

CASD English Language Arts 4th Grade Curriculum Map

Reading, Writing, Speaking and Listening

2016 Chambersburg Area School District

Key Reading Comprehension Strategies to be used throughout the year:

- ***Monitoring-*** tracking comprehension and using repair strategies as needed to keep meaning on track.
- ***Inferring-*** drawing conclusions using information from the text along with prior knowledge.
- ***Questioning-*** asking and seeking answers to who, what, when, where, why, and how questions.
- ***Visualizing-*** mentally representing the text events.
- ***Deciding what's important-*** using reader purpose to determine important ideas and themes.
- ***Summarizing-*** rethinking key ideas and details.

Phonics, Word Recognition and Vocabulary

This standard supports students in learning to recognize and identify written words and apply spelling patterns in writing

MP #1-4

CC.1.1.4.D-Know and apply grade-level phonics and word analysis skills in decoding words.

Objectives “The Students will”

- Identify and know the meaning of the most common prefixes and derivational suffixes.
- Decode words with common Latin suffixes.
- Decode multisyllabic words.
- Read accurately unfamiliar multisyllabic words in context and out of context.
- Read grade-appropriate irregularly spelled words.

Guiding Questions and Prompts

- *What are some words with parts that look like this?*
- *How would you break this work into syllables?*
- *What is the base word?*
- *What is the prefix/suffix? How does it change the base word?*
- *Is this a pattern you have seen before?*
- *Where can you find that word in the room?*

Possible Student Tasks

- Mini-lesson activities included in Sitton Spelling manual-consider using the Spelling Inventory in your ELA binder as well as the 4th grade word study timeline to decide which mini-lesson to teach based on student need (think what 80% of your students need).
- Word sorts (e.g., sort by number of syllables, with or without suffixes, etc.)
- Shared Reading (focus on words-e.g., **expansion**-What are some other words similar to this word? What is another way to spell “ion” at the end of a word? How does knowing the base word **expand** help us figure out this word?)
- Spelling in parts (break multisyllabic words in chunks)
- Word wall activities

Materials / Assessments / Recommended Titles

- Sitton Spelling assessments
- Student writing
- Running records
- Miscue analysis of running records
- Ongoing student checklists and anecdotal notes
- The Common Core Lesson Book (Gretchen Owocki)

Teaching Notes

- Use the Sitton Spelling scope and sequence.
- Spelling Inventory
- Making Words
- Analyze running records to identify decoding deficiencies. Teach decoding strategies during guided reading. Students apply these strategies during guided and independent reading.

Foundational Skills - Accuracy and Fluency

Range of Reading – Informational & Literature

This standard supports students in learning to read accurately and fluently in order to decode text with purpose and understanding.

The Range of Reading Standard supports students as they read text (including informational, literary nonfiction, and fiction) on grade level. *By the end of the year, students should be able to read and comprehend literature including stories, dramas and poetry as well as informational text including history/social studies, science, and technical text, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (Common Core State Standards Initiative).* **MP #1-4**

CC.1.1.4.E – Read with accuracy and fluency to support comprehension.

CC.1.2.4.L- Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.3.4.K- Read and comprehend literary fiction on grade level, reading independently and proficiently .

Objectives “The Students will”

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

Guiding Questions and Prompts

- Do you know what the word ____ means?
- You said, “The trees are **peas**.” Where was the tricky part? What can you do to fix it?
- Does the word you said look like the word in the text? How could you get a little closer?
- Why do you think you made the mistake?
- What else in the sentence can help you determine you are right?
- Read it again like you were talking.
- Does that make sense?

Possible Student Tasks

- Reread for fluency.
- Use poetry to aid readers struggling with fluency.
- Eliminate finger pointing while reading, but encourage its use at the tricky parts.
- Performance reading – poetry, readers’ theatre, etc.

- Listening centers for students struggling with fluency (Storylineonline.net).
- Sight word practice (these are a student's reading anchors).

Materials / Assessments / Recommended Titles

- Running Records
- Guided Reading books at the students' instructional levels
- Consider using independent books to practice fluency.
- Leveled Readers' Theatre books (These are black and gold and in each building.)
- Houghton Mifflin Anthology stories

Teaching Note

- Focus on one objective in guided reading (e.g., fluency, accuracy, how to read dialogue, etc.)
- You may wish to move students to **independent** level books to practice fluency.
- See your literacy coach or intervention specialist for intervention materials that address accuracy and fluency.
- Model fluent reading (intonation, expression, and rate) during your read alouds and shared reading. Make errors in accuracy in front of the students and show them how you go back and fix your mistakes.

Phonics, Word Recognition and Vocabulary

This standard supports students in determining and interpreting the meanings of key words and phrases in texts in an effort to develop a word consciousness-an awareness of and an interest in learning and using new words.

MP #1-4

CC.1.2.4.F/CC.1.3.4.F Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.

CC.1.2.4.K/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.1.2.4.J/CC.1.3.4.J 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 are basic to a particular topic.

Objectives “The Students will”

- Use context as a clue to the meaning of a word or phrase.
- Determine the meaning of a new word when a known affix is added (e.g., *heat/preheat, hope/hopeless*).
- Determine the meaning of general academic and domain-specific words and phrases used in a text.
- Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *barrel of fun, sixth sense*).

Vocabulary

similes, metaphors, personification, hyperbole, literal, non-literal, figurative, meaning, analogy, onomatopoeia, synonyms, antonyms, figurative language, idioms, affixes, Greek/Latin roots, multiple meaning words, precise language, academic speaking, conversational speaking, alliteration, homonym, mythological allusion, reference, dictionary strategies

Guiding Questions and Prompts

- *Can we use our own logic to figure out this word?*
- *Is this word one I should try to understand or is it not important here?*
- *Do the surrounding sentences provide any clues?*
- *Do I recognize any of the word parts?*
- *What are the precise words the author used?*
- *What are the precise words that show actions/emotions?*

Possible Teacher Tasks

- Word Strategies-*replace with a synonym, use context clues, look for word chunks, stretch it, and reread.*
- As a class, create various vocabulary walls or anchor charts containing figurative language. See vocabulary above.

- Think aloud as you read poetry, stories, and informational texts emphasizing interpretation of figurative language. Discuss how the figurative language adds meaning or understanding to the text.
- Model how to identify key vocabulary using graphic organizer found on page 211 in Owocki book.
- Greek and Latin Roots: Unit 2, page 15.

Possible Student Tasks

- Students collect examples of figurative language as they read then draw or illustrate the meaning (Frayer model).
- **Hey! That Sounds Just Like a Word I Know** – Students identify a word that is unknown. Then, they **THINK** of a word they know that looks or sounds like the word. **THINK**...what does the other word mean? **CHECK**...how does the other word help me understand the new word. (e.g., the new word is photosynthesis. **THINK**...I know the words photo and photograph. **THINK**...photo means light or a synonym is a picture. **CHECK**...I am reading about plants making food so photosynthesis might mean using light to make food for the plant.
- **Insert a Synonym** – When students come to an unknown word, they substitute a synonym based on what they think the word means and the larger context. Read on to check that it makes sense. (e.g., *The young girl was timid when she walked into the packed movie theatre. "I am going to try the synonym **shy** and read on to see if it makes sense."*
- **Flip Book or Interactive Notebook**-Students make flip books or interactive notebook pages using *affixes* with meaning, picture, word examples and a sentence.
- **Hand Motions** – for common Greek/Latin roots, place them on individual word cards. Teach the students a motion that represents the root. The teacher shouts out the root and the class makes a body motion. For example, "*therm*" can be represented by waving a hand in front of the face to show heat. "*Graph*" can be represented by pretending to have a pen in a hand and imitating writing.
- **Independent Word Meanings**- While reading an informational text during independent reading, students write 2-3 unknown words on a graphic organizer such as the one found on page 211 of the Owocki book. They determine a synonym or a possible meaning based on context clues. 1-2 students can share at the end of independent reading.
- **Shades of Meaning Sorting**- See Unit 3, page 88.
- **Meaningful Sentence**-See Unit 2, page 15.
- **Personal Dictionary**-Students collect new words to use when writing in a personal dictionary.

Materials / Assessments / Recommended Titles

- *Martin's Big Words* (Rappaport)
- *Many Luscious Lollipops* (Heller)
- *Max's Words* (Banks)
- *A Chocolate Moose for Dinner* (Gwynne)
- Sitton resource book for grade 4

Teaching Notes

- Consider adding a "wow" word wall. The teacher instructs the students on the vocabulary words prior to the lesson. These words are written in large print on a card. Post these for students to reference for speaking and writing.

• Readers' notebooks • Vocabulary work stations • Florida Binder (It is filled with work stations on prefixes and suffixes). • <i>Heat Wave</i> in Houghton-Mifflin • <i>Scholastic News, Storyworks, NewsELA, Read Works, Read, Write, Think</i> • There are various Apps for Greek/Latin roots. • See Unit 3 for multiple meaning words from <i>Box Turtle</i>. • See Units 2 and 3 for similes and metaphors.	To make this wall even more powerful, consider sorting the words by parts of speech (noun, verb, adjective, and adverb).
---	---

Reading Informational Text: Key Ideas and Details, Text Analysis

This standard supports students in close reading to determine what the text says explicitly and make inferences. The goal is to make interpretations of details as well as the main idea. **MP #1 (Spiral 2-4)**

CC.1.2.4.B – Refer to details and examples in text to support what the text says explicitly and make inferences.

Objectives “The Students will”

- Refer to details and examples in a text when explaining what the text says explicitly.
- Cite relevant details from the text to make inferences.
- Read a text in different ways depending on the **purpose**. (Answering specific questions vs. looking for general information by skimming and scanning vs looking at pictures rather than reading the text.)

Vocabulary

cite evidence, infer (inference), schema, explicitly (“right there”), paraphrase, explain

Guiding Questions and Prompts

- *What can we infer about this individual (in nonfiction)? How do we know this?*
- *What are some reasons _____?*
- *What can infer about _____?*
- *How do we know _____?*
- *What evidence leads us to think so?*
- *What is the author telling us? Not telling us?*
- *What is our purpose for reading this text?*
- Consult the PSSA released items for sample questions.
- Ask about the **BEST response**. *Which detail best supports...? What is the best summary of the text?*

Possible Student Tasks

- **20 Word Response** – Students talk through a text (or section) answering, *What is this about?* Create a response in 20 words or less that answers the question.
- Have students write or orally share their thinking.
- **Stop and Chats** – Partners or teams place a marker at an agreed upon stopping point. Upon reaching this point, they exchange their thoughts about what they have read so far. *What is this part about? What did the author teach in this section?* Stop and Chats can continue through the rest of the text.
- **Number One Sentence** – Students use highlighters to mark what they think is the most important sentence in a designated passage. Come together as a class. *Which sentence is the best sentence to explain what is most important?*
- **Number One Word** – Same as the **Number One Sentence** task only students determine only one word.
- Students find an illustration related to the purpose of the reading. Make a list of details based on the illustration.

Materials / Assessments / Recommended Titles • Consider making an anchor chart with the class using one of the following acronyms. GO APE (A= answer the question, P= prove with evidence, E= explain the evidence) OR RACE (R= restate the question, A= answer the question, C= cite evidence, E=explain) • A “W” organizer- <i>who, what, when, where, how and why</i> • Consider using nonfiction from the science or social studies books or leveled readers. • <i>How to Make Inferences</i>, pg. 19 Unit 1 Resources • <i>What Am I Poems</i>, pgs. 20-27 • <i>ReadWorks.org</i> • <i>NewsELA.com</i> • <i>TweenTribune.com</i> • Curriculum Assessments in Units 1 and 2 (Weather Unit) • Resources for mentor texts: Heinemann.com	Teaching Note • Be certain to model and think aloud when YOU infer during shared reading or a read aloud of informational text. Ask yourself, “Am I giving my students instructions or modeling for them how to do something?” I DO, WE DO, YOU DO. • <u>We strongly suggest using the vocabulary word <i>explain</i> rather than <i>expound</i>. Students understand the word “explain” and they will not see the word “expound” on a formal assessment.</u>
---	--

Reading Literature: Key Ideas and Details, Text Analysis

This standard supports students as they *read* closely for deep understanding and to determine what the text says explicitly while making inferences.

CC.1.3.4.B- Cite relevant details from text to support what the text says explicitly and make inferences.

Objectives “The Students will”

- Use the process of **reading closely** and strategically (*activating, monitoring-clarifying, inferring, questioning, visualizing, searching-selecting, and summarizing*).
- Understand what the text says explicitly (right there).
- Understand what the text says implicitly (the author and me).
- Use annotation or reading response to help collect evidence and track meaning.

Vocabulary

infer/inference, evidence, details, cite, relevant, explicit, prior knowledge, schema, literal, prove, analyze, annotate, quotation, claim, argument

Guiding Questions and Prompts

- *I am confused so I will try...*
- *I am wondering...*
- *I am inferring....*
- *This makes me think...*
- *What can we infer about the character? How do we know this?*
- *What can we infer about what the character is feeling?*
- *What can we infer are the character's reasons for doing this?*
- *What can we infer might happen next?*
- *What in the text supports that?*
- *What does the author assume we know?*

Standard Question Stems

- *Which detail from the passage shows that _____?*
- *Why do the characters most likely _____?*
- *Why do the characters think _____?*

Possible Teacher Tasks:

- **Paper Bag Activity-** Place items in a paper bag. Give clues to students about the unknown item. The class has to infer what the item is.
- Model inferring with *Two Bad Ants* by VanAllsburg.
- Model collecting relevant evidence from the teaching using **Evidence from the Text Graphic Organizer** (p. 9, Owocki).
- **Inferences** – Unit 1, page 19

Possible Student Tasks

- At the end of a reading session (whole group, independent, or in groups), students respond to a question or reflect and write in a reading journal or notebook. Students can write about *noticings*, annotations, or connections with evidence from the text to support what they noticed or connected.
- **Interactive journals or blogs-**Students write or post about a section of text. Other students respond to the other

students' writings or posts.

- **Stop-and-Chats**-The teacher first models the stop-and-chat process. It is reading at predetermined stopping points in a book to stop-and-chat with a partner or small group. At first, the teacher would most likely provide two or three questions. As students become more proficient at reading strategically and annotating text, students could pose questions to the group for discussion.
- **Aha Moment**-Looking for a character's *Aha Moment* helps find the lesson or theme of a story. Look for these moments toward the end of the story when the character resolves the problem or the character changes. Mark with a sticky note to explain what the character is saying or thinking, and what it means.
- **Book Review** – see Owocki pages 18-19

Materials / Assessments / Recommended Titles

- Two column notes-Use one column for thinking and the second column for evidence. Link thinking and evidence with an arrow.
- Graphic organizers on which to record evidence of thinking while reading.
- Sticky notes
- Annotating bookmarks with sample annotating symbols (see below)
- *The Common Core Reading Book* (Gretchen Owocki)
- *TDQ; Text Dependent Questions*
 - (Douglas Fisher & Nancy Frey)
- *7 Strategies of Highly Effective Readers* (Elaine K. McEwan)
- *The Reading Strategies Book* (Jennifer Serravallo)
- [Snack Attack video](#)
- See “What Am I?” poems from Unit 1, pgs. 20-25.

Teaching Notes

- The **comprehension strategies**, *activating, monitoring-clarifying, inferring, questioning, visualizing, searching- selecting, and summarizing*, must be taught explicitly and modeled as *think-alouds* both in shared reading, read aloud, and guided reading.
- Students need to persevere and repair meaning when reading complex texts if meaning breaks down by *rereading, rethinking, using illustrations, using text features, and thinking aloud*.
- Read the text aloud, pausing at points to show the students how you read closely, track meaning, monitor your understandings, and think through any questions you may have. Let them “see” your thinking processes, and encourage them to do the same types of deep thinking as they read independently, (Owocki)
- **Text Dependent Analysis (TDA) Question**-This type of reading develops the thinking that undergirds the TDA. *Students cannot write an analysis essay unless they can understand and analyze a text.* Students should read, think, analyze, and discuss a text. TDA questions should build student thinking over time so eventually, through the gradual release of

* Important Word and
Phrases

○ Unfamiliar Words

? Questions you may have

! Something that surprised
You

____ Main idea or theme

____ Key Idea or Detail

∞ Connections

responsibility model, students can go through the analysis process independently then write about their thinking (TDA).

- Authors *imply*, readers *infer*.
- Close reading helps students build the habit of taking time to comprehend before forming opinions (Fisher & Frey, pg. 96).

Reading Informational Text: Key Ideas and Details, Main Idea

This standard supports students in determining the main idea, explaining how that main idea is supported by details, and summarizing the text. **MP #1 (Spiral 2-4)**

CC.1.2.4.A – Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Objectives “The Students will”

- Determine the main idea of a text and explain how it is supported by key details.
- Summarize the text.
- Describe how topic is different than main idea.

Vocabulary

main idea statement, key details, recount, summarize, essential information, nonessential information

Guiding Questions and Prompts

- *What is this passage mostly about? What's most important?*
- *What is the author trying to teach us?*
- *Why are we reading this? What is our purpose?*
- *Let's state the main idea in one sentence.*
- *How is the topic different from the main idea?*
- *Do the text features give us any clues as to the main idea?*
- *What are the key details to support the main idea?*
- *What is this paragraph (or section) mostly about?*
- Determine the **BEST response**. Which detail best supports...
- *What is the best summary of the text?*

Possible Student Tasks

- **Backwards Summary** – Give the students the key details and they must determine the main idea.
- Use a 4 square or other graphic organizer to pull out the main idea and the key details.
- Use the text structure to help summarize the text. (The author's way of organizing influences how we summarize.)
- Write the main idea and/or the key details in the margin of the text or on sticky notes.
- **3-2-1 Strategy** – Students write 3 of something, 2 of something, and 1 of something. The teacher determines what the “something” is such as 3 causes of erosion, 2 ways to prevent erosion, and 1 way people can help. Turn these into summaries.
- **Stop and Think** – While reading nonfiction during independent reading, students stop and think after each section or page. They jot down a key detail. When they are done with a chapter or section, they use these notes to write a summary.

Materials / Assessments / Recommended Titles

- www.pdesas.org can be accessed for passages for modeling as well as assessments. Click on *assessments*, then *assessment builder*, then *grade 4* and finally *ELA*. Check out “Thank You, Lab Detective” (Ripley), “The Bits-and-Pieces

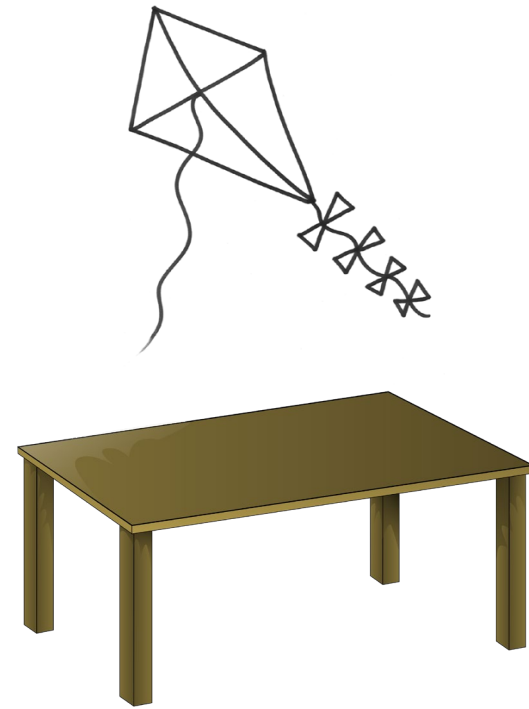
Teaching Notes

- Consult the PSSA released items for sample questions.
- Keep in mind **I DO, WE DO, YOU DO**

Platypus" (Gershator), "Let's Hear It for the Turkey Vulture" (Bowdish) and other informational passages.

- Draw a table (or other organizer) on an exit ticket for students to determine main idea and details.
- Oral and written summaries (This is very beneficial for students during read to self. Each student would need a nonfiction book).
- *ReadWorks.org*
- *NewsELA.com*
- *Passageways*
- *6 Minute Solutions*
- *Comprehension Plus*
- *TweenTribune.com*
- *The Circulatory System* (or any of the systems of the body) pgs. 56-58 in Unit 1 resources
- Anchor charts that are the same graphic organizers the students will be using independently- some that work well include a table with 4 legs, or a kite. The top of the table is the main idea sentence and the details go on each of the 4 legs. The table needs the legs to support the main idea (table top) or else we would not have a table. Another easy one for the students to relate to is a kite. The main idea is written on the kite and the bows going down the string each contain a detail.

- Emphasize to students that main idea is more specific than the topic. Students should be able to state the main idea in sentence format.



"Clouds" Summary Exemplar

This summary scored a 3 for the following reasons

- Used topic sentence strategy (IVF) which included the main idea
- Used the most important details from the text in their own words
- Used transition words to begin sentences
- Wrote a conclusion that summed up the main ideas in the text
- Used correct capitalization, punctuation, and spelling

"Clouds" by www.scienceforkids.com and www.readworks.org describes how clouds form and the different types of clouds. Clouds form when wind picks up water from the earth and carries it into the air where the water and ice droplets gather together and create clouds. One type of cloud that the droplets can form is called a cumulus cloud. Cumulus clouds can be big, white and puffy. If they are white and puffy it will not rain, but if they turn gray that means that rain is coming. Another type of cloud is a stratus cloud. They are gray, low to the ground and look like a blanket covering the sky. When there are stratus clouds in the sky it means that it is going to rain

or snow. The next type of cloud is a cirrus cloud. They are very high in the sky and look feathery. If the sky is blue and you see cirrus clouds, the weather will be nice. The final type of cloud is the nimbus cloud. Nimbus clouds mean that a thunder storm is coming and there may be thunder and lightning. Clearly, if you can identify these clouds it will make it easy for you to know how the weather will be for the day!

Reading Literature: Key Ideas and Details, Theme

This standard supports students as they determine the theme (central message) in literature. In addition, they are learning to summarize key details in a text. **MP #1 (Spiral 2-4)**

CC.1.3.4.A – Determine the theme of a text from details in the text; summarize the text.

Objectives “The Students will”

- Summarize the text in sequence (making reference to the characters, setting, problem, key events, and resolution).
- Determine the central message (theme).
- Support the theme with evidence from the text.
- Determine the key ideas that might lead to the theme or central message.

central message- The author's statement of his/her beliefs.

theme- A topic of discussion or work; a major idea broad enough to cover the entire scope of a literary work. A theme may be stated or implied. Clues to the theme may be found in the prominent and/or recurring ideas in a work.

Vocabulary

central message, theme, summarize, retell, lesson, moral, characters, setting, problem, key events, resolution, plot, myth, legend, fable, folktale, sequence, infer, essential, non-essential

Guiding Questions and Prompts

- *Who are the characters?*
- *What problem/goal/challenge does the main character face?*
- *How does the main character attempt to solve the problem?*
- *What will/does the character learn from his experiences?*
- *Do you have an idea of what the central message or theme may be?*
- *What details point toward that idea as the central message or theme?*
- *Which possible themes from our anchor chart can we eliminate for this story/passage/text?*
- *Which details support your idea of what the central message or theme might be?*
- *What does a good summary include?*
- *Summarize the text.*

Standard Question Stems

- *What is the central theme of the passage?*
- *Which **two** details from the passage support the answer in Part One?*
- *What is the **best** summary of the passage?*

Possible Teacher Tasks

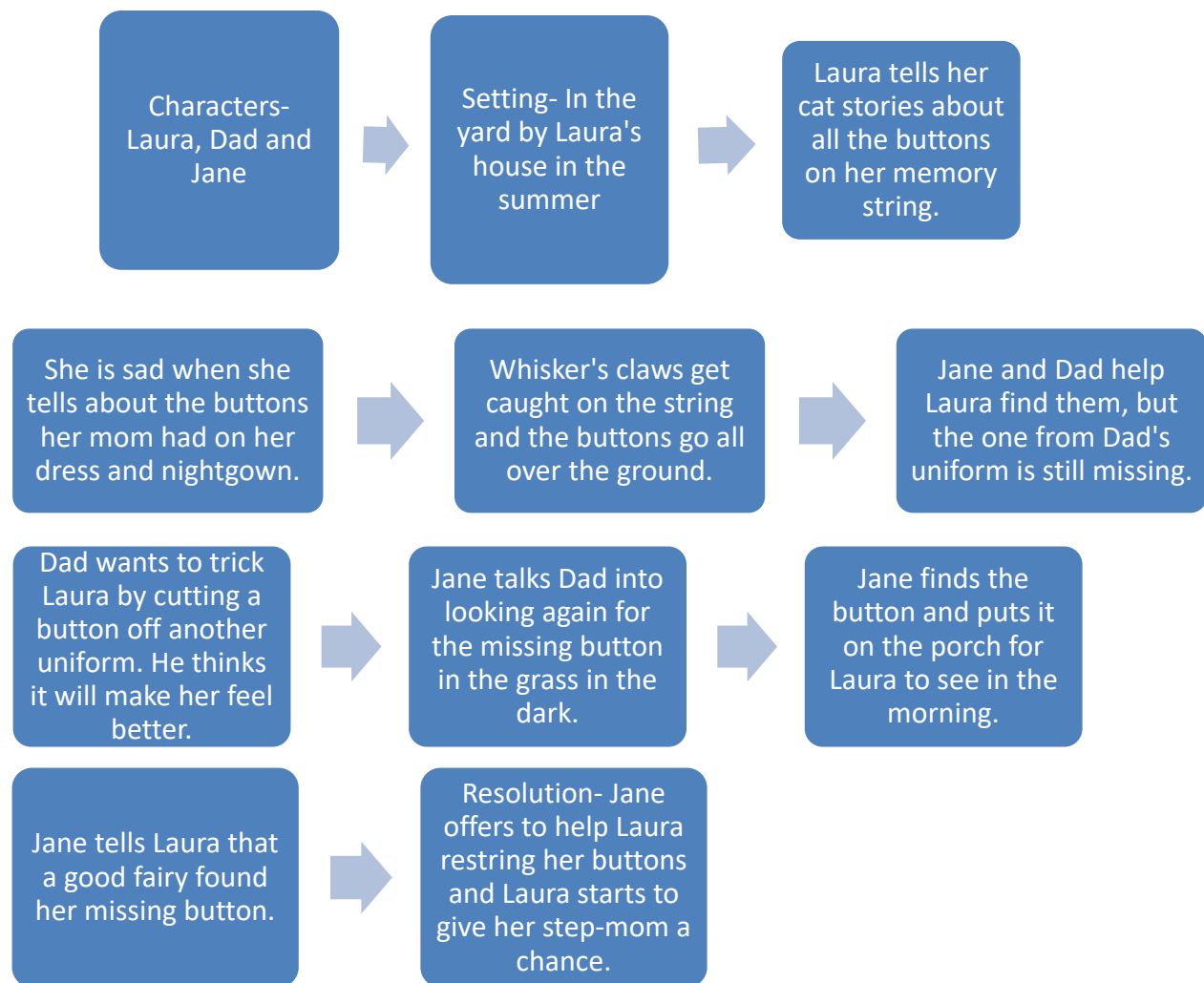
- Use an Intentional Read Aloud with a mentor text to model how to determine the theme using key details to confirm the theme. Use the same mentor text to model summarizing. Write a model summary following the description of a summary on an anchor chart or rubric.
- Create an anchor chart of central themes to connect common themes among texts.
- Use Flocabulary “5 Things” video to show the components of a good summary.

- Complete a graphic organizer, Somebody-Wanted-But-So-Then-(Finally), to logically organize key details.
- Students use the completed organizer to practice orally explaining their theme and key details or summary so they can rehearse and transfer their thoughts into writing.
- Use a mentor text and the Story Analysis and Summary Graphic Organizer to summarize the text (Owocki, page 27).
- Develop an anchor chart for close reading and annotation to aid students in finding evidence of theme and key details.
- Share several possible summaries of a text and have students select the best summary using a rubric or anchor chart. Annotate summaries to figure out what is missing or what is present.

Possible Student Tasks

- Complete a theme and key details graphic organizer while reading the text (See some options below in the materials section). Have students turn and talk to explain their thinking or to rehearse their thoughts for writing.
- Students predict the theme of a text and evidence that supports the theme. Students keep stopping at points to reconsider the theme using evidence. Finally, students use the evidence they collect and their final theme during a discussion of the theme and to defend their choice of a theme with evidence during a small group or Socratic discussion.
- Create a **theme board**-Each time the class reads a book or the teacher shares a read aloud, consider adding a theme to the list.
- **Backwards Summaries**- Give your students the final version of a well-done summary. Have students comment on the criteria for success, the need for certain components, etc. (Allow them to see the whole first, rather than the parts.)
- **SWBST**-Students complete SWBSTF graphic organizer during guided and independent reading (See Unit 1, pages 48-50 in resources). Students orally summarize text then transfer the oral summary into writing.
- **Post-Its**-Students use post-it notes to collect evidence of theme during independent reading.
- **Theme Graphic Organizer**-Students complete a theme graphic organizer using fables (See Unit 1, page 47 in resources).
- **Summary Graphic Organizer**-Students complete a summary graphic organizer in preparation for writing a summary of the text (Unit 2, page 44 in resources).
- **Retell, Summarize, Recount**-Students practice retelling and summarizing texts in partners or small groups using a retelling/summarizing rubric. Students then write their own recount or summary of a text.
- **Story Board**- Students use sticky notes or write in boxes the story elements in preparation for their summary.

The Memory String by Eve Bunting (Example)



Materials / Assessments / Recommended Titles

- *The Table Where Rich People Sit* (Baylor)
- *I'm in Charge of Celebrations* (Baylor)
- *The Mud Pony* (Cohen)
- *The Legend of the Indian Paintbrush* (DePaulo)
- *The Fourth Question: A Chinese Tale* (Wang)
- *And Still the Turtle Watched* (MacGill-Calahan)
- Use a story map so students can pull out the important information. This may include Beginning, Middle and End OR Characters, Setting, Problem, Solution, and Theme OR the Message with a listing of events that led to the determined message.
- You may want to consult the [PSSA Glossary](#) in this hyperlink for more terms and definitions.
- Additional fables-parenting-by-example.com
- Youtube videos of literature

Teaching Notes

- In order for students to be able to summarize, they must be able to determine **what is important** first. For example, In *Because of Winn-Dixie*, it is important that students know that the dog was a stray without a home, but it is not essential to for them to know that Winn-Dixie was named after a grocery store.
- Make sure students know that in most cases they have to **infer the theme** as the author rarely states it.
- Create an anchor chart with possible themes to begin. You may even wish to add the title of the book(s) that matches the themes. For example...***It is best to tell the truth. Hard work will get you far in life. Life is filled with ups and downs. Family is important. It's what's in the inside that matters.***

Akiak Summary Exemplar

This summary scored a 3 for the following reasons

- Used topic sentence strategy (IVF) which included the theme
- Included all important story elements
- Used transition words to begin sentences
- Wrote a conclusion that restated the topic sentence in a different way
- Used correct capitalization, punctuation, and spelling

Akiak by Robert J. Blake tells how you should never give up. The characters in the story are Akiak, Mick, and the other dogs on her team. The story took place in Alaska on the Iditarod trail from Anchorage to Nome during ten days in the winter. Some weather elements the characters had to face were harsh winds, freezing temperatures, and blizzards. In the beginning of the story Akiak was getting ready to start her last Iditarod race that she wanted to win because she was getting old and this was her last chance. The problem happened during the race when Akiak got snow jammed in her paw pad and had to be taken out of the race. Then Mick sent her to the plane so she could be taken away so her paw could heal but Akiak wouldn't go in the plane and got away. After that, Akiak ran through a blizzard and then stopped for the night when the snow got too deep. Next, she ran the Iditarod trail by herself and at checkpoints people left food for her to eat. Finally, she caught up with her team and turned them around because they were going the wrong way. The solution is that Akiak's team won the Iditarod race with Akiak in the sled. Truly, Akiak shows that if you have a dream, you should do anything you can to accomplish it!

Reading Informational Text: Key Ideas and Details, Text Analysis

This standard supports students as they analyze connections and relationships among individuals, ideas, or events within a text. *In this standard we move beyond close reading and summarizing to the hows and whys.*

MP #2 (Spiral 3-4)

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.

Objectives “The Students will”

- Act out, draw, or discuss possible connections within a text.
- Activate and discuss their background knowledge on the topic at hand.
- Describe how one event influences another.

Vocabulary

cause and effect, compare and contrast, problem/solution, sequence, description, key details, infer (inference), paraphrase, explain

Guiding Questions and Prompts

- *How do these individuals/events/ideas connect with or influence each other?*
- *What caused this change or event?*
- *What are the effects?*
- *Can you describe this part in order?*

Standard Question Stems

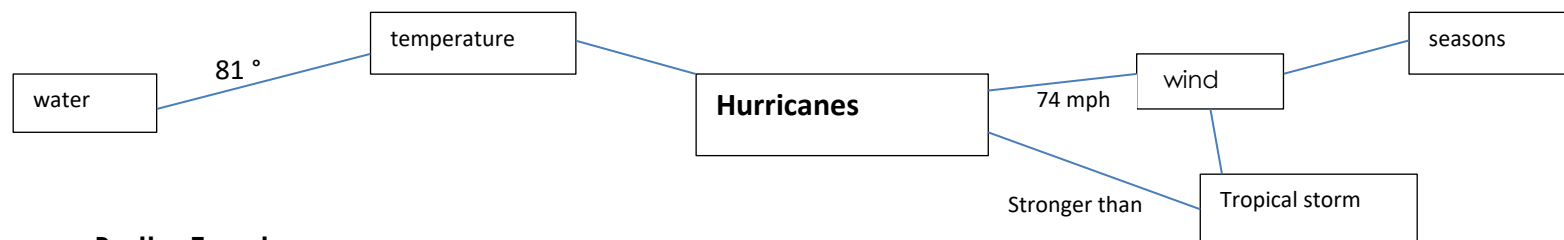
- *Which step best explains...*
- *Why is it important to...*
- *Based on the information in the passage, why did...*

Possible Student Tasks

- **Cause and Effect Web** (web may have one cause and several effects)
- Build understanding by a detailed preview of the text features.
- Create a connection chart to explain the connection between two or more individuals, events, etc. (see example below).

<i>Hurricanes! By Lorraine Hopping</i>				
	Wind	Temperature	Water	Seasons
How are hurricanes formed?	Starts weaker over the ocean but if they build to 74 mph a hurricane is born	The warmer the center of the storm, the stronger it is	Warm, wet air that rises-above 81 degrees causes winds to spin faster	Happens June-November

- Create a concept map (see example below)



- **Be the Teacher -**

Choose an informational text that lends itself to describing relationships. Divide the class into 4 or 5 groups and give each group a transparency with one section of the text on it. Be sure to choose a text that has 4-5 sections that can be divided among the transparencies. Each group reads their section while using a dry erase marker to highlight important phrases, words, and sentences. Give each group 5 minutes or so to teach the class what they have learned about the topic.

Materials / Assessments / Recommended Titles

- **Relationships in science** (force and motion, the food chain, magnetic objects vs other objects)
- **Connection between two people** (consumer and producer or a lawmaker and a citizen)
- **Human action** (heavy industry and pollution or the consequence of not following a law)
- Model the connections using a graphic organizer with the entire class. Then, allow the students to complete the remaining connections on an exit ticket. (Do 1-2 together and 1-2 on their own, for example).

Teaching Notes

- Model through a read aloud.
- It is important to move students beyond identification of the text structure. The structure helps them make the connections, but instruction needs to go beyond identification of the text structures.
- Elicit help from your science and social studies teacher (if departmentalized). This standard can be taught through science and social studies content.
- Consider a lesson on cause and effect to begin.
- Teach students that there may be more than one effect. (**Cause**- Rosa Parks refused to give up her bus seat. **Effects**- She was arrested, went to jail and changed the way African Americans were treated.)
- See Units 2 & 3 (previous curriculum) for curriculum assessments such as compare/contrast and cause/effect.

Reading Literature: Key Ideas and Details, Literary Elements

This standard supports students as they consider characters and events and how they interact and develop over the course of a text. **MP #2 (Spiral 3-4)**

CC.1.3.4.C – Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text.

Objectives “The Students will”

- Describe the characters, setting and events.
- Describe how the character(s) change over time.
- Describe the characters' feelings, traits and motivations.
- Describe and analyze how the character responds to challenges.
- Describe and analyze how the character influences the sequence and events.

Vocabulary

character, setting, plot, events, character traits, analyze, sequence of events, compare, contrast, cause/effect relationship, character's response, motivation, flat character, dynamic character, in-depth, action, plot (*rising, climax, falling action*), impact, infer, signal words, conflict, resolution

Guiding Questions and Prompts

- *How did the character change in the story?*
- *How would you use the details to describe characters, setting, and events in depth?*
- *Can you predict what this character will do next?*
- *What is it about this character that makes you predict that?*
- *What does this character want to do and why?*
- *How are the character's feelings different from his traits?*
- *What is the main character's role in this situation?*
- *What is the big event that we should pay attention to?*
- *How would the story change if the setting took place _____?*

Standard Question Stems

- *Which detail from the passage (best) shows that _____ is determined?*
- *Which trait **best** describes _____?*
- *Which detail from the passage **best** supports the answer in part 1?*

Possible Teacher Tasks

- Create a **Fever Chart**. The class identifies the temperature of the plot. This is similar to the *Roller Coaster Plot* (CC Companion Book, page 20) or *Plot Graph* (see curriculum resources). Be sure to emphasize *how* and *why* the characters, setting and plot affect the story.

Possible Student Tasks

- Intentional Read Aloud-Chart and discuss specific details from the text (*characters, point of view, setting, events*)
- Write the following words on the board: *kind, lazy, short, blue-eyed, tired, excited, and thoughtful*. Students work in

pairs to sort these words according to feelings, physical traits and character traits. Explain.

- Complete a *character report card*. Students determine character traits and explain how they impact the story.
- Complete a *Character Analysis Web* (Owocki, page 42). Discuss completed webs and follow-up by writing about the character.
- Use completed graphic organizers to write an in-depth description of the character, setting, or an event using specific details from the text.
- Teacher predetermines stopping points in a text. At the determined spot, each student writes a character trait and supports it with an action, thought, or sentence with something the character said or did to support the trait.
- **Helpful/Harmful Traits**-Students use written character traits based on their reading to sort them into helpful or harmful traits. *Does the trait help or harm the character?*
- Using a text with multiple events, students map out the events that occurred in the story and determine the **most** important event. Explain why this event was so impactful.
- **Event Study** - Using a text with multiple characters, students make a detailed drawing of a critical event or moment. The students will write a description to show the characters' reactions to the events. For example, in *Stone Fox*, Little Willie, Stone Fox and Grandfather all respond to Searchlight's death in different ways. Have students draw the scene and add the character names with their reactions next to their names.

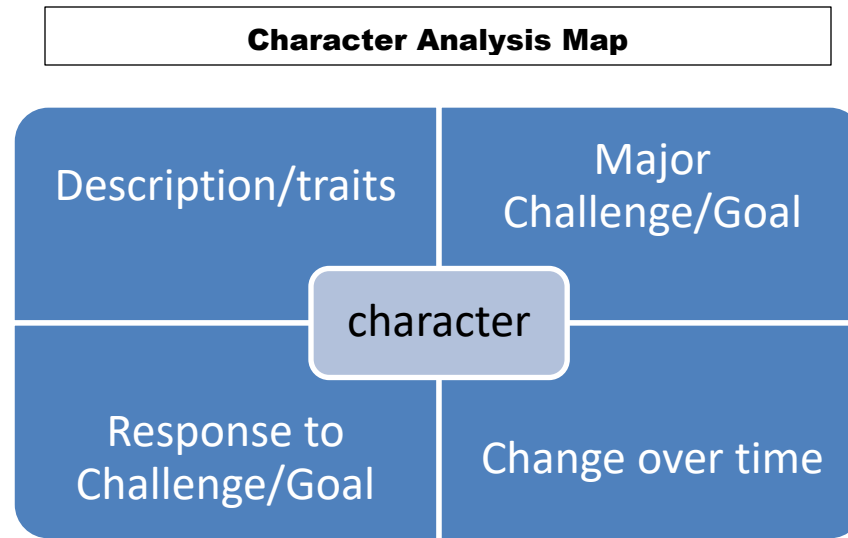
Materials / Assessments / Recommended Titles

- *Akiak* (Blake) or *Tales of a Fourth Grade Nothing* in grade 4 anthology
- *Nothing Ever Happens on 90th Street* (Schotter)-Use to describe setting.
- Any chapter book with multiple events throughout
- **Responding to Literature/TDA possibilities-**
 - Describe how the setting in _____ impacts the characters.
 - Describe how the characters _____ and _____ respond to the problem in the story.
 - Describe how _____'s traits help him/her overcome the challenges in the story.

Teaching Notes

- Create an anchor chart that illustrates the differences between a character's physical traits vs. their character traits (red hair, freckles, tall vs. kind, athletic, hard-working) and/or character's traits vs. emotions.
- In addition, make sure the students understand that a feeling is an emotion that changes with circumstances, but a trait is carried throughout a character's life.
- When considering literature to use for this standard, keep in mind **poetry, drama, and stories (including historical fiction)**.

Students can create a map similar to the one to the right. While reading, they can collect evidence to describe a character in depth, drawing from specific details in the text.



Reading Informational Text: Craft and Structure, Text Structure

This standard supports students as they **use** *text structure* to support meaning making. **MP #3 (Spiral 4)**

CC.1.2.4.E – Use text structure to interpret information (e.g., chronology, comparison, cause/effect, and problem/solution).

Objectives “The Students will”

- Determine how the author has organized the information in a book or section to help our understanding.
- Write information on a topic using a text structure that will help the reader understand.
- Retell the content of a passage while using a graphic organizer that reflects the text structure.

Vocabulary

text structure, chronological, cause/effect, problem/solution, description, directions

Guiding Questions and Prompts

- *How is this text organized? How does knowing that help you remember what you are reading?*
- *Why did the author organize the text in this manner?*
- *How did the structure of this text help you better understand it?*
- *How did the text structure help you retell the story?*
- *What would happen if the first part of this passage was placed at the end?*
- *What tips would you give to the author to help the readers understand and remember more?*

Standard Question Stem

- *What best describes the overall structure used in the passage?*

Possible Student Tasks

- Make the comparison for the students that just as a construction worker thinks about the structure of what he is building and its purpose, an author does the exact same thing with text. (*ex. Homes have pointed roofs so the snow falls to the ground easily. Buildings are often tall in busy cities as space is limited. Now, discuss some examples in informational text where the author has organized the text in a way to create meaning.*) You may want to show the class some pictures or photos of various buildings with specific structures.
- Give students an informational passage with a chronological text structure (*ex. biography, how-to, science process*) that has been cut apart and placed in an envelope. Students read the parts and place them in logical order. *What is the structure? How does this structure help you understand (or be able to follow the directions)? What is the author doing in the beginning? middle? end?*
- **Missing Headings** – Use any informational text that has a structure you wish for students to better understand that includes headings. Eliminate the headings. With a partner, the students read the article's sections and decide on an

appropriate heading for each. They can compare their headings with the ones the author created. This will encourage the students to understand that the author had a plan prior to writing the information and how by creating sections he was helping his readers understand what they read.

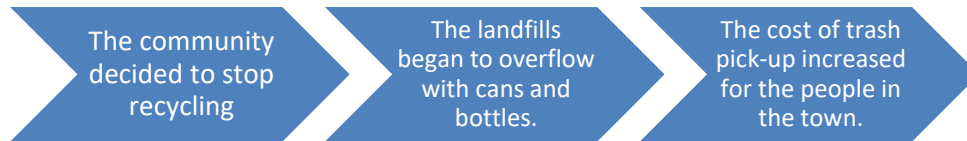
- **Mentor Texts-** Use mentor texts to demonstrate how we determine the text structure being used. As a class, retell the passage on a graphic organizer for the specific text structure. See the guiding questions above as you model this lesson.
- See cause/effect articles from Unit 3 (prior to *Trumpet of the Swan*).
- See Unit 2 articles on tornadoes and hurricanes (compare and contrast).
- **Writing in Structure-** Begin with a text the whole class has read. Guide students to either choose a best-matched organizer or create their own. Write out only the key details on the organizer. Provide opportunities for the students to write in that structure. For example, a student uses a cause/effect organizer to summarize the effects of pollution. They then write a newspaper article describing the effects of pollution.

Materials / Assessments / Recommended Titles

- Any text from a current social studies or science topic would be a nice tie-in to teach this standard.
- See pages 56-61 in Unit 1 Resources
- Choose an informational text to model and have copies available for each student or pair. Use a large copy of a graphic organizer to understand the importance of the structure. Example organizers may include:

Teaching Notes

- Students who have difficulty locating information or who seem to have difficulty holding meaning across the pages of text often struggle with this standard.
- Text structure includes *surface features* that are easy to see such as headings, indexes, and glossaries, as well as *internal structures* that are not so easy to see such as cause/effect or problem/solution.
- Most texts that student read will fall into two organizational structures:
Descriptive: lists, webs, and matrices, all of which describe attributes.
Sequential: strings (i.e., instructions), cause-effect, and problem-solution.
- Online material has surface structure as well such as sidebars and hyperlinks. Students should experience these as well



as paper versions.

- It matters NOT that the students can identify the right text structure, but that they identify a structure that allows them to hold meaning and organize it for retelling or rethinking.
- Be clear about your purpose. *Let's see if this text can help us learn about the similarities and differences between land and marine animals.* OR *Let's read to find out the effects of not recycling or reusing.*
- Rarely is one graphic organizer a perfect match. Students may need to adapt them.

Reading Literature: Craft and Structure, Text Structure

This standard supports students as they **use** *text structure* to support meaning making and appreciation. **MP #3 (Spiral 4)**

CC.1.3.4.E Explain major differences between poems, drama, and prose and refer to the structural elements (e.g. a section, chapter, scene, stanza, etc.) of each when writing or speaking about a text.

Objectives- “The Students will”

- Identify the structural parts of a text.
- Explain the structural differences between a story, poem, or drama.
- Describe how each successive part of a text builds upon earlier sections.
- Use the structural elements of a story, poem, or drama to aid in understanding and when evaluating texts.

Vocabulary

verse, title, plot, theme, caption, speech, thought bubbles, chapter, paragraph, setting, rhyme, rhythm, meter, line breaks, stanza, list of characters, scene, stage direction, props, dialogue, prose, poetry, drama, headings, illustrations, Reader's Theatre, syllables, italics, bold print, punctuation

Guiding Questions and Prompts

- *What are the structural elements of the text?*
- *How did the author organize this?*
- *Why did the author organize the text in this manner?*
- *How did the structure of this text help you better understand it?*
- *What would happen if the first part of this passage was placed at the end?*
- *What tips would you give to the author to help the readers understand and remember more?*
- *Jot down the important part or idea from each section of text.*
- *Why do you think the poet chose this format? (shape)*
- *How are _____ (verses, stanzas, line breaks) used?*
- *Which literary form do you prefer? Why?*

Possible Teacher Tasks

- Develop anchor charts on the structural elements of each type of literature.
- During shared reading, refer to the specific structural elements of each type of text.

Possible Student Tasks

- **Pre-assessment**-students sort vocabulary terms according to the genre to which it belongs.
- **Post-assessment**-Students redo the sort activity but add a written explanation of the differences between the genres.
- **Semantic Analysis Charts**-page 84, Owocki
- **Browsing Bins**-Students browse bins containing poetry, drama, and prose. As students browse the bins, they fill in a

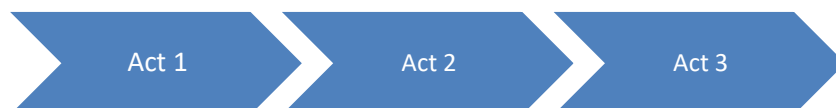
Semantic Analysis Chart which analyzes the structural elements of each type of text.

- **The Important Thing**-Using the format of *The Important Book* (Brown), students write entries in their reader's notebooks on the *important thing* about each genre: *prose, poetry, and drama*.
- **Open-Ended Response**-Students write a response to the prompt: *Which genre do you generally prefer to read? Why?* In their explanations, students refer to the structural elements of the genres and give examples from texts to support their response.
- **Plot Chart**-Students use a plot graph/diagram/map to record the rising and falling action in a story or drama.
- **Key Events from Each Section, Stanza, or Chapter**-Students jot down a richly worded sentence from each section. Using the sentences from each section to discuss how each part builds on the section before and is building.
- **Comparative Review**- Students compare the differences between three texts: one story, one informational, and one poem on the same topic. Students choose their favorite genre referring to the specific structural elements and prepare an oral and written rationale. *Which format do you generally prefer? Why? Use examples from the three texts to explain your preference. Which content do you generally prefer? Why? Use examples from the three texts to explain your preference* (Owocki, pages 93-94).

Materials / Assessments / Recommended Titles

- **Benchmark Universe Reader's Theatre**-see school book room or Literacy Coach to locate these in your building.
- **Examples of texts**-page 93 (Owocki)
- **Fox and the Grapes**-Unit 3 Reading Resources, pg. 66.

1	•Stanza 1 or Chapter 1 or Act 1
2	•Stanza 2 or Chapter 2 or Act 2
3	•Stanza 3 or Chapter 3 or Act 3



Teaching Notes

- Having an idea of how texts are organized can help the reader in two ways: support them as they carry meaning across the text and help them pull all of those important ideas back together.

Standard CC.1.3.4.E

Elements to Teach and Discuss the Structure of Stories, Dramas, and Poetry

Stories-Expect an organizational structure around a theme, setting, and plot in pages and chapters.

- title- a heading that gives insight into the content of the story
- plot- the series of events: a beginning that draws in the *reader* and provides information about the characters and setting; a middle that develops a conflict; a high point in action when the conflict is about to be solved; and an ending or resolution
- theme- the often unstated idea, meaning, or message that ties together the characters, setting, and plot; often more than one
- caption- a description of what is happening in an illustration
- speech or thought bubbles- graphic features showing the speech or thought of a character
- chapter- sections of text grouping the ideas into logical parts

Dramas-Expect an organizational structure around a theme, setting and plot that is organized in scenes or acts.

- title- a heading that gives into the content of the drama
- list of characters- a listing of information about the characters
- scenery- a description of the setting
- stage directions- directions throughout a script that offer information about the characters' actions
- list of props- a listing of items the characters use on stage
- dialogue- what the characters say
- plot- the series of events: a beginning that draws in the *audience* and provides information about the characters and setting; a middle that develops a conflict; a high point in action when the conflict is about to be solved; and an ending or resolution
- act/scene- divisions within a drama

Poetry-Expect an organizational structure focused around lines and stanzas.

- title- a heading that gives insight into the content of the poem
- rhyme- words that sound alike
- rhythm- the beat that results from the stress pattern of syllables
- meter- the rhythm in a line of poetry
- line breaks- where lines of poetry end; a way to create and enhance meaning
- stanza- a grouping of lines in poetry
- verse- a line or division/grouping of lines in a poem

Reading Informational Text: Craft and Structure, Point of View

This standard supports students as they consider the ways in which an author's purpose and point of view affect content and style. **MP #3 (Spiral 4)**

CC.1.2.4.D – Compare and contrast an event or topic told from two different points of view.

Objectives “The Students will”

- Determine an author's viewpoint (perspective) on an issue.
- Cite evidence to support an author's point of view.
- Compare and contrast a firsthand and secondhand account.

Vocabulary: point of view, perspective, cite evidence, first hand (primary source), second hand (secondary source), paraphrase, focus, event, topic

Guiding Questions and Prompts

- *How does the author feel about this topic?*
- *What evidence or examples did the author provide?*
- *We have a firsthand and secondhand account to compare. How are they similar and different?*
- *Do you agree with the author's views?*
- *Whose point of view is missing?*
- *What point is the author making with this information?*
- *Based on the evidence, what is the author's point-of-view?*

Standard Question Stems

- *Which point is the author making with the evidence in these sentences?*
- *Which point is the author making with the information in these sentences?*

Possible Student Tasks

- To begin this standard, you may want to consider **an oral introduction to point-of-view**. Use examples that students in grade 4 can relate to such as:
 -A snowstorm has just occurred in PA. *What would the point of view be for the business owner of the local snow removal company? What about an elderly man who lives back a dirt lane?*
 -A shopping mall is being built next to a row of homes. *What would the point of view be for a new employee of one of the stores? What about the young couple that lives in the home next to the first store?*
- The same idea mentioned above can be used to introduce **firsthand and secondhand**. There was a disagreement at recess between two kickball players, Jon and Sadie over the number of outs. After a few minutes, the recess duty teacher blows the whistle and Jon and Sadie tell her about the disagreement over the number of outs. *Who heard the firsthand account? Who heard the secondhand account?*
- **Book Review** – Locate several professional reviews and read them with your students. (Check out www.amazon.com.) Model

how to write a review using some of the questions below.

Who should read this? Why? How do you think the author feels about this topic? Do you think most readers would agree with the author's views? Is this a firsthand or secondhand account? What do we know about the author?

- **Newspaper Journalists** – Students create a newspaper focusing on the content they are studying in social studies or science. For example, when studying genes and characteristics, students can write an article from different viewpoints. *How would a dog breeder feel about using the best traits when breeding adult dogs? What about the point of view of a girl who received fair skin and freckles from her mom?* They could even write from the viewpoint of a lizard regarding his skin color (*camouflage, protection*).
- **Engagement Activity**- Break the class into pairs. Have partner one engage in an activity and tell his point-of-view. Partner number 2 tells his second hand point of view. For example, partner 1 could draw with his eyes closed while partner 2 observes OR partner 1 could write his name using his non-dominate hand while partner 2 observes.
- **Compare and Contrast using a Top Hat** – Students use this graphic organizer shown below to compare and contrast the points of view of two different authors on the same topic. See the box below for possible resources. The students are likely to find more differences than similarities when doing this task.

Contrast	Contrast
Compare	

Materials / Assessments / Recommended Titles	Teaching Notes
Ruby Bridges ▪ <i>The Story of Ruby Bridges</i> (Robert Cole) ▪ <i>Ruby Bridges</i> (Ruby Bridges and Grace Maccarone) ▪ <i>The Education of Ruby Nell</i> (Ruby Bridges Hall) ▪ <i>Ruby Bridges the Movie Part 1/9</i> (10 minutes 22 seconds) The Story of the Fourteen Cows ▪ <i>14 Cows for America</i> (Carmen Agra Deedy) ▪ <i>Cows: Cows and the Maasai</i> (Peachtree Publishers), http://14cowsforamerica.com/cows_complete.pdf ▪ "Where 9/11 News is Late, But Aid is Swift," (Marc Lacey) www.nytimes.com/2002/06/03/international/africa/03KENY.html The Story of Chiune Sugihara ▪ <i>Passage to Freedom: The Sugihara Story</i> (Ken Mochizuki) ▪ <i>One More Border: The True Story of One Family's Escape from War-Torn Europe</i> (Kaplan and Tanaka) ▪ www.visasforlife.org/sugihara.html <i>Voices in the Park</i> (Anthony Browne) Graphic Organizer (pg. 244, Owocki)	Teaching Notes • Students who struggle to evaluate (consider an author's intent and viewpoint) will struggle when beginning this standard.

Reading Literature Text: Craft and Structure, Point of View

This standard supports students as they consider the ways in which an author's purpose and point of view affect the content and style of a text. **MP #3 (Spiral 4)**

CC.1.3.4.D – Compare and contrast the point of view from which different stories are narrated (including texts, poems, and dramas), including the difference between first- and third-person narrations.

Objectives “The Students will”

- Determine a narrator's viewpoint (perspective), first person or third person.
- Cite evidence to support the narrator's view.
- Critique the narrator's point of view or version of the story.
- Compare and contrast narratives from differing points of view.

Vocabulary

point of view, 1st person, 3rd person, viewpoint, perspective, evidence, narrator, personal pronouns

Guiding Questions and Prompts

- *Who does the author have telling the story?*
- *Who is the narrator?*
- *How do you think the narrator feels about_____? How can you tell?*
- *Do you agree with this narrator's point of view?*
- *How might another character describe this part differently?*
- *How would this story be different if another character told the story?*
- *Describe how the narrator's point of view influences how the events are described?*
- *What does this narrator **not** tell us?*
- *Does the author agree with the narrator's point of view? Why or why not?*
- *Do you think that the other characters are fairly portrayed in this story or text? Why or why not?*
- *How does this version compare to other accounts you have read?*

Standard Question Stem

- *Which description best compares the points of view used in both passages.*

Possible Teacher Tasks

- [Flocabulary Video-Point of View](https://www.flocabulary.com/unit/point-of-view/video/) <https://www.flocabulary.com/unit/point-of-view/video/>
- Build an anchor chart comparing 1st and 3rd person point of view.
- **Shared Reading or Intentional Read Aloud**-Stories like True Story of the Three Little Pigs and The Three Little Pigs. Think aloud as you model how to compare and contrast the stories told from the points of view of the Big Bad Wolf and the narrator of The Three Little Pigs.

Possible Student Tasks

- To begin this standard, you may want to consider **an oral introduction to point of view**. Use examples that students in grade 4 can relate to such as the point of view in the short film, *Snack Attack* by Pixar. *What was the point of view of the old lady? What was the point of view of the teenager? What would have been the point of view of someone else waiting for the train? Were the characters fairly portrayed? Why or why not?*
- The same idea mentioned above can be used to introduce **first and third person narration**. *Was this story told in **first person** by one of the characters (I, me, my, mine) or by an outsider in **third person** (he, she, they, them)? Was the third person narrator omniscient?*
- **Text Dependent Analysis Essay**-Write to explain how the text and illustrations in Chris Van Allsburg's book *Two Bad Ants* show the difference in the point of view between the two ants and the reader (you).
- **Diary Entry**- Students write a diary entry in first person from the point of view of a character in a story.
- **Compare and Contrast using a Top Hat** – Students use the graphic organizer shown below to compare and contrast the points of view of two different narrators of the same story (e.g., Cinderella stories). Compare and contrast an event or topic told from two different points of view (e.g. the point of view of the ants and the point of view of the narrator through the illustrations in *Two Bad Ants* by Chris Van Allsburg).
Students should keep in mind the story elements: *characters, setting, problem, solution, events*, but the focus is **to determine how the point of view influences how the story is told**.

Contrast	Contrast
Describe how the narrator's point of view influences how the story elements are described.	

Materials / Assessments / Recommended Titles

• Stories and poems with easy-to-see points of view

- [*Two Bad Ants*](#) (Chris Raschka), story is narrated from the ant's perspective but illustrated from the narrator's or audience's perspective.
- <http://www.readwritethink.org/classroom-resources/lesson-plans/teaching-point-view-with-789.html>
http://www.readwritethink.org/files/resources/lesson_images/lesson789/chart.pdf
- *Diary of a Worm (Spider, Wombat)* (Doreen Cronin)
- *Dear Mrs. LaRue: Letters from Obedience School* (Mark Teague)
- <http://achievethecore.org/page/1578/dear-mrs-larue>
- *Voices in the Park* (Anthony Browne)
- *The Other Side* (Jacqueline Woodson)
- *I'm Not Afraid of the Dark* (Ken Nesbitt)
<http://www.poetry4kids.com/poem-460.html#.VylesPkrK70>
- *Don't Bring Camels in the Classroom* (Ken Nesbitt)
http://www.poetry4kids.com/poem-134.html#.VylfJ_krK70
- *Bed In Summer* (Robert Louis Stevenson)
<http://www.poetryfoundation.org/poems-and-poets/poems/detail/43190>
- *Looking Forward* (Robert Louis Stevenson)
<http://www.poetryfoundation.org/poems-and-poets/poems/detail/47432>

Teaching Notes

- “Whether the author chooses to narrate in third person, or chooses a character to narrate in first person, we “see” the story depending on who is telling it. Approaching text with an eye on “whose perspective” leads to enhanced enjoyment and deepens critical thinking (Owocki, page 97).”

PSSA Glossary

point of view: The narrator's perspective from which the events are depicted (e.g., first-person, third-person, etc.). The vantage point from which a story is told.

first person: The “first person” or “personal” point of view relates events as they are perceived by a single character. The narrating character may offer opinions about the action and characters that differ from those of the author.

third person: A perspective in literature, the “third-person” point of view presents the events of the story from outside of any single character's perception, much like the omniscient point of view, but the reader must understand the action as it takes

• Stories to read after students have heard or read the original versions: a different point of view ▪ <i>The True Story of the Three Little Pigs</i> (Jon Scieszka) ▪ <i>Lon Po Po</i> (Ed Young) ▪ <i>Cinder Edna</i> (Ellen Jackson) • Students can write their own version of a fractured fairy tale: http://www.readwritethink.org/classroom-resources/student-interactives/fractured-fairy-tales-30062.html • <i>Mirror, Mirror: A Book of Reverso Poems</i> (Marilyn Singer) features poems that can be read in reverse to unveil another character's point of view.	place without any special insight into characters' minds or motivations.
--	---

Reading Informational Text: Integration of Knowledge and Ideas, **Interpret information**

This standard supports students as they interpret the visual information featured in text. This may include charts, graphs, photographs, diagrams, and interactive elements on Web pages. **MP #4**

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.

Objectives “The Students will”

- Read the graphs, charts, etc., to gain meaning.
- Retell a text using the words read **and** the illustrations.
- Describe what the diagram, photograph, chart, etc., tells us.

Vocabulary

text features (heading, graphic, chart, diagram, illustration, etc.), research, retell, digital source, domain specific vocabulary based on the chosen topic

Guiding Questions and Prompts

- *What does the illustration/image tell us?*
- *How does the image/illustration give us an even better understanding than the text alone?*
- *Let's retell this text using both what we read and what we learned from the illustrations.*
- *Describe how the illustrator and the author work together to provide information.*

Possible Student Tasks

- Choose a text that contains illustrations or charts that are important to the meaning and that your students need help interpreting. Students read silently or in pairs until the stopping point you assign. Discuss how to interpret the illustrations and how they connect to the text. *What are the illustrations for?*
- Students write a short passage describing the role of either the illustrator or author for the text they read.

*I am the illustrator of the book, *The Northeast*. I added a photograph of a house with snow on the roof so my readers would know that snow is common in the Northeast. I also included a timeline to show when and how the colonists fought England to make the U.S. a free country.*

- **Stop-and-Chats** – Two students reading the same text work together. Students place a marker at an agreed upon spot. At that spot, they are to discuss the meaning of the illustrations to that point. Then, place the marker at the next agreed upon spot to continue this process. The students can use some of the guiding questions above.
- **Creating Captions** – Students take a close look at an image and use concise written language to uncover the meaning for others. For example, when given a diagram of the life cycle of a plant (or animal), students write a caption to describe each phase.

- **Present a Topic** – Students conduct short research using the Internet. They can present the information in any way the teacher chooses. Be sure to require the students to include text features that will enhance the overall understanding of the topic being presented. Topics are unlimited, but could tie-in to social studies or science or be based on student interest.

Materials / Assessments / Recommended Titles

- Consult with your science or social studies teacher on topics the students are currently studying that would fit well with this standard.
- **True Flix**- This is an online resource of nonfiction books. Go to your school's library website to access if it has been purchased for your school. You will find several books with visual information on topics your students study in science and social studies such as Systems of the Body and U.S. Regions.
- **Comprehension Plus**-(See your Intervention Specialist.)-These would be great for modeling or to begin your lessons as they are filled with charts and graphs.
 - Level D, pages 109-114
 - Level E, pages 135-140
- **Keep on Reading** (Available in some buildings-See your Intervention Specialist.)
- **Passageways** (Available in some buildings-See your Intervention Specialist.)

Teaching Notes

- Interpreting images is an important part of reading informational text. Students who rush through text without taking time to use the illustrations or those who don't know HOW to interpret the information will need the most help when approaching this standard.

Reading Literature: Integration of Knowledge and Ideas, **Sources of information**

This standard supports students as they integrate and evaluate the different features in text considering all parts that give it meaning. This may include illustrations, photographs, visual/oral presentations and multi-media presentations. **MP #4**

CC.1.3.4.G – 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 text.

Objectives “The Students will”

- Read all the parts of a text (such as illustrations, photographs, descriptions and directions) to gain meaning.
- Analyze how the details in illustrations create mood or tone.
- Retell a text using the words read and the illustrations.
- Describe how all of the parts of a text work together to create meaning.
- Describe how a written and oral version reflects or differs from one another.

Vocabulary

format, narratives, describe, description, integrate, evaluate,

digital technology- multi-media presentations, animation, podcasts, video, tablets, computers, and smart phones

artwork- graphics, mixed-media, mood, color, texture, image, illustration, painting, animation

Guiding Questions and Prompts

- *What was the same in the written text and the other version? What was different?*
- *How did viewing or listening to the text help me understand it better?*
- *What specific descriptions from the written text did I see in the visual/oral presentation?*
- *What does the illustration/image tell us?*
- *How does the image/illustration give us an even better understanding than the text alone?*
- *Which directions from the written text of the play were evident in the visual/oral presentation?*
- *Let's retell this text using both what we read and what we learned from the illustrations.*
- *Describe how the illustrator and the author work together to provide information.*

Possible Teacher Tasks

- **Intentional Read Aloud-**Read a poem or story as you think-aloud about the role the illustrations connect to the words in the text. (example: the poems, *Spring Garden*, *Winter Garden*) Use question stems or prompts above.
- Compare and contrast a book and video of the same story such as *Scary Mary* and the traditional version of *Mary Poppins* on Youtube. Discuss how the words of the characters and visual effects affect the mood of the story.
- Repeat the process from the previous task with a video and a text such as *Trumpet of the Swans* (Houghton Mifflin). Find sections of description in the text to use as a comparison for viewing the video. Compare and contrast the two versions focusing on some of the questions above.

Possible Student Tasks

- **Browsing Bins**-Choose a group of texts that contain illustrations that greatly enhance meaning. Students complete a literary element or plot graphic organizer finding illustrations that support meaning. For example-*The Garden of Abdul Gasazi* (Chris Van Allsburg), page 8, a student may respond with, *The boy is headed for trouble. The illustration shows him entering a garden through a long, dark tunnel. –or- The illustrator used black and white to create a mysterious mood or tone. The lack of color suggests darkness, fear, and concern. That is matched by the plot in the story when Alan loses the dog, Fritz, and cannot find him.*
- **Be the Author**-Using wordless books such as *The Mysteries of Harris Burdick*, students create texts that connect to the illustrations including descriptions of characters and setting.
- **Movie Review**-After reading a text and viewing a visual and/or oral presentation, students compare and contrast the text with the presentation. Students could even go back into the text to find a place where the presentation represented the words of the author effectively.
- **Be the Illustrator**-Read a portion of text or a poem such as *The Swing* (Robert Louis Stevenson). Students make an illustration to reflect specific descriptions in the text.
- **Illustration Center -Common Core Lesson Book, page 125.** Students explore the illustrator's craft by completing a set of illustration challenges such as creating drawings that show *motion, heat/cold, calm, excitement, and threat or danger.*

Materials / Assessments / Recommended Titles	Teaching Notes
Books • David Wiesner books- Titles such as <i>Tuesday</i>, <i>Flotsam</i>, or <i>Sector 7</i> invite discussions of how illustrations can tell a story without words. • Chris Van Allsburg books-titles such as <i>The Mysteries of Harris Burdick</i> • Leaf (Stephen Michael King) • A Circle of Friends (Giora Carmi) • The Red Book (Barbara Lehman) Books or Novels with Video Versions • <i>BFG</i>, <i>James and the Giant Peach</i> (Roald Dahl) • <i>Ramona and Beezus</i> (Beverly Cleary) • <i>Diary of a Wimpy Kid</i> (Jeff Kinney) • <i>The Jungle Book</i> (Rudyard Kipling) • <i>Jumanji</i> and <i>The Polar Express</i> (Chris Van Allsburg) <u>Glossary</u> mood-The emotional atmosphere or tone communicated by an author/illustrator in his or her work; usually established by details, imagery, figurative language, and setting. (Fountas & Pinnell) tone- The attitude of the author toward the audience, the characters, the subject, or the work itself (e.g., serious, humorous). (PSSA Glossary) visualization-mental imagery; the reader's process of painting a picture, taking a snapshot or making a video in their mind of a scene or action taking place in a story, poem or drama either during or after reading. (Adapted from <i>7 Strategies of Highly Effective Readers</i>, McEwan.)	Teaching Notes • This is a great standard for focusing on the reading strategy: <i>visualization</i>. • Interpreting images is an important part of reading literature. Students who rush through text without taking time to use the illustrations or those who don't know HOW to interpret the information will need the most help when approaching this standard.

Reading Informational Text: Integration of Knowledge and Ideas, **Evaluating Arguments**

This standard supports students as they ***identify and evaluate the reasons and evidence*** an author gives to support the key points made in a text. **MP #4**

CC.1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text.

Objectives-“The Students will”

- Identify the text structure the author uses to support the key points.
- Determine the main idea the author wants us to think about.
- Provide reasons from the text to support the author's main idea.

Vocabulary

cite evidence, reasons, point of view, evaluate arguments, persuade, opinion

Guiding Questions and Prompts

- What are the main ideas the author wants us to consider in this section?
- What is a key point we would want to evaluate?
- What reasons or details does the author give to support this point?
- Has the author given us enough evidence?

Standard Question Stems

- *Read the sentence from the passage.
(Ex: The extreme pollution in the city led to much sickness.)*
- *Which point is the author making with the evidence in these sentences (or this sentence)?*

Possible Student Tasks

- **Tell Why** – After reading an informational text, present students with a key point the author made and post it for the students to reference. Students are assigned to read back through the text and the illustrations to determine why the author believes the statement to be true. You may want to consider using a graphic organizer of some type to write the reasons.
- **Flap Book** – Students fold two or three pieces of paper in half (hot dog fold) and staple along the fold. Cut up to the staple two times, ending with a book containing three flap sections. Students record a key point from the text on each flap. Then, they describe a reason/evidence under each flap. The goal is for students to see how the author builds a set of key points with reasons.
- **Evaluate Student Persuasive Writing** – Using a student's persuasive writing piece to model, as a class determine the point(s) the student author is making. Then, determine the reasons this student gives for the point(s) made. Students can determine the reasons with a partner to encourage active engagement. For example: The author makes the point that after-school clubs should happen weekly at Hamilton Heights Elementary. He gives some reasons such as

they will give students the opportunity to make friends with students not in their classes at school. He also gives the reason that it will allow students to try new activities that they may actually like and may not have tried before like chess, scrapbooking and Zumba.

- **Students Write in Persuasive Mode** – After reading *Lou Gehrig – The Luckiest Man* (see below), students write an opinion piece explaining whether or not Lou Gehrig was the luckiest man. Students must use evidence to support their thinking.

Materials / Assessments / Recommended Titles

- Consider an informational text that makes an argument or key point with evidence to support it. "Tornadoes cause a lot of destruction"; "Space travel may be possible for everyday people someday."
- *Lou Gehrig-The Luckiest Man* in Houghton Mifflin student anthology.
- See "Demonstrate and Discuss," pg. 271, Owocki.

Teaching Notes

- Consider starting with opinion or persuasive text, but the text does not need to be limited to this genre.

Reading Literature: Integration of Knowledge and Ideas, **Text Analysis**

This standard supports students as they *compare, contrast, and integrate* information from different texts through meaningful reading of texts. It involves comparing and contrasting settings, characters, events, plots and themes. **MP #4**

CC.1.3.4.H – Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures. E03.A-C3.1.1

Objectives “The Students will”

- Read and discuss literature including stories, myths and traditional literature from different cultures.
- Compare and contrast the treatment of themes and topics in two texts.
- Compare and contrast the patterns of events in two texts.
- Integrate information from two different texts to read, discuss, and write.

Vocabulary

compare, contrast, theme, topic, pattern, events, culture

Guiding Questions and Prompts

- *What type of text is this and what culture does it represent?*
- *How does the culture affect how the story was told?*
- *What pattern of events (archetype) do I recognize from other literature I have read (the quest, the journey, good versus evil, etc.)?*
- *What do you know about how this story might go based on other books you have read?*
- *What is the theme? How can I put the theme into words?*
- *How is this similar to or different from another version of the story?*
- *Let's compare and contrast the _____ of the two stories.*
- *Overall, what is similar about the two stories. “Both stories...”*
- *What is similar or different about the themes (patterns of events, plots, etc.) in both texts?*
- *How are the messages/themes/plots/patterns of events similar or different?*
- *How does each author convey the theme or address the topic?*

	Standard Question Stems • <i>In which way are the patterns of events in the passages different?</i> • <i>What is a main theme of both passages?</i> Text-Dependent Analysis Essay Example: • Read the statement about greed. <i>"One who is greedy always wants more."</i> Write an essay analyzing how both passages show the statement to be true. Use evidence from both passages to support your response.
Possible Teacher Tasks • Intentional Read Aloud: Read two myths, folktales, or fables with similar topics, patterns of events, or themes. Think aloud and fill in a graphic organizer to compare each. Discuss how they are similar and different citing evidence from both texts to support your thinking. • Repeat using other texts such as the coming of age stories listed below. Possible Student Tasks • Use two column notes or Top Hat graphic organizer to record similarities and differences between the themes, topics, and patterns of events in two texts. Students bring their notes and organizers to a class discussion of the two texts. • Students fill in a chart comparing the themes of two or more texts. Students discuss connections between the themes of the texts and how the author conveyed the themes citing specific evidence from the texts. • Students use post-it notes to compare the themes or patterns of events in two texts. Common Core Appendix B Sample Performance Tasks for Stories and Poems: <i>Students compare and contrast coming-of-age stories Bud, Not Buddy (Christopher Paul Curtis) and The Birchbark House (Louise Erdrich) by identifying similar themes and examining the stories' approach to the topic of growing up. [RL.5.9]</i>	

Text 1

- Theme

Text 2

- Theme

Comparing Themes or
Patterns of Events



Text 1

Text 2

Materials / Assessments / Recommended Titles

Books:

Collections of Stories from Different Cultures or Traditional Literature

- *When Birds Could Talk and Bats Could Sing* (Virginia Hamilton)
- *The People Could Fly: American Black Folktales* (Virginia Hamilton)
- *Favorite Greek Myths* (Mary Pope Osborne)
- *Keeper of the Animals* (Michael Caduto and Joseph Bruchac)

Coming of Age

- *Bud, Not Buddy* (Christopher Paul Curtis)
- *The Birchbark House* (Louise Erdrich)

Website

https://mhschool.com/lead_21/grade4/ccslh_g4_rl_1_3b.html

PSSA Glossary

Analysis: 1. The process or result of identifying the parts of a whole and their relationships to one another.
2. Using a close reading of text(s) to examine the relationships/connections among ideas, details, and/or examples referenced therein, as directed by a task.

Archetype: In literature, an archetype is a typical character, an action or a situation that seems to represent such universal patterns of human nature.

www.literarydevices.net

Diverse Culture: cultural variety and differences that exist throughout the world or within a society.

Integrate: To bring together or to combine information so as to produce a larger unit or a whole.

Myth: A story that tries to explain the origin of the world or natural phenomena. These stories are passed on from one generation to the next and usually contain gods, supernatural beings, or ancestral heroes. Most myths provide insight into the human condition or provide a lesson about human behavior.

Teaching Notes

- Students should examine for similarities and differences or *connections* between the way the author or authors convey the theme or use a pattern of events to convey a theme.
- Students should not only be able to fill in an organizer but be able to *explain* how these themes or patterns of events are similar or different. Then, students should be able to take the information to writing in order to explain their thinking.

Reading Informational Text: Integration of Knowledge and Ideas, Analysis Across Texts

This standard supports students as they **compare**, **contrast** and **integrate information** from different texts to build meaning. **MP #4**

CC.1.2.4.1 Integrate information from two texts on the same topic to demonstrate understanding of that topic.

Objectives-“The Students will”

- Read and discuss informational text.
- Use different sources of information to build knowledge on a topic.
- Determine the important points from two texts.
- Identify points that are related between two texts.
- Write about key points from different texts.
- Research a topic to gain information.

Vocabulary:

compare/contrast, analyze, timeline, multimedia, top hat organizer, graffiti

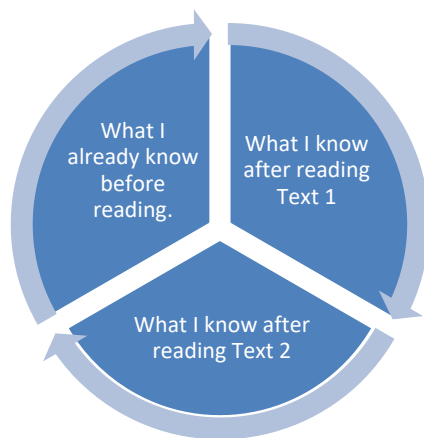
Guiding Questions and Prompts

- *What are the most important points from text one? Text two?*
- *Were any points similar between the two texts? Different?*
- *How can I write about the information I learned?*

Possible Student Tasks

- **Pie Organizer –**

Students can use the organizer to the right to gather the information. Then, the information from Text 1 and Text 2 can be taken to writing. Consider an oral presentation.



This may need to be modeled whole class prior to students practicing. Be sure to think aloud about the most important ideas from each text.

- **What's the Connection?** Students read two texts on the same topic. After reading text one, each student writes on sticky notes 1-3 key concepts the author taught. The students do the same activity the next day using a different color sticky note. Student then take the information to writing by explaining the concept.
- **Graffiti Boards** – See Common Core Lesson Book, p. 290.
- Illustrations, timelines, maps, etc., can be incorporated into the writing.
- **Multimedia Presentation** – Students can use the organizers mentioned above (Top Hat, Pie Organizer, etc.) to extend their research into a multimedia presentation. Keep in mind that the presentation does not need to be lengthy. For example, a student can share 2 slides using PowerPoint. The first slide may include his name, topic, and the resources used. Slide 2 may include a short summary of the key ideas from the reading and research done.

Materials / Assessments / Recommended Titles

- Consult with the science/social studies teacher regarding topics the students have studied or are currently studying.
- Check out this link to model this standard:
https://www.youtube.com/watch?v=ryi_UUjsv5s
- [Consult with your librarian for books as well as electronic resources to aid students with their research.](#)

Teaching Notes

- Choose a text set to begin. This would include a grouping of two or more informational texts that are related in some way. SHOW the students both texts prior to beginning instruction with one of them. On day two, move on to text two. For fourth graders, emphasize integrating the information to build students' knowledge.
- You may need to revisit making connections prior to teaching this standard.
- Because this standard requires the use of two texts, consider revisiting an informational text that was used earlier in the year, *a familiar read*.
- If your students complete a multimedia presentation, be sure to evaluate how to best present to the class. It is not necessary to have each student present to the entire class, plus it can really consume a lot of class time. Students can present in small groups or ask your librarian or literacy coach for other ideas.

Speaking and Listening

These standards support students as they present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. **MP#1-4**

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.B Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points.

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.

CC.1.5.4.F Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

CC.1.5.4.G Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.

Objectives "The Students will"

- Engage in class discussions.
- Paraphrase the information that was presented.
- Determine the evidence and reasons a speaker gave on particular points.
- Report on a topic or text, tell a story or recount an experience.
- Differentiate between contexts that require formal English versus informal situations.
- Add audio recordings and visual displays to presentations to enhance understanding.
- Demonstrate command of the conventions of standard English when speaking (based on grade 4 level content).

Guiding Questions and Prompts

- *On a scale of 1-5, evaluate the participation of the class.*
- *What evidence is there to support the point that the speaker made?*
- *Let's recount the experience.*
- *Tell the story using a beginning, middle, and end.*
- *What visual can be added to this presentation to help us better understand?*
- *When is standard English used?*
- *When is informal language appropriate?*
- *Tell a partner (or group) the important points.*

Possible Student Tasks - Consider creating an anchor chart with the students stating the expectations for group discussions. - Create a PowerPoint with visuals to report on a topic. - Students take sides on a particular issue. <i>Did the character learn his lesson? Based on your reading today, does a Yeti exist?</i> Then, following the discussion, the students write about how they feel about the topic with evidence.	
Materials / Assessments / Recommended Titles	Teaching Notes - Reference the Grammar Scope and Sequence document. - Encourage students to respond in class discussions by rephrasing the questions. <i>What is the best evidence to support that Michaela is kind? The best evidence is...</i>

Grade 4-Response to Literature/Text-Dependent Analysis Writing

CC.1.4.4.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts. MP #1, #2, #3, #4
Standards: CC.1.4.4.B Identify and introduce the topic 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 aid comprehension. CC.1.4.4.D Group related information into paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aid comprehension. CC.1.4.4.E Use precise language and domain-specific vocabulary to inform or explain the topic. CC.1.4.4.H Introduce the topic and state an opinion (<i>thesis</i>) on the topic. 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.K Choose words and phrases to convey ideas precisely. CC.1.4.4.F Demonstrate a grade-appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.4.U With guidance and support, use technology 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.V Conduct short research projects that build knowledge through investigation of different aspects of a topic. 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 day or two) for a range of discipline-specific tasks, purposes, and audiences.

How to teach these standards:

- **Writing Checklists:** Use the PSSA Writer's Checklists for each mode with students as a guide.
- **Exemplars and mentor texts:** Use exemplars and mentor texts. Show high and medium examples so students can detect what's better about the high work. Use **shared reading** to read exemplars or examples. Based on exemplars and mentor texts, the class builds anchor charts about good narrative writing then, sets 1-2 writing goals for themselves.
- **Direct Instruction:** Use direct instruction to briefly explain a new concept or skill.
- **Model and Think Aloud:** **Every lesson** should have the teacher **model and think aloud** as you plan, draft, revise and edit.
- **Small Bites:** Use a small section of a mentor text or your own writing as a model of how-to do what is expected that day. *Less is better.* Each lesson should have one **primary literacy objective**.
- **Short and Precise Directions:** Give short, precise directions with clear expectations of what students are to try that day in their writing.
- **Scaffold:** Use anchor charts and other helps such as exemplars, scored work, word walls, interactive notebooks, thesauruses, etc. to support writers and build toward independence.
- **Coaching Conferences or Small Groups:**
 - Ask questions that allow students to share their thinking aloud
 - Cue them as to what strategy to try
 - Model again if needed or refer to an exemplar or your own writing
 - Give feedback-focus on their goal or where they are stuck. Focus feedback to a praise and a push.
 - Attribute when they are successful in the objective or meeting their goal.
- **Sharing:** a chance to attribute success to students as they explain their thinking to the class. This helps other students construct meaning about how to meet the lesson objective.
- **Mini-lessons: 80% Craft (focus, content, organization, style), 20% Conventions of the English Language**

Vocabulary

topic, response, opinion, analysis, evidence, explain

Focus- topic, introduce, answer

Content- develop, relevant, cite, evidence, explain, details, direct quotations, examples

Organization- order, organizational structure, group, linking words and phrases

Style- sentence lengths, types (declarative, imperative, interrogative, and exclamatory), complexity, specific or precise words

Edit/conventions- CUPS-capitalization, usage, punctuation, and spelling

Revise- ARMS-add, remove, move, substitute

Objectives

1. Understand and learn to write responses to literature and text-dependent analysis essays from models or exemplars.

Possible Mini-lessons

1. Share multiple examples of different types of responses to literature and text-dependent analysis essays. Develop an anchor chart that shows the components and qualities of a text-dependent analysis essay.

2. Introduce the text for the intended audience and state the topic or opinion. Focus	→	2. Model how to unpack the text-dependent question or task in order to understand what the question or task wants students to do. Model how to use words from the question or task to <i>form an opinion (thesis) statement</i>. Go back to the exemplars to show how other writers have stated an opinion or thesis statement.
3. Develop the analysis using a variety of evidence from text(s) to support claims, opinions, and inferences. Content Provide reasons that are supported by facts and details. Content	→	3. Model how to make your own graphic organizer to use to gather and organize claims, reasons, and supporting evidence. Model how to search for evidence that supports your opinion or thesis AND add an explanation that helps the reader understand how the evidence supports the opinion or thesis.
4. Create an organizational structure in which related ideas are logically grouped to support the writer's purpose. Organization	→	4. Model how to examine the three or more pieces of evidence or reasons to decide the best order. Put these in a logical order by numbering them on a graphic organizer or in the draft. Use the RACER model (restate, answer, cite evidence, explain, and restate) to help students make sure they include all parts to support their claim. Make an anchor chart of sentence starters for citing and explaining evidence.
5. Use commas and quotation marks to mark direct speech and quotations from a text. Content, Conventions	→	5. Compare and contrast dialogue with direct quotes from a text. Discuss how to choose when to use both when writing. Have 5-10 different quotes from the text. Have students work with a partner to select and defend the best quote to use when answering the question. Could also use quotes and have students rank them. Students apply to their own writing.
6. Link ideas within categories in a logical order using linking words and phrases (e.g., <i>another, for example, also, because</i>). Style	→	6. Model how to add linking words and/or phrases within each paragraph and between paragraphs. Use linking words that work or don't work. Writers choose linking words based on the context of their writing. Look at exemplars to generate an

		anchor chart of effective linking or transition words and/or use a list of linking or transition words.
7. Provide a concluding statement or section related to the analysis presented or the opinion. Organization	→	7. Read the closing statements or sections of the exemplars to examine differing ways to close the essay. Students choose one as a model to guide in writing their own closing statement or section.
8. Write with a variety of sentence types. Style	→	8. Examine sentence lengths (count words), beginnings, and complexity (simple, compound, and complex sentences). Use declarative, imperative, exclamatory, and interrogative sentences.
9. Use precise language and domain-specific vocabulary to inform about or explain the topic. Content	→	9. Students read exemplars or models and highlight the precise or domain-specific words. Discuss the effects of the words on the writing. How do the words impact the students as readers? Students highlight their own writing similarly and revise it to add domain-specific vocabulary to strengthen writing.
10. Choose words and phrases to convey ideas precisely. Style	→	10. Students read a shared exemplar. Have students note words or phrases that <i>jump off the page</i> at them or that make the point clear for them as readers. Have students find spots in their own writing to replace non-specific words with specific ones.
11. Proofread and correct errors in capitalization, sentence and word usage, punctuation, and spelling. Conventions	→	11. Proofread using a <i>focused correction area or FCA</i> . Correct for one thing at a time such as one of the <i>CUPS</i> (<i>capitalization, usage, punctuation, and spelling</i>) or a taught grammar skill.

<u>Guiding Questions and Prompts</u> • What can I learn from an exemplar or mentor text to help me write a response to literature or text-dependent analysis? • How can a text-dependent question or task help me to understand how to respond? • Do I have enough content for the reader to understand the story without reading it? • How do I find evidence to support my thesis? • Do all of the sentences sound the same? Can you combine some of the short sentences to make longer ones? Can you add descriptive words to make the sentences more interesting? Can you flip the sentence or dialogue? • The focused correction area (FCA) for today is (pick one): capital letters, subject-verb agreement, punctuation inside the sentence, punctuation outside the sentence, pronoun-antecedent agreement, spelling, etc. <u>Teacher Notes</u> • Some teachers create an anchor chart using the acronym OREO, opinion, reason, explanation or example, opinion, to help students remember the components of opinion writing. At this level, they often refer to it as double-stuffed ORERO because	<u>Possible Tasks in Writing</u> • Write a letter to convey an opinion for an authentic purpose. • Write an essay for a cause that children care deeply about (Should We Have Zoos?, How to Make the World a Better Place, Bullying, Adopting a Puppy from the Pound.) <u>Possible Tasks in Math</u> • Write an opinion about the best strategy to solve a problem. • What is the best deal (or way to spend a certain amount of money)? <u>Possible Tasks in Social Studies</u> • Write a letter convincing the principal to change a rule that is unfair or create a rule to rectify a situation that is unfair. • Write an opinion about which region would be the best place to live. Be sure to mention its physical features, climate, resources, etc. as part of your argument. <u>Possible Tasks in Science</u> • Which of your senses could you live/not live without? <u>Materials, Resources, and Mentor Texts</u> • Liars Text Dependent Analysis Essay Exemplar (see below) • Response to Literature Model (direct quote from text) • My Brother Dan's Delicious (Layne) • Dear Mrs. LaRue, Letters from Obedience School (Teague) • Hey, Little Ant! (Hoose) • What If You Had Animal Teeth? (Markle) • What If You Had Animal Feet? (Markle) • What If You Had Animal Hair? (Markle) • What If You Had Animal Ears? (Markle)
---	--

expectations require that students give more than one reason with evidence. Others have used RACE or RACER-<i>restate the question, answer the question, cite evidence, explain the evidence, and restate the claim.</i> • Consider writing for an authentic purpose-write a <i>letter to someone (teacher, principal, new student, parent) conforming to the correct letter writing format.</i>	
---	--

Liars Text Dependent Analysis Essay Exemplar

This essay scored a 3 for the following reasons

- Introduction paragraph included lead and thesis statement
- Answered all parts of the question using specific evidence from the text and clear examples from life experiences
- Explained evidence to show liars are not trusted
- Used transition words
- Wrote a conclusion paragraph that restated the thesis statement in a different and some closing thoughts
- Wrote essay in multiple paragraphs
- Used strong words (synonyms) and different types of sentences
- Used correct capitalization, punctuation, and spelling

Lying is when you say something and there is nothing really there like when Melvin cried, "Lunch monitor." The author develops the moral "Liars are not believed even when they tell the truth," and this lesson is important to my life.

The first reason how the author shows the moral is Melvin lies that the lunch lady Mrs. Bunz is coming. Melvin cries, "Lunch monitor, lunch monitor." A minute passed then another and another, "She's not coming," Victoria said. Melvin lied again that the lunch lady was coming. Then Melvin said, "Lunch monitor," and Calvin said, "Not again." Melvin had been lying but this time Mrs. Bunz was actually coming and put him on the wall when she came in. No one believed him because he had lied so many times in the past.

The next reason is how the lesson is important to me. For example, someone was going to buy a car and the guy said, "This car has 300 horsepower," but the other guy was going to test drive it and it

didn't so he is telling a lie and shouldn't be believed. Another time was when Ben got hurt when we were playing basketball and we said, "You'll be fine," but he had a swollen lip. The final explanation was when I had been at my grandma's and I fell off the monkey bars and my arm really hurt and my cousin said, "You will be fine," but my arm ended up being broken.

Truly, liars are not depended on even when they tell a fact of life. Don't lie about things so people can trust you! What do you think?

Grade 4-Informative/Explanatory Writing

Write informative/explanatory texts to examine a topic and convey ideas and information clearly. MP #1, #2, #3, #4
Standards: CC.1.4.4.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.4.B Identify and introduce the topic clearly. CC.1.4.4.C Develop a topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multi-media when useful to aid in 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 aid in comprehension. CC.1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the topic. CC.1.4.4.F Demonstrate a grade-appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.4.U With guidance and support, use technology 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.V Conduct short research projects that build knowledge through investigation of different aspects of a topic. 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 day or two) for a range of discipline-specific tasks, purposes, and audiences.
How to teach these standards: • Writing Checklists: Use the PSSA Writer's Checklists for each mode with students as a guide. • Exemplars and mentor texts: Use exemplars and mentor texts. Show high and medium examples so students can detect what's better about the high work. Use shared reading to read exemplars or examples. Based on exemplars and mentor texts, the class builds anchor charts about good narrative writing then, sets 1-2 writing goals for themselves. • Direct Instruction: Use direct instruction to briefly explain a new concept or skill. • Model and Think Aloud: Every lesson should have the teacher model and think aloud as you plan, draft, revise and edit. • Small Bites: Use a small section of a mentor text or your own writing as a model of <i>how-to</i> do what is expected that day. <i>Less is better</i>. Each lesson should have one primary literacy objective. • Short and Precise Directions: Give short, precise directions with clear expectations of what students are to try that day in

their writing.

- **Scaffold:** Use anchor charts and other helps such as exemplars, scored work, word walls, interactive notebooks, thesauruses, etc. to support writers and build toward independence.
- **Coaching Conferences or Small Groups:**
 - Ask questions that allow students to share their thinking aloud
 - Cue them as to what strategy to try
 - Model again if needed or refer to an exemplar or your own writing
 - Give feedback-focus on their goal or where they are stuck. Focus feedback to a praise and a push.
 - Attribute when they are successful in the objective or meeting their goal.
- **Sharing:** a chance to attribute success to students as they explain their thinking to the class. This helps other students construct meaning about how to meet the lesson objective.
- **Mini-lessons: 80% Craft (focus, content, organization, style), 20% Conventions of the English Language**

Vocabulary

topic, inform, convey, explain, describe, sequence, compare/contrast, cause/effect

Focus- topic, introduce

Content- develop, relevant, facts, definitions, concrete, details, quotations, examples, text features, formatting

Organization- order, group, headings, linking words and phrases

Style- sentence lengths, types (declarative, imperative, interrogative, and exclamatory), complexity, specific or precise words

Edit/conventions- CUPS-capitalization, usage, punctuation, and spelling

Revise- ARMS-add, remove, move, substitute

Objectives

1. Understand and learn to write informative/explanatory pieces from models or exemplars.

2. Find a meaningful topic. Identify and introduce the topic **clearly**.

Focus

3. Develop the topic with content. **Content**

Mini-lessons

1. Share multiple examples of different types of informative/explanatory pieces. Save to use as mentor texts in future lessons.

2. Generate meaningful topics to create student buy-in. (Collaborate with the science and social studies teacher(s) and/or curriculum for possible topics.) Provide choice and allow for inquiry if possible.

3. Collect relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic. Use a Gathering Grid, some other graphic organizer, or post-its. Model how to include a relevant quotation.

4. Create an organizational structure in which related ideas are grouped to support the writer's purpose.	→ 4. Create an organizational structure. Assign categories or headings. Use a graphic organizer or post-it notes to order information. Encourage students to manipulate post-its to group information in the best order.
5. Link categories of information in a logical order using linking words and phrases. Organization	→ 5. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). Consider developing an anchor chart of effective linking words and phrases from mentor texts.
6. Include formatting when useful to aid in comprehension. Content	→ 6. Share with students models of many text feature options. Students choose the most effective one or two to include to aid the reader in understanding the information. These could be drawn or printed from the web.
7. Provide a concluding statement or section. Organization	→ 7. Examine several mentor texts models of concluding statements or sections. Model how to try two or three of the conclusions and pick the best one to use in writing.
8. Write with a variety of sentence types. Style	→ 8. Examine sentence lengths (count words), beginnings, and complexity (simple, compound, and complex sentences). Use declarative, imperative, exclamatory, and interrogative sentences.
9. Choose words and phrases to convey ideas precisely. Style	→ 9. Revise to add <i>expert</i> language. Share examples of content or domain-specific language when modeling. Choose one to two words that might need to be bolded or defined in text.
10. Proofread and correct errors in capitalization, sentence and word usage, punctuation, and spelling. Conventions	→ 10. Proofread using a <i>focused correction area or FCA</i> . Correct daily for one convention at a time such as one of the <i>CUPS</i> (<i>capitalization, usage, punctuation, and spelling</i>) or a taught grammar skill.

Guiding Questions and Prompts

- What is the topic? What do I want my reader to know or learn?
- What format will I use to write my piece?
- What information do I want to include in my writing to provide the reader enough information?
- How will I group my information into categories that make sense?
- How do I connect the details inside my paragraphs? How do I use linking words to connect my paragraphs into a meaningful whole?
- Did I add illustrations, headings, maps, graphs, timelines, etc. to help my reader learn?
- Did I use specific vocabulary to teach my reader?
- Did I end my piece with a concluding statement or section?
- Do all of the sentences sound the same? Can you combine some of the short sentences to make longer ones? Can you add descriptive words to make the sentences more interesting? Can you flip the sentence or dialogue?
- The focused correction area (FCA) for today is (pick one): capital letters, subject-verb agreement, punctuation inside the sentence, punctuation outside the sentence, pronoun-antecedent agreement, spelling, etc.

Possible Tasks in Writing

- Take the compare and contrast or Top Hat organizers completed during the reading block and extend it by using the organizer to write an informational piece. **Compare and Contrast**

Standard Prompt

- Write an essay for your teacher that describes one activity that you like to do or would like to try. Be sure to use details and examples to explain your ideas. **Descriptive**
- Write an essay for your teacher that describes your favorite part of the school day. Be sure to use details and examples to explain your ideas. **Descriptive**
- Write an essay to describe how a lesson you learned helped you become the person you are today. Be sure to use details and examples to explain your ideas. **Descriptive**

Possible Tasks in Math

- Write to explain how to measure an angle. **How To**
- Write to explain how to draw a line of symmetry. **How To**

Possible Tasks in Social Studies

(Collaborate with the science and social studies teacher(s) and/or curriculum for possible topics.)

- Use Trueflix or Bookflix to research a topic from social studies. Students gather the information during the reading block to write an informational report or article. **Research**

Possible Tasks in Science

- Write to explain the functions of one of the body systems. **How-To**

<u>Teacher Notes</u> • Keep in mind that all informative/explanatory writing does not need to include research. Possible tasks could include: directions, all about books, lab reports, informational or newspaper article, how-tos, web pages, Power Points, newsletters, Voki Presenter, etc. • Consult with your librarian when conducting research for help with web sites or books to support students. Keep in mind the grade-level expectations for writing when collaborating with library services.	<u>Materials, Resources, and Mentor Texts</u> Books by: • <i>What Do You Do With a Tail Like This?, Biggest, Strongest, Fastest, What to Do When Someone Wants to Eat You</i> (Steven Jenkins) • <i>Weather, Tornadoes, the Brain</i> (Seymour Simon) • <i>How a House Is Built, Owls, Recycle!, Sea Turtles</i> (Gail Gibbons) • <i>A Drop of Water</i> (Walter Wick) • <i>ReadWorks.org</i> • <i>NewsELA.com</i> • <i>TweenTribune.com</i> Use Voki Presenter or other web-based program to create informative/explanatory presentations on topics in content areas.
---	---

Grade 4-Opinion Writing

Write opinion pieces on topics or texts, supporting a point of view with reasons and information. MP #1, #2, #3, #4
Standards: CC.1.4.4.H Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. 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.K Choose words and phrases to convey ideas precisely. CC.1.4.4.L Demonstrate a grade-appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.4.U With guidance and support, use technology 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.V Conduct short research projects that build knowledge through investigation of different aspects of a topic. 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 day or two) for a range of discipline-specific tasks, purposes, and audiences.
How to teach these standards: • Writing Checklists: Use the PSSA Writer's Checklists for each mode with students as a guide. • Exemplars and mentor texts: Use exemplars and mentor texts. Show high and medium examples so students can detect what's better about the high work. Use shared reading to read exemplars or examples. Based on exemplars and mentor texts, the class builds anchor charts about good narrative writing then, sets 1-2 writing goals for themselves. • Direct Instruction: Use direct instruction to briefly explain a new concept or skill. • Model and Think Aloud: <i>Every lesson</i> should have the teacher model and think aloud as you plan, draft, revise and edit. • Small Bites: Use a small section of a mentor text or your own writing as a model of how-to do what is expected that day. <i>Less is better.</i> Each lesson should have one primary literacy objective. • Short and Precise Directions: Give short, precise directions with clear expectations of what students are to try that day in their writing. • Scaffold: Use anchor charts and other helps such as exemplars, scored work, word walls, interactive notebooks, thesauruses, etc. to support writers and build toward independence.

- **Coaching Conferences or Small Groups:**
 - Ask questions that allow students to share their thinking aloud
 - Cue them as to what strategy to try
 - Model again if needed or refer to an exemplar or your own writing
 - Give feedback-focus on their goal or where they are stuck. Focus feedback to a praise and a push.
 - Attribute when they are successful in the objective or meeting their goal.
- **Sharing:** a chance to attribute success to students as they explain their thinking to the class. This helps other students construct meaning about how to meet the lesson objective.
- **Mini-lessons: 80% Craft (focus, content, organization, style), 20% Conventions of the English Language**

Vocabulary

opinion, argumentative, persuasive, audience, point, counterpoint, plea, author's purpose

Focus-generate, meaningful topic, lead, hook

Content-reasons, facts, details, support

Organization-structure, order, linking words and phrases, closure

Style-convincing language, precise words

Edit/Conventions-CUPS-capitalization, usage, punctuation, and spelling

Revise-ARMS-add, remove, move, substitute

Objectives

1. Understand and learn to write opinions from models or exemplars.
2. Introduce a topic or text **clearly** and state an opinion on the topic. **Focus**
3. Provide reasons that are supported by facts and details. **Content**
4. Create an organizational structure in which related ideas are grouped to support the writer's purpose. **Organization**

Mini-lessons

- 1. Share multiple examples of different types of opinion pieces.
- 2. Generate meaningful topics to create student buy-in. (Should We Have Zoos?, How to Make the World a Better Place, Bullying, Who Should Be on Currency or a Postage Stamp). State an opinion.
- 3. Generate reasons to support the opinion.
- 4. Create an organizational structure.
 - a. Use a graphic organizer to order reasons.
 - b. Link reasons with words and phrases
 - c. (for instance, in order to, and in addition)

5. Link opinion and reasons in a logical order using linking words and phrases.	→ 5. Add facts and details to support my reasons.
6. Provide a concluding statement or section related to the opinion. Organization	→ 6. Provide a sense of closure that is related to the opinion.
7. Write with a variety of sentence types. Style	→ 7. Examine sentence lengths (count words), beginnings, and complexity (simple, compound, and complex sentences). Use declarative, imperative, exclamatory, and interrogative sentences.
8. Choose words and phrases to convey ideas precisely. Style	→ 8. Revise to add convincing language.
9. Proofread and correct errors in capitalization, sentence and word usage, punctuation, and spelling. Conventions	→ 9. Proofread using a <i>focused correction area or FCA</i> . Correct for one thing at a time such as one of the <i>CUPS (capitalization, usage, punctuation, and spelling)</i> or a taught grammar skill.
<u>Guiding Questions and Prompts</u> • <i>How is opinion writing different from other types of writing?</i> • <i>What are the expectations of opinion writing?</i> • <i>What do I feel strongly about? What do I think is fair/unfair?</i> • <i>What reasons do I have to support my opinion? Need to use a “So what?” or “because” to connect reasons to the opinion.</i> • <i>Why is it important to put reasons in a logical order? How can I use words and phrases to link my opinion to reasons?</i> • <i>Who is your audience? How can you</i>	<u>Possible Tasks in Writing</u> • <i>Write a letter to convey an opinion for an authentic purpose</i> • <i>Write an essay for a cause that children care deeply about (Should We Have Zoos?, How to Make the World a Better Place, Bullying, Adopting a Puppy from the Pound).</i> <u>Possible Tasks in Math</u> • <i>Write an opinion about the best strategy to solve a problem.</i> • <i>What is the best deal (or way to spend a certain amount of money)?</i> <u>Possible Tasks in Social Studies</u> • <i>Write a letter convincing the principal to change a rule that is unfair or create a rule to rectify a situation that is unfair.</i> • <i>Write an opinion about which region would be the best place to live. Be sure to mention its physical features, climate, resources, etc. as part of your argument.</i>

choose words to sound more convincing to your reader? - Do all of the sentences sound the same? Can you combine some of the short sentences to make longer ones? Can you add descriptive words to make the sentences more interesting? Can you flip the sentence or dialogue? - The focused correction area (FCA) for today is (pick one): capital letters, subject-verb agreement, punctuation inside the sentence, punctuation outside the sentence, pronoun-antecedent agreement, spelling, etc. <u>Teacher Notes</u> - Some teachers create an anchor chart using the acronym OREO, opinion, reason, explanation or example, opinion to help students remember the components of opinion writing. At this level, they often refer to it as double-stuffed OREREO because students are required to give more than one reason with evidence. - Consider writing for an authentic purpose-write a letter to someone (teacher, principal, new student, parent) conforming to the correct letter writing format.	<u>Possible Tasks in Science</u> - Which of your senses could you live/not live without? <u>Materials, Resources, and Mentor Texts</u> - Circus Animal Opinion Essay Exemplar (see below) - My Brother Dan's Delicious (Layne) - Dear Mrs. LaRue, Letters from Obedience School (Teague) - Hey, Little Ant! (Hoose) - What If You Had Animal Teeth? (Markle) - What If You Had Animal Feet? (Markle) - What If You Had Animal Hair? (Markle) - What If You Had Animal Ears? (Markle)
---	---

Circus Animal Opinion Essay Exemplar

This essay scored a 3 for the following reasons

- Introduction paragraph included lead and thesis statement
- Wrote topic sentence with details/facts/reasons/evidence to support body paragraphs
- Used transition words
- Wrote a conclusion paragraph that restated the thesis statement in a different and some closing thoughts
- Wrote essay in multiple paragraphs
- Used strong words (synonyms) and different types of sentences
- Used correct capitalization, punctuation, and spelling

Have you ever gone to a circus? Well, some circus acts use wild animals. Some of the animal types include tigers, lions, and elephants. I feel that wild animals should be banned from the circus because people could get very hurt and the animals get taken away from their families.

An important reason I feel wild animals should be banned from the circus is because people could get hurt by the animals. Rowdy animals should be banned from the circus because they could get nervous if the crowd is too loud. If the crowd has food the animals might plunge up to get the food. Also, the animals may be able to bust open the cages and run free and hurt people.

Another important reason wild animals should be banned from the circus is because circus people take the animals from their families. The animals might get lonely being by themselves.

They might also bite other animals because they miss their family. Another thing that might happen is they might feel weird in a cage and not in their habitat.

Clearly, wild animals should be forbidden from the circus because people could get harmed by the animals and circus people take them from their kin. Don't you think wild animals should be forbidden from the circus?

Grade 4-Narrative Writing

Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.

MP #1, #2, #3, #4

Standards:

- CC.1.4.4.N Orient the reader by establishing a situation and introducing a narrator and/or characters; organize a sequence of events that unfolds naturally to support the writer's purpose; establish a controlling point.
- CC.1.4.4.O Use dialogue and description (narrative techniques) to develop experiences and events or to show the responses of characters to situations.
- CC.1.4.4.P Use a variety of transitional words and phrases to manage the sequence of events.
- CC.1.4.4.O Use concrete words and phrases and sensory details to convey experiences and events precisely.
- CC.1.4.4.P Provide a conclusion that follows from the narrated experiences or events.
- CC.1.4.4.Q Choose words and phrases to convey ideas precisely.

- CC.1.4.4.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- CC.1.4.4.U With guidance and support, use technology 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.V Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- 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 day or two) for a range of discipline-specific tasks, purposes, and audiences.

How to teach these standards:

- **Writing Checklists:** Use the PSSA Writer's Checklists for each mode with students as a guide.
- **Exemplars and mentor texts:** Use exemplars and mentor texts. Show high and medium examples so students can detect what's better about the high work. Use **shared reading** to read exemplars or examples. Based on exemplars and mentor texts, the class builds anchor charts about good narrative writing then, sets 1-2 writing goals for themselves.
- **Direct Instruction:** Use direct instruction to briefly explain a new concept or skill.
- **Model and Think Aloud:** **Every lesson** should have the teacher **model and think aloud** as you plan, draft, revise and edit.
- **Small Bites:** Use a small section of a mentor text or your own writing as a model of *how-to* do what is expected that day. *Less is better.* Each lesson should have one **primary literacy objective**.
- **Short and Precise Directions:** Give short, precise directions with clear expectations of what students are to try that day in their writing.

- **Scaffold:** Use anchor charts and other helps such as exemplars, scored work, word walls, interactive notebooks, thesauruses, etc. to support writers and build toward independence.
- **Coaching Conferences or Small Groups:**
 - Ask questions that allow students to share their thinking aloud
 - Cue them as to what strategy to try
 - Model again if needed or refer to an exemplar or your own writing
 - Give feedback-focus on their goal or where they are stuck. Focus feedback to a praise and a push.
 - Attribute when they are successful in the objective or meeting their goal.
- **Sharing:** a chance to attribute success to students as they explain their thinking to the class. This helps other students construct meaning about how to meet the lesson objective.

Mini-lessons: 80% Craft (focus, content, organization, style), 20% Conventions of the English Language

Vocabulary

narrative, character, setting, plot, problem, conflict, solution, dialogue, quotation marks, transitional words and phrases, description, sensory details, words and phrases

Focus-experiences, controlling point, central message, theme, seed, situation

Content-SWBST, plot, conflict, action, events thoughts, feelings

Organization-sequence, plot, high point, climax, BME (beginning, middle, end)

Style-voice, dialogue, description, sensory words and phrases, figurative language, sentence length and variety

Edit/Conventions-CUPS-capitalization, usage, punctuation, spelling

Revise-ARMS-add, remove, move, substitute

Objectives

1. Understand and learn to write narrative pieces from models or exemplars.

2. Write about real experiences (personal, historical, fictional)

Focus

3. Write about imagined experiences (personal, historical, fictional) **Focus**

4. Make an effective plan focused on a controlling point or idea and to organize a sequence of events. **Organization**

Mini-lessons

→ 1. Share multiple examples of different types of narrative pieces. Save to use as mentor texts in future lessons on *introductions, dialogue, linking words, description, conclusion, voice, sensory details, etc.*

→ 2. Brainstorm lists of experiences; write about real or historical figures.

→ 3. Write from a picture. Write fiction about historical characters or figures. Write new stories about familiar characters.

→ 4. Using a controlling point or idea (central message, theme, or seed). Use a graphic organizer to sequence events.

5. Tell a story with a beginning, middle and end and event sequence (plot graph). Use transition words to manage the sequence of events or move the story forward in time. Organization 6. Use a consistent tone and point of view. Style 7. Write descriptions with details (dialogue, description, actions, thoughts, and feelings). Style 8. Write with a variety of sentence types. Style 9. Proofread and correct errors in capitalization, sentence and word usage, punctuation, and spelling. Conventions	→ 5. Use a graphic organizer (SWBST-somebody wanted but so then finally) that includes a beginning, middle, and end or an event sequence such as a <i>plot graph</i>. Use transitional words and phrases to help move the story forward in time and help the reader follow the sequence of the story. → 6. Consider the audience, task, and message when choosing a tone (voice) or a point of view when drafting. → 7. Revise to add meaningful dialogue. Write descriptions of a place or a person. Add figurative language to describe people, places, or events. Decide where to add description. Describe thoughts and feelings to help tell the story. → 8. Examine sentence lengths (count words), beginnings, and complexity (simple, compound, and complex sentences). Use declarative, imperative, exclamatory, and interrogative sentences. → 9. Proofread using a <i>focused correction area</i> or FCA. Correct for one thing at a time such as one of the CUPS (<i>capitalization, usage, punctuation and spelling</i>) or a taught grammar skill.
<u>Guiding Questions and Prompts</u> 1. <i>Is this a real experience? Why tell this story?</i> 2. <i>Is this an imagined story? Why tell this story?</i> 3. <i>What do you want your audience to know or understand? How does your sequence of events (plot) unfold to show this?</i> 4. <i>Does your story have a beginning, middle, and end? Did the beginning grab the reader's attention? Did the ending stop at a logical point? Did</i>	<u>Possible Tasks in Writing</u> • <i>Personal Narrative</i> • <i>Narrative-Story</i> • <i>Write a story about a picture</i> • <i>Write a story based on 5-6 key words</i> • <i>Write a description of a person or a place</i> • <i>Write a letter to convey an important event</i> • <i>Write a comic strip to practice sequence and dialogue.</i> <u>Possible Tasks in Math</u> • <i>Write brief stories that pose a problem.</i> <u>Possible Tasks in Social Studies</u> • <i>Historical Fiction-Write a story and put yourself in a historical event as a character.</i>

the story connect from the beginning, through the problem/solution or the message to the end?

5. *Considering the point of view of the narrator and your message, what should the overall tone of the piece be? (funny, scary, anxious, nervous) What words, description, or dialogue would help get that across to the reader?*
6. *Where should your characters help tell the story? What relevant dialogue is important to the story?*
7. *Do all of the sentences sound the same? Can you combine some of the short sentences to make longer ones? Can you add descriptive words to make the sentences more interesting? Can you flip the sentence or dialogue?*
8. *The focused correction area (FCA) for today is (pick one): capital letters, subject-verb agreement, punctuation inside the sentence, punctuation outside the sentence, pronoun-antecedent agreement, spelling, etc.*

- *Write a story about a picture from history from one person's point of view in the picture.*
- *Write a description about a place or a character in history.*
- *Draw and write a cartoon featuring dialogue and thought bubbles to depict a scene from history.*
- *Write a fictional letter to a historical figure or as a historical figure.*
- *Write an autobiography as a famous figure.*

Possible Tasks in Science

- *Write a story set in one of the regions that includes a description of the setting. Make physical features, climate, resources, etc. influence the plot in the story.*