>*when*</u> we are eating dinner? • Jodi wanted to know <u>*when*</u> her friend was going to turn 10 years old. • My mom asked me <u>*when*</u> I was going to do my homework. Give students a picture and ask them to come up with a sentence that uses the relative adverb *when*. • Example: A picture of a teacher with students (kids might come up with the sentence - A student asked the teacher *when* the homework was due.		
1	**RL.4.1** **RI.4.1**	**<u>Interactive Read Aloud</u>** Teacher choice for read aloud. Students will discuss text in collaborative groups.	Homework and Practice	C Critical Thinking
1	**RL.4.1** **RI.4.1**	**<u>Interactive Read Aloud</u>** Teacher choice for read aloud. Students will discuss text in collaborative groups.	Homework and Practice	C Critical Thinking
1,2	RF.4.3	**Benchmark Phonics: Unit 10: Exploring Electricity**  	Homework & Practice Cooperative Learning Similarities & Differences	B Critical Thinking

<u>Unit 7: Resources</u>

UNIT RESOURCES

Teacher Resources:

- CNN 10
- News ELA
- Time for Kids
- DoGo News
- Reading with the Lens or Power and Perspective Potential Unit Outline
- Journalism Potential Unit Outline
- *News Report and Feature Article Anchor Chart (Lesson 3)*
- Reading with Lens of Power and Perspective Resources
- Journalism Resources
- Benchmark Phonics

Student Resources:

- CNN 10
- News ELA
- Time for Kids
- National Geographic articles
- Reading with Lens of Power and Perspective Resources
- Journalism Resources

Vocabulary:

angle: the point or theme of a news or feature story, which is most often found in the lead of the article
current event(s): important events or issues that are happening in the world
fabricate: invent or concoct (something), typically with deceitful intent
feature article: More in depth piece about a topic or person and is structured telling the information from beginning to end; has a longer shelf life (Ex. something you read in a magazine, such as National Geographic)
journalist/journalism: the activity or profession of writing for newspapers, magazines, or news websites or preparing news to be broadcast
publication(s): a book, journal, magazine, etc. issued for public sale
power: Reading/writing with meaning, sense, purpose or intention to influence and produce desired results effectively
yellow journalism: often found in tabloids. Journalists take liberties by making events more dramatic, they don't lie or fabricate information