

Copy of ELA Grade 4 Module 1

Subject	Grade	Module	Suggested Timeline
English Language Arts	4	1	9 weeks

### Grade Level Summary

In fourth grade, students read skillfully with meaning and purpose using appropriate comprehension and vocabulary strategies. They examine multiple points of view and the structural elements of text. Emphasis is on drawing evidence from text as they read, discuss, reflect, and respond to informational text and a wide variety of literary genres with an inclusion of texts from other cultures. They explore the theme of texts and begin to move from integrating information from one text to several texts. Students read for pleasure and continue to choose books based on personal preference, topic, theme, or author.

Students write for a range of purposes, including describing, telling a story, and explaining. They produce writing that goes beyond formulaic compositions to more self-directed pieces that include domain-specific vocabulary, precise language, and using transition words to convey meaning. Because they are aware of the interdependence of the topic, audience, purpose, and form, they select and sometimes adapt basic forms to meet specific requirements. Their understanding and use of figurative language introduces imagery to their writing. Informational writing reflects understanding of specific purpose, often requiring gathering, paraphrasing, and synthesizing facts and details from a number of resources to express and justify an opinion. There is an increased use of technology, including the internet. Students are more aware of the conventions of writing as they reflect on their strengths and weaknesses and strive to improve.

### Grade Level Modules

**Module 1: Becoming a Close Reader and Writing to Learn**

**Module 2: Researching to Build Knowledge and Teaching Others (Emphasis on narrative text types and writing)**

**Module 3: Researching to Build Knowledge and Teaching Others (Emphasis on informational text types and writing)**

**Module 4: Considering Perspectives and Supporting Opinions (Emphasis on opinion writing comparing texts)**

**Module 5: Considering Perspectives and Supporting Opinions (Emphasis on opinion writing explaining with textual reasons)**

**Module 6: Gathering Evidence and Speaking to Others**

## Module 7: Literary Analysis

### Module Title

#### Module 1: Becoming a Close Reader and Writing to Learn

### Module Overview

This module focuses on reading and listening to literature. Informational texts are used to gather specific details, determine central ideas, and reinforce reading fluency. Students read informational text with a focus on determining main ideas and supporting details, visual aids, using context clues to determine word meanings, and fluency.

Students read literary text to develop an understanding of setting, characterization, theme, and informational writing. Students read within a variety of genres, often comparing and contrasting multiple texts on the same topic. They write to demonstrate understanding of multiple topics and produce numerous pieces over short and extended time frames.

### Module Objectives

At the end of this module, students will be able to independently use their learning to:

- Use details from the text to describe characters, setting, events, and themes in literature (stories, drama, poetry)
- Determine the main idea of the text and explain how it is supported by key details
- Interpret information from two texts on the same topic to demonstrate understanding of that topic
- Interpret information presented visually (e.g., charts, graphs, diagrams, time lines, and interactive elements in digital sources) and explain how that information supports the meaning of text
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly

### Focus Standards Addressed in this Module

#### CC.1.1.4.D

Know and apply grade-level phonics and word analysis skills in decoding words. • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.

#### CC.1.2.4.A

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

#### CC.1.2.4.G

Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears.

#### CC.1.2.4.I

Integrate information from two texts on the same topic to demonstrate understanding of that topic.

#### CC.1.3.4.B

Cite relevant details from text to support what the text says explicitly and make inferences.

#### CC.1.3.4.C

Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text.

#### CC.1.3.4.I

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools

#### CC.1.4.4.A

Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

#### CC.1.4.4.E

Use precise language and domain-specific vocabulary to inform about or explain the topic.

#### CC.1.4.4.T

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

### **Important Standards Addressed in this Module**

#### CC.1.1.4.E

Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### CC.1.2.4.B

Refer to details and examples in text to support what the text says explicitly and make inferences.

#### CC.1.2.4.F

Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.

#### CC.1.2.4.L

Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

#### CC.1.4.4.P

Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences

and events.

**CC.1.4.4.X**

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.

Misconceptions	Proper Conceptions
<p>Students feel close reading is “racing through the passages” and retelling information.</p> <p>Students point out what is similar and different between two texts on similar topics based on their background knowledge or perceptions.</p>	<p>Students will be required to do a “close reading of text” through analyzing text read, questioning the text itself, interpreting what is written, and justifying their reasoning behind their interpretation using text evidence to support their responses.</p> <p>Students should be able to identify basic similarities in and difference between two texts of the same topic. Students will be required to determine whether the similarities and differences between the texts are due to author’s interpretation or based on factual information - drawing information from the text to support their conclusions.</p>

Concepts	Competencies	Vocabulary
<ul style="list-style-type: none"> <li>• Phonics and Word Recognition</li> <li>• Main Idea</li> <li>• Text Analysis</li> <li>• Vocabulary Acquisition and Use</li> <li>• Diverse Media</li> <li>• Analysis Across Texts</li> <li>• Literary Elements</li> <li>• Strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Use combined knowledge of all letter- sound correspondences, syllabication, patterns, and morphology to read accurately unfamiliar multi-syllabic words.</li> <li>• Determine the main idea of a text; recount the key details and explain how they support the main idea.</li> <li>• Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears.</li> </ul>	<ul style="list-style-type: none"> <li>*Planning</li> <li>*Drafting</li> <li>*Editing</li> <li>*Revising</li> <li>*Publishing</li> <li>*Formatiing</li> <li>*Heading</li> <li>*Illustration</li> <li>*Definition</li> <li>*Organizational Structure</li> <li>*Main Idea</li> </ul>

- **Integrate information from two texts on the same topic to demonstrate understanding of that topic.** \*Key Ideas  
\*Details  
\*Summarize
- **Cite relevant details from text to support what the text says explicitly and make inferences.** \*Theme  
\*Plot
- **Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.** \*Setting  
\*Explicit  
\*Dialogue
- **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content choosing flexibly from a range of strategies and tools.** \*Point of View  
\*First Person  
\*Third Person
- **Informational: Identify and introduce the topic clearly. Opinion: Introduce the topic and state an opinion on the topic. Narrative: Orient the reader by establishing a situation and introducing a narrator and/or characters.**
- **With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing.**
- **Informational: Use precise language and domain-specific vocabulary to inform about or explain the topic. Opinion and Narrative: Choose words and phrases to convey ideas precisely.**

#### Assessment(s)

- **Teacher Observation**
- **Student self-assessment and peer evaluation checklists**
- **Individual conferencing**
- **Notebook check**
- **Writing Skills rubric**

**Suggested Strategies to Support Design of Coherent Instruction**

**Differentiation**

**Interdisciplinary Connections**

**Additional Resources**

**Created By**

**Mercer Elementary Staff**

Copy of ELA Grade 4 Module 2

Subject	Grade	Module	Suggested Timeline
English Language Arts	4	2	5 weeks

### Grade Level Summary

In fourth grade, students read skillfully with meaning and purpose using appropriate comprehension and vocabulary strategies. They examine multiple points of view and the structural elements of text. Emphasis is on drawing evidence from text as they read, discuss, reflect, and respond to informational text and a wide variety of literary genres with an inclusion of texts from other cultures. They explore the theme of texts and begin to move from integrating information from one text to several texts. Students read for pleasure and continue to choose books based on personal preference, topic, theme, or author.

Students write for a range of purposes, including describing, telling a story, and explaining. They produce writing that goes beyond formulaic compositions to more self-directed pieces that include domain-specific vocabulary, precise language, and using transition words to convey meaning. Because they are aware of the interdependence of the topic, audience, purpose, and form, they select and sometimes adapt basic forms to meet specific requirements. Their understanding and use of figurative language introduces imagery to their writing. Informational writing reflects understanding of specific purpose, often requiring gathering, paraphrasing, and synthesizing facts and details from a number of resources to express and justify an opinion. There is an increased use of technology, including the internet. Students are more aware of the conventions of writing as they reflect on their strengths and weaknesses and strive to improve.

### Grade Level Modules

**Module 1: Becoming a Close Reader and Writing to Learn**

**Module 2: Researching to Build Knowledge and Teaching Others (emphasis on narrative text types and writing)**

**Module 3: Researching to Build Knowledge and Teaching Others (emphasis on informational text types and writing)**

**Module 4: Considering Perspectives and Supporting Opinions (emphasis on opinion writing comparing texts)**

**Module 5: Considering Perspectives and Supporting Opinions (emphasis on opinion writing explaining with textual reasons)**

**Module 6: Gathering Evidence and Speaking to Others**

**Module 7: Literary Analysis**

## Module Title

**Module 2: Researching to Build Knowledge and Teaching Others (Emphasis on narrative text types and writing)**

## Module Overview

In this module, students read various informational and literary texts related to a topic. With an emphasis on making inferences, summarizing informational text, and basic research (note-taking and pulling together information from a variety of texts), this module fosters students' abilities to synthesize information from multiple sources and integrate research into their writing. Students also participate in several critique experiences during the revision process as they write a research-based narrative that vividly describes the topic they investigated. Academic vocabulary is filtered throughout the module where students are given multiple opportunities to engage in discussions.

## Module Objectives

At the end of this module, students will be able to independently use their learning to:

- Integrate information from two texts on the same topic, determine a theme of a text from its details, as well as summarize the texts
- Write narratives to develop real or imagined experiences or events while using technology to produce and publish writing with some guidance and support
- Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly to tell a story or recount an experience in an organized manner
- Speak clearly with adequate volume, appropriate pacing, and clear pronunciation while describing details to support main ideas or themes and differentiate between contexts that require formal English and informal situations

## Focus Standards Addressed in this Module

### CC.1.1.4.D

Know and apply grade-level phonics and word analysis skills in decoding words. • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.

### CC.1.2.4.C

Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on



specific information in the text.

#### [CC.1.2.4.I](#)

Integrate information from two texts on the same topic to demonstrate understanding of that topic.

#### [CC.1.3.4.A](#)

Determine a theme of a text from details in the text; summarize the text.

#### [CC.1.4.4.M](#)

Write narratives to develop real or imagined experiences or events.

#### [CC.1.4.4.U](#)

With some guidance and support, 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.

#### [CC.1.4.4.W](#)

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

#### [CC.1.5.4.A](#)

Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

#### [CC.1.5.4.D](#)

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 with adequate volume, appropriate pacing, and clear pronunciation.

#### [CC.1.5.4.E](#)

Differentiate between contexts that require formal English versus informal situations.

### Important Standards Addressed in this Module

#### [CC.1.1.4.E](#)

Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### [CC.1.4.4.X](#)

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.

#### Misconceptions

Students generally feel the knowledge they have about a topic or subject is

#### Proper Conceptions

Students should be able to ask and answer questions about the text and

correct and their personal experiences that are not always related to text can be very entrenched in student thinking. In addition, new experiences are interpreted through these erroneous understandings, thereby interfering with being able to correctly grasp new information.

make inferences from text. This may or may not conform to students' perceptions. Students should refer to text to support responses.

Effective writers have multiple opportunities to practice and refine the craft of writing while understanding the process of writing.

Some students believe that writing is an inborn talent: either you have it, or you do not. They believe that some people inherit a so-called writing gene, while others do not have this "gift" and will never be able to write well.

Concepts	Competencies	Vocabulary
<ul style="list-style-type: none"> <li>Phonics and Word Recognition</li> <li>Text Analysis</li> <li>Vocabulary Acquisition and Use</li> <li>Diverse Media</li> <li>Analysis Across Texts</li> <li>Theme</li> <li>Strategies</li> <li>Vocabulary Acquisition and Use</li> <li>Focus for Writing</li> <li>Collaborative Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Use combined knowledge of all letter- sound correspondences, syllabication, patterns, and morphology to read accurately unfamiliar multi-syllabic words.</li> <li>Explain events, procedures, ideas, or concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.</li> <li>Integrate information from two texts on the same topic to demonstrate understanding of that topic.</li> <li>Determine a theme of a text from details in the text; summarize the text.</li> <li>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 and that are basic to a particular topic.</li> <li>Informational: Identify</li> </ul>	<ul style="list-style-type: none"> <li>*Compare</li> <li>*Contrast</li> <li>*Inference</li> <li>*Evidence</li> <li>*Reasons</li> <li>*Examples</li> <li>*Accuracy</li> <li>*Context</li> <li>*Decoding</li> <li>*Rereading</li> <li>*Self-correct</li> </ul>

**and introduce the topic clearly. Opinion: Introduce the topic and state an opinion on the topic. Narrative: Orient the reader by establishing a situation and introducing a narrator and/or characters.**

- **With some guidance and support, 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.**
- **Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.**
- **Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.**
- **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 with adequate volume, appropriate pacing, and clear pronunciation.**
- **Differentiate between contexts that require formal English versus informal situations.**

#### **Assessment(s)**

- **Teacher Observation**
- **Student self-assessment and peer evaluation checklists**

- **Individual conferencing**
- **Notebook check**
- **Writing Skills rubric**

**Suggested Strategies to Support Design of Coherent Instruction**

**Differentiation**

**Interdisciplinary Connections**

**Additional Resources**

**Created By**

**Mercer Elementary Staff**

Copy of ELA Grade 4 Module 3

Subject	Grade	Module	Suggested Timeline
English Language Arts	4	3	4 weeks

### Grade Level Summary

In fourth grade, students read skillfully with meaning and purpose using appropriate comprehension and vocabulary strategies. They examine multiple points of view and the structural elements of text. Emphasis is on drawing evidence from text as they read, discuss, reflect, and respond to informational text and a wide variety of literary genres with an inclusion of texts from other cultures. They explore the theme of texts and begin to move from integrating information from one text to several texts. Students read for pleasure and continue to choose books based on personal preference, topic, theme, or author.

Students write for a range of purposes, including describing, telling a story, and explaining. They produce writing that goes beyond formulaic compositions to more self-directed pieces that include domain-specific vocabulary, precise language, and using transition words to convey meaning. Because they are aware of the interdependence of the topic, audience, purpose, and form, they select and sometimes adapt basic forms to meet specific requirements. Their understanding and use of figurative language introduces imagery to their writing. Informational writing reflects understanding of specific purpose, often requiring gathering, paraphrasing, and synthesizing facts and details from a number of resources to express and justify an opinion. There is an increased use of technology, including the internet. Students are more aware of the conventions of writing as they reflect on their strengths and weaknesses and strive to improve.

### Grade Level Modules

**Module 1: Becoming a Close Reader and Writing to Learn**

**Module 2: Researching to Build Knowledge and Teaching Others (emphasis on narrative text types and writing)**

**Module 3: Researching to Build Knowledge and Teaching Others (emphasis on informational text types and writing)**

**Module 4: Considering Perspectives and Supporting Opinions (emphasis on opinion writing comparing texts)**

**Module 5: Considering Perspectives and Supporting Opinions (emphasis on opinion writing explaining with textual reasons)**

**Module 6: Gathering Evidence and Speaking to Others**

**Module 7: Literary Analysis**

## Module Title

**Module 3: Researching to Build Knowledge and Teaching Others (emphasis on informational text types and writing)**

## Module Overview

In this module, students will further develop their ability to comprehend informational text by hearing and reading a variety of nonfiction sources with an emphasis on making inferences, summarizing and conducting basic research (note-taking, pulling together information from a variety of texts, and sorting information into research categories). Students will synthesize information from multiple sources as they write a research-based informational text. Academic vocabulary is filtered throughout the module where students are given multiple opportunities to engage in discussions.

## Module Objectives

At the end of this module, students will be able to independently use their learning to:

- Compare and contrast an event or topic told from two different points of view and integrate information from two texts on the same topic
- Write informative texts to examine a topic and convey ideas and information clearly by developing the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. The informative text pieces will have related information grouped in paragraphs and sections, linking ideas within categories of information using words and phrases while providing a concluding statement or section

## Focus Standards Addressed in this Module

### CC.1.2.4.D

Compare and contrast an event or topic told from two different points of view.

### CC.1.2.4.I

Integrate information from two texts on the same topic to demonstrate understanding of that topic.

### CC.1.4.4.A

Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

### CC.1.4.4.C

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding

comprehension.

#### [CC.1.4.4.D](#)

Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.

#### [CC.1.4.4.U](#)

With some guidance and support, 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.

#### [CC.1.4.4.W](#)

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

#### [CC.1.5.4.A](#)

Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

#### [CC.1.5.4.D](#)

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 with adequate volume, appropriate pacing, and clear pronunciation.

#### [CC.1.5.4.E](#)

Differentiate between contexts that require formal English versus informal situations.

### Important Standards Addressed in this Module

#### [CC.1.1.4.E](#)

Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### [CC.1.4.4.X](#)

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.

#### Misconceptions

Some students believe writing is a linear process and leave writing assignments to the last minute to turn out a writing assignments. Revisions are only made at the sentence level.

#### Proper Conceptions

The writing process is complex and the process should be taught explicitly. Students need multiple opportunities to practice and revise.

**Nor do they ask themselves “Is my argument clear, is it interesting?”**

Concepts	Competencies	Vocabulary
<ul style="list-style-type: none"> <li>• Text Analysis</li> <li>• Diverse Media</li> <li>• Analysis Across Texts</li> <li>• Diverse Media</li> <li>• Sources of Information</li> <li>• Writing Style</li> <li>• Conducting Research</li> <li>• Credibility, Reliability, and Validity of Sources</li> <li>• Evaluating Information</li> </ul>	<ul style="list-style-type: none"> <li>• Integrate information from two texts on the same topic to demonstrate understanding of that topic.</li> <li>• Compare and contrast an event or topic told from two different points of view.</li> <li>• Informational: Identify and introduce the topic clearly. Opinion: Introduce the topic and state an opinion on the topic. Narrative: Orient the reader by establishing a situation and introducing a narrator and/or characters.</li> <li>• Informational: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. Opinion: Provide reasons that are supported by facts and details. Narrative: Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>• Informational: Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section;</li> </ul>	<ul style="list-style-type: none"> <li>*Quantitatively</li> <li>*Graph</li> <li>*Chart</li> <li>*Timeline</li> <li>*Chronology</li> <li>*Descriptive Details</li> <li>*Sensory Details</li> <li>*Precise Language</li> <li>*Event Sequences</li> <li>*Transitional Words</li> <li>*Concluding Statement</li> </ul>



**include formatting when useful to aiding comprehension. Opinion: Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion. Narrative:**

**Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.**

- **With some guidance and support, 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.**
- **Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.**
- **Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.**
- **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 with adequate volume,**

**appropriate pacing, and clear pronunciation.**

- **Differentiate between contexts that require formal English versus informal situations.**

#### Assessment(s)

- **Teacher Observation**
- **Student self-assessment and peer evaluation checklists**
- **Individual conferencing**
- **Notebook check**
- **Writing Skills rubric**

#### Suggested Strategies to Support Design of Coherent Instruction

#### Differentiation

#### Interdisciplinary Connections

#### Additional Resources

#### Created By

**Mercer Elementary Teachers**

Copy of ELA Grade 4 Module 4

Subject	Grade	Module	Suggested Timeline
English Language Arts	4	4	5 weeks

### Grade Level Summary

In fourth grade, students read skillfully with meaning and purpose using appropriate comprehension and vocabulary strategies. They examine multiple points of view and the structural elements of text. Emphasis is on drawing evidence from text as they read, discuss, reflect, and respond to informational text and a wide variety of literary genres with an inclusion of texts from other cultures. They explore the theme of texts and begin to move from integrating information from one text to several texts. Students read for pleasure and continue to choose books based on personal preference, topic, theme, or author.

Students write for a range of purposes, including describing, telling a story, and explaining. They produce writing that goes beyond formulaic compositions to more self-directed pieces that include domain-specific vocabulary, precise language, and using transition words to convey meaning. Because they are aware of the interdependence of the topic, audience, purpose, and form, they select and sometimes adapt basic forms to meet specific requirements. Their understanding and use of figurative language introduces imagery to their writing. Informational writing reflects understanding of specific purpose, often requiring gathering, paraphrasing, and synthesizing facts and details from a number of resources to express and justify an opinion. There is an increased use of technology, including the internet. Students are more aware of the conventions of writing as they reflect on their strengths and weaknesses and strive to improve.

### Grade Level Modules

**Module 1: Becoming a Close Reader and Writing to Learn**

**Module 2: Researching to Build Knowledge and Teaching Others (Emphasis on narrative text types and writing)**

**Module 3: Researching to Build Knowledge and Teaching Others (Emphasis on informational text types and writing)**

**Module 4: Considering Perspectives and Supporting Opinions (emphasis on opinion writing comparing texts)**

**Module 5: Considering Perspectives and Supporting Opinions (Emphasis on opinion writing explaining with textual reasons)**

**Module 6: Gathering Evidence and Speaking to Others**

**Module 7: Literary Analysis**

## Module Title

### **Module 4: Considering Perspectives and Supporting Opinions (Emphasis on opinion writing comparing texts)**

## Module Overview

In this module, students engage in reading, writing, listening and speaking to build knowledge. Students begin by reading basic informational texts. They then read out loud and perform a short Readers Theater (written for classroom use) while learning the structural elements of drama and practicing reading fluently. Students have the opportunity to read science texts closely which gives them a chance to examine the structure, text features, and analyze concepts in scientific writing. Students write routinely and explain their findings of scientific experiments. An expanded writing piece will allow students to write an editorial expressing an opinion relating to the findings from their informational reading.

## Module Objectives

At the end of this module, students will be able to independently use their learning to:

- Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text
- Compare and contrast an event or topic told from two different points of view while integrating information from two texts on the same topic to demonstrate understanding
- Write opinion pieces on topics or texts by providing reasons that are supported by facts and details following an organizational structure that includes related ideas grouped to support the writer's purpose
- Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others ideas and expressing their own clearly

## Focus Standards Addressed in this Module

### CC.1.1.4.D

Know and apply grade-level phonics and word analysis skills in decoding words. • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.

### CC.1.2.4.C

Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.

#### [CC.1.2.4.D](#)

Compare and contrast an event or topic told from two different points of view.

#### [CC.1.2.4.I](#)

Integrate information from two texts on the same topic to demonstrate understanding of that topic.

#### [CC.1.3.4.B](#)

Cite relevant details from text to support what the text says explicitly and make inferences.

#### [CC.1.4.4.G](#)

Write opinion pieces on topics or texts.

#### [CC.1.4.4.I](#)

Provide reasons that are supported by facts and details.

#### [CC.1.4.4.J](#)

Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion.

#### [CC.1.5.4.A](#)

Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

### Important Standards Addressed in this Module

#### [CC.1.1.4.E](#)

**Read with accuracy and fluency to support comprehension:** • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### [CC.1.4.4.X](#)

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.

#### Misconceptions

Students feel that if they do not read quickly, they are not good readers.

Students may also lack confidence in their opinions.

#### Proper Conceptions

Reading slowly and being accurate is more desirable than reading fast and inaccurately, no matter what type of text is being read.

Reading is a skill and not an indicator

## of intelligence.

Concepts	Competencies	Vocabulary
<ul style="list-style-type: none"> <li>• Phonics and Word Recognition</li> <li>• Fluency</li> <li>• Text Analysis</li> <li>• Vocabulary Acquisition and Use</li> <li>• Evaluating Arguments</li> <li>• Point of View</li> <li>• Text Structure</li> <li>• Focus for Writing</li> <li>• Content for Writing</li> <li>• Conducting Research</li> <li>• Collaborative Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Use combined knowledge of all letter- sound correspondences, syllabication, patterns, and morphology to read accurately unfamiliar multi-syllabic words.</li> <li>• Refer to details and examples in text to support what the text says explicitly and make inferences.</li> <li>• Explain how an author uses and evidence to support particular points in a text.</li> <li>• Integrate information from two texts on the same topic to demonstrate understanding of that topic.</li> <li>• Compare and contrast an event or topic told from two different points of view.</li> <li>• 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.</li> <li>• Informational: Identify and introduce the topic clearly. Opinion: Introduce the topic and state an opinion on the topic. Narrative: Orient the reader by establishing a situation and introducing a narrator and/or characters.</li> <li>• Informational: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations</li> </ul>	<ul style="list-style-type: none"> <li>*Historical Event</li> <li>*Scientific Idea</li> <li>*Technical Procedure</li> <li>*Figurative Language</li> <li>*Simile</li> <li>*Metaphor</li> <li>*Adage</li> <li>*Idiom</li> <li>*Organized</li> <li>*Formal English</li> <li>*Informal English</li> <li>*Speaker</li> <li>*Clarity</li> </ul>

and multimedia when useful to aiding comprehension. **Opinion:** Provide reasons that are supported by facts and details. **Narrative:** Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.

- **Informational:** Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension. **Opinion:** Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion. **Narrative:** Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.
- Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.

#### Assessment(s)

- **Teacher Observation**
- **Student self-assessment and peer evaluation checklists**

- **Individual conferencing**
- **Notebook check**
- Writing Skills rubric

**Suggested Strategies to Support Design of Coherent Instruction**

**Differentiation**

**Interdisciplinary Connections**

**Additional Resources**

**Created By**

**Mercer Elementary Staff**



Copy of ELA Grade 4 Module 5

Subject	Grade	Module	Suggested Timeline
English Language Arts	4	5	4 weeks

### Grade Level Summary

In fourth grade, students read skillfully with meaning and purpose using appropriate comprehension and vocabulary strategies. They examine multiple points of view and the structural elements of text. Emphasis is on drawing evidence from text as they read, discuss, reflect, and respond to informational text and a wide variety of literary genres with an inclusion of texts from other cultures. They explore the theme of texts and begin to move from integrating information from one text to several texts. Students read for pleasure and continue to choose books based on personal preference, topic, theme, or author.

Students write for a range of purposes, including describing, telling a story, and explaining. They produce writing that goes beyond formulaic compositions to more self-directed pieces that include domain-specific vocabulary, precise language, and using transition words to convey meaning. Because they are aware of the interdependence of the topic, audience, purpose, and form, they select and sometimes adapt basic forms to meet specific requirements. Their understanding and use of figurative language introduces imagery to their writing. Informational writing reflects understanding of specific purpose, often requiring gathering, paraphrasing, and synthesizing facts and details from a number of resources to express and justify an opinion. There is an increased use of technology, including the internet. Students are more aware of the conventions of writing as they reflect on their strengths and weaknesses and strive to improve.

### Grade Level Modules

**Module 1: Becoming a Close Reader and Writing to Learn**

**Module 2: Researching to Build Knowledge and Teaching Others (emphasis on narrative text types and writing)**

**Module 3: Researching to Build Knowledge and Teaching Others (emphasis on informational text types and writing)**

**Module 4: Considering Perspectives and Supporting Opinions (emphasis on opinion writing comparing texts)**

**Module 5: Considering Perspectives and Supporting Opinions (emphasis on opinion writing explaining with textual reasons)**

**Module 6: Gathering Evidence and Speaking to Others**

**Module 7: Literary Analysis**

## Module Title

### Module 5: Considering Perspectives and Supporting Opinions (emphasis on opinion writing explaining with textual reasons)

## Module Overview

In this module, students consider perspectives and support opinions by reading and integrating information from at least two texts of the same topic. They compare and contrast an event of a topic told from two different points of view. Students write opinion pieces on the topics or texts that were analyzed and create an organizational structure that includes related ideas grouped to support the writer's purpose. Academic vocabulary is filtered throughout the module where students are given multiple opportunities to engage in discussions.

## Module Objectives

At the end of this module, students will be able to independently use their learning to:

- Compare and contrast an event or topic told from two different points of view *while citing relevant details from text to support what the text says explicitly and make inferences*
- Write opinion pieces on topics or texts by providing reasons that are supported by facts and details following an organizational structure that includes related ideas grouped to support the writer's purpose *and linked in a logical order with a concluding statement or section related to the opinion*
- Engage effectively in a range of collaborative discussions on grade level topics and texts while building on others ideas and expressing their own clearly

**\*\*Objectives in module four and five are very similar. The bold text is the increased rigor in module 5.**

## Focus Standards Addressed in this Module

### [CC.1.2.4.I](#)

Integrate information from two texts on the same topic to demonstrate understanding of that topic.

### [CC.1.3.4.B](#)

Cite relevant details from text to support what the text says explicitly and make inferences.

### [CC.1.3.4.D](#)

Compare and contrast an event or topic told from two different points of view.

#### [CC.1.3.4.E](#)

Explain major differences between poems, drama and prose and refer to the structural elements of each when writing or speaking about a text.

#### [CC.1.4.4.G](#)

Write opinion pieces on topics or texts.

#### [CC.1.4.4.I](#)

Provide reasons that are supported by facts and details.

#### [CC.1.4.4.J](#)

Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion.

#### [CC.1.5.4.A](#)

Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

### Important Standards Addressed in this Module

#### [CC.1.1.4.E](#)

Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### [CC.1.4.4.X](#)

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.

#### Misconceptions

When writing, authors always have one distinct audience or one distinct purpose.

If the purpose is to entertain, then the work must be funny or have a happy ending

#### Proper Conceptions

**Authors may have in mind multiple audiences, and purposes may be mixed.**

**In this sense, "to entertain" means simply to keep you interested in what will happen next. Story telling of any kind--dramatic, action-packed, romantic, tear-jerker, you name it--all count as entertainment. So it is with the author's purpose, "to entertain."**

Concepts	Competencies	Vocabulary
<ul style="list-style-type: none"> <li>• Point of View</li> <li>• Text Analysis</li> <li>• Collaborative Discussion</li> <li>• Purpose, Audience and Task</li> </ul>	<ul style="list-style-type: none"> <li>• Refer to details and examples in text to support what the text says explicitly and make inferences.</li> <li>• Integrate information from two texts on the same topic to demonstrate understanding of that topic.</li> <li>• Compare and contrast an event or topic told from two different points of view.</li> <li>• Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing and speaking about a text.</li> <li>• Informational: Identify and introduce the topic clearly. Opinion: Introduce the topic and state an opinion on the topic. Narrative: Orient the reader by establishing a situation and introducing a narrator and/or characters.</li> <li>• Informational: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. Opinion: Provide reasons that are supported by facts and details. Narrative: Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.</li> </ul>	<ul style="list-style-type: none"> <li>*Express</li> <li>*Respond</li> <li>*Pose</li> <li>*Paraphrase</li> <li>*Audience</li> <li>*Writer's Purpose</li> <li>*Convey</li> <li>*Collaborate</li> <li>*Adjective</li> <li>*Prepositional Phrase</li> <li>*Pronoun</li> <li>*Relative Pronouns</li> <li>*Verb</li> </ul>

- **Informational:** Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension. **Opinion:** Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion. **Narrative:** Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.
- Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.

#### Assessment(s)

- **Teacher Observation**
- **Student self-assessment and peer evaluation checklists**
- **Individual conferencing**
- **Notebook check**
- Writing Skills rubric

#### Suggested Strategies to Support Design of Coherent Instruction

#### Differentiation

#### Interdisciplinary Connections

#### Additional Resources

**Created By**

**Mercer Elementary Staff**

Copy of ELA Grade 4 Module 6

Subject	Grade	Module	Suggested Timeline
English Language Arts	4	6	5 weeks

**Grade Level Summary**

In fourth grade, students read skillfully with meaning and purpose using appropriate comprehension and vocabulary strategies. They examine multiple points of view and the structural elements of text. Emphasis is on drawing evidence from text as they read, discuss, reflect, and respond to informational text and a wide variety of literary genres with an inclusion of texts from other cultures. They explore the theme of texts and begin to move from integrating information from one text to several texts. Students read for pleasure and continue to choose books based on personal preference, topic, theme, or author.

Students write for a range of purposes, including describing, telling a story, and explaining. They produce writing that goes beyond formulaic compositions to more self-directed pieces that include domain-specific vocabulary, precise language, and using transition words to convey meaning. Because they are aware of the interdependence of the topic, audience, purpose, and form, they select and sometimes adapt basic forms to meet specific requirements. Their understanding and use of figurative language introduces imagery to their writing. Informational writing reflects understanding of specific purpose, often requiring gathering, paraphrasing, and synthesizing facts and details from a number of resources to express and justify an opinion. There is an increased use of technology, including the internet. Students are more aware of the conventions of writing as they reflect on their strengths and weaknesses and strive to improve.

**Grade Level Modules**

- Module 1: Becoming a Close Reader and Writing to Learn
- Module 2: Researching to Build Knowledge and Teaching Others (emphasis on narrative text types and writing)
- Module 3: Researching to Build Knowledge and Teaching Others (emphasis on informational text types and writing)
- Module 4: Considering Perspectives and Supporting Opinions (emphasis on opinion writing comparing texts)
- Module 5: Considering Perspectives and Supporting Opinions (emphasis on opinion writing explaining with textual reasons)
- Module 6: Gathering Evidence and Speaking to Others
- Module 7: Literary Analysis

## Module Title

### Module 6: Gathering Evidence and Speaking to Others

## Module Overview

In this module, students read various informational pieces about a topic and gather evidence. They form an understanding of the issues surrounding a topic and create an engaging product that explains the effect of the informational topic by adding visual displays, audio recordings, and other media formats. Students have the opportunity to present their findings and speak in complete sentences in order to provide requested detail or clarification. Academic vocabulary is filtered throughout the module where students are given multiple opportunities to engage in discussions.

## Module Objectives

At the end of this module, students will be able to independently use their learning to:

- Integrate information from two texts on the same topic to demonstrate understanding
- Write opinion pieces on topics or texts by providing reasons supported by facts and details, following an organizational structure
- Use technology to produce and publish writing as well as interact and collaborate with others while reporting on a topic or text that uses facts and relevant, descriptive details to support main ideas of themes

## Focus Standards Addressed in this Module

### CC.1.2.4.I

Integrate information from two texts on the same topic to demonstrate understanding of that topic.

### CC.1.4.4.G

Write opinion pieces on topics or texts.

### CC.1.4.4.I

Provide reasons that are supported by facts and details.

### CC.1.4.4.J

Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion.

### CC.1.4.4.U

With some guidance and support, 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.

#### CC.1.4.4.W

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

#### CC.1.5.4.D

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 with adequate volume, appropriate pacing, and clear pronunciation.

### Important Standards Addressed in this Module

#### CC.1.1.4.E

Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### CC.1.4.4.X

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.

#### Misconceptions

Students tend to think the teacher is the only person who will be reading their writing and is the audience for whom they write to.

Following an organizational structure is boring and uncreative.

#### Proper Conceptions

Authentic writing experiences require students to be aware of many different audiences (teachers, classmates, the community, etc.). Writing is more exciting when it is shared.

Following an organizational structure helps to form a writer's thoughts based on textual evidence while communicating intentions to an audience.

#### Concepts

- Text Analysis
- Vocabulary Acquisition and Use
- Diverse Media
- Response to Literature
- Collaborative Discussion

#### Competencies

- Integrate information from two texts on the same topic to demonstrate understanding of that topic.
- Informational: Identify and introduce the topic clearly. Opinion:

#### Vocabulary

- \*Problem Solution
- \*Cause and Effect
- \*Main Idea
- \*Comparison

- Introduce the topic and state an opinion on the topic. Narrative: Orient the reader by establishing a situation and introducing a narrator and/or characters.
- **Informational:** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. **Opinion:** Provide reasons that are supported by facts and details. **Narrative:** Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.
  - **Informational:** Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension. **Opinion:** Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion. **Narrative:** Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that
- \*Discussion  
\*Contribute  
\*Collaborative  
\*Roles  
\*Prose  
\*Poem  
\*Drama  
\*Traditional Literature  
\*Myth

follows from the narrated experiences and events.

- **With some guidance and support, 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.**
- **Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.**
- **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 with adequate volume, appropriate pacing, and clear pronunciation.**

#### Assessment(s)

- **Teacher Observation**
- **Student self-assessment and peer evaluation checklists**
- **Individual conferencing**
- **Notebook check**
- **Writing Skills rubric**

#### Suggested Strategies to Support Design of Coherent Instruction

#### Differentiation

#### Interdisciplinary Connections

#### Additional Resources

#### Created By

Mercer Elementary Staff

Copy of ELA Grade 4 Module 7

Subject	Grade	Module	Suggested Timeline
English Language Arts	4	7	4 weeks

### Grade Level Summary

In fourth grade, students read skillfully with meaning and purpose using appropriate comprehension and vocabulary strategies. They examine multiple points of view and the structural elements of text. Emphasis is on drawing evidence from text as they read, discuss, reflect, and respond to informational text and a wide variety of literary genres with an inclusion of texts from other cultures. They explore the theme of texts and begin to move from integrating information from one text to several texts. Students read for pleasure and continue to choose books based on personal preference, topic, theme, or author.

Students write for a range of purposes, including describing, telling a story, and explaining. They produce writing that goes beyond formulaic compositions to more self-directed pieces that include domain-specific vocabulary, precise language, and using transition words to convey meaning. Because they are aware of the interdependence of the topic, audience, purpose, and form, they select and sometimes adapt basic forms to meet specific requirements. Their understanding and use of figurative language introduces imagery to their writing. Informational writing reflects understanding of specific purpose, often requiring gathering, paraphrasing, and synthesizing facts and details from a number of resources to express and justify an opinion. There is an increased use of technology, including the internet. Students are more aware of the conventions of writing as they reflect on their strengths and weaknesses and strive to improve.

### Grade Level Modules

**Module 1: Becoming a Close Reader and Writing to Learn**

**Module 2: Researching to Build Knowledge and Teaching Others (emphasis on narrative text types and writing)**

**Module 3: Researching to Build Knowledge and Teaching Others (emphasis on informational text types and writing)**

**Module 4: Considering Perspectives and Supporting Opinions (emphasis on opinion writing comparing texts)**

**Module 5: Considering Perspectives and Supporting Opinions (emphasis on opinion writing explaining with textual reasons)**

## **Module 6: Gathering Evidence and Speaking to Others**

### **Module 7: Literary Analysis**

#### **Module Title**

**Module 7: Literary Analysis**

#### **Module Overview**

In this module, students read various literary text pieces and further practice determining a theme from the details in the text. They are given opportunities to explain the differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a narrative text. Students expand their skills in determining meaning of words and phrases as they are used in grade level text (including figurative language). Using dialogue and descriptions to develop experiences and events in narrative writing is important in this module. Academic vocabulary is filtered throughout the module where students are given multiple opportunities to engage in discussions.

#### **Module Objectives**

At the end of this module, students will be able to independently use their learning to:

- **Determine a theme of a text from details in the text, summarize the text, and explain major differences between poems, drama, and prose while referring to the structural elements of each when writing or speaking**
- **Write narratives to develop real or imagined experiences or events by using dialogue and descriptions to develop or show the responses of characters to situations while using concrete words, phrases and sensory details to convey the experiences and events precisely**

#### **Focus Standards Addressed in this Module**

##### **CC.1.3.4.A**

**Determine a theme of a text from details in the text; summarize the text.**

##### **CC.1.3.4.E**

**Explain major differences between poems, drama and prose and refer to the structural elements of each when writing or speaking about a text.**

##### **CC.1.3.4.F**

**Determine the meaning of words and phrases as they are used in grade-level text, including figurative**

language.

#### CC.1.4.4.M

Write narratives to develop real or imagined experiences or events.

#### CC.1.4.4.O

Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.

### Important Standards Addressed in this Module

#### CC.1.1.4.E

Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### CC.1.4.4.X

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.

#### Misconceptions

In Readers Theater is only for small children or for those with extensive theatrical experience. Students must memorize their parts, scripts are difficult to find and adapt, and a great deal of time and preparation are required for this instructional technique.

#### Proper Conceptions

Readers Theater is for any age and reading ability. Possible scripts exist in any material used in the classroom, and that these scripts may quickly be adapted by the students and performed soon afterwards. Readers Theater is not limited to those students with a high level of speaking proficiency; instead, students of all levels can participate in this activity which can involve the entire class.

#### Concepts

- Main Idea
- Analysis Across Texts
- Theme
- Text Analysis
- Organization for Writing
- Writing Style
- Writing Conventions
- Technology and Publication
- Collaborative Discussion

#### Competencies

- Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing and speaking about a text.
- Determine the meaning of words and phrases as they are used in grade level text, including figurative language.
- Determine a theme of a text from details in the text; summarize the text.

#### Vocabulary

- **Informational: Identify and introduce the topic clearly. Opinion: Introduce the topic and state an opinion on the topic. Narrative: Orient the reader by establishing a situation and introducing a narrator and/or characters.**
- **Informational: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. Opinion: Provide reasons that are supported by facts and details. Narrative: Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.**

#### Assessment(s)

- **Teacher Observation**
- **Student self-assessment and peer evaluation checklists**
- **Individual conferencing**
- **Notebook check**
- **Writing Skills rubric**

#### Suggested Strategies to Support Design of Coherent Instruction

#### Differentiation

#### Interdisciplinary Connections

#### Additional Resources

#### Created By

Mercer Elementary Staff