4-ELA Reading MLS

English Language Arts

Grade(s) 4th, Duration 1 Year, 1 Credit
Required Course

Course Description

Students learn how to read and comprehend fourth grade level text. The course will require students to apply and demonstrate character analysis. The course will also have students begin to determine the theme in a story and changes that take place from the beginning to the end of the story.

Scope And Sequence

Timeframe	Unit	Instructional Topics
9 Week(s)	Interpreting Characters	1. Introduction to Reader's Workshop 2. Bend 1- Establishing a Reading Life 3. Bend 2- Analyzing Characters 4. Bend 2 Extended- Analyzing Theme 5. Bend 3- Building Interpretations
9 Week(s)	Reading the Weather, Reading the World	1. Text Features 2. Introduction to reading non-fiction-Boxes and Bullets 3. Bend 1: Learning from text 4. Bend 2- Tackling Complex Text 5. Bend 3- Tackling a Research Project
9 Week(s)	Fiction-The Plot Thickens	1. 1-Introduction to Plot 2. 2-Sequencing Plot Events 3. 3-Summarize 4. 4-Making Inferences 5. 5-Poetry 6. 6-Drama
9 Week(s)	Understanding Opinion Texts	1. Fact VS Opinion 2. Moving Into Persuasive Texts 3. Test Review and Prep
Ongoing	Word Study	1. Long e 2. Using Strategies For Decoding 3. Prefixes/Suffixes 4. Words in Context

Course Instructional Resources/Textbook

The Lucy Calkins reading series, literary and informational websites, mentor text and several leveled text.

Course Details

Unit: Interpreting Characters

Duration: 9 Week(s)

Unit Description

Inferring about Characters and Other Story Elements: Character Traits, Supporting
Thinking with Text Evidence
• Character Response/Change
• Analyzing Parts of a Story in Relation to the Whole
• Determining Themes/Cohesion

In this unit students will learn how reading workshop goes, how to analyze characters, and how to determine the theme (s) of a book. They will explore main idea in a biography of the author.

Enduring Understandings/Essential Learner Outcomes

We want students to understand characters in a story so that they can synthesize with the world around them. They need to know how to determine the characters changes and responses to real world situations. This will help them grow as life long learners.

Students learn about the human condition by reading about characters and how they grow and change and solve their problems. This will help them grow and change and solve problems in their own lives.

Academic Vocabulary

theme
characters
analyze
evidence
response
change
cohesion

Assessment

We will use an altered version of the Lucy Unit Assessments.

4-ELA Reading MLS

English Language Arts

Grade(s) 4th, Duration 1 Year, 1 Credit
Required Course

Topic: Introduction to Reader's Workshop	**Duration:** 2 Day(s)

Description

This topic is an overview of skills needed to be successful in reader's workshop.

Academic Vocabulary (What terms will students need to know?)

predictions
retell
comprehension
character
reading log

Definition of Mastery

Students will be able to establish at least two comprehension checks on their independent reading book. Students will be able to record their reading in their reading log and set one logical goal for their reading stamina.

Learning Targets

Students will understand and select books that are on their reading level.

Students will keep a reading log that allows them to see their reading stamina and quantity.

Students will monitor the comprehension by stopping at important moments and writing down details from the story.

Students will read fluently.

Students will listen, comment and respond to others during class discussions.

Students will be able to verbalize and follow classroom expectations.

Students will talk with others about what they have read independently or heard during read alouds.

Students will listen actively the speaker.

Students will discuss and utilize listening strategies.

Topic: Bend 1- Establishing a Reading Life	**Duration:** 11 Day(s)

Description

Students will learn how to:

- Find books that they want to read
- Read as if they are in the book
- Figure out confusing parts
- Note important things to talk about later
- Do the work the book is requesting
- Find the flow of the book
- Visualize the book in their minds

Academic Vocabulary (What terms will students need to know?)

- Visualize
- intense
- establish
- collaborate
- synthesizing
- retelling
- textual evidence
- drawing conclusions

Definition of Mastery

- Students will be able to write at least 1 logical text to text connection between different parts of a text
- Students will be able to record their reading habits in an organized manner
- Students will be able to draw a logical conclusion about a character using textual evidence

Learning Targets

Students will draw conclusions using the evidence from the text.

Students will use the context clues to figure out difficult words.

Students will identify the theme of the text.

Students will use the retelling strategy to begin summarizing their text.

Students will draw conclusions and infer about what the text says using envisioning strategy.

Students will use a progression chart to make corrections and adjustments to their notes written about their text.

Students will monitor the comprehension by stopping at important moments and writing down details from the story.

Students will understand and select books that are on their reading level.

Students will draw a conclusion about what motivates a character to act the way that they do.

Topic: Bend 2- Analyzing Characters	**Duration:** 11 Day(s)

Description

Students will begin to analyze the characters in Tiger Rising by closely studying what they say and do. They will identify traits of the characters and how the characters change. They will support their ideas with details from the text. They will learn about the author and explore main idea in a biography of the author. They may explore the author's character traits also.

Academic Vocabulary (What terms will students need to know?)

character traits
infer
biography
desires
story arc

Definition of Mastery

Students will be able to identify a characters traits, changes and wants or needs. They will show their understanding by giving logical details about each part through a stop and jot or post it note.

Learning Targets

Students will analyze the desires of a character using the story arc in the text to support their idea.

Students will draw a conclusion about what motivates a character to act the way that they do.

Students will describe character's relationships and how they change.

Students will identify and interpret repeated details about a character.

Students will compare and contrast characters.

Students will draw conclusions using the evidence from the text.

Students will identify and annotate textual evidence to support the main idea.

Topic: Bend 2 Extended- Analyzing Theme	**Duration:** 6 Day(s)

Description

Students read, asking, "What's this story really about?" and come up with tentative ideas that test as they read on. Students have an internalized checklist of what makes a good interpretation—that the theme applies to most of the story, that it suggests a life lesson. Students know that often the theme becomes most clear at the end, but then can look back and see the theme trace through other parts, such as times when a character makes a decision or realizes something big.

Academic Vocabulary (What terms will students need to know?)

theme
analyze
determine

Definition of Mastery

Students will be able to identify the theme in their books by giving at least one example of a theme, while using textual evidence to support their thinking.

Learning Targets

Students will describe character's relationships and how they change.

Students will draw conclusions using the evidence from the text.

Students will identify the theme of the text.

Students will monitor the comprehension by stopping at important moments and writing down details from the story.

Students will understand the literature reflects culture and history.

Topic: Bend 3- Building Interpretations	**Duration:** 8 Day(s)

Description

Students will grow debatable ideas and read, gathering text evidence to argue for their claims.

Academic Vocabulary (What terms will students need to know?)

debates
claims
interpret
aspects
lenses
familiar
mood

Definition of Mastery

Students will be able to support their ideas about an interpretation, using the textual evidence from the story.

Learning Targets

Students will compare and contrast characters.

Students will identify important events in the correct sequence.

Students will draw a conclusion about what motivates a character to act the way that they do.

Unit: Reading the Weather, Reading the World

Duration: 9 Week(s)

Unit Description

This unit is designed so that 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 your choosing. At the end of this 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 1 and 3 echoes that of their third grade study of animals.

Enduring Understandings/Essential Learner Outcomes

Students will learn to read non-fiction texts and find the main idea. They will analyze and write supporting details that have to do with the main idea of the text. They will analyze parts of a text in relation to the whole and analyze the craft of the text. In the end they will be asked to do a cross text synthesis to ensure the understanding of the main ideas and details.

Academic Vocabulary

- Analyze
- main idea
- summarize
- supporting details
- cross text synthesis
- synthesize

Assessment

We will use formative assessments that align with the standards covered in the unit.

Topic: Text Features

Duration: 3 Day(s)

Description

In this topic the students will identify text features that are used in a non fiction text. They will be able to use the text features in order to understand the content of the text.

Academic Vocabulary (What terms will students need to know?)

text features
headings
topic sentence
vocabulary
bolded text
sub-heading
caption
label
photo
diagram
graph
title
subtitle

Definition of Mastery

Students will be able to find and label text features, and demonstrate knowledge of the text content by using the text features.

Learning Targets

Students will use the text features to understand the text.

Students will interpret and annotate information that is presented as a graphic.

Students will be able to determine if a text is fiction or non-fiction.

4-ELA Reading MLS

English Language Arts

Grade(s) 4th, Duration 1 Year, 1 Credit
Required Course

| **Topic:** Introduction to reading non-fiction-Boxes and Bullets | **Duration:** 7 Day(s) |

Description

In this topic the students will identify main idea and provide textual evidence of what the text says explicitly, as well as inferences drawn from the text. Students will use a boxes and bullets format to organize their thinking and show evidence of their understanding.

This topic will be used in order for the non-fiction unit to be successful. The students will need a foundation of finding main idea and textual evidence with fourth grade level text. This topic is used to fill in some of the Missouri Learning Standards that have been missed in the Lucy Reading Program.

Academic Vocabulary (What terms will students need to know?)
- Main idea
- textual evidence
- explicit
- drawing conclusions
- headings
- supporting details

Definition of Mastery

Students will be able to identify the main idea and 2-3 supporting details(textual evidence) from multiple text.

Learning Targets

Students will determine the main idea of the non-fiction text.

Students will identify and annotate textual evidence to support the main idea.

Students will use academic vocabulary to annotate and dictate the main idea and textual evidence.

Students will annotate textual evidence through an organizer.

Students will make predictions about what they will learn using the text features.

| **Topic:** Bend 1: Learning from text | **Duration:** 10 Day(s) |

Description

In this topic the students will use multiple text structures to locate information and gain an overview of the contents of text. They will explore ways to tackle the complexity of non-fiction text. In the end they will use what they have learned about organizing their main idea and textual evidence, text features and text structures in order to summarize what they have read.

Academic Vocabulary (What terms will students need to know?)
- text structure
- complexity
- summarize
- graphic feature
- web page
- narrative text
- expository text

Definition of Mastery

Students will be able to summarize a text using the text features, text structures and textual evidence.

Learning Targets

Students will use resources available to them to figure out difficult words.

Students will use academic vocabulary while summarizing a non-fiction text.

Students will use academic vocabulary while annotating non-fiction text.

Students will use academic language while verbalizing information about their text with their reading partners.

Students will use the information gained from a text feature within their summary.

Students will use text structures on a web page to comprehend text.

Students will use graphic features on a web page to comprehend text.

Students will summarize non-fiction text.

Students will use text structures to gain an overview of the information in the text.

Students will be able to explain the steps in a procedure in the correct sequence.

| **Topic:** Bend 2- Tackling Complex Text | **Duration:** 10 Day(s) |

Description

In this topic the students are synthesizing, comparing and contrasting across text, and tackling complex text. They will be asked to distinguish fact from opinion and understand why it is important to get information from a reliable source. They will transition from planning and previewing to demonstrating these skills more independently.

Academic Vocabulary (What terms will students need to know?)

- synthesizing
- complexity
- fact vs. opinion
- analysis
- contradicting
- main idea
- textual evidence
- author's craft

Definition of Mastery

- Students will be able to synthesize across multiple text to express what they learned about a topic.
- Students will be able to compare and contrast two topics.
- Students will be able to identify the author's purpose.
- Students will be able to distinguish between fact and opinion.

Learning Targets

Students will annotate textual evidence that supports what their ideas.

Students will be able to use evidence from the text to explain the author's purpose.

Students will analyze text to find ways that an author uses language to influence the reader.

Students will distinguish fact from opinion.

Students will understand why it is important to rely on factual evidence.

Students will be able to explain the author's purpose.

Students will compare and contrast a variety of non-fiction text.

Students will be able to synthesize information in a text.

Students will compare and contrast a firsthand and secondhand account of an event.

Topic: Bend 3- Tackling a Research Project   **Duration:** 10 Day(s)

Description

In this topic students will research and develop a project on a extreme weather topic. The students will use all of the informational reading strategies that they have learned thus far in this unit. They will work collaboratively to demonstrate or display their knowledge of the topic. Each student will choose from a list of subtopics, and the group will work collaboratively to put together a presentation on their topic.

Academic Vocabulary (What terms will students need to know?)

- collaboration
- synthesize
- progressions
- compare and contrast
- fact vs. opinion
- authors craft
- text structures
- text features
- evidence

Definition of Mastery

Students will be able to create a project on a severe weather subtopic. They will compare and contrast two different non-fiction passages and synthesize information related to the subtopic. Students will be able to distinguish the difference between fact and opinion and use reliable sources for their project.

Learning Targets

Students will be able to synthesize information in a text.

Students will analyze text to find ways that an author uses language to influence the reader.

Students will annotate textual evidence that supports what their ideas.

Students will annotate textual evidence through an organizer.

Students will be able to use evidence from the text to explain the author's purpose.

Students will compare and contrast a variety of non-fiction text.

Students will determine the main idea of the non-fiction text.

Students will distinguish fact from opinion.

Students will identify and annotate textual evidence to support the main idea.

Students will interpret and annotate information that is presented as a graphic.

Students will summarize non-fiction text.

Students will understand why it is important to rely on factual evidence.

Students will use academic vocabulary to annotate and dictate the main idea and textual evidence.

Students will use academic vocabulary while annotating non-fiction text.

Students will use graphic features on a web page to comprehend text.

Students will use resources available to them to figure out difficult words.

Students will use text structures on a web page to comprehend text.

Students will use the information gained from a text feature within their summary.

Students will use paraphrasing to speak about their topic.

Students will use available resources to present.

Students will use descriptive sequential details to present.

Students will use a variety of media to present.

Unit: Fiction-The Plot Thickens   **Duration:** 9 Week(s)

Unit Description
Students will read fiction and learn to summarize what they have read. They will work with identifying important events in the plot and putting them in sequence. They will make inferences and support them with text evidence. They will identify what the text says explicitly. Students will also determine the point of view a text is told in. Poetry, drama, and prose will all be covered.

Enduring Understandings/Essential Learner Outcomes
Students will summarize text.
Students will make inferences and support them with textual evidence.
Students will identify what a text says explicitly.
Students will identify the point of view a text is told in.
Students will identify the elements of poetry, prose and drama.

Academic Vocabulary
summary
plot
point of view
1st person
3rd person
textual evidence
poetry
prose
drama

Topic: 1-Introduction to Plot   **Duration:** 7 Day(s)

Description
Students will be introduced to different topics we will be studying in this unit. We will introduce point of view; characteristics of poetry, prose, and drama; and context clues.

Academic Vocabulary (What terms will students need to know?)
point of view
poetry
prose
drama
context clues

Definition of Mastery
Students will be able to define point of view, poetry, prose, drama, and context clues.

Learning Targets

Students will identify the narrator as first or third person.

Students will identify elements of poetry.

Students will identify the elements of drama.

Students will use context clues to determine the meaning of unfamiliar words.

Students will compare and contrast the events in an author's life with events in their fictional work.

Topic: 2-Sequencing Plot Events

Duration: 10 Day(s)

Description
Students will read short passages as well as parts from their independent reading books to practice sequencing the important events. They will use a plot diagram organizer. An emphasis will be put on determining importance of events. Students will read prose and drama.

Academic Vocabulary (What terms will students need to know?)
plot
events
importance
plot diagram
prose
drama

Definition of Mastery
Students will identify important events, in the correct sequence, from the text.

Learning Targets
Students will identify important events in the correct sequence.

Identify the point of view as first or third person.

Topic: 3-Summarize

Duration: 10 Day(s)

Description
Students will use notes and organizers to record important events in the plot of a story. They will use those notes and organizers to write a summary of the text.

Learning Targets
Students will write a summary of the text.

Students will identify important events in the correct sequence.

Topic: 4-Making Inferences

Duration: 7 Day(s)

Description
Students will make inferences and provide textual evidence for them. They will read prose, poetry and drama.

Academic Vocabulary (What terms will students need to know?)
poetry
prose
drama
inference
textual evidence

Learning Targets
Students will make inferences and provide text evidence to support them.

Students will use the context clues to figure out difficult words.

Topic: 5-Poetry

Duration: 2 Day(s)

Description
Students will identify and understand the elements of poetry. They will make inferences about the poems they read and identify the point of view. They will use context clues to help them interpret the poem.

Academic Vocabulary (What terms will students need to know?)
figurative language
meter
rhythm
stanza
rhyme scheme

Learning Targets

Students will make inferences about poetry.

Students will identify elements of poetry.

Students will write a summary of the text.

Students will identify and use analogies.

Students will identify and use figurative language.

Students will identify and use common idioms.

Topic: 6-Drama   **Duration:** 6 Day(s)

Description

Students will identify the elements of drama and read examples of drama.

Learning Targets

Students will identify the elements of drama.

Students will write a summary of the text.

Students will make inferences and provide text evidence to support them.

Students will analyze how a character changes from the beginning to the end of a play.

Students will use expression and fluency to speak about a topic.
    Assessment: Students will display this in their performance on a reader's theater.
                  Performance

Unit: Understanding Opinion Texts   **Duration:** 9 Week(s)

Unit Description

Students will read persuasive and argumentative texts. They will locate evidence to support the claim made by the author. They will recognize the difference in facts and opinions and that authors use facts to support their opinions. They will write to analyze the author's purpose, using that evidence.

Enduring Understandings/Essential Learner Outcomes

Students will identify the author's purpose and what evidence is used to support their viewpoint.
Students will recognize that there may be other viewpoints with evidence to support them.

Academic Vocabulary

persuade
argument
claim
analyze
evidence

Topic: Fact VS Opinion   **Duration:** 15 Day(s)

Description

Students will understand the difference in fact and opinion. They will explain how they know if a statement is a fact or an opinion.

Academic Vocabulary (What terms will students need to know?)

Fact
Opinion

Definition of Mastery

Students will be able to identify whether a statement is a fact or an opinion and how you can tell.

Learning Targets

Students will distinguish fact from opinion.

Students will explain how they know if a statement is a fact or an opinion.

Students will identify how advertisements use facts and opinions to influence consumers.

Students will explain different techniques advertisers use to influence consumers.

Students will use digital media to read for written conventions.

Topic: Moving Into Persuasive Texts   **Duration:** 15 Day(s)

Description

Students will begin reading persuasive texts and recognize that authors use facts to support their opinions and to help persuade the reader to agree with them.

Academic Vocabulary (What terms will students need to know?)

persuasive text
facts
opinions

Definition of Mastery

Students will be able to identify the opinion that the author is supporting. They will identify facts that an author uses to support their opinion.

Learning Targets

Students will be able to use evidence from the text to explain the author's purpose.

Students will be able to identify the author's purpose in a persuasive text.

Students will analyze text to find ways that an author uses language to influence the reader.

Students will understand relationships between ideas in text.

Topic: Test Review and Prep	**Duration:** 15 Day(s)

Description

Students will practice technology enhanced questions and finding information in a text. This topic allows time for state testing.

Learning Targets

I can develop and demonstrate reading skills in response to text by drawing conclusions, and inferring by referencing textual evidence of what the texts says,

I can use the context of a sentence to determine the meaning of unfamiliar words or multiple meaning words.

I can read, infer, and draw conclusions to use multiple text features to locate information and gain an overview of the contents of text.

I can read, infer, and draw conclusions to analyze, make inferences, and draw conclusions about persuasive text and use evidence from the text to explain the author's purpose and support my analysis.

Unit: Word Study

Duration: Ongoing

Unit Description

This unit is based around the Missouri Reading Fluency Standards. These will be connected to reading lessons.

Enduring Understandings/Essential Learner Outcomes

Students are using words proficiently in reading and writing.

Academic Vocabulary

decoding
letter-sound correspondence
syllabication patterns
multi-syllabication patterns
multi-syllabic words
morphology
roots
prefixes
suffixes
root words
fluency
read for purpose
read for comprehension
self-correct
final e

Assessment

We will use formal and informal assessments to identify student growth.

Topic: Long e	**Duration:** 1 Day(s)

Description

I can spell words with suffixes by dropping or leaving the final e.
I can spell words ending in long e.

Academic Vocabulary (What terms will students need to know?)

Suffixes
long e sounds

Definition of Mastery
Students will be able to spell words with suffixes by dropping or leaving the final e 80% of the time.
Students will spell words ending in long e 80% of the time. .

Learning Targets
Students will spell words with suffixes by dropping or leaving the final e.

Students will spell words ending in the long e sound.

Topic: Using Strategies For Decoding	**Duration:** 1 Day(s)

Description
Students will use knowledge of letter-sound correspondence and morphology.

Academic Vocabulary (What terms will students need to know?)
morphology
letter-sound correspondence
decoding

Definition of Mastery
Students will use knowledge of letter-sound correspondence and morphology 80% of the time when assessed.

Learning Targets
I can use words accurately using a logical strategy.
I can use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multi- syllabic words in context.
Assessment: Students will use a strategy to accurately read and spell unfamiliar words 80% of the time.

I can use decoding to read words in context.
Assessment: Students will accurately decode words in context 80% of the time when assessed.

Topic: Prefixes/Suffixes	**Duration:** 1 Day(s)

Description
Students will understand the meaning of prefixes and suffixes.

Academic Vocabulary (What terms will students need to know?)
prefixes
suffixes
root words

Definition of Mastery
Students will understand how to use prefixes and suffixes to determine meaning.

Learning Targets
I can determine meaning of words by using root words and their prefixes and suffixes.
Students will understand meanings by using root words and prefixes together and then root words and suffixes together.
Assessment: Students will be able to determine the meaning of the words by knowing what the prefix and suffix means.

I can read words with prefixes and suffixes in specific **content curricula**.
Assessment: Students will use prefixes and suffixes to determine words in content areas 80% of the time.

Topic: Words in Context	**Duration:** 1 Day(s)

Description
Students will use words in context to determine the meaning.

Academic Vocabulary (What terms will students need to know?)
words in context
self-correct

Definition of Mastery
Students will use context to determine meaning 80% of the time.

Learning Targets
I can use the context of the sentence to determine the meaning of multiple-meaning words.
Assessment: Students will use the context of the sentence to determine the meaning of multiple-meaning words 80% of the time.

I can use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Assessment: Students will use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade(s) 4th, Duration 1 Year, 1 Credit
Required Course

Activities (Lesson Plans)

Interpreting Characters

Introduction to Reader's Workshop

Setting Up Good Reading Habits
Today I want to teach you that readers find ways to set themselves up so their reading can be fantastic. Readers don't just read books; readers also build reading lives.
Author: Sarah Smith   Shared: Yes   Type: Educator Submitted

Bend 1- Establishing a Reading Life

Session 1-Reading Intensely: Building a Foundation
To grow solid, grounded ideas, people read intensely, aware that everything counts. The students will practice annotating and close reading task.
Author: Sarah Smith   Shared: Yes   Type: Educator Submitted

Session 2-Taking Responsibility of Reading
To grow solid, grounded ideas about books, readers need to choose books they can read fluently and understand well. Readers have ways of checking each book before committing to it. (Book selection and shopping) [setting up procedures]
Author: Sarah Smith   Shared: Yes   Type: Educator Submitted

Session 3- Seeds for Theme
In this session, you'll guide students through an inquiry to explore how readers create procedures and systems to find books they want to read. This is the session that you will make sure to start assessments through running records.

****This has been modified from Session 3 in the Lucy Calkins Interpreting Characters Unit 1 Book
Author: Sarah Smith   Shared: Yes   Type: Educator Submitted

Session 4 Retelling and Synthesizing
Students will learn to use the retelling skill to summarize parts of their book that go together.
Author: Dale Corder   Shared: Yes   Type: Educator Submitted

Session 4.1 Vocabulary
Students will work on using context clues to determine word meanings in Tiger Rising.
Author: Dale Corder   Shared: Yes   Type: Educator Submitted

Session 5-Envisioning
Students will practice envisioning in their reading.
Author: Dale Corder   Shared: Yes   Type: Educator Submitted

Session 6- Collaborating
In this session, partners will work together on the same level book to establish a long term partnership in reading. They will use the learning progressions to help further their understanding of a common goal.
Author: Sarah Smith   Shared: Yes   Type: Educator Submitted

Bend 2- Analyzing Characters

Session 7- Character's Actions and Motivations
In this session you will teach student's that people read characters and develop theories about them in much the same way that people read each other. It helps to pay close attention to a person's (or a character's) actions and motivations, noticing if they fit with or change what readers know about the character.
Author: Sarah Smith   Shared: Yes   Type: Educator Submitted

Session 8- Revealing Character's Desires
In this session, you'll teach children that readers pay special attention to details that reveal characters' desires, the obstacles they encounter, and their struggles to overcome them to best understand both characters and the story.
Author: Sarah Smith   Shared: Yes   Type: Educator Submitted

Getting to Know Kate DiCamillo
Students will use a biography of the author Kate DiCamillo, to explore main idea and relationships in a non-fiction text.
Author: Dale Corder   Shared: Yes   Type: Educator Submitted

Session 9- Finding Meaning in Repeated Details
In this session you will teach children that readers grow significant ideas about a character by noticing what the author calls to their attention. If the author repeats something about a character over and over, or otherwise emphasizes something, readers know this is on purpose and think, "Why?"
Author: Sarah Smith   Shared: Yes   Type: Educator Submitted

Session 10- Improving Theories by Reaching for Pre
Students realize that readers' ideas about characters can become more precise, insightful, and sophisticated when readers reach for exact, precise, true language that captures those ideas.

Author: Lynette Randolph	Shared: Yes	Type: Educator Submitted

Session 13- Grounding Evidence Back in the Text
Strong readers defend and critique ideas by quoting specific words, sentences, and passages from the text that provide evidence for their ideas.

Author: Lynette Randolph	Shared: Yes	Type: Educator Submitted

Session 11 Finding Complications in Characters
Students will learn that there can be more than one side to a character.

Author: Denise Clinkingbeard	Shared: Yes	Type: Educator Submitted

Session 12 Debating to Prompt Book Conversations
Students will be able to debate their opinions of a book.

Author: Denise Clinkingbeard	Shared: Yes	Type: Educator Submitted

Bend 2 Extended- Analyzing Theme

Added Session- Using evidence to support theme
Students will work with the short fictional text to find textual evidence to support their theme idea.

Author: Sarah Smith	Shared: Yes	Type: Educator Submitted

Added session 2- Theme Task Cards
Students will use details from the short theme task cards to identify the theme of the story.

Author: Sarah Smith	Shared: Yes	Type: Educator Submitted

Bend 3- Building Interpretations

Session 14- Looking Beyond Characters
Students will consider there is more than character when trying to interpret or make meaning of a story, and you'll introduce a few lenses through which they might look to grow their understanding of a text.

Author: Lynette Randolph	Shared: Yes	Type: Educator Submitted

Session 15- Looking through Many Lenses at Not Jus
Students will give texts a long, deep look, looking at more than one part of the book.

Author: Lynette Randolph	Shared: Yes	Type: Educator Submitted

Reading the Weather, Reading the World

Text Features

1. Identifying and Text Features
In this lesson the teacher will model the different text features that students will use in order to understand non fiction text. The students will look at some examples of text features and discuss their findings with their reading partners.

Author: Sarah Smith	Shared: Yes	Type: Educator Submitted

2. Connecting main idea to text features
Students will discuss and find clues in the text features that help them understand the main idea of the text.

Author: Sarah Smith	Shared: Yes	Type: Educator Submitted

1-The Difference in Fiction and Non-Fiction
Students will brainstorm differences in fiction and non-fiction.

Author: Dale Corder	Shared: Yes	Type: Educator Submitted

Introduction to reading non-fiction-Boxes and Bullets

Previewing the Text
This lesson will guide the students through using their text features to begin thinking about questions they have and what the main purpose of the text will be.

Author: Sarah Smith	Shared: Yes	Type: Educator Submitted

Main Idea and textual evidence
This lesson will provide students with a way to organize their main idea and textual evidence. It will help them to identify and write the main idea from text and provide textual evidence.

Author: Sarah Smith	Shared: Yes	Type: Educator Submitted

Bend 1: Learning from text

4-ELA Reading MLS

English Language Arts

Grade(s) 4th, Duration 1 Year, 1 Credit
Required Course

Session 1- Text Structures (Problem and Solution)
In this lesson the students will learn about what problem and solution are used to learn from the text. They will explore what the text structure will look like and what they will learn from the text.

| Author: Sarah Smith | Shared: Yes | Type: Educator Submitted |

Fiction-The Plot Thickens

2-Sequencing Plot Events

The Rollercoaster of Plot
Students will learn about the basic structure of plot and how it has ups and downs and twists and turns like a rollercoaster.

| Author: Dale Corder | Shared: Yes | Type: Educator Submitted |

Determining Important Events
Students will listen to and watch a book from a website. They will determine what events from a given set of events are the most important events that move the story forward.

| Author: Dale Corder | Shared: Yes | Type: Educator Submitted |

Understanding Opinion Texts

Fact VS Opinion

Writing an Advertisement
Students will make an advertisement for a product and use facts and opinions to influence the audience.

| Author: Dale Corder | Shared: Yes | Type: Educator Submitted |

Moving Into Persuasive Texts

Convincing Arguments
Students will read an opinion text and analyze the opinion the author expresses and how the author supports that opinion. They will understand that the author is trying to get the reader to agree with their opinion and is providing evidence for their opinion to convince the reader.

| Author: Dale Corder | Shared: Yes | Type: Educator Submitted |

Learning Targets

Students will use the context clues to figure out difficult words.

I can determine meaning of words by using root words and their prefixes and suffixes.
Students will understand meanings by using root words and prefixes together and then root words and suffixes together.
Assessment: Students will be able to determine the meaning of the words by knowing what the prefix and suffix means.

I can develop and demonstrate reading skills in response to text by drawing conclusions, and inferring by referencing textual evidence of what the texts says,

I can read words with prefixes and suffixes in specific **content curricula**.
Assessment: Students will use prefixes and suffixes to determine words in content areas 80% of the time.

I can read, infer, and draw conclusions to analyze, make inferences, and draw conclusions about persuasive text and use evidence from the text to explain the author's purpose and support my analysis.

I can read, infer, and draw conclusions to use multiple text features to locate information and gain an overview of the contents of text.

I can use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Assessment: Students will use context to confirm or self-correct word recognition and understanding, rereading as necessary.

I can use decoding to read words in context.
Assessment: Students will accurately decode words in context 80% of the time when assessed.

I can use the context of a sentence to determine the meaning of unfamiliar words or multiple meaning words.

I can use the context of the sentence to determine the meaning of multiple-meaning words.
Assessment: Students will use the context of the sentence to determine the meaning of multiple-meaning words 80% of the time.

I can use words accurately using a logical strategy.
I can use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multi- syllabic words in context.
Assessment: Students will use a strategy to accurately read and spell unfamiliar words 80% of the time.

Identify the point of view as first or third person.

Students will analyze how a character changes from the beginning to the end of a play.

Students will analyze text to find ways that an author uses language to influence the reader.

Students will analyze the desires of a character using the story arc in the text to support their idea.

Students will annotate textual evidence that supports what their ideas.

Students will annotate textual evidence through an organizer.

Students will be able to determine if a text is fiction or non-fiction.

Students will be able to explain the author's purpose.

Students will be able to explain the steps in a procedure in the correct sequence.

Students will be able to identify the author's purpose in a persuasive text.

Students will be able to synthesize information in a text.

Students will be able to use evidence from the text to explain the author's purpose.

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Students will be able to verbalize and follow classroom expectations.

Students will compare and contrast a firsthand and secondhand account of an event.

Students will compare and contrast a variety of non-fiction text.

Students will compare and contrast characters.

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Students will compare and contrast the events in an author's life with events in their fictional work.

Students will describe character's relationships and how they change.

Students will determine the main idea of the non-fiction text.

Students will discuss and utilize listening strategies.

Students will distinguish fact from opinion.

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Students will draw a conclusion about what motivates a character to act the way that they do.

Students will draw conclusions and infer about what the text says using envisioning strategy.

Students will draw conclusions using the evidence from the text.

Students will explain different techniques advertisers use to influence consumers.

Students will explain how they know if a statement is a fact or an opinion.

Students will identify and annotate textual evidence to support the main idea.

Students will identify and interpret repeated details about a character.

Students will identify and use analogies.

Students will identify and use common idioms.

Students will identify and use figurative language.

Students will identify elements of poetry.

Students will identify how advertisements use facts and opinions to influence consumers.

Students will identify important events in the correct sequence.

Students will identify the elements of drama.

Students will identify the narrator as first or third person.

Students will identify the theme of the text.

Students will interpret and annotate information that is presented as a graphic.

Students will keep a reading log that allows them to see their reading stamina and quantity.

Students will keep notes about their characters actions, thoughts and/or feelings.

Students will listen actively the speaker.

Students will listen, comment and respond to others during class discussions.

Students will make inferences about poetry.

Students will make inferences and provide text evidence to support them.

Students will make predictions about what they will learn using the text features.

Students will monitor the comprehension by stopping at important moments and writing down details from the story.

Students will read fluently.

Students will spell words ending in the long e sound.

Students will spell words with suffixes by dropping or leaving the final e.

Students will summarize non-fiction text.

Students will talk with others about what they have read independently or heard during read alouds.

Students will understand and select books that are on their reading level.

Students will understand relationships between ideas in text.

Students will understand the literature reflects culture and history.

Students will understand why it is important to rely on factual evidence.

Students will use a note taking and partner talk strategy when they are do not understand what they are reading.

Students will use a progression chart to make corrections and adjustments to their notes written about their text.

Students will use a variety of media to present.

Students will use academic language while verbalizing information about their text with their reading partners.

Students will use academic vocabulary to annotate and dictate the main idea and textual evidence.

Students will use academic vocabulary while annotating non-fiction text.

Students will use academic vocabulary while summarizing a non-fiction text.

Students will use available resources to present.

Students will use context clues to determine the meaning of unfamiliar words.

Students will use descriptive sequential details to present.

Students will use digital media to read for written conventions.

Students will use expression and fluency to speak about a topic.
   Assessment: Students will display this in their performance on a reader's theater.
                 Performance

Students will use graphic features on a web page to comprehend text.

Students will use paraphrasing to speak about their topic.

Students will use resources available to them to figure out difficult words.

Students will use text structures on a web page to comprehend text.

Students will use text structures to gain an overview of the information in the text.

Students will use the information gained from a text feature within their summary.

Students will use the retelling strategy to begin summarizing their text.

Students will use the text features to understand the text.

Students will write a summary of the text.