

Unit 1

Memoir

Brown Girl Dreaming

by Jacqueline Woodson

Teacher Guide

GRADE 4 Core Knowledge Language Arts®



Core Knowledge®





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This OER unit is offered as a supplement to the core CKLA program developed by the Core Knowledge Foundation. The unit is not part of the current CKLA print program available for purchase from Amplify.

However, as we gather more feedback on how this unit works in classrooms, Amplify and the Core Knowledge Foundation will consider how this unit may be incorporated into future iterations of the core CKLA program sold by Amplify.

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Alignment to the Common Core State Standards

The following chart indicates which lessons in the Memoir unit address content from the Common Core State Standards (CCSS).

Unit 1: Memoir		Lessons														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Reading Standards for Literature																
Key Ideas and Details																
STD RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.												✓	✓		
STD RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Craft and Structure																
STD RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., <i>Herculean</i>).		✓		✓	✓			✓				✓			
STD RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.															
STD RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.															

Unit 1: Memoir		Lessons														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Integration of Knowledge and Ideas																
STD RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.															
STD RL.4.8	(Not applicable to literature)															
STD RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.															
Range of Reading and Level of Text Complexity																
STD RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the Grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reading Standards for Informational Text																
Key Ideas and Details																
STD RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.															
STD RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.															
STD RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	✓	✓							✓						

Unit 1: Memoir		Lessons														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Reading Standards for Foundational Skills																
Phonics and Word Recognition																
STD RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.		✓	✓		✓					✓	✓	✓	✓	✓	✓
STD RF.4.3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.		✓	✓		✓					✓	✓	✓	✓	✓	✓
Fluency																
STD RF.4.4	Read with sufficient accuracy and fluency to support comprehension.		✓	✓		✓					✓	✓	✓	✓	✓	✓
STD RF.4.4a	Read on-level text with purpose and understanding.		✓	✓		✓					✓	✓	✓	✓	✓	✓
STD RF.4.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		✓	✓		✓					✓	✓	✓	✓	✓	✓
Writing Standards																
Text Types and Purposes: Memoir																
STD W.4.3	Write memoirs to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.												✓	✓	✓	✓
STD W.4.3a	Orient the reader by establishing a situation and introducing an author and/or characters; organize an event sequence that unfolds naturally.												✓	✓	✓	✓
STD W.4.3b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.												✓	✓	✓	✓
STD W.4.3c	Use a variety of transitional words and phrases to manage the sequence of events.															
STD W.4.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD W.4.3e	Provide a conclusion that follows from the narrated experiences or events.														✓	✓

Unit 1: Memoir		Lessons															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Production and Distribution of Writing																	
STD W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)														✓	✓	✓
STD W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including Grade 4.)															✓	✓
STD W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Speaking and Listening Standards																	
Comprehension and Collaboration																	
STD SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 4 topics and texts, building on others' ideas and expressing their own clearly.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD SL.4.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.			✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
STD SL.4.1b	Follow agreed-upon rules for discussions and carry out assigned roles.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD SL.4.1c	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Unit 1: Memoir		Lessons														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
STD SL.4.1d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.															
STD SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.															
Language Standards																
Conventions of Standard English																
STD L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD L.4.1a	Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).															
STD L.4.1b	Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.															
STD L.4.1c	Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.															
STD L.4.1d	Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).															
STD L.4.1e	Form and use prepositional phrases.															
STD L.4.1f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.															
STD L.4.1g	Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).								✓							
STD L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.													✓	✓	✓
STD L.4.2a	Use correct capitalization.															
STD L.4.2b	Use commas and quotation marks to mark direct speech and quotations from a text.															
STD L.4.2c	Use a comma before a coordinating conjunction in a compound sentence.															

Unit 1: Memoir		Lessons																
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
STD L.4.2d	Spell grade-appropriate words correctly, consulting references as needed.															✓	✓	✓
Knowledge of Language																		
STD L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
STD L.4.3a	Choose words and phrases to convey ideas precisely.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
STD L.4.3b	Choose punctuation for effect.																	
STD L.4.3c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Vocabulary Acquisition and Use																		
STD L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 4 reading and content, choosing flexibly from a range of strategies.				✓													
STD L.4.4a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	✓			✓	✓	✓	✓										
STD L.4.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i>).		✓	✓											✓			
STD L.4.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
STD L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.						✓											
STD L.4.5a	Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.						✓				✓							
STD L.4.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.																	

Unit 1: Memoir		Lessons														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
STD L.4.5c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).		✓							✓					✓	
STD L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i> , <i>whined</i> , <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Introduction

Unit 1: Memoir: *Brown Girl Dreaming*

INTRODUCTION TO CKLA PROGRAM

Welcome

Dear Grade 4 Teacher,

Welcome to the Core Knowledge Language Arts (CKLA) program! This K–5 program has been carefully researched and designed to ensure students acquire the knowledge and skills foundation needed to become literate adults (i.e., college and career ready), as called for in the Common Core State Standards (CCSS)-ELA.

Individuals familiar with Grades K–3 CKLA may recall that the program in these grade levels comprises two strands: the Skills Strand and the Listening & Learning Strand.

In Grades K–2, the two strands function autonomously. In the Skills Strand, students develop comprehensive decoding abilities through explicit, systematic instruction in phonics, and hone spelling, grammar, and writing skills. In the Listening & Learning Strand, students are exposed daily to challenging, complex text through carefully sequenced domain-based read-alouds at a time when they are they unable to read comparable text on their own. This approach ensures students are building much-needed oral language skills, as well as vocabulary and content knowledge.

In the Grade 3 units, the Skills Strand texts and the Listening & Learning Strand read-alouds consistently complement one another in terms of domain-based content. By Grade 3, students who have received CKLA instruction typically have both the basic and advanced code knowledge needed to decode nearly all possible letter-sound correspondences in the English language. At this point, when students encounter words with spellings that may not have been taught explicitly, they should be able to analyze these words based on existing code knowledge and make inferences about words and phrases using the surrounding text. This decoding automaticity allows students to devote greater attention to comprehension, fluency, and continued vocabulary acquisition.

By Grade 4, students should be able to independently read increasingly complex text, as well as respond in writing to these same texts. As such, in Grade 4 CKLA, there are no longer two separate strands of instruction. Instead, the program includes a combination of features from both the Skills Strand and Listening & Learning Strand. Each unit includes explicit instruction and practice in writing, grammar, morphology, and spelling, as well as reading. These materials, as well as how and when to use them, are described below.

Components

The CKLA Grade 4 program includes the following components:

- Teacher Guide
- Reader (or Trade Book)
- Activity Book
- *Fluency Supplement* (online)
- *Decoding and Encoding Remediation Supplement* (online)

In addition, teachers should ensure that grade-appropriate writing paper and/or notebooks are readily available to students.

Whenever a lesson suggests displaying materials (such as an activity page), please choose the most convenient and effective method to reproduce and display the material. Some suggestions include making a transparency of the material and using an overhead projector; scanning the page and projecting it on an interactive electronic surface; or writing the material on the board/chart paper.

Teacher Components

Teacher Guide

Each Teacher Guide includes daily lessons that provide detailed directions for comprehensive language arts instruction. Lessons, instruction, and exercises in the Teacher Guide should be taught in the order listed. The lessons also suggest group sizes for instruction and exercises (e.g., whole group, small group, partners, independent). You should use your discretion in following the grouping suggestions and consider students' needs.

In addition to detailed reading instruction, lessons in the following areas of study are also taught in Grade 4:

- **Writing:** Writing instruction begins in Unit 1. It centers on a comprehensive writing process and focuses on writing increasingly complex sentences, composing coherent paragraphs, and writing for a variety of purposes that align with the CCSS-ELA.
- **Morphology:** Explicit morphology instruction begins in Unit 2, and addresses reading and understanding words with common prefixes, suffixes, and Greek and Latin roots. Morphology instruction also addresses the meaning of various prefixes, suffixes, and roots. Knowledge of these prefixes, suffixes, and roots builds students' vocabulary and enhances their ability to read unfamiliar multi-syllabic words.
- **Grammar:** Specific grammar lessons and exercises begin in Unit 2 and address various speech and language-usage conventions (such as capitalization and punctuation) as identified in the CCSS-ELA. Knowledge of these specific grammar skills are then reinforced and applied in all writing exercises.

- **Spelling:** Explicit spelling instruction begins in Unit 2. Weekly word lists and accompanying exercises focus on content words and words with morphological patterns taught in the unit. Each week concludes with a spelling assessment. The spelling exercises provide students with opportunities to practice applying knowledge of letter-sound correspondences learned in earlier grades. The weekly assessment can be a useful indication of which students may have gaps in code knowledge and require remediation.

The lessons in Unit 1 focus intensively on reading and writing, in order to immerse students in CKLA routines as they return to school after summer break. Explicit instruction in morphology, grammar, and spelling, is important in satisfying all aspects of the CCSS-ELA, and starts in Unit 2.

Student Components

CKLA Reader or Trade Book

The Readers conform to the standard readability criteria for Grade 4 as outlined by the CCSS- ELA. Each Reader includes core chapters for the lessons, as well as supplemental chapters that may be used for enrichment. Teacher-directed lessons for the enrichment chapters, which begin in Unit 2, are not included in the Teacher Guide; please use these selections at your discretion, considering students' needs and the time available in your school day.

For some units, including Unit 1, each student will receive a trade book instead of a Reader. In these units, pages or lines of text in the trade book are not reproduced in the Teacher Guide. Instead, the Teacher Guide will direct you to reference certain pages and/or lines of text as students work with the trade books.

Activity Book

Every unit includes a collection of activity pages. These instructional exercises are used in different ways. Some pages are designed to be completed with your assistance, whereas others are intended to be completed independently, either in class or for homework. In addition to activity pages that are designed to reinforce skills, some include take-home excerpts of Reader chapters and take-home lists of spelling words.

The Teacher Guide for each unit provides explicit direction in each lesson as to when and how to use the activity pages. Please note that activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2.

Additionally, there are resources at the very end of the activity pages. The pages are labeled as Student Resources, SR.1, SR.2, etc. Included in these resources are charts to which students will be directed to refer (e.g., glossary), as well as the pages needed for the Beginning of the Year Assessment, labeled as A.1, A.2, etc.

Other Components

Fluency Supplement (online)

Helping students achieve automaticity and fluency to improve reading comprehension is an important goal in CKLA Grade 4. The optional Fluency Supplement, consisting of poetry, folklore, fables, and other selections, is provided online at CKLA [Ancillary Materials: Fourth Grade](https://www.coreknowledge.org/free-resource/ckla-ancillary-materials-fourth-grade/) (URL: <https://www.coreknowledge.org/free-resource/ckla-ancillary-materials-fourth-grade/>). These selections provide additional opportunities for students to practice reading with fluency and expression (prosody). You may choose and use the selections at your discretion in any order or frequency.

There are sufficient selections so you may, if desired, use one selection per week for fluency practice. One possible approach is to copy and distribute a selection to students at the beginning of each week. You should model reading the selection aloud with prosody (intonation, tone, rhythm). Students may then take the selection home to practice reading aloud throughout the week with the expectation that they be prepared to read the selection fluently and with prosody by the end of the week. At the end of the week, you would select a few students to read the selection aloud, either individually or chorally. This process allows you opportunities to hear different students read aloud each week. If you use this approach, you should establish audience guidelines for students. Some ideas for audience guidelines include:

- Listen respectfully to your classmates.
- Listen without talking.
- Give your classmate(s) a round of applause and sincere compliments on their reading (e.g., “I liked it when you . . .”)

Decoding and Encoding Remediation Supplement (online)

Comprehensive, explicit, and systematic instruction in letter-sound correspondences (i.e., decoding and encoding) is provided in Grades K–2 CKLA. However, some students entering Grade 4 CKLA may not have had the benefit of that early instruction and may still struggle with decoding and/or encoding words. A separate online publication, the Decoding and Encoding Remediation Supplement, provides further guidance in assessing, analyzing, and remediating specific skills related to decoding and letter-sound correspondences.

This [Decoding and Encoding Remediation Supplement](https://www.coreknowledge.org/free-resource/ckla-ancillary-materials-fourth-grade/) can be found online at <https://www.coreknowledge.org/free-resource/ckla-ancillary-materials-fourth-grade/>. Refer to this supplement for additional resources, mini-lessons, and activities to assist students who experience difficulty with decoding and letter-sound correspondences.

Beginning of the Year Assessment

Unit I includes a Beginning-of-Year Assessment, that will aid you in determining whether students have adequate preparation for Grade 4 CKLA instruction. Students with significantly below grade-level gaps in letter-sound knowledge require intensive decoding instruction on their level, ideally by a reading specialist, to bring them up to grade level. The Decoding and Encoding Remediation Supplement is not intended for use with these significantly below grade-level students. It is, however, designed to provide targeted remedial instruction to students who may occasionally struggle with gaps in letter-sound knowledge, as evidenced by occasional problems in reading and/or spelling entire or parts of words.

UNIT INTRODUCTION: MEMOIR – *BROWN GIRL DREAMING*

The first unit of Grade 4 CKLA instruction contains a warm up lesson, followed by 15 daily lessons, each of which intentionally focuses only on reading and writing. In this way, students are immediately immersed in CKLA reading and writing routines during their first few weeks back in school after summer break. **Each lesson will require a total of 90 minutes.** (As noted earlier in this introduction, explicit instruction in morphology, grammar, and spelling, which are important in satisfying all aspects of the CCSS-ELA, start in Unit 2.) Following the completion of the *Brown Girl Dreaming* lessons, several culminating activities are suggested from which teachers may choose.

After completing all of the above lessons and activities in this unit, you will administer the Beginning-of-Year Assessment. We recommend you spend no more than three days total on the assessment.

Why This Unit Is Important

This unit is based on the book *Brown Girl Dreaming* by Jacqueline Woodson. The book begins with Ms. Woodson’s birth in February, 1963 in Ohio. An African American woman, Ms. Woodson was born in the midst of the 1960s Civil Rights Movement in the United States. Students who completed the Grade 2 CKLA domain, *Fighting for a Cause*, may recall the historical context needed to fully understand the nuances of Ms. Woodson’s memoir. We have attempted to include additional teacher prompts to assist you in supporting students who may lack this background knowledge.

Although this text may be a challenge in terms of content and Lexile level for students at the beginning of the academic year, *Brown Girl Dreaming* is noteworthy for many reasons. The author describes in emotionally charged and evocative language the life of an African American girl growing up in the South and in New York in the 1960s and 1970s during a pivotal period of American history. The book has received numerous recognitions, including the following: The Newberry Medal Honor Book Award; National Book Award for Young People’s Literature; the NAACP Image Award for Outstanding Literature; and the Coretta Scott King Book Awards Author. Ms. Woodson was also named the 2018-2019 National Ambassador for Young People’s Literature.

This unit is difficult to classify in terms of a single literary genre. We have identified the unit as a memoir since the author reflects on and writes about her experiences and the historical context during which she grew up as a young girl. This memoir is, however, unique in that the selections are written in free verse; some might therefore also classify this book and unit as poetry.

Students will focus on identifying, describing, and using elements of a memoir both in reading and writing. These elements include stories told from the first-person point of view; stories focusing on one or more events or experiences important to the author; and descriptive language using sensory details and figurative language.

Through books such as *Brown Girl Dreaming*, students will begin to explore the issues of individual identity, connections to family and the wider community, and issues of tolerance. To minimize the challenges presented by a higher-Lexile text, not all selections in this book are read. In addition, many of the selections are read a second time, with a great deal of scaffolding to help students gain a deeper understanding of the selections. Finally, many supports are also presented in this Teacher Guide to help students as they are presented with emotionally- charged issues such as slavery and racism.

Core Content Objectives Addressed in Core Knowledge Language Arts during Previous Grades

Students who have received Core Knowledge Language Arts (CKLA) instruction in Grades K–3 will already have pertinent background knowledge for this unit. For students who have not received prior CKLA instruction, introductory knowledge with particular focus on the bolded objectives below will be highlighted in the Core Connections section of Lesson 1; additional suggestions are provided to build background knowledge, if class time permits.

Nursery Rhymes and Fables (*Kindergarten*)

- Describe the characters and/or events in nursery rhymes and fables
- Identify rhyming words in nursery rhymes
- Identify lines that repeat in nursery rhymes
- Identify dialogue in nursery rhymes and fables
- Explain that fables teach a lesson that is stated as the moral of the story
- Identify the moral of a given fable
- Explain how animals often act as people in fables (personification)

Stories (*Kindergarten*)

- Explain that stories that are made-up and come from a writer’s imagination are called *fiction*
- Identify the beginning, middle, and end of a given story
- Identify the sequence of events in a given story
- Identify the characters of a given story
- Identify the plot of a given story
- Identify the setting of a given story
- Identify the characteristics of subgenres of fiction, including folktales and trickster tales

Fables and Stories (*Grade 1*)

- Identify character, plot, and setting as basic story elements
- Describe the characters, plot, and setting of a specific fable or story
- Identify fables and folktales as types of fiction
- Identify characteristics of fables: short, moral, personification
- Explain in their own words the moral of a specific fable

Different Lands, Similar Stories (*Grade 1*)

- Explain that fictional stories come from the author’s imagination
- Identify folktales as a type of fiction
- **Explain that stories have a beginning, middle, and end**
- **Describe the characters, plot, and setting of a given story**
- Explain that people from different lands and cultures tell similar stories

Fairy Tales (Grade 1)

- Identify the fairy tale elements of specific fairy tales
- Identify fairy tales as a type of fiction
- Identify common characteristics of fairy tales, such as “once upon a time” beginnings, royal characters, elements of fantasy, problems and solutions, and happy endings
- Compare and contrast different adaptations of fairy tales

Fairy Tales and Tall Tales (Grade 2)

- Describe the characters, plot, and setting of specific fairy tales
- Identify common characteristics of fairy tales such as “once upon a time” beginnings, royal characters, magical characters or events, and happy endings
- Identify the fairy tale elements of specific fairy tales
- Identify fairy tales as a type of fiction
- Identify the characters, plot, and setting of specific tall tales
- Identify common characteristics of tall tales such as exaggeration and larger-than-life characters
- Identify the exaggeration in specific tall tales
- Identify tall tales as a type of fiction

Fighting for a Cause (Grade 2)

- **Explain that members of one powerful group often excluded members of other groups from certain rights**
- **Describe how organizations and movements, such as the civil rights movement, were created as people fought for equal rights**
- **Explain the terms inequality, discrimination, suffrage, segregation, and activist**
- **Explain the importance of the success of the Montgomery Bus Boycott**
- **Describe the connection between Rosa Parks and Martin Luther King Jr.**
- **Identify Martin Luther King Jr. as an important leader of the civil rights movement**

Classic Tales: *The Wind in the Willows* (Grade 3)

- Identify fantasy as a type of fiction
- **Identify from which character’s perspective the story is being experienced**
- Identify common themes throughout *The Wind in the Willows* (e.g., friendship/loyalty, hospitality, responsibility, and irresponsibility) as demonstrated through the characters
- Demonstrate understanding of literary terms, such as *author, characters, setting, plot, dialogue, personification, point of view, perspective, biography, autobiography, theme, narrator, and narration*

Pacing Guide

The following is an overview and pacing guide to teaching the lessons and activities of this unit.

Warm Up Lesson	Warm Up Lesson	Lesson 1	Lesson 2	Lesson 3
Who Am I? 45 min	Who Are You? 90 min.	Core Connections 45 min. Reading 45 min Read-Aloud: “february 12, 1963” Word Work: Enslaved/ Emancipated	Reading 45 min. Whole Group: “second daughter’s second day on earth” Word Work: Injustice	Reading 45 min. Small Group: “the ghosts of nelsonville house” Word Work: Slyness
			Writing 45 min. <i>Identify Descriptive Language</i>	Writing 45 min. Model Identifying Sensory Details

Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8
Reading 45 min. Read-Aloud: “it’ll be scary sometimes” and “no returns” Word Work: Face	Reading 45 min. Small Group: “greenville, south carolina, 1963,” “home,” and “our names” Word Work: Waft	Reading 45 min. Close Reading: “greenville, south carolina, 1963” and “our names” Word Work: Immense	Reading 45 min. Whole Group: “the garden” and “at the end of the day” Word Work: Generation	Reading 45 min. Read-Aloud: “the beginning” and “south carolina at war” Word Work: Write/Right
Writing 45 min. Use Sensory Details to Describe Setting	Writing 45 min. Showing Versus Telling: Emotion	Writing 45 min. Showing Versus Telling: Setting	Writing 45 min. Showing Versus Telling: Characters	Writing 45 min. Showing Versus Telling: Action Verbs

Lesson 9	Lesson 10	Lesson 11	Lesson 12	Lesson 13
Reading 45 min. Partner: “ribbons,” “sometimes no words are needed,” and “leaving greenville” Word Work: Still	Reading 45 min. Read-Aloud: “new york city” Small Group: “brooklyn, new york” and “herzl street” Word Work: Sizzle	Reading 45 min. Whole Group: “composition notebook” and “on paper” Word Work: Gather	Reading 45 min. Partner: “first grade” and “brooklyn rain” Word Work: Sway	Reading 45 min. Whole Group: “gifted,” “writing #1,” and “reading” Word Work: Disappear
Writing 45 min. Examine Point of View	Writing 45 min. Examine the Parts of a Paragraph	Writing 45 min. Generate Ideas for a Memoir	Writing 45 min. Draft a Memoir	Writing 45 min. Draft a Memoir

Lesson 14	Lesson 15	Pausing Point Day 1	Pausing Point Day 2	Beginning-of-Year Assessment Day 1
Reading 45 min. Partner: “what everybody knows now” Word Work: Clasp	Reading 45 min. Read-Aloud: “the butterfly poems” and “every wish, one dream” Word Work: Encyclopedia	Culminating Activities 90 min.	Culminating Activities 90 min.	Reading Comprehension Assessment 90 min. Word Reading in Isolation Assessment and Fluency Assessment
Writing 45 min. Revise a Memoir	Writing 45 min. Share a Memoir			

Beginning-of-Year Assessment Day 2	Beginning-of-Year Assessment Day 3	Pausing Point Day 1	Pausing Point Day 2
Grammar Assessment. 30 min Word Reading in Isolation Assessment and Fluency Assessment	Morphology Assessment 30 min Word Reading in Isolation Assessment and Fluency Assessment	Culminating Activities 90 min	Culminating Activities 90 min

Core Connections

The Core Connections section of Lesson 1 provides students with the historical context necessary to understand some of the people and events described in *Brown Girl Dreaming*. In the Core Connections section of Lesson 1, students will hear a read-aloud titled “Rosa Parks: The Mother of the Civil Rights Movement” from the CKLA Grade 2 domain *Fighting for a Cause*, which can be downloaded from the Core Knowledge Foundation website, [https:// www.coreknowledge.org/free-resource/ckla-domain-12-fighting-cause/](https://www.coreknowledge.org/free-resource/ckla-domain-12-fighting-cause/). If time permits, reading aloud additional selections from this same unit (Lessons 4, 5, and 7) about Mary McLeod Bethune, Jackie Robinson, and Martin Luther King, Jr., will provide students with further context for the fight for equality that was taking place at the time of the author’s birth.

Students should understand that the Civil Rights Movement was, at its core, a movement that involved hundreds of thousands of people who desired to change many of the discriminatory and unfair practices that continued for the 100 years after the legal end to slavery. It was fundamentally the empowerment of those many thousands of individuals to effect change, using many different methods. Students are probably most familiar with the efforts of Dr. Martin Luther King, Jr. and Rosa Parks, but they should also come to understand that the Movement was much broader, and more complex, than those individuals and their more famous accomplishments. Throughout this unit, students should make the connection between the efforts of those individuals and the efforts of less famous people, such as the author of this book and her family, to work to end discrimination. Students can also make a connection between the events that took place in the Civil Rights Movement of the twentieth century and events taking place today, perhaps even events affecting students’ lives today.

Reading

Brown Girl Dreaming

In the interest of time, and to facilitate the reading of the more complex text, students will read only designated selections from this book during their language arts instruction, though you may choose to have students read additional selections as time permits, or for enrichment. While the twenty-six selections that students will read are each relatively short, and comprise a small portion of the 180 total selections in the book, they include complex ideas and language, which will prepare students for the increased demands and vocabulary that texts in later Grade 4 units and beyond, will demand. If you find that your students complete a particular day’s reading lesson in less than the allotted time, consider having your students practice re-reading the selections aloud or use the remaining time to devote to the writing lesson, as needed.

Brown Girl Dreaming is written in the form of free verse. As you read this text aloud, it is important to model the phrasing and rhythm of the words. It is recommended that students be assigned one or more selections of this text to read aloud to provide them with practice reading free verse.

The issue of slavery, raised in *Brown Girl Dreaming*, can be a challenging topic to discuss with students in upper elementary grades. The organization **Teaching Tolerance** has many valuable resources at www.tolerance.org that can be useful in teaching this and other sensitive topics.

Note: Throughout this Unit, this Teacher Guide will refer to the specific page numbers of each selection, as well as to specific lines of text in each selection. Each line of text will be referred to by number, beginning with “1” for the first line of each selection. If there is more than one selection, or

verse, in a lesson, begin again renumbering lines in the new selection/verse with “1.” **We strongly recommend that you number the lines in your copy of the book for each selection in advance of teaching the lesson.** Depending on your school policy, you may want to suggest that students also number the lines of text for each selection in their books.

Reading Lesson Types

Each lesson uses one or more of the following approaches described below. If, however, you feel your students would benefit from an approach different from the one recommended, you should choose the approach that is better suited to your students’ needs. For example, if your students need additional scaffolding, you could choose to use a read-aloud or whole group approach, but if your students are capable of reading the text independently, you could have them do so, and follow that independent reading with a group discussion of the text. In addition, if you would like to formatively assess individual students’ reading abilities, consider using the small group approach more frequently.

Whole Group: For a whole group reading lesson, you will provide reading instruction to the whole class. In general, you will introduce the story, review what students have already learned (when appropriate), preview vocabulary, and establish a purpose for reading. Then, you will guide students’ reading by focusing on small chunks of text. Using guided reading supports, you will briefly engage students in discussion, and reference images, captions, and other text features throughout the lesson. Guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not in brackets should be read aloud verbatim. You may choose to have students read silently or aloud. After reading, you will have the opportunity to check students’ comprehension of the text using oral discussion questions, written activity page items, or some combination of both. Please review completed activity pages, preferably with student involvement, to assess and monitor students’ comprehension and to provide rapid clarification and feedback.

Small Group: For a small group reading lesson, you will divide the class into two groups. **Small Group 1** should include students who need extra scaffolding and support in order to read and comprehend the text. You will provide instruction to this group using the same procedures as a whole group reading lesson. In addition, you will provide support as students complete an activity page, either during reading or afterward. There are many advantages to using this approach with a smaller number of students, including more frequent opportunities for each student to be actively engaged and to respond orally. This allows you to provide immediate corrective feedback and instruction for individual students. **Small Group 2** should include students who are capable of reading and comprehending the text without guided support. These students may work as a small group, as partners, or independently to read the story, discuss it with others in **Small Group 2**, and then complete an activity page. Over the course of the year, students may move from one group to the other, depending on individual students’ needs.

After reading, you will call students together as a class to briefly discuss the selection and wrap up the lesson. Because students in **Small Group 2** will complete the activity page independently, you should make arrangements to ensure they have completed it correctly. You might choose to collect the pages and correct them individually, provide an answer key for students to check their own or a partner’s completed activity page, or confer with students individually or as a group at a later time.

Partner: For a partner reading lesson, you will pair students to read and discuss the selection. You

may wish to use any or all of the following pairings at different times: strong readers with readers who need more support; readers of similar skill levels; or English language learners with native speakers. The way you pair students should change throughout the year. Students can ask their partner for help to sound out or define words as necessary. Example of a partner reading routine:

1. Both students read the first page of the selection silently, and then one partner reads that page aloud.
2. They both read the second page silently, and then the other partner reads that page aloud.
3. This continues until all of the assigned passages have been read.

You may wish to adjust this structure as students' needs change. For example, you could provide guiding questions for students to periodically stop and discuss with their partners. You could also have students complete an activity page with their routine after reading the selections. Finally, after students read and work with their partners, you could call them back together as a whole group to discuss the guiding questions and/or the activity page.

Close Reading: The CCSS emphasize the practice of close reading, including asking text-dependent questions worthy of students' time to answer. We include explicit instructions for utilizing a close reading approach with particular excerpts of selections from the CKLA Reader or book you are using for each unit. These lessons are carefully crafted to focus students' reading to derive deeper meaning through close examination of the text. As in other reading lessons, guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not in brackets should be read aloud verbatim. If you wish to learn more about close reading or if you would like resources for creating your own close reading lessons, please visit this website: www.achievethecore.org.

Read-Aloud: In Grade 4, listening comprehension still generally exceeds reading comprehension for many students. As a result, students benefit from hearing text read aloud by a fluent and experienced reader. Struggling readers, in particular, may benefit from hearing text read aloud as they follow along in the Reader. In a typical read-aloud lesson, you will introduce the selection, review what students have already learned (when appropriate), preview vocabulary, and establish a purpose for reading. Then, you will read the selection aloud while students follow along in the CKLA Reader or book, using guided reading supports to ask questions, discuss vocabulary, and/or highlight important aspects of the text. You will also help students attend to images, captions, and other text features. As in other reading lessons, guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. After reading, you will have the opportunity to check students' comprehension of the text using oral discussion questions, written activity page items, or some combination of both. Please review completed activity pages, preferably with student involvement, to assess and monitor students' comprehension and to provide rapid clarification and feedback.

Comprehension Questions

The lessons for all CKLA units feature text-dependent comprehension questions aligning to the CCSS.

Literal questions assess students' recall of key details from the text. These are text-dependent questions that require students to paraphrase and/or refer back to the portion of the text where the

specific answer is provided. Literal questions generally address Reading Standards for Literature 1 (RL.4.1) and/or Reading Standards for Informational Text 1 (RI.4.1).

Inferential questions ask students to infer information from the text and to think critically. These are also text-dependent, but require students to summarize and/or refer back to the portions of the text that lead to and support the inference they are making. These questions generally address Reading Standards for Literature 2–5 (RL.4.2–RL.4.5) and/or Reading Standards for Informational Text 2–5 (RI.4.2–RI.4.5).

Evaluative questions ask students to build on what they have learned from the text using analytical and application skills, often to form an opinion or make a judgment. These questions are also text-dependent, but require students to paraphrase and/or refer back to the portion(s) of the text that substantiate the argument they are making or the opinion they are offering.

Evaluative questions might ask students to:

- compare and contrast the point of view from which different stories are narrated, addressing Reading Standards for Literature 6 (RL.4.6);
- compare and contrast first- and secondhand accounts of the same event or topic, addressing Reading Standards for Informational Text 6 (RI.4.6);
- identify how reasons support specific points in a text, addressing Reading Standards for Informational Text 8 (RI.4.8);
- compare and contrast the treatment of similar themes and topics across different types of literature, addressing Reading Standards for Literature 9 (RL.4.9);
- integrate information from two texts on the same topic, addressing Reading Standards for Informational Text 9 (RI.4.9); and/or
- analyze a variety of illustrations, photos, graphics, and other visual elements, addressing Reading Standards for Literature 7 (RL.4.7) and Reading Standards for Informational Text 7 (RI.4.7).

If students have difficulty responding to the questions, reread pertinent passages of the selection. If students give one-word answers, and/or fail to use appropriate vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language. Have students answer in complete sentences by restating the question in their responses.

Core Vocabulary

A primary goal of the CKLA program is to expose students to rich domain-specific vocabulary and general academic vocabulary. The texts and associated instructional materials within each unit have been crafted to provide repeated exposure to and experiences with selected vocabulary words embedded within domains of knowledge related to history, geography, science, culture, and the arts. Each unit spans several weeks of instruction, during which students read a minimum of ten unique chapters or selections. This approach allows for the domain immersion needed to acquire new vocabulary as well as breadth and depth of domain knowledge. Through repeated exposure to words in each unit, students implicitly gain a greater understanding of many different words; implicit vocabulary learning is an efficient and effective way to build a broad, rich vocabulary base.

Although the primary mechanism for acquiring new vocabulary is through implicit vocabulary learning, each lesson also highlights a number of vocabulary words in a more explicit way. For example, one word per lesson has been selected for closer study in a Word Work Activity. Whether vocabulary is introduced implicitly or explicitly, students have multiple opportunities to build their understanding of words and to generalize this understanding to new contexts (expanding their receptive vocabulary). As students progress through the unit, they may begin to use new vocabulary words in their speech and writing (expanding their expressive vocabulary). The more you model the use of new vocabulary when discussing each chapter, the more likely students will be to try using these words as well.

The CCSS reference Beck, McKeown, and Kucan’s (2002) three-tiered model for conceptualizing and categorizing vocabulary words. Tier 1 words, also called everyday speech words, typically do not pose a challenge for native speakers. As such, **Tier 1** words are generally not the focus of explicit instruction for most students.

Tier 2 words, also called general academic words, support reading comprehension and may appear across a variety of materials, in language arts and in content areas. Understanding academic vocabulary may contribute to improved performance on assignments and assessments, as these words appear often in directions. Where applicable, we use general academic words throughout the unit, as they refer to all subjects—reading, writing, grammar, morphology, and spelling. They may appear in assessments, spelling lists, activity pages, and discussion questions, among other places.

We have targeted specific academic (Tier 2) vocabulary for intentional focus in each unit. These words are listed and defined both here and in the first lesson of the unit. We encourage you to define academic vocabulary words for students and to use them daily throughout this unit so students may experience multiple exposures to them. The following are specific academic vocabulary words used in this unit, along with their parts of speech and definitions. These words do not appear in this text but are relevant to the unit, and students will benefit from hearing these words used regularly when discussing various types of texts.

- **audience, *n.*** the reader(s) of a text
- **character, *n.*** a person in a story
- **compose, *v.*** to create something, such as writing or music
- **dialogue, *n.*** a conversation between characters
- **event, *n.*** an important occurrence
- **genre, *n.*** a category of literature, music, or art
- **literary, *adj.*** relating to works of literature such as novels, poems, and plays
- **memoir, *n.*** a historical account or biography written from personal knowledge
- **narrative, *n.*** a story that is written or told
- **author, *n.*** a person who writes a story

- **paraphrase, v.** to restate something in a different way
- **sequence, n.** the order in which things happen
- **theme, n.** the main subject of a book, play, or speech

Tier 3 vocabulary is critical to understanding unfamiliar domain content. Students in turn can use domain knowledge as background knowledge to build upon words, also called domain-specific words, in order to relate to the content domain of study. Domain-specific words occur less frequently than Tier 1 and Tier 2 words outside of domain-specific text, but they are common when encountering texts on similar topics.

We have targeted core vocabulary which appears in the text, including both academic (Tier 2) and domain-specific (Tier 3) words. These words appear in each lesson as a sequential list to be previewed before students read the corresponding chapter. Each word is presented with its part of speech, its meaning, and, when applicable, other forms of the word that appear in the chapter. In addition, the first page on which the word appears in the book is noted. For units in which a Reader, rather than trade book, is used, all core vocabulary words are bolded in their first occurrence in the Reader, and they appear in the glossary. Starting in Unit 2, core vocabulary words have also been infused into the instruction and activities related to grammar, morphology, and spelling when appropriate.

***Brown Girl Dreaming* contains rich and challenging vocabulary.** In instances in which a chapter, or selection, includes five or fewer core vocabulary words, we encourage teachers to preview the meaning of these words with students prior to reading. In instances in which a chapter, or selection, includes more than five vocabulary words, we recommend that teachers only preview the first five vocabulary words before students read the selection. Teachers may wish to call students' attention to the remaining core vocabulary words as they are encountered in the text, suggesting that they reference the glossaries located in the Activity Book.

Note: We intentionally provided opportunities for rereading many selections a second time in order for students to receive additional exposure to unfamiliar and challenging vocabulary.

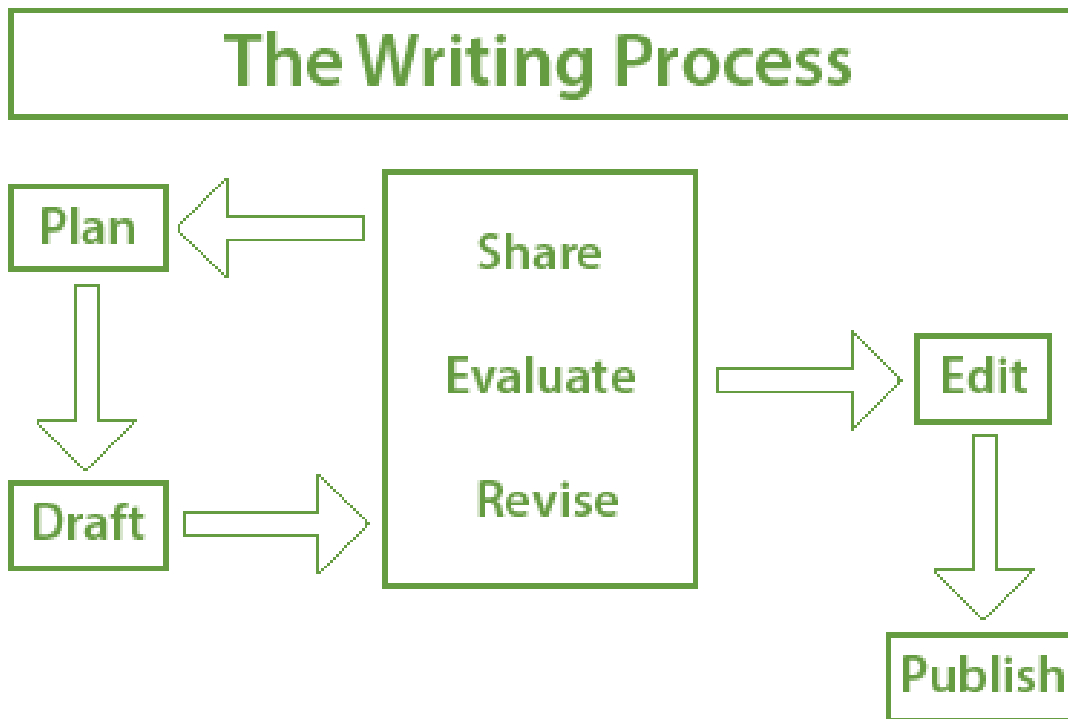
Word Work

Immediately following each reading lesson, we have included a five-minute activity called Word Work. This activity allows for in-depth focus on a specific word from the text of the CKLA Reader or book used in each unit. Students will review the word, its meaning, its part of speech, and an additional context for using the word. Finally, students will complete a follow-up activity to extend their understanding of the targeted word. This is intended to be a very brief exercise that adds to students' vocabulary knowledge.

Writing

In the writing lessons, students will review the stages of the writing process and engage in an extended writing project.

Earlier grades in the CKLA program include five steps in the writing process: planning, drafting, revising, editing, and publishing. Beginning in Grade 4, the CKLA writing process expands to include the following components: planning, drafting, sharing, evaluating, revising, and editing (and the optional component of publishing). In Grades 4 and 5, the writing process is no longer conceptualized as a series of scaffolded, linear steps (an important change from the Grade 3 writing process). Rather, students move between components of the writing process in a flexible manner similar to the process mature and experienced writers follow naturally (see Graham, Bollinger, Booth Olson, D'Aoust, MacArthur, McCutchen, & Olinghouse, 2012, for additional research-based recommendations about writing in the elementary grades).



In this unit, students will examine the parts of a paragraph; explore what it means to show rather than simply tell; generate ideas for writing; and write a “mini memoir.”

Writing lessons include multiple opportunities for peer collaboration and teacher scaffolding. Additionally, when students write, we encourage the teacher to circulate around the room and engage in over-the-shoulder conferences to provide brief, targeted feedback.

In addition to specific writing lessons, there are numerous writing opportunities throughout the CKLA program. For example, students regularly engage in writing short answers in response to text-based questions. In these writing opportunities, students will focus on the use of evidence from the text and individual sentence construction. Please encourage students to use the Individual Code Chart, familiar from earlier grade levels of CKLA, to spell challenging words while they engage in these writing activities.

Grammar; Morphology; Spelling

Instruction in grammar, morphology, and spelling begins in Unit 2.

Speaking and Listening

The CKLA program aligns to the standards and expectations of the CCSS-ELA for speaking and listening by providing numerous opportunities to engage in rich, structured, text-based conversations in a variety of settings and group sizes. For example, during read-aloud lessons, students engage with the text primarily by listening to their teacher read and then integrate and evaluate that information in discussions with their classmates. As another example, during writing lessons, students take turns presenting their writings to partners, small groups, or the whole class, and follow those presentations with rich and constructive conversations about the writings.

There are a number of ways to promote and facilitate speaking and listening throughout the lessons. One method to engage all students in discussions and equalize accountability and opportunities for speaking and listening, is to introduce a discussion question or topic, have students first talk with a partner about the question, then select two or three sticks (preprinted with students' names) from a jar and have those students share their answers.

It is important that students know what is expected of them during the discussion. Overall, students should be expected to:

- contribute to discussion
- actively listen
- respond to comments
- stay on topic

Before students can discuss, they need to understand what the discussion looks and sounds like. To clarify the structure for students, consider:

- modeling and/or establishing a routine for the form of discussion (e.g., small group, whole group, or partner) or collaborative exercise
- developing protocol regarding speaking rights
- providing opportunities for students to practice

Below are a few examples of how you can begin or enhance your classroom discussion:

- Provide tools (e.g., talking stick/chips) or protocol for speaking rights
- Ask questions that elicit a response (e.g., provide a probing questions or thought-provoking statement)
- Respond to students' comments and/or questions by:
 - ☛ probing for additional information
 - ☛ connecting student responses

Fluency

In addition to the Fluency Supplement Packet, the CKLA program addresses fluency by providing multiple opportunities for students to reread text both during classroom instruction and for homework. In addition, fluency assessment occurs three times per year (beginning, middle, and end of year.) An optional fluency assessment is also included at the end of each unit. You may choose to administer the end-of-unit fluency assessment to any student whose performance on the beginning of year assessment is not within the expected and appropriate range as a way to closely monitor students' fluency progress across the year.

Differentiation of Instruction

Opportunities for differentiation of instruction feature prominently in the program. As one example, we provide multiple suggestions for how to support and challenge students throughout the lessons. We have labeled these optional questions, activities, and information as SUPPORT and CHALLENGE. Please use these SUPPORT and CHALLENGE opportunities to address the needs of your class and individual students.

Each unit also concludes with a Pausing Point for differentiation of instruction (the unit overview indicates the length of the Pausing Point). The purpose of the Pausing Point is to provide opportunities for remediation and enrichment based on the results of the Unit Assessment. You may wish to provide remediation or enrichment opportunities to individual students, small groups, or the whole class, based on students' needs.

Assessment

Each unit includes a variety of assessment tools, including formative and summative assessments and progress-monitoring assessments targeting specific skills. Beginning with Unit 2, each unit concludes with a unit assessment that assesses reading comprehension, grammar, morphology, and fluency (optional).

Note: This unit does not include an end-of unit assessment specific to *Brown Girl Dreaming* since additional instructional days are used to administer the Beginning-of-the-Year Assessment.

Beginning-of-Year Assessment

This unit concludes with a Beginning-of-Year Assessment to help you determine whether students have adequate preparation for Grade 4 CKLA instruction. It is administered at the end of Unit 1, rather than the beginning, to give students an opportunity to acclimate to the school environment after the summer break.

The Beginning-of-Year Assessment includes three components to be administered in a whole- group setting, completed independently by each student: a written assessment of reading comprehension, a written assessment of grammar, and a written assessment of morphology. The Beginning-of-Year Assessment also includes two components to be administered individually to students: an oral assessment of word reading in isolation, and a fluency assessment.

The Reading Comprehension Assessment is designed to be completed during a 90-minute block of time and will be administered on the first assessment day. There are three passages for students to read and 10 questions after each passage for students to answer.

The Grammar and Morphology Assessments are designed to be completed during two 30- minute blocks of time on the second and third assessment days respectively.

The Word Reading in Isolation Assessment evaluates skills in reading words in isolation. You will assess selected students individually on this portion of the assessment. Explicit administration instructions are included in this Teacher Guide on Beginning-of-Year Assessment Day 1.

The Fluency Assessment is to be administered to all students. Instructions for the administration of this assessment are included in this Teacher Guide on Beginning-of-Year Assessment Day 1.

After administering the Beginning-of-Year Assessment, you will complete an analysis summary of individual student performance using the Grade 4 Beginning-of-Year Assessment Summary page, found in the Student Resources section of each student’s Activity Book. The results of the analysis will give you a clear idea of which students are ready for Grade 4 CKLA instruction and which students may need more support.

Students who are significantly below grade level, with significant gaps in letter-sound knowledge, will require intensive decoding instruction on their level to bring them up to grade level, ideally by a reading specialist.

Activity Book

Activity pages within the Activity Book provide additional practice for students, as well as opportunities for you to conduct formative assessments. Students will complete some activity pages in class as part of lessons and other activity pages for homework. Homework is assigned regularly (about four times per week) and takes various forms. Whether students complete activity pages in class or at home, it is important that you review the answers to completed activity pages, preferably with students so they have feedback on their work. This allows you to closely monitor each student’s progress.

The Activity Book for this unit includes two resources for students to reference if they need support in understanding the meaning of specific words. There is an activity page listing the core vocabulary words for all selections in each lesson. Each word is presented in the order in which it is encountered in the selection, along with its part of speech, its meaning, and, when applicable, other forms of the word that appear in the selection. This activity page makes a quick and easy reference for students as they read each selection.

In addition, there is also an activity page that represents a typical glossary of all Core Vocabulary words identified in the *Brown Girl Dreaming* selections for this unit. On the glossary activity page, the words are arranged in alphabetical order. When previewing vocabulary words for each lesson, you may want to ask students to occasionally reference the glossary, instead of the lesson specific vocabulary activity page, so that students gain practice in the more challenging task of looking up an individual word in the context of a more comprehensive glossary listing.

Note: Prior to teaching the first lesson of this unit, you may choose to print a complete set of Activity Book pages for each student and then staple or bind the pages. Or, you may choose, instead, to only print a sufficient number of copies of the specific activity pages needed for each lesson and distribute these individually to students as needed during the lesson.

Additional Trade Books that are Memoirs or Personal Narratives that May Be of Interest

- *A Girl from Yamhill*, by Beverly Cleary (HarperCollins Publishers, 1996) ISBN 978-0380727407
- *How I Came To Be a Writer*, by Phyllis Reynolds Naylor (Atheneum Books for Young Readers, 2001) ISBN 978-0689838873
- *How Writers Work: Finding a Process That Works for You*, by Ralph Fletcher (HarperCollins Publishers, 2000) ISBN 978-038079702
- *Knots in my Yo-Yo String: The Autobiography of a Kid*, by Jerry Spinelli (Ember, 1998) ISBN 978-0679887911
- *Lawn Boy*, by Gary Paulsen (Random House Children’s Books, 2009) ISBN 978-0553494655
- *Marshfield Dreams: When I Was a Kid*, by Ralph Fletcher (Square Fish, 2012) ISBN 978-1250010247
- *P.S. Be Eleven*, by Rita Williams-Garcia (HarperCollins Publishers, 2013) ISBN 978-0061938627
- *Spider Boy*, by Ralph Fletcher (Houghton Mifflin Harcourt, 2009) ISBN 978-0547248202
- *Standing in the Light: The Captive Diary of Catherine Carey Logan (Dear America Series)*, by Mary Pope Osborne, (Scholastic, 2011) ISBN 978-0545266871
- *The Moon and I*, by Betsy Byars (HarperCollins Publishers, 1996) ISBN 978-0688137045
- *When I Was Your Age: Volumes I and II: Original Stories About Growing Up*, by Amy Erlich (Candlewick, 2012) ISBN 978-0763658922

Related Resources for Culturally Responsive Teaching

The following organizations, websites, resources, books and films have been identified to support culturally responsive, inclusive and accurate teaching of the material in this Unit.

Teaching Tolerance states its mission is to help teachers and schools educate children and youth to be active participants in a diverse democracy. Their website provides free resources to educators—teachers, administrators, counselors and other practitioners—who work with children from kindergarten through high school. <https://www.tolerance.org>

Facing History and Ourselves is a nonprofit international educational and professional development organization with the mission to engage students of diverse backgrounds in an examination of racism, prejudice, and antisemitism in order to promote the development of a more humane and informed citizenry. <https://www.facinghistory.org>

Civil Rights Teaching, a project of Teaching for Change, provides lessons, handouts, news, and resources for teaching about the role of everyday people in the Civil Rights Movement. <https://www.civilrightsteaching.org>

The Martin Luther King, Jr. Research and Education Institute builds upon the achievements of Stanford University’s Martin Luther King, Jr. Papers Project, the King Institute supports a broad range of activities illuminating Dr. King’s life and the movements he inspired. Their website includes document-based lesson plans and online educational resources related to the modern African

American Freedom Struggle. <https://kinginstitute.stanford.edu/liberation-curriculum/lesson-plans>

Rosa Parks' Biography- A Resource for Teaching Rosa Parks: The Rebellious Life of Mrs. Rosa Parks <https://rosaparksbiography.org>

Teaching Hard History: A Framework for Teaching American Slavery is a comprehensive guide to teaching this critical topic and to helping students understand how slavery influences us in the present day. <https://www.tolerance.org/frameworks/teaching-hard-history/american-slavery>

Teaching the Movement is a set of teaching principles and curriculum rehabilitation tools derived from research on the state of civil rights education in the United States. <https://www.tolerance.org/magazine/publications/teaching-the-movement-2014>

The March Continues is a set of essential practices for educators who want to improve upon the simplified King-and-Parks-centered biographies many state standards offer. <https://www.tolerance.org/sites/default/files/2017-10/The-March-Continues-Essential-Practices-v2-CoverRedesign-Oct2017.pdf>

Civil Rights Done Right offers a detailed set of curriculum improvement strategies based on essential content areas for civil rights education. https://www.tolerance.org/sites/default/files/2017-06_TT_TTM_Civil_Rights_Done_Right_0.pdf

Beyond the Bus: Teaching the Unseen Story of Rosa Parks and the Montgomery Bus Boycott applies elements of The March Continues and Civil Rights Done Right to model how educators can teach about the individuals who acted collectively alongside Martin Luther King Jr. and Rosa Parks, and about how activists organize and operate. https://www.tolerance.org/sites/default/files/2017-06/BeyondTheBus2015_0.pdf

Let's Talk: Discussing Race, Racism and Other Difficult Topics With Students provides strategies to facilitate difficult conversations about race and racism that you can also use to build competency when discussing other types of discrimination such as gender bias, ableism, and religious or anti-LGBT persecution. <https://www.tolerance.org/magazine/publications/lets-talk>

The Anti-bias Framework and Social Justice Standards give students a road map for anti-bias education at every stage of K–12 instruction. Comprised of anchor standards and age-appropriate learning outcomes, the Standards provide a common language and organizational structure educators can use to guide curriculum development and make schools more just and equitable. <https://www.tolerance.org/frameworks/social-justice-standards>

Critical Practices for Anti-bias Education offers practical strategies for accomplishing academic and social-emotional goals side by side. <https://www.tolerance.org/frameworks/critical-practices>

Children's Books and Literature on the Topic

Child of the Civil Rights Movement, Paula Young Shelton

Claudette Colvin: Twice Toward Justice, Phillip Hoose

Let It Shine: Stories of Black Women Freedom Fighters, Andrea Davis Pinkney and Stephen Alcorn

Martin Rising, Requiem for a King, Andrea Davis Pinkney & Brian Pinkney

Pies from Nowhere: How Georgia Gilmore Sustained the Montgomery Bus Boycott, Dee Romito

Rosa, Nikki Giovanni

Rosa Parks, Eloise Greenfield

Ruth and the Green Book, Calvin A. Ramsey

Satchel Paige: Striking Out Jim Crow, James Sturm

Take a Seat—Make a Stand: A Hero in the Family: The Story of Sarah Key Evans, a Civil Rights Hero Who Would Not Be Moved, Amy Nathan

Films and Video

Teaching About the Montgomery Bus Boycott

<https://socialjusticebooks.org/store/teaching-montgomery-bus-boycott-dvd/>

America's Civil Rights Movement: A Time for Justice

<https://www.tolerance.org/classroom-resources/film-kits/americas-civil-rights-movement-a-time-for-justice>

Mighty Times: The Children's March

<https://www.tolerance.org/classroom-resources/film-kits/mighty-times-the-childrens-march>

Our Friend, Martin

<https://www.youtube.com/watch?v=ROracLAcRSc>

Hidden Figures

<https://www.commonsensemedia.org/movie-reviews/hidden-figures>

The Watsons Go to Birmingham

<https://www.commonsensemedia.org/movie-reviews/the-watsons-go-to-birmingham>

Warm Up Lessons

Who Am I and Who Are You?¹

AT A GLANCE CHART			
Lesson	Activity	Materials	Time
Warm Up	Who Am I?	Chalk, masking tape, or some other means of marking a large circle on the floor “Who Am I?” blank booklets for each student Art supplies such as thin tipped colored markers for each student	45 min
Warm Up	Who Are You?	Shape Cards A small basket or lunch bag to hold the Shape Cards Kitchen Timer Completed “Who Am I Booklets” Notepads or Notebooks and Pencils for each student	90 min

Lesson Focus

By the end of this lesson, students will be able to:

Writing:

Represent themselves in pictures and words.
(W.4.10)

Speaking and Listening:

Talk about themselves and the many different components of their identities, including the things that matter most to them.
(SL.4.1; SL.4.4)

Take turns speaking and responding to their classmates in a respectful way.
(SL.4.1b; SL.4.1c; SL.4.1d)

Listen for similarities and differences between their values, or beliefs, and those of their classmates.
(SL.4.1d)

Explain why differences should be celebrated.
(SL.4.1)

¹The activities in this Warm Up lesson have been adapted from Empowering Students to Improve the World in Sixty Lessons by Fernando Reimers, (©Creative Commons Attribution 4.0 International License, 2017) ISBN 9781546456773; available for free download at

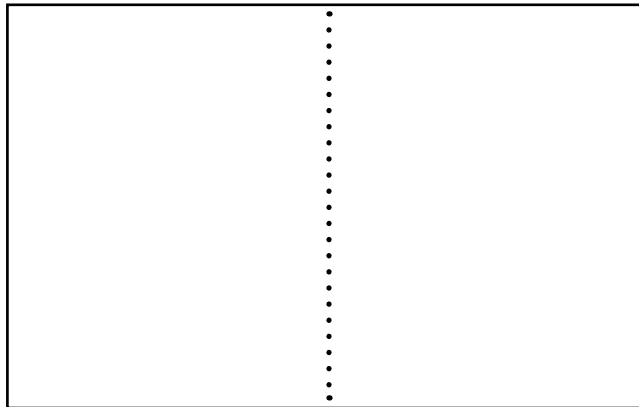
https://www.researchgate.net/publication/316890922_Empowering_Students_to_Improve_the_World_in_Sixty_Lessons

How This Lesson Relates to *Brown Girl Dreaming*

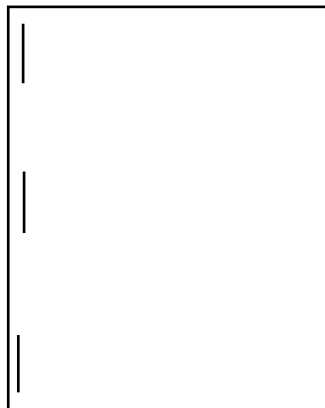
A recurring underlying question posed by author Jacqueline Woodson in *Brown Girl Dreaming* is the struggle faced by every individual in establishing a sense of identity; the selections in the book frequently pose the rhetorical question, “Who am I? Am I defined by what I look like, by what I think, by what groups I belong to, by what other people say I am?” The activities in this lesson are designed to prompt students to begin thinking and talking about these questions in relation to themselves and their classmates. The lesson is particularly well suited as an activity at the beginning of school year when students may find themselves in a class with new classmates whom they may not know. How will they interact with their new classmates? Will they form opinions about their classmates based on how they look, what clothes they wear, etc.? Will they avoid interacting with classmates they don’t know or who seem different in some way? Or, will they take the time to gain a deeper understanding of each person?

ADVANCE PREPARATION

- Prior to class, make a blank “Who Am I?” booklet for each student:
 - o Place four blank 8 ½ x 11 sheets of white paper on a flat surface in a landscape orientation
 - o Fold the pages in the middle, along an imaginary dotted line, aligning the margins.



- o Staple the booklet several times along the far left margin to secure all of the pages. Each booklet should now have a blank front and back cover, as well as fourteen blank interior pages.
- On the board or chart paper, number and write the following questions. You may add or delete



questions, based on what you believe will be most effective in prompting thought and discussion among your students.

1. What do I look like?
2. What do I like to do?
3. What do I dislike doing?
4. How many different places have I lived before? (houses, cities, states, countries)
5. What are some groups, or clubs, that I belong to?
6. What is important to me?
7. What are my values?
8. Why are my values (from #7) important to me?
9. What do I worry about?
10. What do I wish for or dream about?

Keep the questions covered during the initial group discussion activities, displaying them only when directed to do so for the “Who Am I?” booklet activity.

- Re-arrange classroom furniture, if necessary, and use chalk or masking tape to mark a circle on the floor large enough to accommodate all of the students in the class.
- Using as many index cards as you have students, draw one of the following shapes on each card: circle, square, triangle, diamond, oval. Draw the same shape on an even number of cards, creating five different groups. For example, if you have 30 students in your class, make six “circle cards,” six “square cards,” six “triangle cards,” and so on.

These cards will be used in the “Who Are You?” part of the lesson to assist in randomly sorting students into pairs for the interview activity. If you have an odd number of students in your class, still make an even number of cards; you will need to “fill in” and choose a card as if you were “an extra student,” so that every student has a partner.

CORE VOCABULARY

identity, *n.* who a person is

values, *n.* what a person believes are important in life; a person’s principles

interview, *v.* to talk to someone and ask questions to find out more information

stereotype, *n.* an often oversimplified or biased mental picture held to characterize the typical individual of a group

Introduce the Topic

5 minutes

Tell students that they are going to do an exercise to show ways that people are similar and different. Point out the circle that you have marked on the classroom floor. Invite students to come into the circle if they can answer “yes” to certain questions: “Come into the circle if you wear glasses/have brown hair/have a sister/have been to another country/speak a different language, or more than one language/like to eat vegetables” etc.

Finish by saying “Come into the circle if you are in Mr./Ms. [your name] class at [name of your school]!”

All children will finish together in the circle.

Answer the Question “Who am I?”

10 minutes

Ask students to brainstorm answers to the question, “Who am I?” based on completing the following sentence starter, “I am someone who... .”

For this part of the exercise, students can give more surface level answers based on interests, hobbies and abilities, such as “I am someone who likes ice cream” or “I am someone who can run really fast.” You may wish to model an example.

TURN AND TALK: Ask students to turn quickly to a partner and share their responses.

Debrief by first asking several students to share their own individual responses. Then, shift perspective by asking several pairs to share their partner’s response. Be sure students begin their sentence with their partner’s name, “[Partner’s name] is someone who likes vanilla ice cream” or “[Partner’s name] likes vanilla ice cream.”

Guide students to notice the similarities and differences in their answers; for example, did several students say “I am someone who likes...” or “I am someone who can...” like or be able to do the same thing?

Introduce the Idea of Identity and Values

5 minutes

Introduce the term *identity* and ask students to think more deeply about their identities, in terms of what matters to them and what things they think are important. Students may need some examples of this before they can do it themselves, such as, “I am someone who thinks my family is important” or “I am someone who thinks it is important to be kind to others.”

After several students share examples of what is important to them, introduce the term values, explaining that the things they are identifying as important to them represent their values.

Introduce the “Who Am I?” Booklet

5 minutes

Explain that students are going to create their own personal booklets, titled “Who Am I?”

Distribute the blank booklets to students, along with a variety of art supplies. Instruct students to write the following on the cover of their booklet:

Who Am I?

By

[Student's Name]

Reveal and display the list of questions you have prepared in advance, calling on different students to read the questions aloud. Explain that students are to copy each question at the very top of each inside page of the booklet. Be sure that students understand that they are to copy the question in small, neat writing, so that most of each page is still blank.

Note: There are more blank pages than questions, in case students need extra writing and/or drawing space to answer each question. Monitor student efforts as they create this booklet and be prepared to alter students' participation in this activity. For example, for any students who struggle to write their responses independently, consider having them dictate responses to an adult or peer to be recorded in the booklet. Consider alternative methods of presenting the information, such as having students share the information verbally with the class or a small group.

Complete the "Who Am I?" Booklet

20 minutes

Direct students to complete their personal booklet, answering each question by writing or drawing or using a combination of both writing and drawing.

Note: Explain to students that for this activity, it is not necessary to respond in complete sentences. A list of one-word answers and/or phrases and/or drawings for each question is acceptable.

Who Are You?

90 minutes

Introduce the Topic

5 minutes

Tell students that they will now have an opportunity to talk to one of their classmates and to share their "Who Am I?" booklets. Explain that this activity will give each student a chance to get to know their classmate better.

Pass around the basket of shape cards, directing each student to draw one card from the basket. Each student should look at the shape on his card, but should not show it to anyone else until directed. Once every student has drawn a card, instruct students to hold up the card against their forehead, with the shape facing outward, so that students can see one another's shapes.

On your signal, tell students to find another student with the same shape on his or her card, preferably someone he or she does not know well, as quickly as they can. Once students have found a partner, tell them to sit down on the floor facing one another, waiting for the next set of directions. (Students should have their completed "Who Am I" notebook, a pencil, and a notepad with them.)

Explain that students will now take turns interviewing their partners to find out more about them. Prompt students to use the sentence starter, “Tell Me About...,” completing it with one of the “categories” from the “Who Am I?” booklet.

Explain that they will have enough time to ask their partner about 3-5 different things from their “Who Am I” booklet. **Tell students that their goal is to try to learn about their partner’s interests – what they like and dislike - and their values, what’s important to them and why.** Ask students to decide who will be “interviewer” and who will be the “interviewee” first, and then begin asking questions. For example, the interviewer may say, “Tell me about what you really like.” Tell the interviewer to take notes to help remember interesting facts about their partner. Likewise, explain that the interviewee may refer to and show pages from her “Who Am I?” booklet to help explain her responses to the interviewer.

You may want to note that, while talking with one another, students should be respectful of one another’s interests and values. Point out that asking additional questions about anything they do not understand is fine. They may also respectfully disagree with one another about what they value and think is important.

You may want to provide examples of different ways that students can respectfully express disagreement. Tell students that you are going to make different statements or comments indicating that you do not agree with something someone else has said. After each statement, students should say either “respectful” or “not respectful” to indicate whether the statement is an acceptable way to express disagreement”

- “I appreciate your point of view, but I don’t agree.” (respectful)
- “Really??? That’s stupid!!!” (not respectful)
- “I can’t believe you think that! You’re weird.” (not respectful)
- “I have a different opinion, but I understand that you might think something else.” (respectful)
- “Hmmm, that’s an interesting way to think about things. I never thought of that before.” (respectful)
- “Wow – you’re just crazy. You just don’t understand!” (not respectful)

CHALLENGE – Tell students that a single word meaning “not respectful” is *disrespectful*. Encourage students to use the word *disrespectful* as a substitute for “not respectful.”

Tell students that you will now set the timer for eight minutes, so that the interviewer can begin asking questions. When the alarm rings, students will switch roles. Let students know that once the interviews are complete, you will be asking them to share what they found out about their classmate with the whole class.

Set the timer for eight minutes two times, so each student has a chance to assume the role of “interviewer” and “interviewee.”

“What I Learned About ...”

15 minutes

Call the class back together and ask several pairs to share things they learned about each other. Remind students to focus on their partner’s likes and dislikes, as well as their values.

As students share, you may also want to ask whether anything that they learned about their partner surprised them and/or whether they learned anything that helped them understand their partner better.

After several pairs have shared, point out any similarities and differences among students’ likes, dislikes, and values.

Explain that sometimes people form an opinion about someone without knowing very much about the person and, as a result, oftentimes the opinion they hold is incorrect. For example, sometimes people form opinions and judgments about others based on a person’s appearance. Encourage students to discuss how forming an opinion based only on how a person looks may lead to incorrect assumptions.

Introduce the term *stereotype* and explain that when a large number of people hold an incorrect opinion about a person or group of people, based simply on their appearance, such as the color of the person’s skin, it is called a stereotype.

Tell students that they will be reading about and discussing stereotypes in the book for this unit, *Brown Girl Dreaming*.

Regroup Students With Another Classmate to Interview

45 minutes

As time permits, use the shape cards to help students find a new classmate to interview. Repeat the same process and steps described above.

Go Further

Collect students’ “Who Am I” booklets in a classroom library. As time permits, encourage students to read and learn more about their classmates. Also, encourage students to continue to engage in conversations with their classmates to learn more about one another.

Lesson 1

AT A GLANCE CHART			
Lesson	Activity	Materials	Time
Core Connections	Introduce Memoir Genre	CKLA G2, D12 Fighting for a Cause, Lesson 6 Read Aloud - "Rosa Parks: The Mother of the Civil Rights Movement" and CKLA G2, D12 Fighting for a Cause, Lesson 6 Flip Book Images Activity Book Activity Pages SR.1, SR.2 timeline	45 min
	Read-Aloud: "february 12, 1963" Word Work: Enslaved/Emancipated	<i>Brown Girl Dreaming</i> by Jacqueline Woodson Activity Pages 1.1 and 1.2 timeline U.S. map	40 min 5 min
Take-Home Material	Reading	Activity Pages 1.2, and SR.3; Fluency Supplement Selection (optional)	*

Lesson Focus

By the end of this lesson, students will be able to:

Core Connections:

Describe the time period of the Civil Rights Movement in America and identify elements of a memoir.

Reading:

Describe the setting and historical context of *Brown Girl Dreaming*.
(RL.4.3; RL.4.10; RI.4.3)

Speaking and Listening:

Ask and answer questions about the text.
(SL.4.1; SL.4.1b; SL.4.1c; L.4.1, L.4.3; L.4.3a; L.4.3c; RL.4.1)

Language:

Use a glossary in order to determine or clarify the meaning of vocabulary words.
(L.4.4c)

Determine the meaning of domain-specific vocabulary words.
(L.4.4a; L.4.6)

Academic Vocabulary (Tier 2 words)

Academic vocabulary words are underlined in lessons wherever they are included. You may wish to define these words for students and use them intentionally throughout the unit so students hear them used in multiple ways. The inclusion of the words and definitions on this list does not mean that they should be pre-taught to students; simply be aware of these words and use them as appropriate throughout the unit.

1. **audience, n.** the reader(s) of a text
2. **character, n.** a person in a story
3. **compose, v.** to create something, such as writing or music
4. **dialogue, n.** a conversation between people or characters
5. **event, n.** an important occurrence
6. **genre, n.** a category of literature, music, or art
7. **literary, adj.** relating to works of literature such as novels, poems and plays
8. **author, n.** a person who writes a story
9. **paraphrase, v.** to restate something in a different way sequence, n. the order in which things happen theme, n. the main subject of a book, play, or speech
10. **voice, n.** the way in which a thought, feeling, or happening is expressed

ADVANCE PREPARATION

Core Connections

Make and display an enlarged version of the Memoir chart (Activity Page SR.1):

Memoir	
Element	Example
Uses first person point of view	I, we, me, us, our, ours, my, mine
May focus on one or more significant event(s) or personal experience(s)	An event or experience that is first, last, or significant
Includes characteristics of a memoir	Setting, characters, plot, dialogue
Includes descriptive language	Sensory details, figurative language
Makes importance of event or experience clear to reader	Descriptions about how event or experience affected the author
May be written in the form of free verse, or poetry	Includes additional sensory details or figurative language

Create a Timeline: Throughout this unit, students will be referring to a timeline depicting several important events related to the Civil Rights Movement. To support their understanding of the purpose and format of a timeline, consider either or both of the following activities, which can be created over the course of the unit, as time permits:

- o Create a timeline of important events in your life, focusing on events that allow students to learn more about you and make personal connections that will support a relationship with students.
- o Have students create their own timeline of important events in their lives. Explain that students should have at least one event from each year of their life, including their birth and other important events that took place in their lives (e.g., the birth of a sibling, a move to a new city or state, their first day of school, etc.).

Be prepared to create a timeline on the board/chart paper during the lesson that can accommodate at least six events from 1865 to the present. On the far left side of the timeline write the year 1865, and on the far right side write the present day. Prior to the lesson, print images—available via the hyperlinks or indicated URLs—to place on the timeline at each of the six points that will be discussed:

- 1865: Abraham Lincoln/End of the United States Civil War
https://en.wikipedia.org/wiki/List_of_photographs_of_Abraham_Lincoln
- 1955: Rosa Parks/Montgomery Bus Boycott and Start of the Civil Rights Movement
https://en.wikipedia.org/wiki/Rosa_Parks
- February 12, 1963: Jacqueline Woodson is born
<https://www.jacquelinewoodson.com/>
- August 28, 1963: Martin Luther King, Jr.’s March on Washington/“I Have a Dream” Speech
https://en.wikipedia.org/wiki/I_Have_a_Dream
- The year(s) in which most of the students in the class were born
- The present year

The read aloud text for “Rosa Parks: The Mother of the Civil Rights Movement” from the Grade 2 Core Knowledge Language Arts Domain *Fighting for a Cause*, is embedded in this lesson. However, accompanying images should be downloaded from this link:

- Flip Book: https://3o83ip44005z3mk17t31679f-wpengine.netdna-ssl.com/wp-content/uploads/2017/01/CKLA_G2_D12_FB_web.pdf
- Alternatively, if your students have a good understanding of Rosa Parks and her significance in American history, and just need a brief review, you may choose instead to use the following four-minute PBS video about Rosa Parks: <https://www.pbslearningmedia.org/resource/american-vid-rosa-parks/video/#.W0pwkdJKjIU>

If your students would benefit from additional readings on Rosa Parks and her contributions to the Civil Rights Movement, consider using one of the following trade books:

- *Rosa*, by Nikki Giovanni and illustrated by Bryan Collier (Square Fish, 2007) ISBN 978- 0312376024
- *Dear Mrs. Parks*, by Gregory J. Reed (Lee & Low Books, 1997) ISBN 978-1880000618
- *I Am Rosa Parks*, by Rosa Parks and Jim Haskins, and illustrated by Wil Clay(Houghton Mifflin, 2000) ISBN 978-0618062409

- *A Picture Book of Rosa Parks* (Picture Book Biography), by David A. Adler and illustrated by Robert Casilla (Holiday House, 1995) ISBN 978-0823411771

You may want to obtain classroom copies of memoirs and other books listed in the Recommended Resources in the Introduction to this Unit.

Reading

Throughout this Unit, this Teacher Guide will refer to specific lines of text in *Brown Girl Dreaming* by number, beginning with “1” for each selection. If there is more than one selection in a lesson, begin again with “1” when the focus shifts to the new selection. For this lesson and all subsequent lessons, number the lines of verse in your copy of the text in advance.

Depending on your school’s policy, you may ask students to similarly number the lines of text in their book.

Write the Purpose for Reading on the board/chart paper: Read “february 12, 1963” in order to describe the setting and historical context of *Brown Girl Dreaming*.

Post a map of the United States in the classroom.

Fluency (optional)

Choose and make sufficient copies of a text selection from the online Fluency Supplement Packet to distribute and review with all students for additional fluency practice this week. Alternatively, you may choose to assign a selection of text from *Brown Girl Dreaming* for practice reading free verse fluently. (See the Introduction of this Teacher Guide for more information.)

CORE CONNECTIONS

45 minutes

Explain that *Brown Girl Dreaming* is the name of a memoir that students will read in this unit. Tell students that the author of this book is Jacqueline Woodson. In this book, she will recount her experiences as she grew up.

TURN AND TALK: Ask students what they may be able to tell about the author from the title of the book.

- o She may be the “brown girl” of the title and may be African American. She may be someone who has dreams, which will probably be the subject of the book.

NOTE: Discussing race, discrimination, and slavery is often complex and emotionally charged. As is noted in the Introduction to this unit, it is suggested you refer to one of the resources noted to assist you in this regard. One such resource is “Let’s Talk: Discussing Race, Racism and Other Difficult Topics With Students” www.tolerance.org/magazine/publications/lets-talk.

Explain that Ms. Woodson was born in the United States during a time in which discrimination was widespread. Explain that discrimination is the unfair or unjust treatment of a person, or group of

people, based on individual characteristics such as skin color, race, or religion. At the time Ms. Woodson was born, African Americans experienced discrimination and were not treated fairly on the basis of their skin color. Explain that discrimination still exists today and often is shown not only by individual people but also by groups of people and institutions.

Explain that the terms *African American* and *Black* may both be used throughout this Unit to refer to the same group of people. Over time, terms that are used to refer to groups of people may change, and many past terms may today be considered inappropriate.

To provide historical context, explain that long before the time Ms. Woodson was born, many African Americans were brought to the United States as enslaved people. They were held in slavery until slavery was abolished, or ended, after the American Civil War. Explain that President Abraham Lincoln was the president during the Civil War, and that the Civil War ended in 1865. Write the year 1865 and place any images you prepared on the far left side of the displayed timeline.

NOTE: For additional support in teaching these complex and emotionally-charged topics, please refer to “Teaching Hard History: A Framework for Teaching American Slavery” at <https://www.tolerance.org/frameworks/teaching-hard-history/american-slavery>

SUPPORT: You may wish to define slavery for students so that they understand that a person who is enslaved does not have the freedom to choose how to live his or her life, is forced to work for no pay, and is often separated from family members.

A Special Note to Teachers—Talking About Slavery

Discussing slavery with younger students is a challenging task. Slavery, which has existed for thousands of years in many cultures, is, by definition, an inhumane practice—people are reduced to property, to be bought and sold, and often treated with brutality and violence. Classroom discussion of slavery should acknowledge the cruel realities while remaining mindful of the age of the students. In the Core Knowledge Language Arts materials, we have attempted to convey the inhumane practices of slavery to young children without overly graphic depictions. Recently, some historians have questioned the language used to talk about slavery. Some contemporary historians urge that we refer not to slaves but instead to enslaved persons or enslaved workers. The term slave, these historians argue, implies a commodity, a thing, while enslaved person or enslaved worker reminds us of the humanity of people forced into bondage and deprived of their freedom. Other historians, however, argue that by avoiding the term slave, we may unintentionally minimize the horror of humans being treated as though they were someone else’s property. In CKLA, we acknowledge the logic of both perspectives, and sometimes refer to slaves while at other times referring to enslaved persons or enslaved workers.

An excellent resource for discussing slavery with students in elementary grades can be found at <https://www.tolerance.org/magazine/summer-2019/lies-my-bookshelf-told-me-slavery-in-childrens-literature>.

Write the current year and place any images you prepared on the far right side of the timeline.

Write the year in which most of your students were born and place any images you prepared on the timeline, to the left of the current year.

SUPPORT: Remind students that a timeline is read from left to right, similar to text in a story. Explain that the distance between events on a timeline indicates how far apart the events are. For example, events that take place close in time will be displayed closely together on a timeline, whereas events that take place far apart are displayed far apart on the timeline. If you created a timeline of your personal events, or if students are creating their own personal timelines, refer to those timelines to support these concepts.

Explain that even many years after slavery ended in 1865, many African American people were still not treated fairly in the United States. This inequality led to the Civil Rights Movement in the 1950s, 1960s and 1970s. Civil rights in the United States include freedom of speech, the right to vote, and the right to be treated equally under the law. Explain that during the Civil Rights Movement, some people marched, campaigned, and demanded equal rights for African Americans.

Read aloud the text “Rosa Parks: The Mother of the Civil Rights Movement” that follows, using the images from the downloaded FlipBook, or use the alternative book you may have chosen.

NOTE: To ensure all students have this same background knowledge, this Core Connection lesson focuses on Rosa Parks. It is important to remember, however, that the Civil Rights Movement was/is comprised of hundreds of thousands of people being empowered to effect change in the United States.

Be sure students understand the broader context of the Civil Rights Movement, and the way in which it continues today. As is noted in the Introduction to this unit, there are many resources available to educators to enable them to teach these challenging concepts more effectively

(e.g., “Civil Rights Done Right,” [https://www.tolerance.org/magazine/publications/civil-rights- done-right](https://www.tolerance.org/magazine/publications/civil-rights-done-right) ; “The March Continues,” <https://www.tolerance.org/magazine/publications/the- march-continues> ; and “Beyond the Bus,” <https://www.tolerance.org/magazine/publications/beyond-the-bus>)

Read Aloud—Rosa Parks: The Mother of the Civil Rights Movement

Show image 6A-1: Rosa Parks



Rosa Louise Parks was born a long time ago, in 1913, in Tuskegee, Alabama. Her family name was McCauley. Rosa and her family were African American. Rosa grew up on a small farm with her brother, mother, and grandparents. Rosa was a happy child. She loved her family. However, Rosa lived at a time and in a place where African Americans faced discrimination. This was especially true in the South, where Rosa lived, because in that part of the United States there was segregation. Because of segregation, African Americans and white people did not go to the same schools, eat at the same restaurants, or go to the same movie theaters. When traveling by bus, African Americans were expected to sit in certain seats. It was as if African Americans and white people lived in different worlds.

Show image 6A-2: Example of segregation in the South



When Rosa was a little girl, she attended a school that was just for African American children. It was an old, one-room schoolhouse that only held classes for five months of each year. Far too often there weren't enough desks or school supplies for the students. Rosa noticed that buses took white children to the new school near where she lived.

When Rosa was eleven years old, she was sent to Montgomery, Alabama, to continue her studies. But when she was sixteen, Rosa had to leave school to care for her grandmother and her mother who had both become ill. To help support the family, Rosa worked in a shirt factory.

Show image 6A-3: NAACP activists, including Thurgood Marshall



When Rosa was nineteen, she married Raymond Parks. Raymond was a barber. He was also actively involved in the Montgomery chapter of the National Association for the Advancement of Colored People (NAACP). This organization wanted to make life in the United States fairer and safer for all African Americans and end segregation in the South. Rosa also became involved and served as the Montgomery chapter secretary. In addition, she returned to high school to earn her high school diploma.

Then came the day in Rosa's life when she stood up for what was right. Actually, Rosa did not stand up, and that's the reason why we remember and honor Rosa Parks to this day.

Show image 6A-4: Rosa boarding the bus



The evening of December 1, 1955, in Montgomery, Alabama, was cold. The streets were full of people shopping or making their way home from work. By this time, Rosa had a job as a seamstress at a local department store. Her day had just ended, and she had rushed to catch the city bus that would take her home. As Rosa boarded the bus, she could see that it was already quite full. Because the section at the back of the bus where African Americans usually sat was so full, Rosa found a seat near the middle of the bus.

Show image 6A-5: Rosa sitting on the bus



The seat Rosa found was just behind the seats reserved for white people. Before long, all the seats on the bus were full and several white people were left standing. Back then, the bus driver had the authority, or power, to move people, and African Americans were the first to be moved.

The bus driver noticed the people standing and ordered several African American people on the bus to give up their seats. All of them did as he asked except for Rosa. When the bus driver told Rosa that if she did not stand up, he would call the police to come and arrest her, she quietly responded, “You may do that.” When he asked her one more time to stand up, Rosa responded by saying, “I don’t think I should have to stand up.”

Show image 6A-6: Rosa being fingerprinted



The bus driver made the call, and before long, a police officer arrived. The officer wanted to know why she would not give up her seat. Rosa responded by asking the officer a question. “Why are you always pushing us around?” she asked. Rosa was arrested and taken to the police headquarters. Later that night she was released on bail.

The law at that time in Alabama gave bus drivers the right to assign seats, and it also gave them the right to carry guns. As a result, many African American people felt threatened and were frightened to challenge this practice, but Rosa had done so. Rosa later said that she had not planned to protest, but in that moment, her desire for civil rights and her sense of injustice drove her to make that decision. “When I made that decision,” Rosa said, “I knew that I had the strength of my ancestors with me.”

This was the moment that changed history. Rosa had refused to move, and now others would show their support for her.

Show image 6A-7: Crowds of people walked to work



It was decided that the hundreds of African Americans who rode the city buses to work would walk instead. This kind of action is called a boycott. The NAACP began to organize what became known as the Montgomery Bus Boycott. African American women’s groups began to organize, too.

Show image 6A-8: Rosa and Martin Luther King Jr.



A young man named Dr. Martin Luther King Jr. led the boycott. Dr. King said, “We will walk until justice runs down like water and righteousness like a mighty stream.” Beginning on December 5, 1955, people refused to ride the city buses in Montgomery.

The boycott lasted for 382 days. Without passengers to ride the buses, the buses couldn’t afford to run. At that time in Montgomery, more than seven out of every ten riders on buses were African American. Businesses were disrupted. Many white people supported the boycott, too.

On November 13, 1956, the United States Supreme Court decided that Montgomery’s segregated bus seating was unconstitutional. That meant

that it was against the law. A court order was served on December 20, 1956, and the boycott ended the next day. After that, buses were integrated and African American people could sit wherever they wanted. That boycott became a powerful way for people to peacefully protest.

Show image 6A-9: Map with Michigan and Alabama highlighted



Rosa Parks’s actions helped to start the civil rights movement. In fact, Rosa became known as the “mother of the civil rights movement.” Rosa remained an active member of the NAACP and other civil rights groups. She showed her support for Dr. Martin Luther King Jr. by participating in civil rights marches. Rosa became a member of the staff of a Michigan congressman. She worked in his office for twenty-three years— from 1965 until she retired in 1988. Rosa also founded an institution to help young people complete their education.

Show image 6A-10: Rosa receiving the Medal of Freedom



In her lifetime, Rosa received several awards for her courage and her work. In 1979, the NAACP awarded Rosa its Spingarn Medal. Rosa also received two of the U.S. government’s most important civilian honors, or those honors given to people who aren’t serving in our military. Rosa received the Presidential Medal of Freedom in 1996 and the Congressional Gold Medal of Honor in 1999. Rosa once said, “I’d see the bus pass every day. But to me, that was a way of life; we had no choice but to accept what was the custom. The bus was among the first ways I realized there was a black world and a white world.” Incredibly, by her own actions, Rosa Parks changed that world. Rosa became a symbol of the power of nonviolence. Her quiet, courageous act changed America and changed the course of history.

TURN AND TALK

After reading the text aloud, ask students to turn and talk to a partner about the following questions:

1. What is the Civil Rights Movement?
2. How are Rosa's actions connected to the Civil Rights Movement?

Circulate around the room listening to students' conversations. After students have had an opportunity to share their thoughts, call on pairs to share their ideas with the whole class.

Direct students' attention to the displayed timeline. Write the year **1955** and place any images you prepared, far to the right of the 1865 entry, taking care to use a uniform scale on the timeline. Emphasize that the Montgomery Bus Boycott in 1955 was one of many significant events that are part of the Civil Rights Movement, which many historians say began in the 1940s.

Next, write the date **August 28, 1963**. Remind students of Martin Luther King Jr., who was mentioned in the story about Rosa Park. Explain that on this date Dr. King delivered a very famous speech. Ask students if they know what it was called ("I Have a Dream"). Place any images you prepared by this date. Be sure to leave sufficient space to add the next date (**February 12, 1963**) between the Rosa Parks notation and the Martin Luther King, Jr. notation.

Introduce the Memoir Genre

10 minutes

Tell students the unit they will begin today is a literary unit. Ask whether they know what the word literary means.

- Relating to works of literature such as novels, poems, and plays

Ask students how literature, such as novels, poems, and plays, differs from other texts they have read.

- Literature generally refers to written text that has a lasting and/or artistic value. The purpose of informational texts, like newspaper and magazine articles as well as history and science textbooks, is to inform the reader about a particular topic. Sometimes, a single book may be both literary and informational, as is the case with *Brown Girl Dreaming*.

Explain that the literary text they will be reading belongs to a genre, or category of literature, known as a memoir; a memoir is a story about someone's life that is written by that person.

Ask what the person who writes a story is called (the author).

Ask what literary elements, or characteristics, appear in stories.

- characters, setting, plot (series of events), and dialogue

SUPPORT: Use a story familiar to all students as an example if students are unable to generate these characteristics, e.g., in the story about Rosa Parks, Rosa, Martin Luther King, Jr., and others are the characters in this story.

Refer to the Memoir chart you prepared in advance and have students turn to SR.1 in the Activity Pages for reference.

Explain that this chart highlights the typical elements of memoirs, as well as some elements specific to the memoir, *Brown Girl Dreaming*, that they will be reading.

Refer to the first element, *Uses first person point of view*, and explain that often times *first person point of view* means the writer is the author, and he or she is telling the story.

According to the chart, the words that signal first person point of view are *I, me, we, our, ours, my, and mine*.

Next, refer to the second element, *May focus on one or more significant event(s) or experience(s)* and explain that memoirs often focus on a significant event or experience in the author's life.

Sometimes the event or experience is the first or last time the author did or experienced something, such as the author's first day of school, last day of school, first time riding a bike, or first time losing a tooth. Other times, the event or experience is something significant in the author's life that he or she remembers very well. Examples include things like moving, a family tradition, or an injury. Encourage students to share significant events or experiences in their lives. If you choose to have students create a personal timeline throughout this unit, remind them that these are the types of events or experiences they should note on their timelines.

SUPPORT: Explain that if Rosa Parks wrote a memoir of her life, rather than writing the story about the every day events in her life, she would likely retell one or more significant events, e.g., perhaps when she was arrested for refusing to give up her seat to a white man on the bus and her fight for equal treatment.

Point out the third element, *Includes characteristics of a memoir* and remind students that these characteristics are things most often included in a story such as setting, characters, plot, and dialogue, or when characters have a conversation, or talk to each other.

Read the fourth element, *Includes descriptive language*, and explain that descriptive language is language that describes or tells about something in a vivid way, usually using adjectives or adverbs. Adjectives describe nouns and adverbs describe verbs. Descriptive language may include sensory details and "showing language." Sensory details are words or phrases the author uses to activate one or more of the five senses. "Showing language" is language that helps the reader visualize the object, event, or place.

SUPPORT: Give students an example of descriptive language from the read aloud by Rosa Parks, e.g., "The evening of December 1, 1955, in Montgomery, Alabama, was cold. The streets were full of people shopping or making their way home from work. By this time, Rosa had a job as a seamstress at a local department store. Her day had just ended, and she had rushed to catch the city bus that would take her home."

Read the fifth element, *Makes importance of event or experience clear to reader*, and explain that the author will describe other people or events that helps the reader realize why the experience was important.

Read the sixth element, *Some are in the form of free verse, or poetry*, and explain that the memoir they will read in this unit, *Brown Girl Dreaming*, is in the form of free verse, or poetry.

Remind students that Jacqueline Woodson was born during the Civil Rights Movement and many of the events described in her memoir will refer to what was taking place in the United States during that time.

Reading

45 minutes

Read-Aloud: “february 12, 1963” in *Brown Girl Dreaming* [pages 1-2]

Introduce the Book

10 minutes

Ensure each student has a copy of the book, *Brown Girl Dreaming*.

Read the title of the book and explain that this book is a memoir that contains the elements introduced in the Core Connection.

SUPPORT: Remind students that, as a memoir, the experiences the author describes in this book are based on real events in the author’s life.

Ask students to take a few minutes to look at the cover of the book and discuss what they notice, e.g., the awards the book has won.

Next, ask students to turn to the copyright page. Point out that the book was first published in the United States in 2014.

Have students turn to the table of contents and take a few minutes to look through the book. Ask them to describe what they notice about the book.

- Students may note that the book is divided into five parts, each focusing on a different part of the author’s life. Have students read aloud the titles from the table of contents.

Tell students that the author, Jacqueline Woodson, wrote about her life in the United States during the Civil Rights Movement.

Have students take a few minutes and examine the Woodson Family Tree, following the Table of Contents. Ask students what they think the vertical and horizontal lines tell them about the relationships between the individuals included on this family tree. For example, ask students to find Jacqueline Woodson’s name on the bottom row of the tree and call their attention to the horizontal lines that connect her with Odella Caroline Woodson and Hope Austin Woodson.

Ask students what they think that horizontal line tells them about Jacqueline and Odella’s relationship. (They are siblings.) Ask students what the vertical line that connects Jacqueline Woodson to Mary Ann Irby and Jack Austin Woodson tell them about their relationship. (Mary and Jack are her parents.)

CHALLENGE: Consider having students create a family tree of their own, perhaps as a homework assignment or as part of the Culminating Activities at the end of this unit.

Give students a few moments to flip through the book and comment on the format of the text. Ask them how this text (the format) looks different from other books that they have read.

- Students should note the text is in the form of free verse, rather than in the form of prose with which they are more familiar.

Point out that in free verse, formal rules of capitalization and punctuation that are required in prose writing are often not used. Discuss with students possible reasons why these formalities may be omitted in free verse. For example, the author may choose to emphasize certain words or phrases, or she may want to convey strong images or emotions, and she can do this, in part, by the way the words and punctuation are used in the story.

SUPPORT: Unit 4 in the Grade 4 CKLA program is devoted to the study of poetry and will focus more deliberately on this form of writing.

Ask students to share any other comments they have about the book thus far.

SUPPORT: To begin familiarizing students with the rhythm of free verse, you may wish to have several students each week read one of the verses from *Brown Girl Dreaming* aloud. If you choose to do this, you may assign (or have the students select) at the beginning of the week the portion of text they will practice for fluency. They can use this selection for fluency practice, rather than the text from the Fluency Supplement component.

Introduce the Selection

5 Minutes

Ask students to turn to page 1, “february 12, 1963.” Explain that before reading, they will preview the core vocabulary words.

Core Vocabulary

1. **unfree, *adj.*** not able to control one’s own life or choices **(1)**
2. **dawn, *n.*** the first daylight in a day when the sun is rising **(1)**
3. **dusk, *n.*** the last daylight in a day when the sun is setting **(1)**
4. **gourd, *n.*** a large fruit with a hard outer shell (gourds) **(1)**
5. **constellation, *n.*** a group of stars in the sky that looks like an object, an animal, or a person; the group of stars is given a name **(1)**
6. **explode, *v.*** to burst open because of too much pressure inside (explodes) **(1)**
7. **enslave, *v.*** to capture and put someone under the control of someone else **(enslaved)(2)**
8. **emancipate, *v.*** to set free from slavery or from being under the control of someone else **(emancipated) (2)**

Begin by telling students the first vocabulary word they will encounter in this selection is *unfree*.

Have them find the word on page 1 of the book.

Explain that a glossary that contains definitions of all the vocabulary words in *Brown Girl Dreaming* may be found on Activity Page SR.3. Point out that the vocabulary words are arranged alphabetically.

Have students refer to the glossary, Activity Page SR.3, locate *unfree*, and then have a student read the definition.

Explain the following:

- The part of speech follows each word in an abbreviated format as follows: noun–n.; verb–v.; adjective–adj.; adverb–adv.
- Alternate forms of the word appearing in the selection may follow the definition. They may be a different part of speech than the original word.

Note to Teacher: In each lesson, students are asked to refer to the glossary for the first vocabulary word that will be encountered in the selection, so that they gain practice in looking up a word and its meaning, using the alphabetical arrangement of the words in the glossary.

You may continue to have students look up all of the lesson’s vocabulary words in the glossary. However, in the interest of time, a separate activity page listing just the vocabulary for the particular lesson is included; see the next bullet point where students are directed to refer to AP 1.1, the vocabulary activity page for just this lesson.

- Have students reference Activity Page 1.1 while you read each word and explain its meaning, noting that: The page number (for the first occurrence of the word in the selection) appears in bold print after the definition.

Words are listed in the order in which they appear in the selection.

Read “February 12, 1963” in *Brown Girl Dreaming*

20 minutes

Read the purpose for reading from the board/chart paper: Read “February 12, 1963” to describe the setting and historical context of *Brown Girl Dreaming*.

Read the selection aloud two times, as students follow along in their books. As you read the selection for the first time, read it straight through, without stopping, so students hear the flow and rhythm of the free verse. Ask them to note the phrasing of the words and the rhythm.

As you read the selection for the second time, occasionally pause to ask students questions in order to check for understanding and draw their attention to key vocabulary and concepts. Use the guided reading supports listed below for this purpose.

Each guided reading support is preceded by the number of the line of text it references. Whenever a question is asked, encourage students to refer back to the text in order to find evidence to support their answer.

[Page 1]

Title: Inferential—Have a student read the title of this selection. Refer to the timeline created in the Core Connections lesson. What events were taking place in the United States in February, 1963?

- The Civil Rights Movement had started, but Martin Luther King, Jr. had not yet given his “I Have a Dream” speech; that would take place later that same year.

Lines 4-5: Inferential—What does the author mean when she says the country was caught between Black and White?

- There was conflict, or problems, between people who were black and people who were white. You may want to point out that by using these terms as she does, Woodson is noting that people’s identities were defined by their skin color.

Lines 9-11: Inferential—*Unfree* means not able to control one’s own life. Based on what we discussed in the timeline, and on the author’s use of the word *unfree* to describe her great- great grandparents, what do we know about her great-great grandparents?

- They were enslaved workers.

Line 14: A gourd is a fruit with a hard outer shell. Enslaved workers would carve out the center of the fruit and use the hard shell as a scoop for scooping up water.

Lines 16-17: [Explain that some enslaved workers tried to *escape* slavery by running away to the parts of the United States where slavery was against the law. They would escape at night and use constellations, or the stars, to guide them in the direction of the states where slavery was not permitted.]

Line 18: [Explain that the author’s use of the word *explodes* in this line is an example of figurative language. The author does not mean that the South literally explodes. Instead, she means that there is pressure building up in the South because of the discrimination and unfair treatment of African American people in the South at this time.]

SUPPORT—Using a map of the United States, point to the southeastern region of the United States, moving from Virginia south to Florida, and then from Florida east to Texas. Explain that this is a region of the United States often referred to as “the South.” Explain that when referring to a region such as this, the name of the region is a proper noun and the first letter of the word is capitalized.

[Page 2]

Line 20: *Enslaved* means to be forced to live under the control of someone else and lack the freedom to make decisions about your own life. *Emancipated* is the opposite of *enslaved*, and it means to be set free and thereby make your own choices and live your own life.

Lines 33-34: [Point to the states of Ohio and South Carolina on a U.S. map. Re-introduce the term *discrimination*, which students first heard in the read aloud about Rosa Parks. Explain that discrimination is when a person treats another person or group of people unfairly. Reinforce what students learned in the read aloud about Rosa Parks and discrimination, i.e., she lived in the state of Alabama, which is considered part of the South. She experienced discrimination on the basis of her skin color.]

Make a connection to the vocabulary term *stereotype*, which students learned in the Warm Up lesson, noting that in the South during the time that Rosa Parks lived, many people believed the stereotype that African Americans were not as capable as white Americans, and therefore could not be equal members of society. Explain that many cases of discrimination took place in all areas of the United States, including in states like South Carolina. Explain that in the South, there were often laws in place

that encouraged or supported discrimination of people based on the color of their skin. In the North, the discrimination was not usually put into laws, but many people in the North also believed similar stereotypes and also discriminated against people because of the color of their skin.]

Lines 35-36: [Point out that the phrase “like rivers through my veins” is a simile, a type of figurative language that compares two things using the words like or as.]

Evaluative—What does the author mean by the phrase “like rivers through my veins?”

- Although she was born in Ohio, some sort of “stories” or experiences from South Carolina are part of her life and the history of her family. These stories are related to discrimination that the author and her family experienced. [Let students know that they will learn in later selections that the author’s grandparents lived in South Carolina and she moved as a child with her family to South Carolina, a state that is part of the South.]

Discuss the Selection and Wrap Up the Lesson

5 minutes

For each question, ask students to cite the specific passage in the text that provides the information needed to answer the question. It is highly recommended that students answer at least one question in writing and that several students share their writings as time allows. See introduction for strategies relating to supporting and expanding student responses.

Select from the following questions to discuss the selection:

Inferential—What is the setting of the story? [Probe students to think about the time period in which the story takes place (e.g., What events were taking place in the United States, especially in the South, at the time the author was born in 1963?).

- The Civil Rights Movement was taking place in the United States. It started in the 1940s and included the Montgomery Bus Boycott led by Rosa Parks in 1955.

Inferential—How do we know the author is African American?

- In Line 22, she said that it was people who look like her were the ones who were not completely free in America at the time of her birth. Also, in Line 29, she said “brown children like me.”

Inferential—What does the author mean when she describes people as “emancipated but not free”?

- African American people like her great-great-grandparents were no longer enslaved workers, but, in the United States in 1963, they still were treated unfairly, so they were not free to live their lives as they wanted. **Evaluative—(TURN AND TALK)** Discuss with a partner how you think the setting of the story may impact the author’s childhood.
- The memoir is set in the South, during the early 1960s. There was a great deal of discrimination against African Americans in the United States, especially in the South at that time, so her memoir may include examples of discrimination she saw or experienced.

Literal [Have students reference Activity Page 1.2 and record information about the author’s life revealed in “february 12, 1963”. If additional time is needed, have students complete Activity Page 1.2 for homework.]

Word Work: Enslaved/Emancipated

5 minutes

1. In the selection, you heard, “I am born as the South explodes, too many people too many years, enslaved, then emancipated.”
2. Say the word *enslaved* with me. Say the word *emancipated* with me.
3. Enslaved means captured or put under the control of someone else. *Emancipated* is an antonym of *enslaved* and means to be set free from slavery.
4. African Americans were *enslaved* for more than two hundred years in the early history of the United States. They were *emancipated* after the Civil War.
5. What are some differences in the ways people who are enslaved live their lives and the ways people who are emancipated live their lives? Be sure to use the words *enslaved* and *emancipated* in your response. [Ask two or three students to use the target words in a sentence. If necessary, guide and/or rephrase students’ response to make complete sentences: “If someone is *enslaved*, he/she _____, whereas if someone is *emancipated*, he/she _____.”]
6. What are the words we’ve been talking about?
 - *enslaved and emancipated*
7. [Use a *Discussion* activity for follow-up.] Have students discuss how the lives of enslaved people changed after they were emancipated following the Civil War. Have them discuss the ways the lives of enslaved people stayed the same after they were emancipated following the Civil War. Remind students of the author’s description of her ancestors as “emancipated but not free.”

If instructional time remains, have students begin AP 1.2, “february 12, 1963.”

Take-Home Material

Reading

Have students take home Activity Page 1.2 to complete for homework, if needed.

Lesson 2

AT A GLANCE CHART			
Lesson	Activity	Materials	Time
Reading	Whole Group: "second daughter's second day on earth"	<i>Brown Girl Dreaming</i> ; Answer Key for Activity Page 1.2 Activity Pages 2.1, 2.2 timeline	45 min
	Word Work: <i>Injustice</i>		5 min
Writing	Identify Descriptive Language	<i>Brown Girl Dreaming</i> , "february 12, 1963" and "second daughter's second day on earth" Writing Journal	45 min
Take-Home Material	Writing	Activity Page 2.2 <i>Brown Girl Dreaming</i> Writing Journal	*

Lesson Focus

By the end of this lesson, students will be able to:

Reading:

Describe the historical events depicted in the text.

(RL.4.1; RL.4.4; RL.4.10; RI.4.3; SL.4.1; L.4.1, L.4.3; L.4.3a; L.4.3c; L.4.4c; L.4.6)

Writing:

Identify examples of descriptive language in the text.

(W.4.3d; W.4.10)

Speaking and Listening:

Compare and contrast the actions of various Civil Rights activists.

(SL.4.1b; SL.4.1c)

Language:

Determine the new meaning of root words when the "in-" prefix is added.

(L.4.4b, L.4.5c)

Use a glossary in order to determine or clarify the meaning of vocabulary words.

(L.4.4c)

Reading

Display the Memoir Chart.

Display the timeline.

Write the Purpose for Reading on the board/chart paper: *Read “second daughter’s second day on earth” in order to learn about important events taking place in the United States during the 1960s.*

Writing

Each student will need a writing journal to use throughout the school year. If your students do not have access to writing journals, use the resources available (e.g., lined paper that you staple together into a booklet).

Reading

45 minutes

Whole Group: “second daughter’s second day on earth” in *Brown Girl Dreaming* [pages 3-5]

Review

5 minutes

Have students refer to the displayed timeline and open their books to review what they learned from “february 12, 1963.” Ask students the following questions:

1. What was the Civil Rights Movement in the United States, and when did it take place?
 - o It was a time when some people fought for all people to have equal rights and to stop the discrimination that was taking place against African Americans. It took place over many years; many events in the Civil Rights Movement took place in the late 1950s and the 1960s.
2. Who were some of the individuals who contributed to this movement? What did they do?
 - o Rosa Parks participated in the Montgomery Bus Boycott. There was discrimination against African Americans in the United States at that time, especially in the South; Rosa and other African Americans were not allowed to ride in the front of a bus simply because they were African Americans.
 - o Martin Luther King, Jr., was an African American minister who, in the 1960s, fought for equal rights for all people; he held a peaceful march on Washington, D.C. in 1963, just a few months after Jacqueline Woodson was born.

Review student responses to Activity Page 1.2, which was assigned for homework if not completed in the previous lesson.

Introduce the Selection

5 minutes

Have students locate “second daughter’s second day on earth” on page 3. Preview the core vocabulary words *before* reading the selection.

Tell students the first vocabulary word they will encounter in this selection is *soapbox*. Have them find

the word on page 3 of the book.

Explain that the glossary contains definitions of all the vocabulary words in this Book. Have students refer to the glossary, which is labeled Activity Page SR.3, locate *soapbox*, then have a student read the definition. Review the remaining vocabulary from this lesson using Activity Page 2.1. Have students reference Activity Page 2.1 while you read each word and its meaning noting that:

- Words are in the order in which they appear in the selection.
- The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
- Alternate forms of the word appearing in the selection may follow the definition. They may be a different part of speech than the original word.
- The page number (for the first occurrence of the word in the selection) appears in boldprint after the definition
 1. **soapbox, n.** a box or some type of platform that is used to make an informal or unplanned speech (3)
 2. **vast, adj.** large (3)
 3. **overcome, v.** to beat or defeat (4)
 4. **injustice, n.** something that is not fair (4)
 5. **automatically, adv.** done without help, prompting, or encouragement (5)
 6. **fiercely, adv.** strongly or violently (5)

Read the purpose for reading from the board/chart paper: *Read “second daughter’s second day on earth in order to find out about important events taking place in the United States during the 1960s.*

Read “second daughter’s second day on earth” in *Brown Girl Dreaming*

25 minutes

[Have a student read the title of the selection aloud. Ask students to read page 3 silently. Then, re-read page 3 as a class aloud.]

Lines 1-3: SUPPORT—Explain to students that the word *Negro* was a term used in many places in the United States at the time to refer to African Americans. It was used as a term of racial identification to refer to people whose ancestors originated from Africa. Explain to students that today the word is usually considered to be offensive or rude. Remind students that the acceptable use of terms to refer to groups of people changes over time, and at one time this term was not considered to be as offensive as it is today.

Lines 7-8: SUPPORT—Explain that Harlem is a section of New York City and that Malcom X was a civil rights leader who fought for the rights of African Americans in the 1960s. Some considered Malcolm X a controversial figure because the manner in which he advocated for civil rights was more confrontational than the approach taken by Martin Luther King, Jr. His admirers considered him a courageous advocate for the rights of African Americans, a man who condemned white Americans in the harshest terms for the treatment of African Americans; his critics accused him of preaching violence.

CHALLENGE: Present the following quotations from Malcom X, and discuss whether or not students agree with his views and whether they would consider him “controversial.”

- “A man who stands for nothing will fall for anything.”
- “We are nonviolent with people who are nonviolent with us.”
- “Concerning nonviolence, it is criminal to teach a man not to defend himself when he is the victim of constant attacks.”
- “If you’re not ready to die for it, put the word ‘freedom’ out of your vocabulary.”
 - o Answers may vary, but should include that these statements reflect a difference between Malcolm X and Martin Luther King, Jr.: Martin Luther King, Jr. advocated nonviolence in virtually all circumstances. Malcolm X argued that he would not be the first to use violence.

Lines 17-18: SUPPORT – Explain that the word *Colored* was used in the past to refer to African American people. The term was meant to be an insult, especially in the South. Explain that today the terms *Colored* and *Negro* are both considered to be offensive; at the present time, the phrase *people of color* is considered to be widely affirming, or positive, and includes many different groups of people.

Lines 1-18: SUPPORT – Call students’ attention to the author’s use of italics in highlighting certain lines of the text, i.e., lines 9-11 and lines 16-18. Explain that the italicized text in lines 9-11 describes what is immediately happening where and when the author was born, almost as if she can “see” outside the hospital window; in lines 16-18, the italicized text signals what the author is thinking “how she describes herself.”

After reading the page aloud as a class, before proceeding to the Discussion Questions below, ask if students have any questions, if anything was confusing, or if anything was hard to understand.

SUPPORT: You may wish to have students keep a running record or journal of questions about things that are confusing and/or hard to understand. We recognize that, while it is preferable to discuss students’ questions or concerns when they are expressed, there may not always be sufficient time to adequately address questions about these emotionally-charged issues as they arise. If students record their questions, additional time can then be intentionally devoted to discussing these questions and concerns, such as during the Culminating Activities in the Pausing Points at the end of the unit.

[Page 3]

Literal—What does the title tell you about the author’s identity?

- o The title refers to the author’s relationship to her family. She is the second daughter in the family, so she must have an older sibling.

Lines 4-15: Literal—What events in the Civil Rights Movement does the author refer to in this section of the text? [If students need additional prompting, refer to the displayed timeline and the entries referencing Rosa Parks and Martin Luther King, Jr.]

- o Martin Luther King, Jr.’s plan to march on Washington, which would take place a few months after the author’s birth
- o Malcolm X making speeches in Harlem, New York
- o Rosa Parks’ start of the Montgomery Bus Boycott

Lines 16-18: Literal—How did the author describe herself as a newborn baby?

- o She had brown skin and black hair, and she was “wide-eyed,” or innocent.

Lines 18: Evaluative—What do you think is the significance of the line “I am born Negro here and Colored there.”

SUPPORT – Re-read lines 33-36 of the first selection students read, “february 12, 1963,” i.e., “I am born in Ohio but the stories of South Carolina run like rivers through my veins.” Guide students in understanding that *here* refers to Ohio and *there* refers to South Carolina.

The author is calling attention to the way she is identified in Ohio (*Negro*) compared to the way she is identified in South Carolina (*Colored*). [Discuss with students the significance of this difference which was based solely on the region of the country and stereotypes that existed at the time.]

SUPPORT: Review what students have discussed about labels attached to a person’s skin color. Students should remember that certain labels can be offensive and/or hurtful.

[Have students read page 4 silently. Then re-read page 4 as a class aloud.]

Line 20: SUPPORT—The Freedom Singers were a musical group that existed from 1962 to 1966. They sang “Freedom Songs” throughout the northern part of the United States during the Civil Rights Movement.

Consider playing contemporary music for students that illustrate a similar point. The following songs revolve around the concept of freedom, but be sure to preview each of the songs to ensure that the language used meets the standards established by your school:

1. “Freedom” by Beyonce
2. “Glory” by Common and John Legend
3. “Say It Like It Is” by Public Enemy
4. “One Love” by Elle Varner
5. “Black Rage” by Lauren Hill
6. “We Gotta Pray” by Alicia Keys
7. “Pride (In the Name of Love) by U2
8. “Freedom” by Pharrell
9. “I Know Where I’ve Been” by Queen Latifah from the movie *Hair Spray*

Lines 24-26: SUPPORT—Explain that James Baldwin (1924-1978) was an important African American author and the grandson of an enslaved person. James Baldwin lived and wrote during the Civil Rights Movement.

Consider implementing a mini-lesson on James Baldwin. Begin by reading additional information about Baldwin in resources such as that at <https://www.newyorker.com/books/page-turner/james-baldwins-lesson-for-teachers-in-a-time-of-turmoil>. Continue by reading the following children’s book written by James Baldwin: *Little Man, Little Man: A Story of Childhood* by James Baldwin (Duke University Press Books, 2018) ISBN: 978-1478000044

Have students discuss what elements of the book may be similar to their lives/experiences, and what elements may be different from their lives/experiences.

Have students compare/contrast what they know about James Baldwin with what they know about Martin Luther King, Jr.

Lines 30-35: SUPPORT—Explain that, like the author, Ruby Bridges was an African American girl born during the Civil Rights Movement. She lived in the state of Louisiana, which was a state in the South. When Ruby was six years old, the schools in Louisiana were still segregated, i.e., African American children were required to attend separate schools from white children. After the Supreme Court ruled that segregation or separation of students on the basis of the color of their skin, was illegal in *Brown vs the Board of Education*, many white schools in the South still remained segregated, refusing to allow African American students to attend.

Line 23: Inferential—What do you think the protest songs, and the author, meant by saying “we shall overcome someday”?

- o Answers may vary, but could include that the Civil Rights Movement might make it possible for African Americans to overcome the discrimination and unfair treatment to which they were being subjected.

Lines 30-35: Inferential—Based on the information presented here, what do you know about Ruby Bridges? Use evidence from the text to support your answer.

- o She was a six-year-old African American girl who tried to attend an all-white school, but she was stopped by people who were violating the law by trying to keep her from attending the school. Armed guards had to protect her and still some white people spat upon her and called her names.

CHALLENGE—Ask students to use the terms *discrimination* and *stereotype* in describing the manner in which Ruby Bridges was treated.

- o Answers may vary but should demonstrate an understanding of the fact that discrimination refers to unfair treatment of a person based on things they can’t control, such as their appearance. Answers should also demonstrate an understanding of the fact that a stereotype is an overly simplified and generalized view of a group of people, rather than an opinion of a particular person based on that person’s talents, skills, or achievements. Help students to understand that stereotypes often lead people to discriminate against groups of people. If time permits, guide students in a discussion of the dangers inherent in stereotypes and discrimination.

SUPPORT—In Line 39, the author refers to herself as “Another Buckeye.” Explain that Ohio is referred to as “The Buckeye State” because of the Buckeye tree, which grows throughout the state of Ohio.

[Read page 5 aloud as a class.]

Lines 43-59: Evaluative TURN AND TALK—What are some of the similarities among the ways the people in the text are using their hands? What are the differences among the ways they are using their hands?

- o Similarities: Answers may vary, but may include that they are the hands of African American people who were alive during the life of the author and during the Civil Rights Movement. They were all using their hands towards a common goal, to bring about fair and equal treatment for African Americans. All of these individuals are now referred to as Civil Rights leaders or Civil Rights activists.
- o Differences: Answers may vary, but many include that they are the hands of people who are different ages – young children, older adults – and they are all using their hands in different ways. Specifically, Malcolm X used his hands raised in a fist to call for change; Martin Luther King, Jr., used his hands to protest peacefully, inviting people to join him in bringing about change; James Baldwin used his hands to write about discrimination and make people aware that discrimination existed; Rosa Parks used her hands to protest peacefully, folded in her lap, as she refused to move to the back of the bus; and Ruby Bridges used her hands to participate as a student in an all-white school.

Discuss the Selection and Wrap Up the Reading Lesson

10 minutes

Discuss the significance of Lines 43-59. Guide students in understanding that in asking whether her own hands would become like the hands she describes of various civil rights activists, the author is questioning what her own identity will be when she is grown.

If time permits, ask students to remember a time when they may have been faced with some type of unfair treatment. Ask students to describe how they responded.

Word Work: Injustice

5 minutes

1. In the selection you read, “and somewhere else, James Baldwin is writing about injustice, each novel, each essay, changing the world.”
2. Say the word *injustice* with me.
3. *Injustice* means an act that is not just, or fair.
4. When people are treated differently because of the color of their skin, that is an injustice.
5. Can you think of an injustice you have seen or heard about? How do you feel about this injustice, and how might you try to address it? Try to use the word *injustice* in your response. [Ask two or three students. If necessary, guide and/or rephrase students’ responses to make complete sentences: “I saw/heard about an injustice involving _____.”]
6. What’s the word we’ve been talking about? (injustice) What part of speech is the word *injustice*? (noun)

SUPPORT Remind students that nouns are words that name something, often a person, place, or thing. In this case the noun *injustice* names a quality or feeling.

[Use a *Prefixes* activity for follow-up.] When the prefix *in-* is added to the beginning of the word, it often changes the meaning of the root word so that the new word is an antonym, or the opposite of, the root word. For each word I say, tell me what that word means. Then, add the prefix *in-* to that word and tell me the meaning of that new word.

convenient

- useful, or easy to use

correct

- having no mistakes; accurate

dependent

- having to rely upon someone or something

ability

- the power to do something

inconvenient

- not useful or easy to use

incorrect

- wrong

independent

- not having to rely upon someone or something

inability

- not having the power to do something

Identify Descriptive Language**Model Identifying Sensory Details**

25 minutes

Tell students that today they will identify descriptive language using a passage from “february 12, 1963.” Refer to the chart on Activity Page SR.1 and explain that descriptive language is one element of memoirs.

Explain that descriptive language allows the reader to visualize a place, object, emotion, or event. One way authors create descriptive language is through sensory details. Review the five senses with students (sight, hearing, touch, taste, smell).

Have students close their eyes while you read lines 6 through 17 of “february 12, 1963” in *Brown Girl Dreaming*.

Ask a few volunteers to give examples of descriptive language and sensory details they heard in the text. Write their responses on the board/chart paper:

- o Answers may include *deep rich land; unfree; unpaid; dawn till dusk; drank cool water; scooped out gourds; sky’s mirrored constellation.*

SUPPORT—Explain that many examples of descriptive language may be in the form of adjectives, which modify nouns.

Ask students what senses the author is targeting with each of these descriptive words or phrases.

- o touch, sight, taste

Explain that although the author does not give a great deal of detail about her great-great-grandparents, the reader is able to form a picture of them in his or her mind. The sensory details the author provides enable the reader to understand that her ancestors were enslaved; they worked hard, and they sought their freedom.

Practice Scanning Text for Descriptive Language

10 minutes

Working in pairs, ask students to scan the text in “second daughter’s second day on earth” and identify and label descriptive language, just as you have modeled in the previous selection.

Remind students that they may scan the text multiple times, once for each of their five senses.

snow is slowly falling; vast Ohio ground; brown-skinned; black-haired; wide-eyed; rising into song; brown girl; all-white school; armed guards; people spat; called her names; strong; fingers curl into fists, automatically; raised and fisted; open and asking; curled around a pen; gently gloved; fiercely folded; calmly in a lap

Have students record the sensory details in this text in their Writing Journals.

Wrap Up

10 minutes

Call on several pairs of students to share the examples they identified. As students share, ask them what senses this language appeals to (i.e., sight, hearing, taste, touch, smell).

Take-Home Material

Reading

Have students take home Activity Page 2.2 to complete for homework.

Writing

Tell students that they can finish scanning “second daughter’s second day on earth” in order to identify and record descriptive language in their writing journals, for homework.

If students are not able to take home the book, consider having them use descriptive language to describe a room in their home.

Lesson 3

AT A GLANCE CHART			
Lesson	Activity	Materials	Time
Reading	Small Group: “the ghosts of the nelsonville house”	<i>Brown Girl Dreaming</i> ; Activity Pages 2.2; Writing Journal Activity Pages 3.1, 3.2, and 3.3	40 min
	Word Work: <i>Slyness</i>		5 min
Writing	Model Identifying Sensory Details	<i>Brown Girl Dreaming</i> , Writing Journal Activity Page 3.3	45 min

Lesson Focus

By the end of this lesson, students will be able to:

Reading:

Describe the author’s feelings toward other characters using details from the text.
(RL.4.3; RL.4.10; RF.4.3; RF.4.3a; RF.4.4; RF.4.4a; RF.4.4c; L.4.6)

Writing:

Identify descriptive language, including sensory details, from the text.
(W.4.3d; W.4.10)

Speaking and Listening:

Ask and answer questions about the text.
(SL.4.1; SL.4.1a; SL.4.1b; SL.4.1c; L.4.1, L.4.3; L.4.3a; L.4.3c; RL.4.1)

Language:

Determine the meaning of words with “-ness” suffix.
(L.4.4b)

Use a glossary in order to determine or clarify the meaning of vocabulary words.
(L.4.4c)

ADVANCE PREPARATION

Reading

Write the Purpose for Reading on the board/chart paper: Read “the ghosts of the nelsonville house” in order to learn about the author’s ancestors and the connection she feels to those ancestors.

Writing

Create and display an enlarged version of the Sensory Details Chart on Activity Page 3.3 on the board/chart paper.

Sensory Details: Setting				
See	Hear	Smell	Taste	Touch

Reading

45 minutes

Small Group: “the ghosts of the nelsonville house” in *Brown Girl Dreaming* [pages 10-12]

Review

5 minutes

Review student responses to Activity Page 2.2, which was assigned for homework.

Review the information students recorded in their Writing Journals, relating to the sensory details in “second daughter’s second day on earth.”

Introduce the Selection

5 minutes

Have students turn to the first page of today’s selection on page 10 of *Brown Girl Dreaming*.

Note: Remind students that they will not be reading every selection in *Brown Girl Dreaming*.

Preview the core vocabulary words *before* reading the selection.

Have students reference the glossary, Activity Page SR.3, to review the meaning of the first vocabulary word, *parlor*.

Use Activity Page 3.1 to read the other vocabulary words and their meaning noting that:

- Words are in the order in which they appear in the selection.
- The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
- Alternate forms of the word appearing in the selection may follow the definition. They may be a different part of speech than the original word.
- The page number (for the first occurrence of the word in the selection) appears in bold print after the definition
 1. **parlor, n.** a room in a house that is often used for conversation or socializing **(10)**
 2. **trunk, n.** a large box or compartment used to store or carry items **(trunks) (10)**
 3. **icebox cake, n.** a cake that does not need to be baked **(11)**
 4. **spiral, v.** to form a curve around a certain point **(spiraling) (11)**
 5. **bouquet, n.** a bunch of flowers **(11)**
 6. **university, n.** a large school that one attends after finishing high school, or the twelfth grade **(12)**
 7. **furrow, n.** a line or crease **(12)**
 8. **slyness, n.** the quality of being sneaky or smart **(12)**

Read the purpose for reading from the board/chart paper: *Read “the ghosts of the nelsonville house” to learn about the author’s ancestors and the connection she feels to those ancestors.*

Establish Small Groups

Before reading the selection, divide students into two groups using the following guidelines:

- **Small Group 1:** This group should include students who need extra scaffolding and support to read and comprehend the text. Use the guided reading supports to guide students through reading the text and completing Activity Page 3.2 together. This is an excellent time to make notes in your anecdotal records.

NOTE: Consider using this opportunity to make anecdotal records of students’ reading comprehension skills, as well as their reaction to discussions involving sensitive and/or controversial topics (e.g., do they appear comfortable discussing such topics; do they shut down; do they make jokes; etc.)

- **Small Group 2:** This group should include students who can read and comprehend text without guided support. The group may work as a small group, as partners, or independently to read the text. The group then discusses the text as a group, and completes Activity Page 3.2. Check that students in Small Group 2 have answered the questions on Activity Page 3.2 correctly by:
 - collecting the pages and correcting them individually
 - providing an answer key to students to check their own or a partner’s work after they have completed the activity page

- conferring with students individually or as a group at a later time

NOTE: Because you have not yet administered the BOY assessment, the determination of groupings will be less precise than it will be after the assessment is analyzed. Over the course of the year, students may change groups, depending on individual students' needs.

Read "the ghosts of nelsonville house" in Brown Girl Dreaming

25 minutes

The following guided reading supports are intended for use with Small Group 1. Guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not in brackets should be read aloud verbatim.

After students read several lines of text, ask if they have any questions, if anything was confusing, or if anything was hard to understand.

[Pages 10 -12]

[Read the first stanza of the verse aloud.]

Lines 1-4: Literal—Describe the house in which the Woodson family lived. [Guide students through the description as they write the answers on Activity Page 3.2.]

- o big and white and sits on a hill

[Have a student read lines 5 through 14 aloud.]

Line 9: Inferential—What image comes into your mind when the author describes the sun as "a watery Nelsonville sun"?

- o Answers may vary, but may include that the sun is not direct – it is soft and flowing into the room like water.

Lines 5-11: Inferential—What season of the year is being described by the author in these lines? How do you know? [Guide students through the stanza as they write the answers on Activity Page 3.2.]

- o It is winter. The sunlight in winter is softer and not as strong as it is other times of the year, and there is a fire burning in the fireplace, and the author uses the word *winter* at the very end of the stanza.

[Read lines 12 through 21 aloud.]

Line 18: SUPPORT—Explain that trunks are large boxes or compartments that are used to store or carry items. Ask students to discuss other different types of trunks, such as tree trunks and elephant trunks.

Lines 20-21: Literal—What kinds of food did the Woodson children have in their house, according to this section of the text?

- o icebox cake (or a cake that didn't need to be baked); cold fried chicken; honey ham

[Have students read the remainder of the text silently.]

Lines 32-36: Literal—How does the author describe Aunt Alicia? [Guide students through the stanza as they write the answers on Activity Page 3.2.]

- o curly hair spiraling on her shoulders; holding a bouquet of flowers; four years old

Lines 37-41: Literal—How does the author describe her father, Jack? [Guide students through the stanza as they write the answers on Activity Page 3.2.]

- o oldest boy; looks mad about something; eight years old

Lines 42-46: Literal—How does the author describe her uncle Woody? [Guide students through the stanza as they write the answers on Activity Page 3.2.]

- o a baby; laughing and pointing at something unknown

Lines 47-49: Literal—How does the author describe her aunts, Anne and Ada? [Guide students through the stanza as they write the answers on Activity Page 3.2.]

- o Anne is in a nurse’s uniform; Ada in a sweater from a university, or college.

Lines 51-55: Inferential—What connections does the author make between herself and her ancestors? [Guide students through the stanza as they write the answers on Activity Page 3.2.]

- o She sees herself in the way her father furrows his brow; the way her aunt Alicia smiles; and the way her grandmother, Grace, bends her hand.

Discuss the Selection and Wrap Up the Lesson

5 minutes

Call students back together as a class to review Activity Page 3.2.

Use the following questions to discuss the selection:

Evaluative—Why do you think the author titled this selection “the ghosts of the Nelsonville house”?

- o Answers may vary, but may include that the “ghosts” are her ancestors – her aunts, uncle, and her father – when they were children, growing up in the house in Nelsonville. She described what each of these ancestors was like and when they lived in that home.

Inferential—What connection does the author seem to have to the ancestors she describes?

- o Answers may vary, but may include that she sees part of herself and her personality in the images she has of her father, her Aunt Alicia, and her grandmother, Grace. She sees her identity as linked to that of her ancestors.

Word Work: Slyness

5 minutes

1. In the selection you read, “There I am in the furrow of Jack’s brow, in the slyness of Alicia’s smile, in the bend of Grace’s hand . . .”

2. Say the word *slyness* with me.
3. *Slyness* means the quality of being sneaky or tricky.
4. With her natural *slyness*, Sophia tricked the child she was babysitting into eating all his vegetables.
5. Have you ever demonstrated *slyness*, or seen someone else demonstrate *slyness*? Try to use the word *slyness* in your response. [Ask two or three students. If necessary, guide and/or rephrase students' responses to make complete sentences: "I demonstrated *slyness* when I _____"]
6. What's the word we've been talking about? (*slyness*) What part of speech is the word *slyness*? (noun)
7. [Use a *Suffix* activity for follow-up.] The suffix *-ness* is often added to an adjective, or a word that modifies a noun, to change that word into a noun. For example, the word *sly* is an adjective that can be used to describe a person who is smart or sneaky. When the *suffix -ness* is added to it, it creates the word *slyness*, which is a noun that means the quality of being sneaky or tricky. I am going to say several adjectives. For each of those words, tell me what it means. Then add the *suffix -ness* to create the noun form of that word, and tell me the meaning of that noun.

fresh

- an adjective that means newly made or not stale

freshness

- a noun that means the quality of being new, or not stale

kind

- an adjective that means friendly or helpful

kindness

- a noun that means the act of being friendly or helpful

happy

- an adjective that means feeling joy or being glad

happiness

- a noun that means the state of feeling joy or being glad

weak

- an adjective that means not having strength

weakness

- a noun that means the state of not having strength

Model Identifying Sensory Details**Review**

10 minutes

Using students' entries in their Writing Journals from the previous lesson, review the five senses and words and phrases they listed for each of the five senses.

- o Answers may vary, but should include words from "second daughter's second day on earth" from *Brown Girl Dreaming*

Ask students which of the five senses was used the most (sight) and which was used the least (smell and taste) to create clear pictures in their minds.

Model Identifying Sensory Details

35 minutes

Direct students' attention to the Sensory Details chart you created.

Read lines 1 through 14 of "the ghosts of the nelsonville house" aloud, and ask students to listen for words that appeal to any of the five senses.

SUPPORT: You may wish to review the five senses: sight, hearing, touch, smell, and taste.

Next, have student volunteers take turns reading each stanza. After a volunteer reads, ask other students to identify the sensory details in that stanza. As students identify sensory details, record them on the chart. Repeat this process with the remaining stanzas. After students read the entire selection and identify the sensory details, the chart should look similar to the following:

Sensory Details Chart

See	Hear	Smell	Taste	Touch
big and white	children running	fried chicken		fireplace burns warmth
high windows	teen-filled rooms	thick slices of honey ham	fried chicken	
filled with light	laughing		thick slices of honey ham	
watery sun				hands cupped around a bouquet of flowers
gold light				
light dancing across pine floors				
sneaking into the kitchen				
grandfather taller				
curls spiraling				
pointing				
furrow of a brow				
slyness of a smile				
bend of a hand				

Wrap Up

5 minutes

Have a few students share why it is important for writers to use language that appeals to the senses.

- o to help form a picture in the reader's mind

Ask several students to describe the sounds and smells they experience around their own homes or neighborhoods.

Lesson 4

AT A GLANCE CHART			
Lesson	Activity	Materials	Time
Reading	Read Aloud: “it’ll be scary sometimes” and “no returns”	<i>Brown Girl Dreaming</i> ; Activity Pages 4.1 and 4.2 timeline	40 min
	Word Work: <i>Face</i>		5 min
Writing	Use Sensory Details to Describe Setting	<i>Brown Girl Dreaming</i> , Activity Page 3.3	45 min
Take-Home Material	Reading	<i>Brown Girl Dreaming</i> , Activity Page 4.2	*

Lesson Focus

By the end of this lesson, students will be able to:

Reading:

Identify elements of a memoir in “it’ll be scary sometimes,” “no returns,” “february 12, 1963,” “second daughter’s second day on earth,” and “the ghosts of the nelsonville house.” (RL.4.3; RL.4.4; RL.4.10)

Writing:

Use sensory details to describe a setting.
(W.4.3d; W.4.10)

Speaking and Listening:

Ask and answer questions about the text.
(SL.4.1; SL.4.1b; SL.4.1c; L.4.1, L.4.3; L.4.3a; L.4.3c; RL.4.1)

Language:

Use context clues to determine the meaning of the word “face.”
(L.4.4; L.4.4a; L.4.6)

Use a glossary in order to determine or clarify the meaning of vocabulary words.
(L.4.4c)

ADVANCE PREPARATION

Reading

Write the Purpose for Reading on the board/chart paper: *Read “it’ll be scary sometimes” and “no returns” to identify elements of memoirs in those verses, as well as in “february 12, 1963,” “second daughter’s second day on earth,” and “the ghosts of the nelsonville house.”*

As with the other verses, remember to number the line of text in each verse, as the text references in this Teacher Guide will refer to the number of the line of text. This is the first lesson in which there is more than one selection. Remember to start numbering with “1” for the second selection, “no returns.”

Create and display an enlarged version of the Elements of Memoirs Chart from Activity Page 4.2 on the board/chart paper.

Elements of Memoirs		
Selection	Setting	Significant Event
“february 12, 1963”		
“second daughter’s second day on earth”		
“the ghosts of the nelsonville house”		
“it’ll be scary sometimes”		
“no returns”		
“greenville, south carolina, 1963,” “home,” and “our names”		
“ribbons,” “sometimes, no words are needed,” and “leaving greenville”		
“new york city,” “brooklyn, new york” and “herzl street”		
“first grade” and “brooklyn rain”		
“what everyone knows now”		

Writing

Create and display an enlarged copy of lines 1-21 of “the ghosts of the nelsonville house” on the board/chart paper.

Create and display the Sensory Details Chart: Setting in Activity Page 3.3 on the board/chart paper.

Sensory Details: Setting	
See	
Hear	
Smell	
Taste	
Touch	

Reading

45 minutes

Read Aloud: “it’ll be scary sometimes” and “no returns” in *Brown Girl Dreaming* [pages 13-14 and 19]

Review and Introduce the Selections

5 minutes

Using the timeline from the Core Connections, review the time periods of both the Civil War and the Civil Rights Movement. Have students note that the Civil War ended in 1865; the Civil Rights Movement began in the 1940s; and many important events in the Civil Rights Movement took place in the 1950s through the 1970s.

Tell students you will read aloud “it’ll be scary sometimes” and “no returns.” They should follow along in their Book as you read.

Have students turn to the first page of “it’ll be scary sometimes” on page 13.

Preview the core vocabulary words for “it’ll be scary sometimes” *before* reading the selection. You will preview the core vocabulary word for “no returns” immediately before reading that selection.

Begin by telling students the first vocabulary word they will encounter in this selection is *coal*.

Have them find the word on page 13 of the book.

Remind students that the glossary contains definitions of all the vocabulary words in the book, and that the glossary is arranged alphabetically. Have students refer to the glossary, Activity Page SR.3, locate *coal*, and then have a student read the definition.

Have students reference Activity Page 4.1 while you read each remaining word and its meaning, noting that:

- The page number (for the first occurrence of the word in the selection) appears in bold print after the definition.
- Words are listed in the order in which they appear in the selection.
 1. **coal, n.** a hard, black substance, found in the earth, that is dug up and burned as fuel; a fossil fuel (13)
 2. **memorial, n.** a building or statue that honors a person who is dead, or an important event that happened in the past (13)
 3. **monument, n.** something built or created to honor a special person or event (13)
 4. **face, v.** to stand before, or deal with, something in a way that shows you are brave (14)

Read the purpose for reading from the board/chart paper: *Read “it’ll be scary sometimes” and “no returns” to identify elements of memoirs in those verses, as well as in “february 12, 1963,” “second daughter’s second day on earth,” and “the ghosts of the nelsonville house.”*

Read “it’ll be scary sometimes” and “no returns” in *Brown Girl Dreaming*

25 minutes

Have a student read the title, “it’ll be scary sometimes.” Ask students to predict what event might be the “scary” situation referred to in the title.

SUPPORT: Remind students that any predictions they make when reading text should not be wild guesses. Instead, predictions should be based on information they already know or they have learned from reading other parts of the text, from other books they have read, or from things they have seen or experienced in their lives.

- o Answers may vary, but may focus on the fact that the author discussed the fact that some of her ancestors were enslaved, so the scary situation may involve them, or it may involve the author, who is African American and was born during a time when African Americans experienced widespread discrimination and were fighting for equal rights.

SUPPORT: Explain that in this selection, the author talks about past generations in her family. Explain that a generation is a group of people who are generally around the same age. Students and their siblings belong to one generation. Their parents, aunts, and uncles belong to another generation. Their grandparents belong to a third generation. Consider drawing these groupings on the board/chart paper as a visual representation.

Read both verses aloud two times, as students follow along in their books. As you read the selections for the first time, read them straight through, without stopping, so students hear the flow and rhythm of the free verse.

As you read the selections for the second time, stop to read the guided reading supports. Each

guided reading support is preceded by the number of the line of text it references. Guided reading supports in brackets are directional and not intended to be read aloud. All other phrases and sentences are intended to be read aloud verbatim. Whenever a guided reading support question is asked, explicitly encourage students to refer to the text and reread prior to offering an answer.

[Pages 13 and 14]

Lines 1-3: Inferential—What event was taking place during the time the author’s great-great grandfather was alive?

- o the Civil War

Lines 4-8: Literal—What was the author’s great-great grandfather doing during the Civil War?

- o He was not enslaved but was fighting in the War.

SUPPORT: Explain that the Civil War was a war fought in the United States between 1861 and 1865 between states in the north (the Union) and states in the south (the Confederacy), primarily because the South wanted to continue using enslaved workers. The author’s great-great grandfather fought on the side of the Union in the Civil War, or for the states in the North. He was fighting against the Confederacy, or the South, which was where slavery was practiced. Discuss this paradox. How does the difference in setting, or place, affect her great-great grandfather’s role in the Civil War? He was born and lived in Ohio, a Union state where African Americans were free, so he fought against slavery during the Civil War. If he had lived in the South, or the Confederacy, he likely would have been enslaved.

Lines 12-14: Inferential—What does the author mean when she says her great-great grandfather was “a long time dead but living still among the other soldiers on that monument in Washington, D.C.”?

- o Although he is actually dead, he is “living” in the sense that he and his contributions in the Civil War can never be forgotten, because his name and his accomplishments are permanently displayed on the monument.

Lines 15-18: Inferential—How was the author related to William Woodson? How do you know?

- o He was her great grandfather. The text says he was the son of her great-great grandfather, who fought in the Civil War.

Lines 19-25: Literal—What situation did the author’s mother say was scary sometimes? How did the author’s mother suggest she should handle that scary situation?

- o It could be scary to walk into a room where you are different from everyone else who is in the room. Her mother told the author to think of the bravery of her great-great grandfather when she is faced with a scary situation like that.

Lines 19-25 : Evaluative—Have you ever experienced something like the author’s mother did here? How did you handle the situation?

- o Answers will vary.

[Page 19]

Preview the core vocabulary word for “no returns” *before* reading the selection. The only vocabulary word they will encounter in this selection is *return*.

Have them find the word on page 19 of the book.

Have students reference Activity Page 4.1 while you read the word and its meaning

5. return, n. something that is sent back or taken back (**returns**) (19)

[Page 19]

Lines 1-5: Literal—How does the author’s brother respond to her when her mother brings her home from the hospital as a baby?

- o He wants his parents to take her back.

Lines 1-5: Evaluative—Do you have any siblings? Are they younger or older than you? If they are younger, do you remember when that sibling became part of your family? How did you feel? Did you feel similar to the way the author’s brother did?

- o Answers will vary.

Lines 6-8: Evaluative—The author says in these lines that her brother is “already three years old and still doesn’t understand how something so tiny and new can’t be returned.” Would you expect a three-year-old to really understand that?

- o Answers may vary, but may include that her parents may expect her brother, despite his young age, to understand that the new baby is his sister, especially since he already has another sister.

Discuss the Selections and Wrap Up the Lesson

10 minutes

Have students work with a partner or in a small group to write the elements of a memoir for “february 12, 1963,” “second daughter’s second day on earth,” “the ghosts of the nelsonville house,” “it’ll be scary sometimes,” and “no returns” in the Elements of Memoirs Chart on Activity Page 4.2.

Tell students they will complete the rows for the other selections at a later time. Have students complete the first five rows of the chart for homework, if needed.

Word Work: Face

5 minutes

1. Today you read, “You’ll face this in your life someday.”
2. Say the word *face* with me.
3. *Face*, as it is used here, is a verb that means to deal with something in a way that shows you are brave.
4. Delonte will have to face his fear of public speaking to give his oral presentation in class.
5. Can you think of something you had to face bravely? Try to use the word *face* in your response. [Ask two or three students. If necessary, guide and/or rephrase students’ responses to make complete sentences: “I had to face . . .”]

6. What's the word we've been talking about? (*face*) What part of speech is the word *face*? (verb)
7. [Use a *Multiple-Meaning* activity for follow-up.] What is the meaning of the word *face* with which you are more familiar?
 - o used as a noun, meaning the front part of a person's head

I am going to read some sentences that include the word *face*. Decide whether the word is being used as a noun, meaning the front of one's head, or as a verb, meaning to deal with something in a brave way. If it is used as a noun, hold up one finger. If it is used as a verb, hold up two fingers.

1. Caroline looked at her face in the mirror.
 - o one finger
2. Jamil forgot to apply sunscreen and got a sunburn on his face.
 - o one finger
3. Corbin knew he had to face his mother and tell her he was the one who broke the window.
 - o two fingers
4. Angel turned to face the audience during her speech, even though seeing all those people made her nervous.
 - o two fingers
5. Teresa has many freckles on her face.
 - o one finger

Writing

45 minutes

Use Sensory Details to Describe Setting

Review

5 minutes

Remind students that in the last two lessons, they learned how to scan text for sensory details. Explain that sensory details can help the reader imagine a setting so they feel as if they are there. Explain that today they will practice using sensory details to describe a setting.

Model Scanning Text for Sensory Details to Describe Setting

15 minutes

Have students close their eyes as you read lines 1-21 of "the ghosts of the nelsonville house" from *Brown Girl Dreaming*, on pages 10 and 11.

Have students open their eyes. Ask a few volunteers to give examples of descriptive language they heard in the text. [Accept any reasonable responses given by students at this point, and do not record the answers.]

- o Answers may vary, but may include *big, white, high windows, filled with the light, watery sun, fireplace burns warmth, long Ohio winter, light's gold, dancing light, pine floors, children running and hiding, tiny pieces of icebox cake, cold fried chicken, thick slices of honey ham*

Show students the enlarged version of “the ghosts of the nelsonville house” you prepared in advance and model how to scan it for descriptive language. Read the first sentence. Ask students what descriptive words are in **lines 1 through 4**. Draw a line under the descriptive language.

- o big; white; on a hill

Read lines 5 through 11. Ask students what descriptive words are in these lines. Draw a line under the descriptive language.

- o high windows; kitchen filled with the light; a watery sun; a fireplace burns warmth; long Ohio winter

Read lines 12 through 14. Ask students what descriptive words are in these lines. Draw a line under the descriptive language.

- o light’s gold and dancing; pine floors

Read lines 15 through 18. Ask students what descriptive words are in these lines. Draw a line under the descriptive language.

- o children running; hiding

Read lines 19 through 21. Ask students what descriptive words are in these lines. Draw a line under the descriptive language.

- o sneaking into the kitchen; tiny pieces of icebox cake; cold fried chicken;thick slices of honey ham

Next show students the Sensory Details Chart: Setting and have them help you sort the descriptive words in the passage. Sort the words and phrases according to which sense they elicit. Some phrases may elicit more than one sense.

Sensory Details: Setting	
See	big; white; on a hill; high windows; kitchen filled with light; a watery sun; light's gold and dancing; pine floors; hiding
Hear	children running; sneaking into the kitchen
Smell	tiny pieces of icebox cake; cold fried chicken; thick slices of honey ham
Taste	tiny pieces of icebox cake; cold fried chicken; thick slices of honey ham
Touch/Feel	a fireplace burns warmth; long Ohio winter

Prompt students to respond with answers that include sensory details, or details that use one of their five senses. What do you see? What do you smell? What do you touch? What do you hear?

Using Sound to Describe Setting

10 minutes

Explain that besides your sense of sight, your sense of hearing can provide a lot of detail about a setting. Tell students that when they write, they can use sound to enrich their setting descriptions.

Ask students what words they might use to describe sounds they hear in the classroom?

- o a cough, laughter, a clock ticking, feet shuffling, pencils tapping, a stomach rumbling, etc.

Tell students that details about sound help readers imagine a setting.

Ask students what a reader might imagine about a setting if you describe the rumble of bus engines, the whine of sirens, and honking horns?

- o There are roads nearby, the story takes place in a city, etc. The writer does not even need to tell us that the setting is a city. We can imagine this from the sensory details in the descriptive writing.

Practice Using Sound to Describe Setting

10 minutes

Ask students to get out their Writing Journals and describe a moment when they were in a very quiet place or a very noisy place. Remind students to use sight and sound details to help the reader imagine the place and what it was like to be there.

CHALLENGE: Have students think of a moment recently when they heard a specific sound. Remind students to show the reader where they were when they heard it and how it made them feel.

Wrap Up

5 Minutes

Have one or two students share the experiences they wrote about in their Writing Journals.

Take-Home Material

Reading

Have students take home Activity Page 4.2 to complete for homework, if needed.

Lesson 5

AT A GLANCE CHART			
Lesson	Activity	Materials	Time
Reading	Small Group: “greenville, south carolina, 1963,” “home,” and “our names”	<i>Brown Girl Dreaming</i> ; Activity Page 4.2; Map of United States; Activity Pages 5.1 and 5.2; Timeline; Factors that Influence Identity Chart	40 min
	Word Work: <i>Waft</i>		5 min
Writing	Showing Versus Telling: Emotion	Writing Journal Activity Page 5.3	45 min
Take-Home Material	Writing	<i>Brown Girl Dreaming</i> , Activity Page 5.3	*

NOTE: These same three selections will be the focus of the next reading lesson. As a result, if you are unable to complete all the activities contained in this reading lesson, you may wish to begin the next lesson with those activities.

Lesson Focus

By the end of this lesson, students will be able to:

Reading:

Identify the setting and significant events described in “greenville, south carolina, 1963,” “home,” and “our names.”

(RL.4.3; RL.4.4; RL.4.10; RF.4.3; RF.4.3a; RF.4.4; RF.4.4a; RF.4.4c)

Writing:

Write “showing” sentences that include sensory details and descriptive language.

(W.4.3d; W.4.10)

Speaking and Listening:

Ask and answer questions about the text.

(SL.4.1; SL.4.1a; SL.4.1b; SL.4.1c; L.4.1, L.4.3; L.4.3a; L.4.3c; RL.4.1)

Language:

Identify examples of items that are able to *waft*.

(L.4.4a; L.4.6)

Use a glossary in order to determine or clarify the meaning of vocabulary words.

(L.4.4c)

Reading

Remember to number the lines of verse in advance of the lesson. In this lesson, there are three verses, and each should have its first line numbered '1'.

Write the Purpose for Reading on the board/chart paper: *Read "greenville, south carolina, 1963," "home," and "our names" in Brown Girl Dreaming to learn about the setting and significant events the author describes.*

Fluency (optional)

If students were assigned a selection from the *Fluency Supplement* or from *Brown Girl Dreaming* to read for fluency, determine which students will read the selection aloud and when. See the Introduction of this Teacher Guide for more information on using the *Fluency Supplement*.

Reading

45 minutes

Whole Group: "greenville, south carolina, 1963," "home," and "our names" in *Brown Girl Dreaming* [pages 30-31, 32, and 45]

Review

5 minutes

Review student responses to Activity Page 4.2, if it was not completed in the last lesson.

Have students refer to the displayed timeline to review what events were occurring in the United States in 1963. Ask students the following questions:

1. What was the Civil Rights Movement in the United States, and when did it take place?
 - o It was a time when people fought for all people to have equal rights and to stop discrimination against minority groups, especially African Americans. It took place in the late 1940s, 1950s, the 1960s, and the 1970s.
2. What event was Rosa Parks participating in 1955?
 - o the Montgomery Bus Boycott
3. Why was she participating in the boycott?
 - o There was discrimination against African Americans in the United States at that time, especially in the South, and Rosa and other African Americans were not allowed to ride in the front of a bus simply because they were African Americans.

Have students describe the author in *Brown Girl Dreaming* and ask what her family was experiencing during this time period.

- o She was an African American who lived first in Ohio and then in South Carolina with her grandparents. Her family was experiencing discrimination, especially in South Carolina in the 1960s.

Have students turn to the first page of “greenville, south carolina, 1963” on page 30 of *Brown Girl Dreaming*.

Preview the core vocabulary words in these selections *before* reading it.

Tell students the first vocabulary word they will encounter in this selection is *dare*. Have them find the word on page 30 of the book.

Explain that the glossary contains definitions of all the vocabulary words in this Book. Have students refer to the glossary at Activity Page SR.3, locate *dare*, then have a student read the definition.

Have students reference Activity Page 5.1 while you read each word and its meaning noting that:

- Words are in the order in which they appear in the selections.
- The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
- Alternate forms of the word appearing in the selection may follow the definition. They may be a different part of speech than the original word.
- The page number (for the first occurrence of the word in the selection) appears in bold print after the definition.

1. **dare, v.** to challenge someone to do something that takes courage **(30)**
2. **dash, n.** a punctuation mark that is a short, horizontal line **(30)**
3. **curb, n.** the edge of the sidewalk where it curves down to meet the street **(31)**
4. **apology, n.** a statement in which someone says he or she is sorry for something **(apologies) (31)**
5. **immense, adj.** very large **(32)**
6. **azalea, n.** a shrub that has dark green leaves and colorful flowers **(azaleas) (32)**
7. **waft, v.** to carry or cause to move gently on water or in the air **(wafting) (32)**
8. **handkerchief, n.** a small piece of cloth that is used to wipe one’s nose or face **(32)**
9. **embroidered, adj.** cloth that is decorated with stitches in a decorative pattern **(32)**

Read the purpose for reading from the board/chart paper: *Read “greenville, south carolina, 1963,” “home,” and “our names” in Brown Girl Dreaming to learn about the setting and significant events the author describes.*

Refer to a map of the United States. Remind students that the author was born in Ohio; point out, or ask a student to point out, Ohio on the map.

Explain that these selections take place in the state of South Carolina. Point to, or have a student locate South Carolina on the map, noting that the author and her family are either now living in South Carolina or visiting relatives in South Carolina.

Guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not in brackets should be read aloud verbatim.

After students read each page, ask if they have any questions, if anything was confusing, or if anything was hard to understand.

[Have a student read lines 1-11 on page 30 aloud. Guide students through the lines of text as they write the answers on Activity Page 5.2.]

Lines 1-6: Inferential—Why did the author’s mother move her children to the back of the bus?

- o The family was African American, and in South Carolina in 1963 there was still often discrimination against people because of the color of their skin. The author’s mother did not want to risk having the bus driver ask them to move.

Inferential—What line(s) of the text suggest that perhaps at another point in time her mother may have chosen a seat closer to the front of the bus?

- o Line 6 says, “Not with us. Not now,” which suggests that perhaps if she had not been accompanied by her children, her mother would have sat closer to the front of the bus, perhaps as a sign of protest.

Literal—Who is another person you learned about who was treated unfairly on a bus because she was African American?

- o In 1955, Rosa Parks refused to give up her seat to a white man in Alabama when she was told to do so simply because she was African American. This was the start of the Montgomery Bus Boycott.

[Have a student read lines 12-26 on pages 30 and 31 aloud.]

Lines 12-16: Evaluative—Why do you think the author’s mother gave her children strict directions about how to behave, i.e., “Sit up straight. ... Take your fingers out of your mouth?”

- o The author’s mother was aware of the stereotypes held by many people in the South about African Americans at this time in history. Many White Southerners believed that African Americans were not as capable or as smart as they were. The author’s mother wanted her children to be especially well behaved to “disprove” these commonly held stereotypes.

Line 17: Inferential—What does the author’s mother mean by the phrase *This isn’t Ohio*?

- o In Ohio, African Americans generally did not face the same type of discrimination that they faced in the South, in places like South Carolina, so they had to be more careful in South Carolina not to call attention to themselves.

Lines 22-23: Inferential—Why did the author’s mother say to “step off the curb if a white person comes toward you, and not to look them in the eye”?

- o She was trying to avoid a confrontation, or unpleasant interaction, with a white person who might not treat them kindly.

[Have a student read lines 27 – 32 on page 31 aloud.]

Lines 28-29: Evaluative—In lines 28 and 29, the author says her brother is three years old and his wide eyes are open to the world. What does she mean by this? Compare this to Line 17 on page 3, where the author says she was wide-eyed at birth, or innocent. How is the descriptive language in these lines different, even though it also refers to “open eyes”?

- o Here the author means that her young brother already is very much aware of the nature of and effects of discrimination, and how the author and her family were forced to act. Remind students that in the text on page 3, the author described herself as “wide-eyed” when she was born in Ohio. In this context or setting, the author meant that she was innocent and did not know about problems like discrimination. The same phrase can hold the opposite meaning based on the context in which it is used.

Lines 30-32: Evaluative—The mother’s actions and behavior changes in these lines. Compare the mother’s actions in these lines with the way she acted in lines 22-26.

- o In these lines, she says they are as good as anyone, whereas in lines 22-26, she is telling her children to avoid confronting white people.

Lines 30-32: Evaluative—What words would you use to describe the mother’s attitude in these lines.

- o Answers may vary, but may include *proud, defiant, angry, or determined*.

["home" - Page 32]

[Have two or three students take turns reading lines 1-16 on page 32 aloud.]

SUPPORT: Explain that the author, her mother, and her siblings are going to her grandparents’ home in South Carolina.

Selection Title: Inferential—Why do you think this selection is called “home”?

- o Answers may vary, but may include that perhaps the author and her family are moving to her grandparents’ home in South Carolina.

SUPPORT: Be sure students understand that the author and her family are moving to South Carolina to live with her grandparents (following her parents’ divorce, which is addressed in another selection of the book that students will not read).

Lines 10-14: Inferential—Why might the author’s grandparents say “Welcome home,” and why might her mother be crying?

- o Answers may vary, but may include that the grandparents are happy the author and her family are moving into their home. Her mother may be crying out of sadness, relief, or happiness.

Lines 28-29: Evaluative—How do you think the author feels about her grandparents’ house? Use evidence from the text to support your answer.

- o Answers may vary, but should include the fact that she finds it a warm and loving place. At the end of the verse, she says she was “inside this love” after describing a pleasant home and yard, and describing her grandparents having “warm brown arms” hugging them.

Lines 28-29: Evaluative—Remind students that the author’s grandparents’ house is in South Carolina and that in the first selection that they read in this chapter, “greenville, south carolina, 1963,” evidence of discrimination is described. Prompt students to describe the differences that the author and family feel when they are at her grandparents’ home compared to how they feel when they are riding the bus in Greenville.

- o Answers may vary, but should include that the author and her family feel safe and protected at her grandparents’ home, while they feel more cautious and perhaps uncertain and afraid when they are riding the bus.

["our names" - Page 45]

Have two students take turns reading lines 1-13 on page 45 aloud. Guide students through the lines of text as they write the answers on Activity Page 5.2.]

Lines 1-5: Literal—What are the different ways the author and her siblings are referred to while they are in South Carolina?

- o Gunnar’s Three Little Ones; Sister Irby’s Grands; MaryAnn’s Babies

Inferential—Who are Gunnar, Sister Irby, and MaryAnn?

- o Gunnar was her grandfather; Sister Irby was her grandmother; and MaryAnn was her mother.

Discuss the Selections and Wrap Up the Lesson

5 minutes

- Point out that by writing about the names that the author and her siblings were called when they were in South Carolina, she is once again calling attention to different factors or things that influence her identity and that of her siblings.
- If time permits, ask students to recall the various factors that the author writes about as having an influence on her identity. You may want to record student responses on chart paper, titled “Factors that Influence Identity,” so that you can continue to add to this list in subsequent lessons.

SUPPORT – Direct students to refer to the selections they have previously read, particularly those on pages 3 and 12, as well as the selections read in today’s lesson on pages 30-32 and page 45.

- o Students’ responses may vary, but may include the following references: the author’s birth order and place in the family (“second daughter,” page 3), where she is (“Negro here, Colored there,” page 3), her relationship and resemblance to her ancestors (“There I am in the furrow of Jack’s brow, in the slyness of Alicia’s smile, in the bend of Grace’s hand,” page 12), and how her name and her siblings’ names change (“The Grandchildren, Gunnar’s Three Little Ones, Sister Irby’s Grands, MaryAnn’s Babies,” page 45).

1. In the text you read, “Red dirt wafting up”
2. Say the word *waft* with me.
3. *Waft* is a verb that means to carry or cause to move gently on water or in the air.
4. When my father bakes cookies, the delicious smells waft throughout the house.
5. Think about something you have seen or smelled wafting through the air. Be sure to use the word *waft* in your response. [Ask two or three students to use *waft* orally in a sentence. If necessary, guide and/or rephrase students’ responses to use *waft* in complete sentences: “I saw/smelled__ wafting through the air.”]
6. What’s the word we’ve been talking about? (waft) What part of speech is the word waft? (verb)
7. [Use a *Making Choices* activity for follow-up.] I am going to say several items. For each item, state whether you think that item is able to waft through the air. Be sure to answer in complete sentences.
 1. elephant
 - o An elephant cannot waft through the air.
 2. rock
 - o A rock cannot waft through the air.
 3. leaf
 - o A leaf can waft through the air.
 4. laptop computer
 - o A laptop computer cannot waft through the air.
 5. a sheet of paper
 - o A sheet of paper can waft through the air.

Writing

45 minutes

Showing Versus Telling: Emotion

Model Showing Versus Telling

25 minutes

Explain that you are going to demonstrate something and students should observe you carefully. Ask them to pay close attention to your movements, body language, facial expressions, and tone of voice. Starting from the side of the classroom, walk to the center. Walk at a normal pace, stop in front of students, and stand and say, “I’m in pain.” It is important to be as unexpressive and unemotional as possible: no facial expressions, no gestures, and no voice intonations. You want to seem as lifeless and boring as you can.

Draw a T-Chart on the board/chart paper and ask students to tell you what they observed about you. List their answers in the left column of the T-Chart. This list will be short. Possible student answers may include the following:

LEAVE HEADING BLANK	LEAVE HEADING BLANK
<i>You said you were in pain.</i>	
<i>You had no look on your face.</i>	
<i>You looked at us.</i>	

Starting from the side of the classroom again, walk back to the center. Instead of saying that you're in pain, show it. The more you exaggerate, the better. Pretend you've stubbed your toe and groan a lot, while hopping around on one foot, clutching at the toe you stubbed. Bite your fist to stifle your groans of pain, grimace, rock back and forth, blow on your toe, flap your arms, wave your toe around, touch it tenderly and flinch, suck in your breath; do everything you can to show you are in terrible pain.

At the end of your demonstration, ask students what they observed, and list their answers in the right column of the T-Chart. This will likely be longer than the first list. Possible student answers may include the following:

LEAVE HEADING BLANK	LEAVE HEADING BLANK
<i>You said you were in pain.</i>	<i>You stubbed your toe.</i>
<i>You had no look on your face.</i>	<i>You hopped around.</i>
<i>You looked at us.</i>	<i>Your hair was flipping all around.</i>
	<i>You were hobbling all around.</i>
	<i>You blew on your toe!</i>
	<i>You groaned over and over again.</i>
	<i>You sucked in your breath.</i>
	<i>You bit your own hand!</i>
	<i>You were groaning and making a big fuss.</i>
	<i>Your teeth were clenched tight.</i>
	<i>You made a pained face</i>

Use the following questions to compare the lists:

- Which list has more information? (the one on the right)
- Which list has more interesting words? (the one on the right)
- Which list has more details? (the one on the right)

Point out that the list with very little information reflects what you did the first time you walked across the room. Tell students this list refers to *telling*. Write “Telling” as the heading for the left side of the chart.

Then, point out that the list with more information, interesting words, and details reflects what you did the second time you walked across the room. Tell students this list includes many sensory details and interesting verbs, such as *hopped*, *hobbling*, and *groaning*. Write “Showing” as the heading for the right side of the chart.

Ask students if anyone believed you the first time you told them you were in pain. Ask if there was any proof that you were in pain.

Then point out that when you showed that you were in pain, it was more believable because you provided proof. Note that it was much more powerful for you to *show* that you were in pain than for you to *tell* you were in pain.

Tell students that using descriptive language in their writing that *shows* rather than *tells* about things also makes their writing more interesting and powerful.

Write the following sentence on the board:

- My teacher was in pain.

Using the “Showing” observations on the T-chart, model how to write sentences that show you were in pain. Below is one example:

- My teacher stubbed her toe and hobbled all around the room, clenching her teeth, and groaned over and over again.

Select several other showing sentences to write on the board. Explain that these showing sentences give a much clearer, vivid picture of what happened than the original telling sentence, *I am in pain*.

Practice Showing Versus Telling

15 minutes

Place students in groups of three or four to play a form of charades.

Explain that in this game, students will act out an event, without using words. The other students in the group will determine what event is being acted out.

Explain that students should spend a few minutes deciding what event/situation they will act out.

Then they will take turns acting and guessing what their group members are acting out. For example, as a group member is acting, the other members write down what they are seeing/hearing in their Writing Journals. When the student who is acting is finished, the other team members read the descriptions of what they saw and make a guess. Once they guess the correct event/situation, a different team member takes a turn at acting. The cycle continues until all group members have had an opportunity to act out an event/situation.

SUPPORT: If students are struggling to decide upon an event/situation to act out, suggest one of the following: eating spicy food; reacting to a funny movie; reading a scary book; etc.

ALTERNATIVE ACTIVITY:

Have students turn to Activity Page 5.3.

Tell students they will practice changing telling sentences into showing sentences in the same way that you just modeled for them.

Read the first sentence aloud and call on a student to provide an example of how to change the telling sentence into a showing sentence.

1. My mother was tired.
 - o As soon as she got home, my mother sank into the couch and yawned.

Have students describe how the showing sentence example is different from the telling sentence in the first question on Activity Page 5.3.

Complete 1–2 more sentences as examples and call on a student to provide an example of how to change the telling sentence into a showing sentence.

2. David admires his older brother.
 - o David cheered proudly as his older brother dunked the basketball into the basket.
3. The bus driver was frustrated.
 - o The bus driver honked his horn and yelled out the window as the tractor pulled in front of him.

Have students complete the rest of the activity page either independently or with partners.

SUPPORT: You may have students act out the sentences while you write notes on the board to show what happened.

Circulate throughout the room, monitoring students' progress and providing guidance and support as needed.

Wrap Up

5 minutes

Have students share at least one showing sentence with a partner, noting how they included sensory details and descriptive language to show rather than tell.

Review how writing that uses showing details helps create a clear picture in the reader's mind.

Take-Home Material

Writing

Students should complete Activity Page 5.3 for homework, if needed.

Lesson 6

AT A GLANCE CHART			
Lesson	Activity	Materials	Time
Reading	Close Reading: “greenville, south carolina, 1963,” “our names,” and “home”	<i>Brown Girl Dreaming</i> ; Activity Pages 5.1 and 5.2;	40 min
	Word Work: <i>Immense</i>		5 min
Writing	Showing Versus Telling: Setting	Writing Journal Activity Page 5.3	45 min
Take-Home Material	Reading; Writing	<i>Fluency Supplement</i> Selection (optional); Activity Page 6.1	*

Lesson Focus

By the end of this lesson, students will be able to:

Reading:

Cite examples of descriptive language and the effectiveness of specific words and sentences in the selection.

(RL.4.3; RL.4.10; L.4.5)

Determine the meaning of similes in the text.

(L.4.5a)

Writing:

Write “showing” sentences that describe a setting.

(W.4.3d; W.4.10)

Speaking and Listening:

Ask and answer questions about the text.

(SL.4.1; SL.4.1a; SL.4.1b; SL.4.1c; L.4.1, L.4.3; L.4.3a; L.4.3c; RL.4.1)

Language:

Determine whether described items are “immense” or “tiny.”

(L.4.4a; L.4.6)

Use a glossary in order to determine or clarify the meaning of vocabulary words.

(L.4.4c)

ADVANCE PREPARATION

Reading

Write the Purpose for Reading on the board/chart paper: *Read closely to examine the author’s words, sentences, and literary devices for a deeper understanding of “greenville, south carolina, 1963” and “our names.”*

Display an enlarged version of the Elements of a Memoir Chart from Activity Page 4.2. This lesson will focus on “greenville, south carolina, 1963,” “home,” and “our names”

Elements of a Memoir		
Selection	Setting	Significant Event
“greenville, south carolina, 1963,” “home,” and “our names”		

Writing

Write the following sentences on the board/chart paper:

- The children entered the school cafeteria.
- The boy jumped into the pool.
- The fox disappeared into the forest.
- The passengers gathered in the train station.
- The girls ran onto the ball court.

Fluency (optional)

Choose and make sufficient copies of a text selection from the online *Fluency Supplement Packet* to distribute and review with all students for additional fluency practice this week. Alternatively, you may choose to assign a selection of text from *Brown Girl Dreaming* for practice reading free verse fluently. See the introduction to this Teacher Guide for more information on using the *Fluency Supplement*. If you choose to use this fluency practice, you will assess students in Lesson 10.

Reading

45 minutes

Close Reading: “greenville, south carolina, 1963” and “our names” in *Brown Girl Dreaming*
40 minutes [pages 30-31, and 32]

Review the Selections

5 minutes

Complete any portions of the previous reading lesson that you were unable to complete during that lesson.

Tell students they will reread “greenville, south carolina, 1963” and “our names.” Have students turn to page 30, the first page of “greenville, south carolina, 1963.”

Read the purpose for reading from the board/chart paper: *Read closely to examine the author’s words, sentences, and literary devices for a deeper understanding of “greenville, south carolina, 1963” and “our names.”*

Discuss with students the meaning of the term *literary device*. Explain that literary devices are types of figurative language used by an author to help explain an idea, bring more attention to a particular event, encourage the reader to feel a certain way, clarify a point, illustrate a scene, or add to a description. Other times, authors use literary devices simply to make the text more interesting or engaging. The following are some examples of literary devices that may be familiar to students:

- Simile: A comparison of two things, using the words *like* or *as*.
 - Example: “He was as busy as a bee.”
- Metaphor: A comparison of two things, not using the words *like* or *as*.
 - Example: “The house was a beehive of activity.”
- Alliteration: A phrase or sentence in which most of the words begin with the same letter or sound.
 - Example: “The greedy girls grabbed all the grapes before Greg got them.”

Close Reading

The practice of close reading involves directing students’ attention to specific aspects of a text. The guided reading supports in this close reading of “greenville, south carolina, 1963” and “our names” in *Brown Girl Dreaming* are intended to provide this focus and are labeled as follows:

- **VOC** indicates questions or comments that focus on vocabulary to explain meanings or check student understanding and may highlight multiple-meaning words or idioms.
- **SYN** indicates questions or comments that focus on syntax to explain complex sentences and syntactic structure.
- **COMP** indicates questions or comments that focus on students’ understanding of the text. These questions require text-based responses and are sequenced to build a gradual understanding of the key details of the text. Students may provide multiple responses using different pieces of evidence, grounding inferences logically in the text.
- **LIT** indicates questions or comments that focus on literary devices, which are techniques an author uses to produce a specific effect such as alliteration, similes, metaphors, etc.

Not all question types will be included in each close reading lesson.

These labels and their explanations are for your reference and are not intended to be shared with students. Also, guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not presented in brackets should be read aloud verbatim.

There are many ways for students to respond to the questions. Vary how you elicit students’

responses to promote student engagement. For example:

- Have students work in pairs. Following each question, direct students to consult with their partner about the correct response before one student responds.
- Have students work in small groups of three or four students. Following each question, direct students to consult with others in their group about the correct response before one student responds.

Following a question, have all students provide a written response before one student responds orally.

SUPPORT: If students forget the meanings of any of the vocabulary terms discussed at the beginning of Lesson 5, refer them to Activity Page 5.1 or the glossary.

Read “greenville, south carolina, 1963” and “our names” [pages 30-31 and 45]

30 minutes

[Read the title on page 30, then read aloud the selection on pages 30 and 31, pausing at each point indicated to explain or clarify the text.]

TITLE: COMP/Literal—You know that this selection in *Brown Girl Dreaming* is set in Greenville, South Carolina in 1963. What events were taking place in the United States, especially in southern states such as South Carolina, during that time period?

SUPPORT – Encourage students to refer to the timeline that you created at the beginning of this unit.

- There was a great deal of discrimination against people because of the color of their skin, and there was an effort, known as the Civil Rights Movement, to get more equal rights for people.

Lines 4-6: VOC/ Inferential—What mood, or feeling, does the author create in these lines? What words contribute to that feeling?

- It is a dark and scary mood. She uses words like *dangerous* and *dare* to create this mood.

Lines 7-11: COMP/ Evaluative—How is the description of the author and her siblings contrasting, or different from, the dark and scary mood created in the previous lines? What descriptions does the author use to create that contrasting mood?

- The description of the author and her siblings is one that shows the children are ordinary children who are not scary and do not pose a threat to anyone. She describes herself as *all of three months*; her brother as wearing a *[w]hite shirt, tie, and . . . head shaved clean*; and her *sister’s braids white ribboned*.

Lines 19-21 : LIT/ Inferential—In line 19, what image do you form in your mind from the phrase, *mouth formed a small lipsticked dash*?

- Answers may vary, but should include an understanding that lipstick is make-up that some people add to their lips to add color, and that a dash is a punctuation mark that is a small, horizontal line. Students may note that the mother’s lips “like a lipsticked dash” may be an intentional expression by the mother to not show any emotion – not fear or confidence; perhaps determination.

Lines 19-21: LIT/ Evaluative—The author uses a simile in lines 19 and 20. What two things are being compared in these lines of text?

- the mother’s back and a sharp line

Lines 19-21 : LIT/Evaluative—Based on the simile in these lines, what can you tell about the way the author’s mother is feeling while she is on the bus with her children?

- Answers may vary, but should focus on the fact that her mother feels serious and focused on the bus ride.

Lines 22-24: COMP/Literal—In lines 22 through 26, the author describes what appear to be her mother’s thoughts about how an African American should act in the company of white people in Greenville, South Carolina in 1963. How does the author’s mother think African Americans need to act in South Carolina during that time?

- Answers may vary, but should include that the author’s mother thinks African Americans should avoid calling attention to themselves or doing anything that might upset or disturb white people. African Americans should walk around, not next to or near, white people if they are walking on the street; they should not look directly at white people and should use polite terms like “yes, sir,” “no, sir” and apologize, or say sorry, for anything that seems to bother or annoy white people.

Lines 22-24: SUPPORT—Discuss the feelings that the author describes in these lines and guide students in recognizing that, regrettably, many people of color today still encounter experiences that may lead them to feel similarly to the author. [Be sensitive to students’ emotional response to this section of the text and allow students to share their thoughts and feelings.]

Lines 25-26: COMP/Inferential—What does the author mean by the words *my mother is miles away from here*?

- Although she is physically in a place where she feels very uncomfortable, in her mind she is thinking of other places “miles away from here.”

Lines 27-32: LIT/Evaluative—How does the mother’s mood change in these last six lines? What do you think causes that change in her mood? Use words and phrases from the text to support your answer.

- The mother relaxes and seems less stern or serious. Answers about the cause of the change may vary, but may include that the mother’s focus on her children causes the change in her mood. A phrase that supports this is *her mouth softens, her hand moves gently over my brother’s warm head*.

Lines 30-32: LIT/Evaluative—How would you describe the impact of the last three lines of this selection, i.e., *We’re as good as anybody*, my mother whispers. *As good as anybody*. What do they signify?

- Answers may vary, but students should note that these lines are powerful, even though the mother whispers what she is saying. Her words reflect pride and determination, as well as a desire to instill the same pride and determination in her children.

[Read the title, “our names,” on page 45, then read aloud the selection on that page, pausing at each point indicated to explain or clarify the text.]

Lines 1-5: COMP/Inferential—The author says that she and her siblings were known by three different names when they lived in South Carolina. What are those names, and why were they called each of those names?

SUPPORT—Have students turn to the author’s family tree at the beginning of the book. Guide them to see her mother’s side of the tree on the right, having them read the author’s name at the bottom, her mother’s name above hers, and her grandparents’ names above her mother’s.

- o *Gunnar’s Three Little Ones* – because her grandfather’s name was Gunnar; *Sister Irby’s Grands* – because her grandmother’s name was Irby; and *MaryAnn’s Babies* – because her mother’s name was MaryAnn. You may want to point out that, in each case, the author’s identity is defined by her connection to a certain relative.

Lines 6-8: SYN/ Inferential—The author describes her grandmother saying their names as “HopeDellJackie.” What might these lines tell us about the grandmother?

- o She may be very busy or in a hurry, so she says their names quickly.

Lines 10-12: SYN/Inferential—The author says her grandfather *takes his sweet time* in saying the names of his three grandchildren. What does this phrase mean here?

- o It means that the grandfather enjoyed saying the names slowly, even if other people did not.

Lines 6-13: COMP/ Evaluative—Based on these lines, do you think the grandfather enjoys having his daughter and grandchildren living with him? Use evidence from the text to support your answer.

- o Answers may vary, but may include that he does enjoy having his family there. He says their names slowly (taking his *sweet time*) as if he is enjoying it, and the last line (*or a whole lifetime*) can be interpreted to mean that he expects (or hopes) they will always be living in his house.

Discuss the Selections and Wrap Up the Lesson

5 minutes

Have students write the elements of a memoir for “greenville, south carolina, 1963,” “home,” and “our names” in the Elements of a Memoir Chart on Activity Page 4.2.

Ask several students to share the setting and at least one significant event. Record their responses on the chart.

Elements of a Memoir		
Selection	Setting	Significant Event
“greenville, south carolina, 1963,” “home,” and “our names”	Greenville, South Carolina, 1963	Mother and children moved to South Carolina to live with grandparents; moving to South, facing more discrimination on places like buses

SUPPORT—Remind students that the author, her mother, and her siblings moved to South Carolina while the author was still very young.

[Re-read aloud the selection “home” on page 32 for students to hear again.]

1. In the selection you read, “We are near my other grandparents’ house, small red stone, immense yard surrounding it.”
2. Say the word *immense* with me.
3. *Immense* means extremely large.
4. The ocean is an immense body of water.
5. Think about something that you would describe as immense, or extremely large. Be sure to use the word *immense* in your response and include why you think it is immense. [Ask two or three students to use *immense* in an oral sentence. If necessary, guide and/or rephrase students’ responses to use *immense* in complete sentences: “_____ is immense because ...”]
6. What’s the word we’ve been talking about? (*immense*) What part of speech is the word *immense*? (adjective)
7. [Do an *Antonym* activity for follow-up.] An antonym for *immense* is *tiny*. I will read several sentences and would like you to determine whether the item is best described as *immense* or *tiny*. If the item I say is immense, say, “That is immense.” If the item I say is tiny, say, “That is tiny.”
 1. an elephant
 - o That is immense.
 2. a piece of dust
 - o That is tiny.
 3. a grain of sand
 - o That is tiny.
 4. an airplane
 - o That is immense.
 5. an ocean
 - o That is immense.

Writing

45 minutes

Showing Versus Telling: Setting

Review

5 minutes

Review student responses to Activity Page 5.3, which was assigned for homework, if it was not completed in the last lesson.

Review the difference between showing and telling.

Remind students that sensory details help writing come alive. Sensory details help the reader imagine a setting and feel like they are there.

Tell students they will practice using “showing” sensory details to describe a setting.

Begin by using an example of showing details from the selection “home” on page 32 of *Brown Girl Dreaming*.

Have students identify sensory details from the selection and the senses used:

- Sight: small red stone; immense yard; red dirt wafting
- Hearing: swing thirsty for oil
- Smell: azaleas blooming; pine tree
- Touch: warm brown arms; mother’s tears; inside love

Tell students that these sensory details show us what the author’s grandparents’ house was like, rather than simply telling us, “We went to my grandparents’ house in Greenville, South Carolina.”

Have students read the sentence you wrote on the board/chart paper:

The children entered the school cafeteria.

Tell students that this is a telling sentence. It tells the reader the setting, but it does not show the reader anything about the setting.

Encourage students to imagine how this setting might look, feel, sound, or smell. Ask questions to help generate details that show the scene. As students make suggestions, list their ideas on the board/chart paper.

Where are the students?

- a school cafeteria

Imagine you are in the cafeteria. What do you think you might see?

What details could you use to show a reader you are in the cafeteria?

- a long line of students and teachers with trays; dozens of tables with lots of chairs; large gray plastic bins; cafeteria workers with caps on their heads and plastic gloves; station with napkins, glasses, and silverware; salad bar with plastic hood above it, etc.

Continue in this fashion, asking students what they might hear, touch, smell, and taste in the cafeteria. Record their answers on the board/chart paper.

Have students use the list of details they generated to create some showing sentences and share them orally with the class.

Practice Changing Telling Sentences to Showing Setting

10 minutes

Tell students they will now describe a setting, using sensory details to help readers imagine that setting.

Refer students to the sentences you wrote on the board/chart paper. Tell them to choose one telling sentence, identify the setting, and write at least three sentences in their Writing Journals showing the reader how the setting looks, smells, sounds, and feels.

Wrap Up

15 minutes

Have students share the sentences they wrote in their Writing Journals to show setting.

Lesson 7

AT A GLANCE CHART			
Lesson	Activity	Materials	Time
Reading	Whole Group: “the garden” and “at the end of the day”	<i>Brown Girl Dreaming</i> ; Activity Pages 7.1 and 7.2; Factors that Influence Identity Chart (from Lesson 5)	40 min
	Word Work: <i>Generation</i>		5 min
Writing	Showing Versus Telling: Characters	<i>Brown Girl Dreaming</i> ; Writing Journal	45 min
Take-Home Material	Reading	Activity Page 7.2	*

Lesson Focus

By the end of this lesson, students will be able to:

Reading:

Describe the author’s grandfather.
(RL.4.3; RL.4.10)

Writing:

Write a “showing” sentence that describes a character.
(W.4.3d; W.4.10)

Speaking and Listening:

Ask and answer questions about the text.
(SL.4.1; SL.4.1a; SL.4.1b; SL.4.1c; L.4.1, L.4.3; L.4.3a; L.4.3c; RL.4.1)

Language:

Determine the meaning of the word “generation.”
(L.4.4a; L.4.6)

Use a glossary in order to determine or clarify the meaning of vocabulary words.
(L.4.4c)

ADVANCE PREPARATION

Reading

Write the purpose for reading on the board/chart paper: *Read “the garden” and “at the end of the day” to learn more about the author’s grandfather.*

Writing

Write the following sentences on the board/chart paper:

1. Zack was hot and tired.
2. Jamil is generous.
3. Grandmother is old.
4. David is dressed up.
5. Jose is frustrated.

Reading

45 minutes

Whole Group: “the garden” and “at the end of the day” in *Brown Girl Dreaming* [pages 48-49, and 53-54]

Review

5 minutes

Ask students to refer to their books and summarize what has happened in *Brown Girl Dreaming* thus far.

- o The author was born in Ohio in 1963, during the time of the Civil Rights Movement in the United States. She is African American and was born at a time when people often experienced discrimination because of the color of their skin. When she was still a baby, her mother, her brother, and her sister moved to Greenville, South Carolina, to live with her grandparents.

SUPPORT: Remind students that the author and her family moved to South Carolina to live with her grandparents (following her parents’ divorce, which is addressed in another selection of the book that students will not read).

Introduce the Selections

5 minutes

Have students turn to the first page of “the garden” on page 48.

Preview the core vocabulary words *before* reading the first selection. You will preview the words from the second selection in this lesson immediately before reading that text.

Tell students the first vocabulary word they will encounter in this selection is *promise*. Have them find the word on page 48 of the book.

Explain that the glossary contains definitions of all the vocabulary words in this Book. Have students refer to the glossary, which is Activity Page SR.3, locate *promise*, then have a student read the definition

Have students reference Activity Page 7.1 while you read each word and its meaning noting that:

- Words are in the order in which they appear in the selection.

- The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
- Alternate forms of the word appearing in the selection may follow the definition. They may be a different part of speech than the original word.
- The page number (for the first occurrence of the word in the selection) appears in boldprint after the definition.

1. promise, n. a statement (spoken or unspoken) that something will happen **(48)**

2. miss, v. fail to experience **(missed) (48)**

3. generation, n. a group of people who were all born around the same time period; the time period between parents and their children **(48)**

4. collard, n. a type of green vegetable, similar to cabbage **(collards) (49)**

Read the purpose for reading from the board/chart paper: *Read “the garden” and “at the end of the day” to learn more about the author’s grandfather.*

Read “the garden” and “at the end of the day” from Brown Girl Dreaming

20 minutes

Guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not in brackets should be read aloud verbatim.

After students read each page, ask if they have any questions, if anything was confusing, or if anything was hard to understand.

[Have students read page 48 silently.]

Line 2: SUPPORT – Tell students that Nicholtown was a predominantly African American community in Greenville, South Carolina.

Lines 1-7 Inferential—What is the “promise” the author is talking about in these lines?

- o The earth “promises” a harvest of crops in the fall when the seeds are planted in the spring, and the fields are cared for during the summer.

Lines 8-14: Inferential—What do we learn about the author’s grandfather, great grandfather, and great-great grandfather in these lines? What words or phrases provide this information?

SUPPORT– Ask a student to slowly re-read these lines aloud, as you draw a diagram as follows, starting with the author’s grandfather:

great-great grandfather (enslaved)

↓

great grandfather (free)

↓

grandfather (free)

Ask another student to re-read the lines again a second time and then add the information in parentheses.

- o We learn that the author’s grandfather’s father (the author’s great grandfather) had been born free, although her great-great grandfather was an enslaved worker (*my southern grandfather missed slavery by one generation; his grandfather had been owned*). We learn that her great-grandfather, although free, was a farmer who grew cotton for just a small amount of money (lines 11 through 14).

SUPPORT: Explain that the great-grandfather was probably a sharecropper, or a farmer who did not own land. These were not his crops, and he probably did not make enough money to pay the very high rent and fees he needed to pay. This is one way African Americans were “free” but were not truly free to live like others lived during this time. [Have students read page 49 silently.]

Lines 24-29: Evaluative—In what way were the author’s grandmother and her grandfather different from one another?

- o Her grandmother thought that God provided everything they would need to live, and they shouldn’t ask for more than that. Her grandfather, however, wanted more from the land than just what they needed.

Preview the core vocabulary words from the second selection. Have students refer to Activity Page 7.1 as you read the following words and definitions:

5. printing press, n. a machine used to print words or images on paper or material **(53)**

6. foreman, n. the leader of a group of workers **(53)**

[Have students read page 53 silently.]

Lines 1-8: LITERAL—What is the setting in this selection?

- o It is the author’s grandfather’s place of work. He works at a printing press.

Line 2: SUPPORT—The author called her grandfather “Daddy” because that is what her mother called him, so she adopted that title as well.

Lines 1-8: Inferential—The author said the men who worked at the printing press called her grandfather *Gunnar*, but they should have called him *Mr. Irby*. Why should they have called him *Mr. Irby*, and why did they not call him that?

- o Her grandfather was the foreman, or the man in charge, so the men who worked there should have shown him respect and called him *Mr. Irby* rather than his first name. They did not show him the respect he deserved because of the color of his skin. The workers think the South is changing too fast and an African American man should not be their boss.

Lines 1-8: Evaluative—How would you feel if you were the author’s grandfather and was treated this way?

- o Answers will vary.

Lines 1-4: Literal—Why was it difficult to tell who was white and who was black at the printing press?

- o The ink from the printing press made everyone’s hands black, so it was difficult to tell from their hands who was black and who was white.

Lines 1-4: Inferential—Although it was difficult to tell from their hands who was black and who was white, did this affect the way the workers treated the author’s grandfather?

- o No, they still discriminated against the author’s grandfather because he was black, even though he was their boss.

Lines 17-21:—What happened at the end of the day, after the men at the printing press were finished with work?

- o The white workers would go home to one part of town, and her grandfather would go to Nicholtown, where African Americans lived.

SUPPORT: Introduce to students the phrase *racial segregation* and define it as a practice of separating people based on the color of their skin. In the South, during this time period, black and white people were segregated by law in where they could live, in the schools they could attend, in the restaurants and hotels where they could go, and in other places. In the North, there was also a great deal of segregation, but the segregation was not ordered by law.

[Read page 54 aloud to students.]

Lines 26-27: Literal—What does the author’s grandmother say about the fact that white people lived in one part of town and African Americans lived in another part of town.

- o She says, “It’s the way of the South,” meaning that in the South, segregation exists as a way of life.

Lines 27-30: Inferential—What do the italicized lines mean, *Colored folks used to stay where they were told they belonged. But times are changing And people are itching to go where they want?*

- o These lines signal that, in spite of how life is in the South (i.e., segregation as to where white people and African American people lived) things are starting to change and African Americans were looking forward to (*itching to*) going where they wanted and not where they were told to stay.

Lines 31-32: Inferential—Why might the author have said that for this night, she was happy to belong to Nicholtown?

- o Answers may vary, but may indicate that the author may have felt safe in Nicholtown. She felt a sense of community and belonging. Point out that change, even change that may be for the better such as making sure that people can choose to live where they want regardless of the color of their skin, is sometimes difficult because it is something different and unfamiliar.

SUPPORT—Point out that, for now, Nicholtown, the place where African Americans lived in Greenville, has also become one of the factors influencing the author’s sense of identity. If you created a “Factors that Influence Identity Chart” in Lesson 5, add *place/the segregated part of town where the author lived (Nicholtown)* to the chart.

Discuss the Selections and Wrap Up the Lesson

10 minutes

Make connections to students' experiences and reactions to the "Who Am I? Who Are You?" Warm Up Lesson and the references to segregation in "At the End of the Day" by asking the following:

- o What are some ways you get to actually know someone? (Answers will vary.)
- o What can you tell about someone by the type of clothing they wear? (This does not usually provide information about the type of person someone is.)
- o What do you learn about a person from their physical appearance, such as their height, hair color, skin color, eye color, etc.? (This does not tell you about the type of person they are.)

SUPPORT: Remind students, if necessary, of their awareness after those experiences of the difference between assuming you know someone, simply on the basis of appearance, and really knowing someone after you have an opportunity to have a conversation (e.g., listening and talking to one another about interests and values).

Discuss the types of interactions in the author's grandfather's workplace, asking students whether they think the workers and the author's grandfather really know one another. Extend the discussion to talk about the fact that while many white and African American people at that time in South Carolina lived in segregated neighborhoods, they often spent a great deal of time with each other in the workplace. Ask students how they think that segregation impacted the likelihood of white and African American people really getting to know one another.

Have students work with a partner to complete Activity Page 7.2.

Have students complete Activity Page 7.2 for homework, if needed.

Word Work: Generation

5 minutes

1. In the selection you read, "My southern grandfather missed slavery by one generation."
2. Say the word *generation* with me.
3. A *generation* is a group of people who were born around the same time period, generally within a few years from each other.
4. My father and his sister were the first generation in their family to go to college. Neither of my grandparents were able to go to college.
5. What are some differences between your generation and your parents' generation? Be sure to use the word *generation* in your response. [Have two or three students use *generation* in a sentence. If necessary, guide and/or rephrase students' responses to use *generation* in complete sentences: "My generation . . ." or "My parents' generation . . ."]
6. What's the word we've been talking about? (generation) What part of speech is the word *generation*? (noun)
7. [Use a *Making Choices* activity for follow-up.] I am going to read several sentences. If the sentence I read describes someone in your generation, "He/she is part of my generation." If the sentence I read does not describe someone in your generation, say, "He/she is not part of my generation."

1. your younger brother
 - o He is part of my generation.
2. your grandmother
 - o She is not part of my generation.
3. students in the fifth-grade class
 - o They are part of my generation.
4. George Washington
 - o He is not part of my generation.
5. your best friend
 - o He is part of my generation.

Writing

45 minutes

Showing Versus Telling: Characters

Review

5 minutes

Remind students that in the previous lesson they learned to change telling sentences into showing sentences.

Remind students that they have practiced writing showing sentences to describe a setting. Explain that today they will practice using showing sentences to describe characters.

Model Changing Telling Sentences into Showing Sentences

15 minutes

Tell students that readers get to know characters when writers describe them with details to show their actions.

Refer students to the first sentence that you wrote on the board/chart paper earlier:

Zack was hot and tired.

Tell students that this is a telling sentence. It tells the reader that the character is hot and tired, but it does not help or show the reader how to imagine that he is hot and tired.

Have students imagine how Zack might look, feel, sound, or smell. Prompt students with questions to help generate details to show how Zack feels. List students' suggestions on the board/chart paper.

How does the reader know that Zack is hot? What does the reader see? Feel? Hear? (His face is sweaty; he is panting; his clothes are drenched.)

How does the reader know that Zack is tired? What does the reader see? Feel? Hear? (He's yawning; his eyes look sleepy; he is dragging his feet as he walks.)

Continue in this fashion, asking students to think of details to describe Zack and show the reader that he is hot and tired. Record their answers on the board/chart paper.

Have students use the list of details they generated to make up some showing sentences and share them orally with the class.

Scanning Text for Showing Sentences

10 minutes

Have students work with a partner to scan the text in *Brown Girl Dreaming* for showing sentences that provide details about the author's grandfather. Have students focus on the following selections in *Brown Girl Dreaming*: "the garden" (pages 48 and 49) and "at the end of the day" (pages 53 and 54). Have them record their responses in the Writing Journals.

- o the grandson of an enslaved worker; likes to put hands in the cool dirt; wants to grow a pecan tree; wants to pull from the earth all that he needs, and more; fingers blackened from the printing press; foreman at the printing press; storyteller; tells stories of people fighting for their rights

CHALLENGE: For students who are ready for more of a challenge, suggest that they read "south carolina at war" (pages 72-74) – a selection that will not be read by the whole group until the next lesson – and find information about the grandfather in that selection.

- o insists on doing things gently; walk toward a thing slowly; be ready to die for what is right; proud; as good and bright and beautiful and free as anyone; determined

Practice Changing Telling Sentences into Showing Sentences

10 minutes

Place students in groups of three or four and explain that they will be creating characters. Explain that students will have a few minutes to think about a character they would like to portray. They may choose to portray a character from a book they read, a real person they know, or a character they create in their own imagination.

In creating their characters, students should determine the character's age, sound of the character's voice (the way the character pronounces certain words, etc.), the way the character moves, etc.

After students create their characters, they should take turns within their small group to portray that character, having the other members of the group describe the character by "telling" what the character is like.

Alternative Activity:

Tell students they will describe a character, using sensory details, in order to help someone imagine that character.

Refer students to the sentences you wrote on the board/chart paper. Tell them to choose one telling sentence about a character and write at least three sentences with details to show how the character looks, smells, sounds, and feels. Tell them to create a "word picture" of the character.

Wrap Up

5 minutes

Have students share a showing detail about the grandfather in *Brown Girl Dreaming* that they recorded in their Writing Journals.

Lesson 8

AT A GLANCE CHART			
Lesson	Activity	Materials	Time
Reading	Read-Aloud: “the beginning” and “south carolina at war”	<i>Brown Girl Dreaming</i> ; Activity Pages 7.2 and 8.1; Factors that Influence Identity Chart (from Lesson 5)	40 min
	Word Work: <i>Write/Right</i>		5 min
Writing	Showing Versus Telling: Action Verbs	Activity Page 8.2	45 min

Lesson Focus

By the end of this lesson, students will be able to:

Reading:

Connect events described in the selections to events taking place in the United States Civil Rights Movement.

(RL.4.3, RL.4.4, RL.4.10)

Writing:

Transform a “telling” sentence into a “showing” sentence.

(W.4.3d; W.4.10)

Speaking and Listening:

Ask and answer questions about the text.

(SL.4.1; SL.4.1b; SL.4.1c; L.4.1, L.4.3; L.4.3a; L.4.3c; RL.4.1)

Language:

Identify homophones.

(L.4.1g; L.4.6)

Use a glossary in order to determine or clarify the meaning of vocabulary words.

(L.4.4c)

ADVANCE PREPARATION

Reading

Write the purpose for reading on the board/chart paper: *Read “the beginning” and “south carolina at war” in Brown Girl Dreaming to connect events described in the selections to events taking place in the United States Civil Rights Movement.*

Writing

Create and display the following “To Be” Verbs Chart on the board/chart paper:

“To Be” Verbs							
am	is	are	was	were	be	been	being

Write the following sentences on the board/chart paper:

- I am happy.
- The car is fast.
- Kings are powerful.
- My food was horrible.
- The dogs were angry.
- The children will be good.
- Grandfather has been sick.
- Danny is being silly.

Reading

45 minutes

Read-Aloud: “the beginning” and “south carolina at war” in *Brown Girl Dreaming* [pages 62- 63, and 72-74]

Review

5 minutes

Have students refer to the displayed timeline and open their books to review what they have learned from *Brown Girl Dreaming*, and ask the following questions:

1. What was the Civil Rights Movement in the United States, and when did it take place?
 - It was a time when people fought for all people to have equal rights and to stop the discrimination that was taking place against minority groups, such as African Americans. It took place in the late 1950s, the 1960s, and the 1970s.
2. What event did Rosa Parks participate in in 1955?
 - the Montgomery Bus Boycott
3. Why was she participating in the boycott?
 - There was discrimination against African Americans in the United States at that time, especially in the South, and Rosa and other African Americans were not allowed to ride in the front of a bus simply because they were African Americans.

4. Who was Martin Luther King, Jr., and what did he do in the Civil Rights Movement?
- o He was an African American minister who, in the 1960s, fought for equal rights for all people, and he held a peaceful march on Washington, D.C. in 1963, just a few months after Jacqueline Woodson was born.

Review student responses to Activity Page 7.2, which was assigned for homework if it was not completed in the previous lesson.

Introduce the Selections

5 minutes

Have students turn to the first page of “the beginning” on page 62.

Preview the core vocabulary words for the first selection *before* you read it. You will preview the core vocabulary words for the second selection immediately before reading that selection.

Have students reference Activity Page 8.1 while you read each word and its meaning noting that:

- Words are in the order in which they appear in the selection.
- The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
- Alternate forms of the word appearing in the selection may follow the definition. They may be a different part of speech than the original word.
- The page number (for the first occurrence of the word in the selection) appears in boldprint after the definition.
 1. **write, v.** to create marks on a paper with a tool such as a pen, pencil, or other instrument **(62)**
 2. **infinity, n.** something that never ends or cannot be measured **(63)**

Remind students they can always look up a word in the glossary if they forget its meaning.

Read the purpose for reading from the board/chart paper: *Read “the beginning” and “south carolina at war” in Brown Girl Dreaming to connect events described in the selections to events taking place in the United States Civil Rights Movement.*

Read “the beginning” and “south carolina at war” in Brown Girl Dreaming

25 minutes

Read both selections aloud two times, as students follow along in their books. As you read the selections the first time, read them straight through without stopping.

As you read the selections for the second time, pause to interject the guided reading supports. Each guided reading support is preceded by the number of the line of text it references. Guided reading supports in brackets are directional and not intended to be read aloud. All other phrases and sentences are intended to be read aloud verbatim. Whenever a guided reading support question is asked, explicitly encourage students to refer to the text and reread prior to offering an answer.

[Pages 62 and 63]

Lines 1-2: Literal—At what age was the author able to write her initials, with her sister’s help?

- o age three

Lines 5-10: Inferential—What is the author looking forward to and why?

- o She is looking forward to being able to write her entire name by herself without her older sister’s help. Perhaps she feels that she will be “grown up” when she is able to write without any help; perhaps she feels that being able to write her name independently will further clarify her identity and who she is.

SUPPORT: If you created a “Factors that Influence Identity Chart” in Lesson 5, add *writing her name on her own* to the chart.

Lines 1-19: Evaluative—Why do you think the author wrote an entire selection about learning to write?

- o Answers may vary, but should include that it demonstrates the importance of writing in the author’s life.

SUPPORT—Explain that during the time of slavery, it was often illegal for enslaved people to read and write. People who taught an enslaved person to read or write were also punished. In the time after the end of slavery, and still today, the ability to learn to read, and to write was an important part of being free. Receiving an education was and still is a way for someone to live a better life (e.g., have a job where they can earn enough money to survive).

Line 19: Inferential/Evaluative—What does the word *infinity* mean? Why do you think the author chose that word to describe what writing meant to her from a very young age?

- o something that never ends or cannot be measured
- o Answers may vary, but may include that it shows the power and/or importance of writing in the author’s life. Something that is written lasts longer than something that is said.

Preview the core vocabulary from the second selection. Have students locate and read the definition in the glossary on Activity Page SR.3. The first word they will encounter, *right*, is used on page 72. Review the remaining words and definitions; ask students to refer to Activity Page 8.1 as you read the following definitions:

3. **right, n.** something that a person is entitled to have (72)
4. **allow, v.** to permit (**allowed**) (72)
5. **calm, adj.** not upset or excited (72)
6. **fist, n.** a hand when the fingers are curled into the palm (73)
7. **insist, v.** refuse to give up or change one’s mind about something (73)
8. **gently, adv.** softly (73)
9. **imagine, v.** to form an idea or picture in one’s mind (73)
10. **preach, v.** to give advice to a group in public, often connected to religion (74)

[Pages 72 through 74]

Lines 1-3: Literal—What does the word *right* mean in line 1?

- o something that a person is entitled to have

Line 4: Inferential—Why does the author use the word *dream* here?

- o It refers to Martin Luther King, Jr.'s speech in which he said, "I have a dream."

SUPPORT: Refer to the timeline to remind students of some of the events taking place as part of the Civil Rights Movement, including peaceful protests such as King's march on Washington.

Lines 5-7: Inferential—What is the author referring to here?

- o She is referring to slavery when people from Africa were brought to America against their will and forced to work without being paid for their work.

SUPPORT: Refer to the timeline and draw students' attention to the Abraham Lincoln reference on the far left side of the line. Note that the date listed there is 1865, or the year in which the Civil War ended. Explain that during the Civil War, in 1863, President Lincoln announced the Emancipation Proclamation, which said that people in the United States were no longer supposed to be held in slavery.

Lines 7-8: Inferential— What does the author mean when she says *we were supposed to be free but we weren't*? How did African Americans respond to this during this time?

- o She means that, although African Americans were no longer legally enslaved, they weren't completely free either. Despite the Emancipation Proclamation in which Lincoln declared that slavery was against the law, in many places, particularly the southern states, many white people continued to treat African Americans as if they were inferior, not entitled to same rights as white people. They could not sit where they wanted on a bus, and they were not treated equally simply because of the color of their skin.
- o The author's grandfather says that African Americans were mad that they were supposed to be free, but they were not treated as if they were free.

Lines 16-26: LITERAL— How does the author's grandfather say African Americans should fight for their rights? Support your answer with lines from the text.

- o He said African Americans should fight peacefully, without violence, for their rights, but with persistence for as long as necessary. *This is the way brown people have to fight, my grandfather says. You can't put your fist up. You have to insist on something gently. Walk toward a thing slowly. But be ready to die, my grandfather says, for what is right.*

[Have students refer back to lines 11 -15, as you read aloud.]

Lines 11-15: Inferential—How did African Americans in Greenville fight for their rights without violence?

- o They fought for their rights by protesting the unjust treatment of African Americans by "sitting in places they aren't allowed to sit," such as Rosa Parks did during the bus boycott.

SUPPORT – Explain to students that there were also protests called “sit ins,” where African Americans sat in places at a lunch counter, for example, where historically only white people were permitted to sit. When they were told that they had to move, they refused to do so, even if the police were called. They stayed where they were, but didn’t resist or fight even when the police physically moved them and carried them out of the restaurant.

Lines 28-36: Inferential—Why do you think the author’s mother used to try to sneak out to join the fight without the author’s grandmother seeing her?

- Answers may vary, but may include that the author’s mother thought she would not be permitted to go out, even though she was adult.

Lines 28-36: Literal—How did the author’s grandmother react when she saw the author’s mother sneaking out to join a protest?

- The grandmother didn’t try to stop the author’s mother, but she told her “not to get arrested.” The grandmother was telling the author’s mother to be careful.

Discuss the Selections and Wrap Up the Lesson

5 minutes

Inferential—What is the war in South Carolina that is referenced in the title?

- It is the fight for civil rights during the Civil Rights Movement.

Literal—How did the Civil Rights Movement affect the author’s life while she was a child living in South Carolina?

- She is African American, and members of her family, such as her mother, participated in some of the protests. She witnessed teenagers protesting in Greenville, she heard about the marches on the radio, and she discussed the Civil Rights Movement with her grandfather.

Word Work: Write/Right

5 minutes

1. In the selections you read, “I cannot write a word yet” and “Because we have a right.”

SUPPORT—Write the words *write* and *right* on the board/chart paper and point to each word as you use it.

2. Say the words *write* and *right* with me.
3. *Write* is a verb that means to create marks on a paper with a tool such as a pen, pencil, or other instrument. *Right* is a noun that means something that a person is entitled to have.
4. The words *write* and *right* are homophones, or words that sound alike but are spelled differently and mean different things.
5. Jacqueline learned to write at an early age, and members of her family fought for the rights they were entitled to.
6. Do you remember how old you were when you learned to write? Be sure to use the word *write* in a complete sentence when you tell about it. Also think about something that you have a right to. Be sure to use the word *right* in your response. [Ask two or three students to use *write* and *right* in sentences. If necessary, guide and/or rephrase students’ responses to use *write* and *right* in complete sentences: “I learned to write when I was ____.” “I have a right to ____”]

7. What are the words we've been talking about? What part of speech is the word *write* (verb); the word *right* (noun)?
8. [Use a *Homophone* activity for follow-up.] I am going to read several words, each of which is a homophone. Tell me the meaning of that word and tell me what that word's homophone is and what it means.

SUPPORT: Write the words on the board/chart paper so students see the difference in spelling for each pair of words.

1. knew <ul style="list-style-type: none"> • past tense of the word <i>know</i>; to have had information about 	new <ul style="list-style-type: none"> • having recently been created
2. ate <ul style="list-style-type: none"> • past tense of <i>eat</i>; to have put in one's mouth, chewed, and swallowed 	eight <ul style="list-style-type: none"> • the number between seven and nine
3. hair <ul style="list-style-type: none"> • a threadlike strand that grows out of one's head 	hare <ul style="list-style-type: none"> • a rabbit
4. weak <ul style="list-style-type: none"> • lacking physical strength 	week <ul style="list-style-type: none"> • a time period that has seven days in it
5. meet <ul style="list-style-type: none"> • to come face to face with someone or something 	meat <ul style="list-style-type: none"> • animal flesh that is eaten as food

Writing

45 minutes

Showing Versus Telling: Action Verbs

Model Using Action Verbs

20 minutes

Tell students that today they will practice using action verbs to make their writing more descriptive.

Remind students that they have learned the difference between showing an action and telling about an action. Tell them that one of the best ways to show an action is to avoid using "to be" verbs. Refer students to the "To Be" Verb Chart on display.

Share the following examples with students:

- *I am happy.*
- *The car is fast.*
- *Kings are powerful.*
- *My food was horrible.*
- *The dogs were angry.*
- *The children will be good.*
- *Grandfather has been sick.*

- *Danny is being silly.*

Tell students that “to be” verbs are necessary and useful, but they are not very descriptive. They give information, but they are not very specific. “To be” verbs *tell* us something about the subject, but they do not *show* us how the subject acts. Action verbs provide more detail.

Tell students you will read a sentence, and then you will model how to change it from telling to showing, using an action verb. Action verbs *show* action.

- Read *I am happy*. Tell students you told them you’re happy; now, you will use an action verb to show them you are happy.
- Write the following sentence on the board/chart paper and read it aloud: *I squealed with delight*.
- Have students identify the action verb in the sentence you just wrote (*squealed*). Underline *squealed* in the sentence.

Have a student read the second sentence from the board/chart paper: *The car is fast*. Have students use an action verb to show that the car is fast. Record one or two examples.

The car sped past at a high speed. The car sped down the highway. The car whipped around the curve.

- o Proceed in the same manner for each of the sentences on the board/chart paper, discussing the best action verbs to show, rather than tell, something about each subject.

Practice Using Action Verbs

15 minutes

Tell students they will create their own descriptive sentences by changing “to be” verbs into action verbs.

Have students turn to Activity Page 8.2. Tell them they will have 15 minutes to complete the activity.

Circulate throughout the room, monitoring students’ progress and providing guidance and support as needed.

Wrap Up

10 minutes

- Ask students to share their favorite sentences with the class.

Lesson 9

AT A GLANCE CHART			
Lesson	Activity	Materials	Time
Reading	Partner: “ribbons,” “sometimes, no words are needed,” and “leaving greenville”	<i>Brown Girl Dreaming</i> ; Activity Pages 4.2 and 9.1;	40 min
	Word Work: <i>Still</i>		5 min
Writing	Identify Parts of a Paragraph	<i>Brown Girl Dreaming</i> ; Activity Page 9.2	45 min

Lesson Focus

By the end of this lesson, students will be able to:

Reading:

Identify the setting and significant events described in “ribbons,” “sometimes, no words are needed,” and “leaving greenville.”

(RL.4.3; RL.4.10; RF.4.3; RF.4.3a; RF.4.4; RF.4.4a; RF.4.4c)

Writing:

Identify parts of a paragraph.

(W.4.3d; W.4.10)

Speaking and Listening:

Ask and answer questions about the text.

(SL.4.1; SL.4.1a; SL.4.1b; SL.4.1c; L.4.1, L.4.3; L.4.3a; L.4.3c; RL.4.1)

Language:

Identify synonyms.

(L.4.5c; L.4.6)

Use a glossary in order to determine or clarify the meaning of vocabulary words.

(L.4.4c)

ADVANCE PREPARATION

Reading

Write the Purpose for Reading on the board/chart paper: *Read aloud with a partner “ribbons,” “sometimes, no words are needed,” and “leaving greenville” in Brown Girl Dreaming to identify the setting and significant events the author describes.*

Consider how you will pair students for partner reading.

Display an enlarged version of the Elements of a Memoir Chart from Activity Page 4.2. This lesson will focus on “ribbons,” “sometimes, no words are needed,” and “leaving greenville.”

Elements of a Memoir		
Selection	Setting	Significant Event

Writing

Elements of a Paragraph	
Topic Sentence	States the main idea of the paragraph
Detail Sentences	Supports the main idea of the paragraph with sensory details
Concluding Sentence	Restates or summarizes the main idea of the paragraph

Reading

45 Minutes

Partner: “ribbons,” “sometimes, no words are needed,” and “leaving greenville” in *Brown Girl Dreaming* [pages 121, 131, and 136-137]

Introduce the Selections

5 minutes

Have students turn to page 121, the first page of “ribbons.”

Preview the core vocabulary words *before* reading the first selection. You will preview the core vocabulary words from the other two selections immediately prior to students reading those selections.

Tell students that the first vocabulary word they will encounter in this selection is *pale*. Have them find the word on page 121 of the book.

Remind students that the glossary contains definitions of all the vocabulary words in this Book. Have students refer to the glossary at Activity Page SR.3, locate *pale*, then have a student read the definition.

Have students reference Activity Page 9.1 while you read each word and its meaning noting that:

- Words are in the order in which they appear in the selection. The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
- Alternate forms of the word appearing in the selection may follow the definition. They may be a different part of speech than the original word.
- The page number (for the first occurrence of the word in the selection) appears in boldprint after the definition.

1. **pale, *adj.*** light or lacking color (121)
2. **iron, *v.*** to press wrinkles out of a piece of material or paper (**ironed**) (121)
3. **anchor, *v.*** to hold something in place (121)
4. **still, *adj.*** not moving; quiet; calm (131)
5. **ceiling, *n.*** the top surface in a room (131)
6. **whine, *n.*** a long, high-pitched sound that expresses fear, pain, or complaint (131)
7. **slightly, *adv.*** by a small amount or degree (136)

Read the purpose for reading from the board/chart paper: *Read aloud with a partner “ribbons,” “sometimes, no words are needed,” and “leaving greenville” in Brown Girl Dreaming to identify the setting and significant events the author describes.*

Read “ribbons,” “sometimes, no words are needed,” and “leaving greenville”

30 minutes

Pair students to read the selections together. You may wish to use any or all of the following pairings: strong readers with readers who need more support; readers of similar skill levels; or English Language learners with those for whom English is their primary language. Student pairings should change throughout the year. As students read, circulate among the class, monitoring students’ focus and progress.

Explain to students that for this lesson, they will both read the first stanza of each selection silently, then they will take turns reading each stanza in the selection aloud. Students can ask their partner for help with sounding out or defining words as necessary.

After students finish reading the first selection, “ribbons,” bring the class together as a whole and ask students the following question:

[Page 121]

Lines 1-19: Inferential—How does the author feel about growing up? Provide evidence from the text to support your answer.

- o Answers may vary, but may include that she wants to grow up quickly. This is supported by the text because it says they dream of the day their grandmother will say they are too old for ribbons. The author also says that they hoped every night that the ribbons would blow away when they hung them out today.

Have students turn to their partner and read the second selection, “sometimes, no words are needed.” Circulate around the room as students read this selection.

After students finish reading “sometimes, no words are needed,” bring the class together as a whole and ask the following question:

[Page 131]

Lines 1-12 Inferential—How do you think the author is feeling when she is on the front porch swing, with her head against her grandfather’s arm, and wrapped in a blanket? Provide evidence from the text to support your answer.

- Answers may vary, but may include that she feels safe and secure. She also seems to love her grandfather and loves being on the porch with him. This is supported by the text because she says her grandfather’s arm is warm, and there is a “silent promise” that the world as she knows it will always be there. She says she doesn’t need words, or doesn’t need to talk, during this time, which indicates she just enjoys being close to her grandfather.

Have students turn to their partner and read the third selection, “leaving greenville.” Circulate around the room as students read this selection.

After students finish reading “leaving greenville,” bring the class together as a whole and ask the following questions:

[Pages 136-137]

Lines 1-5: Literal—How does the author feel about her mother?

- She says in these lines that she loves her.

Line 18: Inferential—Based on the title of this selection and line 18, how do you think the author’s life is going to change based on what her mother said to her?

- Answers may vary, but may include that she will be leaving her grandparents’ home and move somewhere north of South Carolina.

Evaluative—How do you think the author will feel about leaving her grandparents’ home in South Carolina and moving to a new home north of there?

- Answers may vary, but should include that she will probably miss her grandparents and the home she seems to love – the place she has called home since she was a baby. Others may speculate that the author may be relieved to leave South Carolina since she has witnessed such unfair treatment of African Americans in the form of discrimination and segregation.

Have students work with their partner to complete the information in Activity Page 4.2 referencing these selections.

Call students back to a whole class and display the enlarged version of Activity Page 4.2 that you prepared earlier. Discuss and record the information students used to complete the chart while reading with their partners.

Elements of Memoirs		
Selection	Setting	Significant Event
“ribbons”	Greenville, South Carolina; the author's grandparents' home	Wearing a ribbon in her hair is a sign of childhood; the author wants to grow up and stop wearing the ribbon
“sometimes, no words are needed”		The author feels comfort and safety when with her grandfather
“leaving greenville”		the author's mother tells her they are moving away from Greenville to a home up north

Word Work: Still

- In the selection you read, “Deep winter and the night air is cold. So still.”
- Say the word *still* with me.
- Still* as it is used here means not moving, or quiet and calm.
- We had to sit still while the visitor gave a speech to our class.
- Think about a time when you had a hard time sitting still. Use the word *still* in your response. [Ask two or three students to use *still* in a sentence. If necessary, guide and/or rephrase students' responses to use *still* in complete sentences: “I had a hard time sitting still when . . .”]
- What's the word we've been talking about? (still) What part of speech is the word *still*? (adjective)
- [Use a *Synonyms* activity for follow-up.] I am going to read several words. If the word I read is a synonym of *still*, say, “That is a synonym of *still*.” If the word I read is not a synonym of *still*, say, “That is not a synonym of *still*.”
 - moving
 - That is not a synonym of *still*.
 - quiet
 - That is a synonym of *still*.
 - silent
 - That is a synonym of *still*.
 - noisy
 - That is not a synonym of *still*.
 - peaceful
 - That is a synonym of *still*.

Examine the Parts of a Paragraph**Model Examining the Parts of a Paragraph for Clarity and Focus**

20 minutes

Remind students that the writing lessons have focused on small chunks of writing, such as using descriptive language in individual sentences, including sensory details and showing instead of telling.

Explain that today they will review a larger chunk of writing—the paragraph, a group of sentences organized in a clear and focused way to communicate one main idea.

Display and refer students to the Elements of a Paragraph Chart, noting the three main elements:

- a topic sentence that states the main idea of the paragraph
- 2–3 detail sentences that support the main idea with sensory details
- a concluding sentence that restates the topic sentence or summarizes the main idea of the paragraph

Tell students you will look at an example of a descriptive paragraph on Activity Page 9.2.

Tell students you will read and examine the first paragraph on the page together. Ask students to follow along as you read the paragraph aloud.

My most valuable possession is an old black recorder, the first instrument I ever played. At the top, its tapered fipple, or mouthpiece, fits easily between the lips. Six finger holes of varying sizes—none any bigger than a dried pea—march like soldiers in a straight line down its slender body. Its matte black plastic is smeared with fingerprints and the thumbhole on its back is worn from loving use. Looking a little like a flute, but only about as long as a carving knife, the recorder is the most valuable thing I own because I used it to create my own melodies.

SUPPORT—Show students a picture of a recorder to support their understanding of this paragraph.

Remind students the topic sentence states the main idea of the paragraph. Have a volunteer find and read the topic sentence.

- o *My most valuable possession is an old black recorder, the first instrument I ever played.*

Have a student paraphrase, or tell in his/her own words, the main idea.

Practice Examining the Parts of a Paragraph

20 minutes

Have students work in groups to read the remaining three paragraphs and follow the steps you modeled.

- Identify the topic sentence and concluding sentence in each paragraph.
- Underline the topic sentence with one line.
- Underline the concluding sentence with two lines.
- Paraphrase the main idea and write it on the lines below each paragraph.
- Discuss how the details in the supporting sentences relate to the topic, or main idea.

Circulate around the room, monitoring students' progress and providing guidance and support as needed.

Wrap Up

5 minutes

Ask several students to share their responses on Activity Page 9.2.

Lesson 10

AT A GLANCE CHART			
Lesson	Activity	Materials	Time
Reading	Read-Aloud: “new york city” Small Group: “brooklyn, new york” and “herzl street”	<i>Brown Girl Dreaming</i> ; Activity Pages 4.2, 10.1, and 10.2; Map of the United States Factors that Influence Identity Chart (From Lesson 5)	40 min
	Word Work: <i>Sizzle</i>		5 min
Writing	Brainstorm Ideas	Activity Page 10.3	45 min

Lesson Focus

By the end of this lesson, students will be able to:

Reading:

Identify the setting and significant events described in “new york city,” “brooklyn, new york,” and “herzl street.”

(RL.4.3; RL.4.10; RF.4.3; RF.4.3a; RF.4.4; RF.4.4a; RF.4.4c)

Identify examples of sensory language in the text.

(L.4.5a)

Writing:

Brainstorm a list of ideas for a mini memoir.

(W.4.3d; W.4.10)

Speaking and Listening:

Ask and answer questions about the text.

(SL.4.1; SL.4.1a; SL.4.1b; SL.4.1c; L.4.1, L.4.3; L.4.3a; L.4.3c; RL.4.1)

Language:

Produce a sentence using the word “sizzle” in appropriate context.

(L.4.6)

Use a glossary in order to determine or clarify the meaning of vocabulary words. (L.4.4c)

ADVANCE PREPARATION

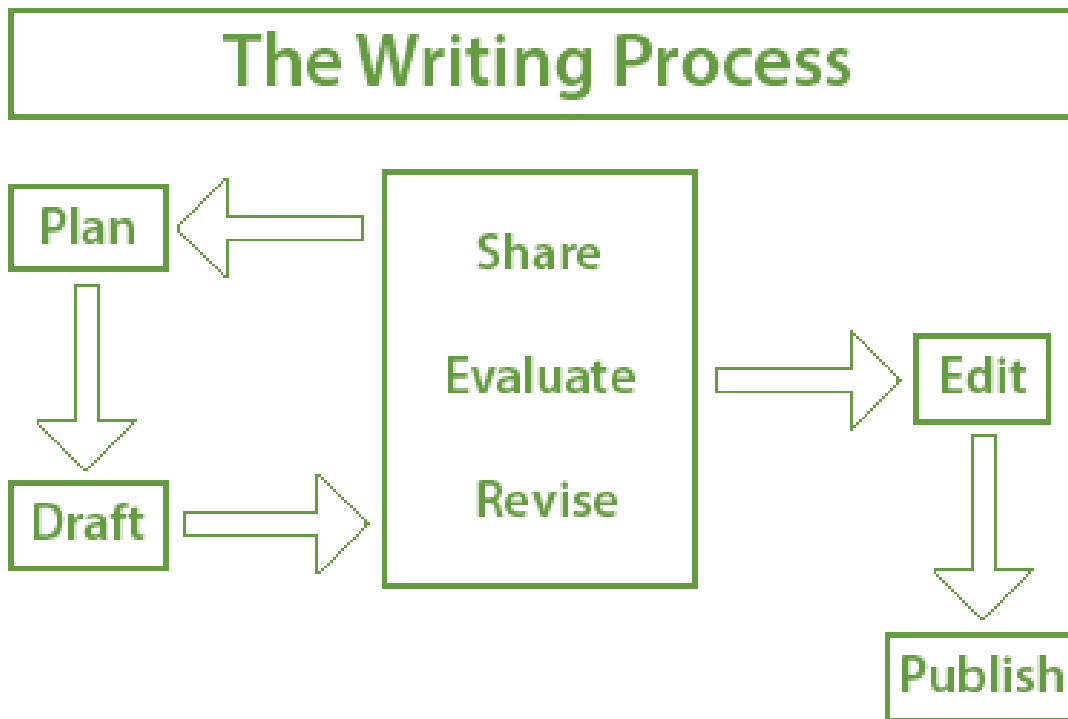
Reading

Write the Purpose for Reading on the board/chart paper: *Read "new york city," "brooklyn, new york," and "herzl street" in Brown Girl Dreaming to identify the setting and significant events the author describes.*

Display an enlarged version of the Elements of a Memoir Chart from Activity Page 4.2. This lesson will focus on "'new york city,'" "brooklyn, new york" and "herzl street."

Elements of a Memoir		
Selection	Setting	Significant Event
"new york city," "brooklyn, new york" and "herzl street"		

Create and display The Writing Process Graphic, located at Activity Page SR.2.



Read-Aloud: “new york city” in *Brown Girl Dreaming* [page 143]**Introduce the Selections**

5 minutes

Have students turn to the first page of “new york city” on page 143 of *Brown Girl Dreaming*. Ask students what the author’s mother told her in the previous lesson.

- She told the author that the family was moving away from Greenville, South Carolina, to a place north of there.

Ask students to think about how the author described life in her grandparents’ home in South Carolina and to predict how she might feel about moving away from their home. Ask students to justify their response with examples from the selections they have already read.

- Answers may vary, but may include that she will probably miss her grandparents and the home she seems to love – the place she has called home since she was a baby. Because of that, students might predict that the author may not like moving away from South Carolina and from her family.
- Others may speculate that the author might be relieved to leave South Carolina since she has witnessed such unfair treatment of African Americans in the form of discrimination and segregation. These students may predict that the author may be looking forward to moving to New York.

Preview the core vocabulary words from “new york city” *before* reading the selection. You will preview the core vocabulary words from the two other selections in this lesson immediately before students read those selections.

Have students reference Activity Page 10.1 while you read each word and its meaning noting that:

- Words are in the order in which they appear in the selection.
- The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
- Alternate forms of the word appearing in the selection may follow the definition. They may be a different part of speech than the original word.
- The page number (for the first occurrence of the word in the selection) appears in boldprint after the definition.

1. speckle, v. to mark with dots of color or light (**speckling**) (143)**Read “new york city” in *Brown Girl Dreaming***

15 minutes

Read the selection aloud two times, as students follow along in their books. As you read the selection the first time, read it straight through, without stopping.

As you read the selection for the second time, occasionally pause to ask students questions in order to check for understanding and draw their attention to key concepts or vocabulary. The guided reading supports may be used for this purpose.

[Page 143]

Title: Literal—Based on this title, where do you think the author and her family are moving when they leave South Carolina?

- o New York City

SUPPORT—Point to New York City on a map of the United States (or have a student point to the location). Then point to South Carolina (or have a student do so). Explicitly point out to students that New York City is located in the state of New York, a northern state, while South Carolina is a southern state.

Lines 1-5: Literal—How do “the southerners” describe New York City, according to the author?

- o They describe it as a place where money is falling from the sky and diamonds speckle the sidewalks.

Evaluative —What does this description of New York City suggest that “the southerners” think about New York City?

- o It sounds as if the author has heard “the southerners” talking about New York City in a way that suggests it would be a wonderful place to live, a place where everyone has the possibility of getting rich.

Line 1: Inferential—Why does the author say “Maybe it’s another New York City?”

- o She is not seeing the same things “the southerners” described when they said it was a place where money falls from the sky and diamonds speckle the sidewalks.

Lines 6-11: Literal—How does the author describe the New York City she sees?

- o It has gray rock and is as cold and treeless as a bad dream.

CHALLENGE—Ask students to identify the type of figurative language expressed in the phrase “cold and treeless as a bad dream.” (a simile) If students are not familiar with similes, explain that they will be learning about this type of figurative language later in the school year.

Lines 6-11: Inferential—Why does the author describe New York as a place that does not have pine trees, or a porch swing that moves with the weight of your grandmother?

- o Those are the things she loved and misses about South Carolina, and she is comparing New York City with the home she just left.

Lines 18-20: Inferential—How does the author feel about moving to New York City?

- o She thinks it will never feel like home. She seems very sad and seems to miss her life in South Carolina.

SUPPORT—Have students discuss a time they had a big change in their life and how it made them feel.

Small Group: “brooklyn, new york” and “herzl street” in *Brown Girl Dreaming* [pages 144, 145–146]

Establish Small Groups

Before reading the next two selections, divide students into two groups using the following guidelines:

- **Small Group 1:** This group should include students who need extra scaffolding and support to read and comprehend the text. Use the guided reading supports to guide students through reading the text and completing Activity Page 10.2 together. This is an excellent time to make notes in your anecdotal records.
- **Small Group 2:** This group should include students who are capable of reading and comprehending text without guided support. These students may work as a small group, as partners, or independently to read the text, discuss it with others in Small Group 2, and then complete Activity Page 10.2. Make arrangements to check that students in Small Group 2 have answered the questions on Activity Page 10.2 correctly. You may choose to do one of the following to address this:
 - collect the pages and correct them individually
 - provide an answer key to students to check their own or a partner's work after they have completed the activity page
 - confer with students individually or as a group at a later time

Over the course of the year, students may change groups, depending on individual students' needs.

Read "brooklyn, new york" and "herzl street" in *Brown Girl Dreaming*

15 minutes

1. **dim, adj.** not well-lit; dark (144)
2. **cast, v.** to give off or project across a distance (**casting**) (144)
3. **bundle, v.** to gather things and tie or put them into a single package (**bundled**) (144)
4. **sizzle, v.** to make a hissing or crackling sound (**sizzled**) (145)
5. **firefly, n.** an insect whose lower body flashes a light at night (**fireflies**) (145)

SUPPORT: Explain that Brooklyn, New York, the title of one of these selections, is a borough, or a part of New York City.

The following guided reading supports are intended for use with Small Group 1. Guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not in brackets should be read aloud verbatim. After students read several lines of text, ask students if they have any questions, if anything was confusing, or if anything was hard to understand.

[Have students take turns reading the stanzas aloud on **page 144** until they have read the selections straight through. As you pose the following questions, have a student reread aloud the lines of text referenced by each question. Guide students as they write the answers on Activity Page 10.2.]

Lines 1-9: Evaluative—What sensory language does the author use to describe the apartment where they lived in Brooklyn?

- o *dim bulb; swung back and forth; walked across their floor; casting shadows; brother cry*

Line 13: Inferential—What is the author’s mother referring to in line 13? [Line 13 reads, *I am not Henny Penny, and that is not the sky!*]

- o *Henny Penny*, also known as *Chicken Little*, is a children’s story in which the main character, a chicken, believes the sky is falling. She runs around frantically telling everyone the sky is falling, and she is able to convince many of the other animals that the world is about to end. Of course, in the end, it turned out that it was simply a seed, or an acorn, that had fallen from a tree and hit her on the head.

Line 13: Evaluative—What does the fact that the mother refers to this story tell you about the mother’s character and the way in which she responds to challenges?

- o Answers may vary, but may include that the mother is very practical and is not worried about imaginary things. She faces challenges by trying to find real solutions to the problems and does not worry about imaginary problems.

Lines 1-9: Literal—Why did the author’s family leave the first place they lived in Brooklyn?

- o It was dark and noisy, and it frightened the author’s younger brother. It was also big and cold, and the bathroom ceiling collapsed and fell into the bathtub!

[Have students take turns reading the stanzas aloud on **pages 145–146** until they have read the selection straight through. As you pose the following questions, have a student reread aloud the lines of text referenced by each question. Guide students as they write the answers on Activity Page 10.2.]

Lines 1-3: Literal—Where in Brooklyn did the author and her family move?

- o to Herzl Street

Line 6: Inferential—What does the author mean in the line *sitting and running their mouths*?

- o sitting and talking

Line 6: Evaluative—What words do you use to describe sitting around and talking with family and friends?

- o Answers will vary.

Lines 4-13: Literal—Where were the people who lived in the neighborhood around Herzl Street who came out to talk on Saturday night originally from?

- o They were from Greenville, Spartanburg, and Charleston.

SUPPORT—Show students a map of the United States and point out the location of each of the above cities in the state of South Carolina.

Lines 7-16: Literal—What sights, sounds, smells, and tastes does the author describe in this selection?

Answers may vary, but may include hearing people talking; hearing chicken sizzling; smelling food cooking.

Lines 17-19: Evaluate—What does the author mean by these lines, and how do you think she feels about her time living on Herzl Street?

- Answers may vary, but may include that the people she encountered while living on Herzl Street were similar to the people she knew and loved in Greenville. They ate the same things, they talked about the same things, and they did the same things. The author seemed more comfortable living on Herzl Street because there were many things and people who reminded her of the life she loved in Greenville.

Lines 20-23: Inferential—What do these lines suggest about how the author felt about the people who gathered to talk on Saturday nights?

- Answers may vary, but may include that they were people with whom she felt comfortable and with whom she spent happy times.

Line 24: Inferential—What does the author mean in the last line in this selection, *They were family*?

- Answers may vary, but may include that these people reminded her of her grandparents and the other people she knew in Greenville.

Discuss the Selections and Wrap Up the Lesson

5 minutes

Call students back together as a class to review Activity Page 10.2 and complete the tenth row on Activity Page 4.2.

Elements of Memoirs		
Selection	Setting	Significant Event
"new york city"	Arrival in New York City	author did not have a good first impression of New York City
"brooklyn, new york"	First residence in Brooklyn (on Bristol Street)	The building was in poor condition (the ceiling fell), so the family moved
"herzl street"	Second residence in Brooklyn (on Herzl Street)	author found some comforting connections on Herzl Street to the life she knew in Greenville, South Carolina

Discuss the difference between a place where you live— a building or residence— and *home*. (A home is where your family or guardians are and/or where you feel safe) If you have continued to use the "Factors that Influence Identity Chart" from Lesson 5, add the terms *family* and *home* to the chart.

Encourage students to use descriptive language, like that used in previous lessons in this unit, to describe their homes.

Word Work: Sizzle

5 minutes

1. In the text you read, “[T]he pots on the stove bubbled with collards and sizzled with chicken.”
2. Say the word *sizzled* with me.
3. To *sizzle* means to make a hissing or crackling sound, especially while being cooked.
4. The smell of the bacon that sizzled in the frying pan wafted through the house.
5. Can you think of a time when you heard something sizzle? Be sure to use the word sizzle in your response. [Have two or three students use sizzle in a sentence. If necessary, guide and/or rephrase students’ responses to use sizzle in complete sentences: “I heard _____ sizzle.”]
6. What’s the word we’ve been talking about? (sizzle) What part of speech is the word sizzle? (verb)
7. [Use a Discussion activity for follow-up.] Turn to a partner and discuss things that sizzle. Use the word sizzle in your answer.

Writing

45 minutes

Generate Ideas for a Mini Memoir

Review

10 minutes

Review the parts of a paragraph, referring to the Elements of a Paragraph Chart from the previous lesson. Note that a paragraph usually has three main elements:

- a topic sentence that states the main idea of the paragraph
- supporting detail sentences
- a concluding sentence

Tell students they will develop and write their own mini-memoir over the next five days.

Tell students they will use the skills they practiced during the previous lessons to write their stories. Review those skills:

- using sensory details
- revising telling sentences into showing sentences
- reviewing the organization of sentences into a paragraph to communicate a main idea in a clear and focused way

Use the Memoir Genre Chart to briefly review the elements of a memoir.

Memoirs	
Element	Example
1. Uses first person point of view	I, we, me, us, our, ours, my, mine
2. May focus on one or more significant event(s) or personal experience(s)	An event or experience that is first, last, or significant
3. Includes elements of a memoir	Setting, characters, plot, dialogue
4. Includes descriptive language	Sensory details, figurative language
5. Makes importance of event or experience clear to reader	Descriptions about how event or experience affected the author
6. May be written in the form of free verse, or poetry, as well as prose	Includes additional sensory details or figurative language

Introduce the Writing Process

10 minutes

Reference the Writing Process Graphic displayed in your classroom. Tell students there are seven steps to the Writing Process: planning, drafting, sharing, evaluating, revising, editing, and publishing.

- When planning, writers decide what they are going to write about and how they are going to organize their writing. They might write ideas in a journal or a graphic organizer.
- When drafting, writers transform their plans into organized paragraphs. When drafting, it is important to focus on writing, and not to worry about making every sentence perfect; there will be time to revise later.
- When sharing, evaluating, and revising, writers seek feedback from teachers, peers, and themselves to improve their writing. Often, teachers will provide a rubric or a checklist that students can use to improve their writing. After receiving feedback, writers may need to revisit the planning and drafting stages of the writing process.
- When editing, writers check drafts for spelling, grammar, and punctuation, using an editing checklist.
- When publishing, writers prepare their drafts for final presentation by typing them or writing them neatly. Writers also check to ensure they have used correct spelling and punctuation. After publishing, writers can share their writing with others.

Explain that students will not necessarily follow these steps in a set sequence or order, but rather they will likely move back and forth between the steps of the writing process in a flexible manner. For example, after students share a draft, they may decide to revise it. These revisions may or may not require planning and drafting. Revisiting steps of the writing process is something all mature writers do.

Explain that students will begin the writing process today by planning their memoir, and they will use Activity Page 10.3 to do this planning.

Have students turn to Activity Page 10.3 and tell them they will use this page to brainstorm ideas for possible topics to write about in their own memoir. Remind students that a memoir typically includes one or more significant event(s) in one’s life. Help students understand that a significant event may be a positive or negative experience; for example, the birth and/or death of a family member, moving to a new home and/or new school, receiving an award or recognition for doing something well, being bullied, or even being discriminated against for a particular reason, such as race, religious beliefs, etc.

Model the brainstorming process for students by “thinking aloud” and jotting down on the board or chart paper significant events in your own life that you might consider writing about in a personal memoir. Also, capture any emotions that you recall feeling at that time.

Encourage students to list at least 3-5 different ideas during the time provided.

SUPPORT—Allow students who may have difficulty independently writing their ideas to share their ideas orally, as you transcribe what they say into writing.

Circulate among students as they write, addressing any questions they may have.

Stop students after about ten minutes and ask them to highlight their two top ideas to share with a partner.

Wrap Up

10 minutes

Tell students the planning activity they did today was the first step in the writing process. Explain that they will begin the next step, drafting a memoir, in the next lesson.

Lesson 11

AT A GLANCE CHART			
Lesson	Activity	Materials	Time
Reading	Whole Group: “composition notebook” and “on paper”	<i>Brown Girl Dreaming</i> ; Activity Page 11.1; Factors that Influence Identity Chart (From Lesson 5)	40 min
	Word Work: <i>Gather</i>		5 min
Writing	Draft a Mini Memoir	<i>Brown Girl Dreaming</i> ; Activity Pages 10.3 and 11.2;	45 min

Lesson Focus

By the end of this lesson, students will be able to:

Reading:

Describe the significance of writing in the author’s life.

(RL.4.3; RL.4.4; RL.4.10; RF.4.3; RF.4.3a; RF.4.4; RF.4.4a; RF.4.4c)

Identify examples of sensory language in the text.

(L.4.5a)

Writing:

Draft a mini memoir. (W.4.3; W.4.3a; W.4.3b; W.4.3d; W.4.10)

Speaking and Listening:

Ask and answer questions about the text.

(SL.4.1; SL.4.1a; SL.4.1b; SL.4.1c; L.4.1, L.4.3; L.4.3a; L.4.3c; RL.4.1)

Language:

Produce a sentence using the word *gather* in appropriate context.

(L.4.6)

Use a glossary in order to determine or clarify the meaning of vocabulary words. (L.4.4c)

ADVANCE PREPARATION

Reading

Write the Purpose for Reading on the board/chart paper: Read “composition notebook” and “on paper” in *Brown Girl Dreaming* to explain the importance of writing in the author’s life.

Writing

Create and display an enlarged version of the Memoir Organizer on the board/chart paper.

First Paragraph
Topic Sentence
Detail Sentences
1.
2.
3.
Concluding Sentence

Second Paragraph
Topic Sentence
Detail Sentences
1.
2.
3.
Concluding Sentence

Third Paragraph
Topic Sentence
Detail Sentences
1.
2.
3.
Concluding Sentence

Fluency (optional)

Choose and make sufficient copies of a text selection from the online *Fluency Supplement Packet*, or have students select text from *Brown Girl Dreaming* to distribute and review for additional fluency practice this week. See the introduction of this Teacher Guide for more information on using the *Fluency Supplement*.

Reading

45 minutes

Whole Group: “composition notebook” and “on paper” in *Brown Girl Dreaming* [pages 154-155, and 156]

Introduce the Selections

5 minutes

Preview the core vocabulary words *before* reading the first selection. You will preview the word from the second selection immediately before reading “on paper.”

Tell students the first vocabulary word they will encounter in this selection is *composition*. Have them find the word on page 154 of the book. Explain that the glossary contains definitions of all the vocabulary words in this Book. Have students refer to the glossary at Activity Page SR.3, locate *composition*. then have a student read the definition.

Have students reference Activity Page 11.1 while you read each word and its meaning noting that:

- Words are in the order in which they appear in the selection.
- The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
- Alternate forms of the word appearing in the selection may follow the definition. They may be a different part of speech than the original word.
- The page number (for the first occurrence of the word in the selection) appears in boldprint after the definition.

1. **composition, n.** a piece of writing, such as a story or an essay (154)

2. **fan, v.** to wave or flip through (the pages of a book) (**fanned**)(154)

3. **hush, n.** the calm or silence that takes place after noise (154)

Read the purpose for reading from the board/chart paper: *Read “composition notebook” and “on paper” in Brown Girl Dreaming to explain the importance of writing in the author’s life.*

Read “composition notebook” and “on paper”

25 minutes

Guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not in brackets should be read aloud verbatim.

After students read each page, ask if they have any questions, if anything was confusing, or if anything was hard to understand.

[First, have students read **pages 154–155** silently. Then ask a student to read lines 1-4 aloud.]

SUPPORT: Remind students that you have been practicing reading aloud text that is in the form of free verse, rather than prose. Remind students to pause briefly at the end of a line of verse, rather than just at the end of sentences.

[Have students take turns to read the selection aloud.]

Lines 1-26: Evaluative—What sensory language does the author use to describe how she feels about the composition notebook?

- Answers may vary, but should include some of the following: *smelling like something I could fall right into; clean white pages; breeze; fanned the pages; smell and feel and sight of bright white paper; sniff the pages; listen to the sounds the paper made; bright white page with pale blue lines; smell of a newly sharpened pencil; soft hush.*

Line 16: Inferential—Whose thoughts are captured in this line?

- The author’s older sister thinks that it’s silly that someone has given the author a notebook since she can’t write yet.

Lines 1-26: Evaluative—Based on her description of the composition notebook, how do you think the author feels about it?

- Answers may vary, but should include that she loved the composition book, or was excited to use it for her writing, which she hoped to do one day; or that it was a valued possession.

Lines 20-26: Evaluative—Why do you think the author is so excited about the composition notebook? Why is the notebook so important to her?

- Answers may vary, but may include that she is excited about the possibility of writing down her ideas, things she only thinks about “in her head” right now. Discuss with students whether they feel the same way as the author about writing. Why or why not?

Note To Teacher: Point out that ideas and thoughts captured in writing “last longer” than ideas that people think or talk about, if student comments do not.

[**Page 156**]

Preview the core vocabulary word from this selection. Have students follow along by locating, and then silently reading, the definition of the word *gather* on Activity Page 11.1.

gather, v. to slowly collect or build up (**gathering**) (156)

[First, have students read page 156 silently. Then, ask a student to read lines 1-7 aloud.]

Lines 1-7: Evaluative—Do you remember the first time you wrote your name? What does this tell you about the way the author feels about writing?

- Answers may vary, but most students likely do not remember the first time they wrote

their name; it may not be such an important or memorable event in many people’s lives. The fact that the author remembers this event so clearly may mean that writing – even simply writing her name – is more important to her than it is to many people.

[Have a student read lines 8-13 aloud.]

Lines 8-13: Literal—How does the author describe the process of writing in these lines?

- Answers may vary, but may include a process that began with letters, which formed words, and then those words began to have meaning. The author said that writing was a way to express the thoughts that formed in her head.

Discuss the Selections and Wrap Up the Lesson

10 minutes

Literal—Based on these two selections, how do you think the author feels about writing? Support your answer with evidence from the text.

- She loves writing, and it was a passion for her from a very early age. She seemed to love writing even before she could write much more than her name; this is supported by the way she reacted to receiving her first composition book – she loved everything about it. She also described her excitement when she first learned to write her name, and she realized that was the start of the process she could use to get the thoughts from her head and express them on paper.

Evaluative—Reread lines 12 and 13 on page 156. Based on the way the author wrote those lines, how do you think she feels about the sentences she is able to write?

- Answers may vary, but may include that she feels proud.

If you have continued to use the “Factors that Influence Identity Chart” from Lesson 5, add the phrase *expressing her thoughts in writing* to the chart. Remind students of the importance of writing, reading, and education to everyone, but especially to African Americans after the end of slavery.

Word Work: Gather

5 minutes

1. In the selection you read, “. . . words gathering meaning.”
2. Say the word *gathering* with me.
3. To *gather* in this phrase means to slowly collect or build up.
4. The dark clouds filling the sky were a sign that a terrible storm was gathering in the distance.
5. Think about something that builds slowly, or gathers. Use the word *gather* in your response. [Ask two or three students to use *gather* or *gathering* in an oral sentence. If necessary, guide and/or rephrase students’ responses to use *gather* or *gathering* in complete sentences: “___ can gather . . .” or “To gather . . .”]
6. What’s the word we’ve been talking about? (gather) What part of speech is the word *gather*? (verb)
7. [Use a *Discussion* activity for follow-up.] Talk to your partner about something that builds slowly, or gathers. Use the word *gather* in complete sentences as you talk with your partner.

Draft a Mini Memoir**Review**

5 minutes

Have students refer to the planning they did on Activity Page 10.3. Ask several individual students to share with the class one of their ideas for writing their own personal memoirs.

Next, remind students that in a previous lesson they also examined the parts of a paragraph. Providing support if needed, ask them to identify those parts.

- o a topic sentence that summarizes what the paragraph is about;
- o two to three detail sentences that support the main idea with sensory details;
- o a concluding sentence that restates the topic sentence or summarizes the main idea of the paragraph.

Explain that students will be writing their own three-paragraph mini-memoir, and that each of those three paragraphs should have all the elements of a well-constructed paragraph.

Note to Teacher: Over the next three lessons, students will write their mini memoirs, as introduced in Lesson 10. These lessons are constructed to have the students first write their topic sentences, then the detail sentences, then the concluding sentences. Some teachers may prefer to have students write one paragraph in its entirety at a time. This way, each of the three mini memoir lessons would be spent writing the topic, detail, and concluding sentences for one paragraph.

Model Drafting a Topic Sentence

10 minutes

Tell students you will work together to practice writing a draft paragraph that contains a topic sentence, several supporting detail sentences, and a final concluding sentence. The paragraph you will write together will focus on a fourth-grade student attending his/her first day at a new school.

Ask students to refer to the enlarged version of the Memoir Organizer and Activity Page 11.2, and tell students you will begin reviewing how to write the topic sentence. Remind students that a topic sentence should communicate a main idea in a clear and focused way. It clearly states what the paragraph is about.

Tell students you are going to create a topic sentence in which you tell the reader about being a new student in fourth grade.

Suggest one possible topic sentence and write it on the enlarged Memoir Organizer. For example:

- o *I was nervous the first day I stepped into Washington Elementary School.*

Practice Drafting Topic Sentences

25 minutes

Tell students to write one possible topic sentence for each of the three paragraphs of their mini memoirs on Activity Page 11.2, following your example. Remind them to focus on the main idea and decide what each of the three paragraphs will be about.

SUPPORT—Allow students who may have difficulty independently writing a topic sentence to share their ideas orally as you transcribe them into written sentences.

CHALLENGE—Some students may prefer to write the memoir in free verse, i.e., in the same style as the selections from *Brown Girl Dreaming*. Encourage these students to write in free verse throughout the remaining writing lessons in this unit.

SUPPORT—Continue to transcribe students' oral responses into written sentences, when needed. Circulate throughout the room, monitoring students' progress while providing guidance and support as needed.

Wrap Up

5 minutes

Have a student describe the elements of the paragraph you drafted, and have several volunteers share one of their topic sentences.

Lesson 12

AT A GLANCE CHART			
Lesson	Activity	Materials	Time
Reading	Whole Group: “composition notebook” and “on paper”	<i>Brown Girl Dreaming</i> ; Activity Page 11.1; Factors that Influence Identity Chart (From Lesson 5)	40 min
	Word Work: <i>Gather</i>		5 min
Writing	Draft a Mini Memoir	<i>Brown Girl Dreaming</i> ; Activity Pages 10.3 and 11.2;	45 min

Lesson Focus

By the end of this lesson, students will be able to:

Reading:

Summarize key events from the text.

(RL.4.2)

Identify the setting and significant events described in “first grade,” and “brooklyn rain.”

(RL.4.3; RL.4.10; RF.4.3; RF.4.3a; RF.4.4; RF.4.4a; RF.4.4c)

Writing:

Draft a mini memoir.

(W.4.3; W.4.3a; W.4.3b; W.4.3d; W.4.10)

Speaking and Listening:

Ask and answer questions about the text.

(SL.4.1; SL.4.1a; SL.4.1b; SL.4.1c; L.4.1, L.4.3; L.4.3a; L.4.3c; RL.4.1)

Language:

Use descriptive language to describe how various objects “sway.”

(L.4.6)

Use a glossary in order to determine or clarify the meaning of vocabulary words.

(L.4.4c)

ADVANCE PREPARATION

Reading

Write the Purpose for Reading on the board/chart paper: *Read “first grade” and “brooklyn rain” in Brown Girl Dreaming to find out how the author describes the setting and significant events in those stories.*

Display an enlarged version of the Elements of a Memoir Chart from Activity Page 4.2. This lesson will focus on “first grade” and “brooklyn rain.”

Elements of Memoirs		
Selection	Setting	Significant Event
“first grade” and “brooklyn rain”		

Download image of an older NYC school building to use with “first grade”: https://img.huffingtonpost.com/asset/5a422ea31d000029004d3561.jpg?ops=scalefit_820_nou_pscale

Reading

45 Minutes

Partner: “first grade” and “brooklyn rain” in *Brown Girl Dreaming* [pages 158-159, and 165- 166]

Review

5 minutes

Have students summarize what has happened in the selections of *Brown Girl Dreaming* that they have read thus far. They may look back at the text if they need to.

- Jacqueline Woodson was born in Ohio and had two older siblings.
- When she was a baby, she, her mother, her brother, and her sister moved to Greenville, South Carolina to live with her grandparents.
- When Jacqueline was approximately three years old, she, her mother, and her siblings moved to Brooklyn, New York.
- Jacqueline did not like New York at first, but soon they got to know people who were originally from South Carolina, and she began to feel more comfortable being in New York.
- From an early age, Jacqueline loved to write.

Introduce the Selections

5 minutes

Have students turn to page 158, the first page of “first grade.”

Tell students that they will first read “first grade,” and then “brooklyn rain,” which begins on page 165, with a partner.

Preview the core vocabulary words *before* reading the selections.

Tell students the first vocabulary word they will encounter in this selection is *marble*. Have students find the word *marble* on page 158 of the book.

Remind students that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary (Activity Page SR.3), locate *marble*, and then read the definition. Have students reference Activity Page 12.1 while you read each word and its meaning noting that:

- Words are in the order in which they appear in the selection.
 - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - Alternate forms of the word appearing in the selection may follow the definition. They may be a different part of speech than the original word.
 - The page number (for the first occurrence of the word in the selection) appears in bold print after the definition.
1. **marble, n.** a very hard stone that comes from the earth and is often used to build things such as buildings, stairs, monuments, etc. **(158)**
 2. **jut, v.** to stick out (**jutting**) **(158)**
 3. **sway, v.** to swing back and forth, from side to side (**swaying**) **(158)**
 4. **honeysuckle, n.** a vine with sweet-smelling flowers **(165)**
 5. **squish, v.** to make a soft sound, like quiet splashing, when pushed together or walked on **(165)**

Read the purpose for reading from the board/chart paper: *Read “first grade” and “brooklyn rain” in Brown Girl Dreaming to find out how the author describes the setting and significant events in those stories.*

Read “first grade” and “brooklyn rain” from Brown Girl Dreaming

20 minutes

[pages 158-159 and 165-166]

Pair students to read and discuss the selections. You may wish to use any or all of the following pairings: strong readers with readers who need more support; readers of similar skill levels; or English language learners with native speakers. Student pairings should change throughout the year. As students read, circulate around the class, monitoring students’ focus and progress.

Explain that both students will read each of the selections silently, and then they will take turns rereading the selections aloud. Students can ask their partner for help with sounding out or defining words as necessary.

Have students complete the row pertaining to “ribbons” and “brooklyn rain” on Activity Page 4.2 with their partners during/after reading.

Discuss the Selections and Wrap Up the Lesson

10 minutes

Call students back together as a class to discuss the selections. Talk with students about “first grade” and the sensory language used to describe the school and the classroom setting.

SUPPORT: Explain that in New York City, public schools are numbered, and they are referred to by

their numbers. The school Jacqueline attended was P.S. 106, i.e., Public School 106. You may also want to show an image of an older NYC school building, which were often quite majestic in terms of architecture and size, so that students have a better sense as to why the author was so impressed with the building and classroom.

- Discuss the author’s description of her first grade teacher and how she greeted Jacqueline each day.
- Then discuss ‘brooklyn rain,’ again taking note of the sensory language used, as well as the difference between Brooklyn rain and Greenville rain in the author’s opinion.
- Wrap up by reviewing students’ responses to Activity Page 4.2.

Elements of Memoirs		
Selection	Setting	Significant Event
“first grade”	first grade classroom in P.S. 106; author is a first grade student	Jacqueline attends first grade and learns that she loves school and her teacher
“brooklyn rain”	at home on a rainy day	the author does not like rainy days in New York the way she loved them in South Carolina

Word Work: Sway

5 minutes

1. In the selection you read, “. . . the flag jutting out from the wall and slowly swaying above me.”
2. Say the word *sway* with me.
3. To *sway* means to move gently back and forth from side to side.
4. My little sister likes to sway to music whenever she hears a song she likes.
5. Think about something you have seen sway. Be sure to use the word *sway* in your response. [Ask two or three students to use *sway* in an oral sentence. If necessary, guide and/or rephrase students’ responses to use *sway* in complete sentences: “I have seen _____ sway.”]
6. What’s the word we’ve been talking about? (sway) What part of speech is the word *sway*? (verb)
7. [Use a *Motion* activity for follow-up.] Think of something that can sway, and what might cause that thing to sway. [Call on a few volunteers to stand and demonstrate the item they are describing, and what is making that item sway. For example, a student may say, “I am a boat, and the rough ocean is causing me to sway.”]

Draft a Mini Memoir

Tell students they have completed the first part of writing a memoir. They have crafted topic sentences. Now they will add detail to their paragraphs.

Model Drafting Detail Sentences

10 minutes

Explain to students that you will model how to create detail sentences.

Remind students that the detail sentences should support the topic sentence and should include sensory details and words that show, rather than tell, emotions, setting, and characters. Add the following sentence to enlarged Memoir Organizer:

I was a fourth-grade student, but the shaky feeling in my stomach and the sweat forming on my forehead made me feel more like a kindergarten student going to school for the first time.

Write your detail sentence on the enlarged Memoir Organizer.

Continue in this manner, providing examples of several more detail sentences. You might choose to write:

- *I always liked the first day of school.*
- *I liked meeting my teacher, seeing the building, and my own classroom.*

Practice Drafting Detail Sentences

30 minutes

Have students use the remaining time to write detail sentences on Activity Page 11.2.

Encourage students to write three detail sentences for each of the three topic sentences they wrote. Remind them to add details to make their writing more descriptive. If time permits, students may write more detail sentences.

SUPPORT—As with the topic sentences, allow students who may have difficulty independently writing detail sentences to share their ideas orally as you transcribe them into written sentences.

CHALLENGE—Continue to encourage those students who are writing in free verse.

Wrap Up

5 minutes

Have a student describe the elements of the paragraph you drafted, and have several volunteers share one of their detail sentences.

Lesson 13

AT A GLANCE CHART			
Lesson	Activity	Materials	Time
Reading	Whole Group: “gifted,” “writing #1,” and “reading”	<i>Brown Girl Dreaming</i> ; Activity Page 13.1; Factors that Influence Identity Chart (From Lesson 5)	40 min
	Word Work: <i>Disappear</i>		5 min
Writing	Draft a Mini Memoir	Writing Journal; Activity Page 11.2;	45 min

Lesson Focus

By the end of this lesson, students will be able to:

Reading:

Summarize key events from the text.

(RL.4.2)

Describe the author’s feelings about her school experience.

(RL.4.3; RL.4.10; RF.4.3; RF.4.3a; RF.4.4; RF.4.4a; RF.4.4c)

Writing:

Draft a mini memoir (W.4.3; W.4.3a; W.4.3b; W.4.3d; W.4.10)

Speaking and Listening:

Ask and answer questions about the text.

(SL.4.1; SL.4.1a; SL.4.1b; SL.4.1c; L.4.1, L.4.3; L.4.3a; L.4.3c; RL.4.1)

Language:

Determine the new meaning of root words when the “dis-” prefix is added.

(L.4.4b, L.4.5c; L.4.6)

Use a glossary in order to determine or clarify the meaning of vocabulary words.

(L.4.4c)

ADVANCE PREPARATION

Reading

Write the Purpose for Reading on the board/chart paper: *Read “gifted,” “writing #1,” and “reading” in Brown Girl Dreaming to find out about the author’s struggle in school.*

Writing

Display the current version of the Memoir Organizer on the board/chart paper.

Prepare and display an enlarged version of the first paragraph of the Memoir Draft to share with students in today’s lesson.

I was nervous the first day I stepped into Washington Elementary School. I was a fourth-grade student, but the shaky feeling in my stomach and the sweat forming on my forehead made me feel more like a kindergarten student going to school for the first time. I always liked the first day of school. I liked meeting my teacher, seeing the building and my own classroom. This time was different because I was starting the fourth grade at Washington Elementary School in November, and everyone else had been in school for almost three months.

Reading

45 minutes

Whole Group: “gifted,” “writing #1,” and “reading” in *Brown Girl Dreaming* [pages 169, 217, and 226]

Review

5 minutes

Have students summarize what has happened in *Brown Girl Dreaming* up to this point. They may reference the text if needed.

- Jacqueline Woodson was born in Ohio and had two older siblings.
- When she was a baby, she, her mother, her brother, and her sister moved to Greenville, South Carolina to live with her grandparents.
- When Jacqueline was approximately three years old, she, her mother, and her siblings moved to Brooklyn, New York.
- Jacqueline did not like New York at first, but soon they got to know people who were originally from South Carolina, and she began to feel more comfortable being in New York.
- From an early age, Jacqueline loved to write.
- Jacqueline attended P.S. 106 in New York, and in first grade, she loved school.

Introduce the Selections

5 minutes

Have students turn to page 169, the first page of “gifted.”

Preview the core vocabulary words for “gifted” *before* reading the selection. You will preview the core vocabulary word for the other selection immediately before reading it.

Tell students the first vocabulary word they will encounter in this selection is *brilliant*. Have them find the word on page 169 of the book.

Explain that the glossary contains definitions of all the vocabulary words in this Book. Have students

refer to the glossary at Activity Page SR.3, locate *brilliant*, then have a student read the definition. Have students reference Activity Page 13.1 while you read each remaining word and its meaning noting that:

- Words are in the order in which they appear in the selection.
- The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
- Alternate forms of the word appearing in the selection may follow the definition. They may be a different part of speech than the original word.
- The page number (for the first occurrence of the word in the selection) appears in bold print after the definition.

1. brilliant, *adj.* very smart (169)

2. achieve, *v.* to do something successfully, or to reach a goal (achieved**) (169)**

3. excel, *v.* to do better than others or better than expected (excel**) (169)**

4. twirl, *v.* to spin around (169)

Read the purpose for reading from the board/chart paper: *Read “gifted,” “writing #1,” and “reading” in Brown Girl Dreaming to find out about the author’s struggle in school.*

Read “gifted,” “writing #1,” and “reading” in Brown Girl Dreaming

20 minutes

[pages 169, 217, 226]

Guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not in brackets should be read aloud verbatim. After students read each page, ask if they have any questions, if anything was confusing, or if anything was hard to understand.

[Have students read **page 169** silently.]

Lines 1-2: Literal—How does the author describe her sister in these lines?

- o She describes her as brilliant, or very smart.

[Have a student read lines 1-8 aloud. Remind students to read the verse the way they have practiced throughout this Unit. That is, they should pause briefly at the end of each line, in addition to pausing at the end of sentences.]

Lines 1-8: Evaluative—Why do you think the author does not finish the sentences at the ends of lines 5 through 8?

- o Answers may vary, but should include the fact that Odella received so many honors and awards and recognitions in school, that either the author does not remember all the details, or that it didn’t matter what the subject or event was – Odella often excelled at it.

Lines 1-8: Evaluative—How do you think the author felt when her older sister excelled at many things in school?

- o Answers may vary, and may include that she felt proud of her sister, sad or upset that she did not receive as many recognitions, or some combination of feelings.

[Have a student read lines 9-11 aloud.]

Lines 9-11: Literal—What does the author think the word *gifted* means?

- o She thinks it means that her sister has presents or gifts all around her.

[Have a student read lines 12-19 aloud.]

Lines 12-15: Inferential—How do you think the author feels in school when she is reading?

- o Answers may vary, and may include that she may feel frustrated or upset, because these lines indicate that she had trouble reading. It took her longer to make sense of what she read than it did most of her classmates.

SUPPORT – You may want to explain that some students who have reading difficulties, such as confusing the letters “b” and “d” or “m” and “w,” sometimes report that, when they look at writing on a page, it seems as if the words and/or letters “are moving around on the page.”

Lines 16-19: Inferential—Do these lines indicate the author has any goals while she’s in school?

- o Answers may vary, but may include that she seems to want to become a better reader and understand words better.

[Have students read **page 217** silently.]

Lines 1-3: Literal—What does the author say in these lines about writing stories?

- o She says she is able to think of and talk about the stories, but she has trouble writing them down.

[Have several students read this selection aloud. Remind students that, as they read the selection, they should pause briefly at the end of each line, in addition to pausing at the end of sentences.]

Lines 3-6: Inferential—In these lines, what is it that *walks all over the room; sits in a chair; crosses a leg, and talks to her*?

- o The stories that are in her mind.

SUPPORT—Explain that this is a literary technique called personification. With personification, the author gives human traits, or characteristics, to things that are not human.

Lines 7-10: Evaluative—In these lines, what does the author say about writing in her composition notebook? How does this compare with what she said about writing in the selection with the title “composition notebook”?

- o In these lines, the author said she struggled to write anything in the notebook other than her name. In the previous selection, she was very excited to learn to write, and she seemed to think it would be easy to write after she learned to spell her name. Here her description

makes it clear that writing is very difficult for her, so much so that when she writes in her notebook, she often erases so much that she ends up with a hole in her paper.

[Page 226]

Preview the following core vocabulary from “reading.” Have students find the word *disappear* on Activity Page 13.1, and follow along silently as you read the definition.

1. disappear, v. to go away from view **(226)**

[Have students read page 226 silently.]

Line 1: Inferential—What does the author mean in this line when she says she is not her sister?

- She means that she and her sister are different people, each with their own strengths and weaknesses.

[Have several students read this selection aloud. Remind students that, as they read the verse, they should pause briefly at the end of each line, in addition to pausing at the end of sentences.]

Lines 12-21: Inferential—Why does the author not want to read faster or “older” as her teacher encouraged her to do?

- o She loved reading the stories and wanted them to “settle” in her brain, or find a place where she would remember them for a long time after she read them.

Discuss the Selection and Wrap Up the Lesson

10 minutes

Use the following question to discuss the selection.

Evaluative—TURN AND TALK Talk to your partner about how you think Jacqueline felt about school, her sister, reading, and writing. Be sure to use evidence from the text to support the things you say.

- o Answers may vary, but may include that she struggled in school, especially with reading and writing; she felt she never had the achievements her sister had; but that she still loved words and stories.

If you are continuing to use the Factors that Influence Identity Chart from Lesson 5, add the following phrase to the chart, *difficulty learning to read and write*.

Word Work: Disappear

5 minutes

1. In the selection you read, “I don’t want to read . . . any way else that might make the story disappear too quickly from where it’s settling inside my brain.”
2. Say the word *disappear* with me.
3. *Disappear* means to go away from view.
4. The brownies my sister baked were so good, it took only five minutes for them to all disappear from the plate.
5. Think about something that has, or can, disappear. Be sure to use the word *disappear* in your response. [Ask two or three students to use *disappear* in a sentence. If necessary, guide and/or rephrase students’ responses to use *disappear* in complete sentences: “_____ has/can disappear.”]

6. What's the word we've been talking about? (disappear) What part of speech is the word *disappear*? (verb)
7. [Use a *Prefix* activity for follow-up.] The prefix *dis-* in the word *disappear*, is added to the beginning of a word to change the meaning of the original word. It makes the new word mean the opposite of the original word. I am going to say several words with the prefix *dis-*. Tell me the meaning of that word, and then remove the prefix to create a new word. Then tell me the meaning of the new word.

disagree
 have different opinions

agree
 agree: have a similar opinion

dislike
 not approve of

like
 approve of

disconnect
 take apart

connect
 put together

disallow
 forbid from taking place

allow
 permit

disapprove
 not agree with or allow

approve
 agree with or allow

Writing

45 minutes

Draft a Mini Memoir

Model Drafting a Concluding Sentence

10 minutes

Tell students they have already completed two parts to a memoir – a topic sentence and detail sentences to support the topic sentence, or main idea. Have students point to their topic sentences and detail sentences on Activity Page 11.2.

Refer to the bottom of the enlarged Memoir Organizer, *Concluding Sentence*. Remind students that a concluding sentence retells the topic sentence in a different way. The concluding sentence should be something that makes it clear to the reader why the event is important to you.

Tell students you created one possible concluding sentence for the first paragraph of your own memoir. Share the following with students:

This was different because I was starting the fourth grade at Washington Elementary School in November, and everyone else already had been in school for almost three months.

Share with students the draft of your memoir aloud:

I was nervous the first day I stepped into Washington Elementary School. I was a fourth- grade student, but the shaky feeling in my stomach and the sweat forming on my forehead made me feel more like a kindergarten student going to school for the first time. I always liked the first day of school. I liked meeting my teacher, seeing the building and my own classroom. This time was different because I was starting the fourth grade at Washington Elementary School in November, and everyone else had been in school for almost three months.

Have students identify the elements of the descriptive paragraph you drafted – a topic sentence, three detail sentences, and a concluding sentence.

Practice Drafting a Concluding Sentence

10 minutes

Have students write their own concluding sentences for each of the three paragraphs of their memoirs and write them in the Concluding Sentence sections on Activity Page 11.2.

SUPPORT—Continue to transcribe students’ oral responses into written sentences, as needed.

Draft a Mini Memoir

20 minutes

Tell students they will begin writing the draft of their mini memoirs in their Writing Journals today.

Have them copy their topic sentence, two or three detail sentences, and the concluding sentence for each of the three paragraphs from Activity Page 11.2 into their Writing Journals.

Circulate around the room, monitoring students’ progress while providing guidance and support as needed.

Wrap Up

5 minutes

Have students look at Activity Page 11.2 and identify their topic sentence, detail sentences, and concluding sentence. Have students check to make sure their detail sentences support their topic sentence, and that their concluding sentence retells the topic sentence in a different way.

Lesson 14

AT A GLANCE CHART			
Lesson	Activity	Materials	Time
Reading	Partner: “what everybody knows now”	<i>Brown Girl Dreaming</i> ; Activity Pages 4.2 and 14.1; Factors that Influence Identity Chart (From Lesson 5)	40 min
	Word Work: <i>Clasp</i>		5 min
Writing	Draft a Mini Memoir	Writing Journal; Activity Page 14.2;	45 min

Lesson Focus

By the end of this lesson, students will be able to:

Reading:

Identify the setting and significant events described in “what everyone knows now.”
(RL.4.3; RL.4.10; RF.4.3; RF.4.3a; RF.4.4; RF.4.4a; RF.4.4c)

Writing:

Use the Memoir rubric in order to revise one’s writing.
(W.4.3; W.4.3a; W.4.3b; W.4.3d; W.4.3e; W.4.4; W.4.5; L.4.2; L.4.2a; L.4.2b; L.4.2d; W.4.10)

Speaking and Listening:

Ask and answer questions about the text.
(SL.4.1; SL.4.1a; SL.4.1b; SL.4.1c; L.4.1, L.4.3; L.4.3a; L.4.3c; RL.4.1)

Language:

Determine the meaning of the word “clasped.”
(L.4.4a, L.4.6)

Use a glossary in order to determine or clarify the meaning of vocabulary words.
(L.4.4c)

ADVANCE PREPARATION

Reading

Write the Purpose for Reading on the board/chart paper: *Read “what everybody knows now” in Brown Girl Dreaming to find out how the author describes the setting and significant events in that selection.*

Display an enlarged version of the Elements of Memoir Chart from Activity Page 4.2. This lesson will focus on “what everyone knows now.”

Elements of a Memoir		
Selection	Setting	Significant Event
“what everybody knows now”		

Writing

Display an enlarged version of the Mini Memoir Rubric from Activity Page 14.2.

Mini Memoir Rubric				
	Exemplary	Strong	Developing	Beginning
Focus	Focus is clearly on one moment or topic	Focus is mostly on one moment or topic	One or two sentences focus on one moment or topic	Each sentence introduces a new moment or topic
Showing	Details clearly describe the focus Strong verbs and sensory details are used well	Details mostly describe the focus Strong verbs and sensory details are mostly used appropriately	A few details describe the focus Either strong verbs or sensory details are missing	Details do not describe the focus Strong verbs and sensory details are missing
Structure of Paragraph	Sentences are in sequential order Clear beginning and end of the memoir are included	Most sentences are in sequential order Beginning and end are included but one may not be clear	A few sentences are in a sequential order, but not all Beginning or end of memoir is missing	Sentences are in random order and do not follow a sequence Memoir doesn’t begin clearly and doesn’t end clearly
Point of View	Uses first-person point of view	Uses mostly first-person point of view	Uses some first-person point of view	Does not use first-person point of view

Display the enlarged version of the Memoir Draft you prepared in Lesson 13. After you model how to revise a Memoir, you will display an enlarged version of the Revised Memoir.

I was nervous the first day I stepped into Washington Elementary School. I was a fourth- grade student, but the shaky feeling in my stomach and the sweat forming on my forehead made me feel more like a kindergarten student going to school for the first time. I always liked the first day of school. I had always liked getting to meet my new teacher, seeing the inside of a new classroom filled with all my friends from last year, and smelling the new paint that had been put onto the walls over the summer. This time was different because I was starting the fourth grade at Washington Elementary School in November, and everyone else had been in school for almost three months.

Reading

45 minutes

Partner: “what everybody knows now” in *Brown Girl Dreaming* [pages 237-238]

Review

5 minutes

Have students refer to the displayed timeline and open their books to review what they know about the events taking place in the United States during the 1960s and 1970s. Ask students the following questions:

1. What event was Rosa Parks participating in in 1955?
 - o the Montgomery Bus Boycott
2. Why was she participating in the boycott?
 - o There was discrimination against African Americans in the United States at that time, especially in the South, and Rosa and other African Americans were not allowed to ride in the front of a bus simply because they were African Americans.
3. Who was Martin Luther King, Jr., and what did he do during the Civil Rights Movement?
 - o He was an African American minister who, in the 1960s, fought for equal rights for all people, and he held a peaceful march on Washington, D.C. in 1963, just a few months after Jacqueline Woodson was born.
4. How was the author’s family affected by the Civil Rights Movement in this story?
 - o As an African American family living in the South during this time period, they were often the targets of unfair and ugly actions simply because of the color of their skin. Like other people who participated in the Civil Rights Movement, the author and her family stood up to the terrible treatment in many ways, and often in different ways from one another. For example, the author’s grandmother was reluctant to participate in protests because she feared she or her family might get hurt. The author’s mother, however, would sneak out of the home in Greenville to participate in the protests.

Introduce the Selections

5 minutes

Have students turn to page 237, the first page of “what everybody knows now.”

Tell students that next they will read this selection with a partner. Preview the core vocabulary words

before reading the selection.

Tell students the first vocabulary word they will encounter in this selection is *fare*. Have students find the word *fare* on page 237 of the book.

Remind students that the glossary contains definitions of all the vocabulary words in this Book. Have students refer to the glossary (Activity Page SR.3), locate *fare*, and then read the definition.

Have students reference Activity Page 14.1 while you read each remaining word and its meaning noting that:

- Words are in the order in which they appear in the selection.
- The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
- Alternate forms of the word appearing in the selection may follow the definition. They may be a different part of speech than the original word.
- The page number (for the first occurrence of the word in the selection) appears in boldprint after the definition.
 1. **fare, n.** the price that must be paid to ride a bus, subway, plane, or other public transportation **(237)**
 2. **neatly, adv.** cleanly, or done in an organized way **(238)**
 3. **clasp, v.** to hold in your hands or your arms **(clasped) (238)**

Note: *Clasp* is a multi-meaning word, and students may be more familiar with the meaning *to close*.

Read the purpose for reading from the board/chart paper:

Read “what everybody knows now” in Brown Girl Dreaming to find out how the author describes the setting and significant events in this selection.

Read “what everybody knows now”

25 minutes

Pair students to read and discuss the selection. You may wish to use any or all of the following pairings: strong readers with readers who need more support; readers of similar skill levels; or English language learners with native speakers. Student pairings should change throughout the year. As students read, circulate around the class, monitoring students’ focus and progress.

Explain that both students will read each of the selection silently, and then they will take turns rereading the selections aloud. Students can ask their partner for help with sounding out or defining words as necessary.

Have students complete the bottom row on Activity Page 4.2 with their partners during/after reading.

Discuss the Selection and Wrap Up the Lesson

5 minutes

Call students back together as a class to review the selection, asking first where this particular selection takes place; make sure that students understand that the author is visiting her grandmother in South Carolina. Discuss the author's grandmother's behavior, even though the laws have finally changed in the South. Discuss why her grandmother continues to go the back of bus and avoid certain restaurants and stores, as well the author's reaction to her grandmother's behavior.

If you are continuing to use the "Factors That Influence Identity Chart" from Lesson 5, add the word *brave*.

Have several students share with the class a time they felt brave. Encourage them to use descriptive language in sharing details about the event.

Review students' responses to Activity Page 4.2.

Elements of Memoirs		
Selection	Setting	Significant Event
"what everybody knows now"	Greenville, South Carolina, with the author's grandmother; going on a bus to downtown Greenville; in Woolworth's, a store	Laws were passed to make discrimination illegal, but discrimination was still taking place, e.g., the woman in the store ignoring the grandmother, and the grandmother, like other African Americans, going out of her way to avoid problems with white people

Word Work: Clasp

5 minutes

1. In the selection you read, "... her patent-leather purse, perfectly clasped between her gloved hands."
2. Say the word *clasp* with me.
3. To *clasp* means to hold something in your hands or your arms.
4. I had to clasp my notebook in my arms so that I wouldn't drop it.
5. Think about something you have clasped. Be sure to use the word *clasp* in your response. [Ask two or three students to use *clasp* in an oral sentence. If necessary, guide and/or rephrase students' responses to use *clasp* in complete sentences: "I have clasped __."]]
6. What's the word we've been talking about? (*clasp*) What part of speech is the word *clasp*? (verb)
7. [Use a *Making Choices* activity for follow-up.] I will say several items. If the item can be clasped, say "That can be clasped." If the item cannot be clasped, say, "That cannot be clasped."
 - a backpack
 - o That can be clasped.
 - the wind

- o That cannot be clasped.
- your friend’s hand
 - o That can be clasped.
- water in a stream
 - o That cannot be clasped.

Writing

45 minutes

Revise a Mini Memoir

Introduce the Memoir Rubric

10 minutes

Tell students they now have all the parts to their Memoirs – a topic sentence, detail sentences to support the topic sentence, and a concluding sentence for each of their three paragraphs.

Tell them in today’s lesson they will use a rubric to revise, or change, their drafts. Have students turn to the Memoir Rubric on Activity Page 14.2.

Explain the structure of the rubric by starting with the following:

- a. The categories in the left column refer to important writing elements they have practiced in this Unit.
- b. The top row represents a rating for each writing element. A rating of *Exemplary* means everything in that category has been done well and matches the description in the box directly under the word *Exemplary*.
- c. As writing elements or other criteria are omitted from the students’ writing, the rating changes. For example, a rating of *Strong* means it is well done, but something important is still missing.
- d. The description for each writing element across the columns will help them evaluate what parts of their writing meet the expectations as well as what they need to revise.

Briefly read the descriptions in the *Exemplary* column for each writing element. Be sure that students understand that they should strive to meet the expectations described under the *Exemplary* column.

Model Revising a Mini Memoir

15 minutes

Tell students you will revise your own Mini Memoir by focusing on two things:

- Do the sentences have action verbs and sensory details to support the topic? If not, where can more details be added?
- Are the sentences in the best order, creating a clear beginning, middle, and end? If not, how might the sentences be reordered?

Read your mini Memoir aloud:

I was nervous the first day I stepped into Washington Elementary School. I was a fourth-grade student, but the shaky feeling in my stomach and the sweat forming on my forehead made

me feel more like a kindergarten student going to school for the first time. I always liked the first day of school. I had always liked meeting my teacher, seeing the building and my own classroom. This time was different because I was starting the fourth grade at Washington Elementary School in November, and everyone else had been in school for almost three months.

Tell students you are going to focus on the detail sentences. Begin by rereading the first detail sentence:

I was a fourth-grade student, but the shaky feeling in my stomach and the sweat forming on my forehead made me feel more like a kindergarten student going to school for the first time.

Have students identify the sensory details in the sentence (shaky feeling, sweat forming). Ask if they think these are sensory details that help the reader imagine the scene. Tell them you are satisfied with the words and are going to leave them as they are.

Continue in this manner, rereading and revising the next two sentences:

I had always liked getting to meet my new teacher, seeing the inside of a new classroom filled with all my friends from last year, and smelling the new paint that had been put onto the walls over the summer.

Share your revised mini Memoir with students:

I was nervous the first day I stepped into Washington Elementary School. I was a fourth-grade student, but the shaky feeling in my stomach and the sweat forming on my forehead made me feel more like a kindergarten student going to school for the first time. I always liked the first day of school. I had always liked getting to meet my new teacher, seeing the inside of a new classroom filled with all my friends from last year, and smelling the new paint that had been put onto the walls over the summer. This time was different because I was starting the fourth grade at Washington Elementary School in November, and everyone else had been in school for almost three months.

Revise a Mini Memoir

15 minutes

Have students revise their memoirs in the same way you modeled. They will revise by focusing on two things:

- Do the sentences have action verbs and sensory details to support the topic? If not, where can more details be added?
- Are the sentences in the best order, creating a clear beginning, middle, and end of the memoir? If not, how might the sentences be reordered?

Circulate around the room as students revise their memoirs, offering guidance and support, as needed.

SUPPORT—Work with a small group of students who need additional support using the rubric to revise their memoirs. Guide them through examining each category to revise their writing.

Wrap Up

5 minutes

Ask one student what it means to revise writing.

Ask another student to describe how to use the rubric to revise writing.

Lesson 15

AT A GLANCE CHART			
Lesson	Activity	Materials	Time
Reading	Read-Aloud: “the butterfly poems” and “every wish, one dream”	<i>Brown Girl Dreaming</i> ; Activity Pages 15.1; Images of Dandelions Seeds Blowing Factors that Influence Identity Chart (From Lesson 5)	40 min
	Word Work: <i>Encyclopedia</i>		5 min
Writing	Draft a Mini Memoir Share a Mini Memoir	Writing Journal; Activity Page 15.2;	45 min

Lesson Focus

By the end of these lessons, students will be able to:

Reading:

Describe the author’s dream of becoming a writer.
(RL.4.3; RL.4.10)

Writing:

Use the Memoir rubric in order to produce a final draft.
(W.4.3; W.4.3a; W.4.3b; W.4.3d; W.4.3e; W.4.4; W.4.5; L.4.2; L.4.2a; L.4.2b; L.4.2d; W.4.10)

Share the final draft of their Mini Memoir
(W.4.3; W.4.3a; W.4.3b; W.4.3d; W.4.3e; W.4.4; W.4.5; L.4.2; L.4.2a; L.4.2b; L.4.2d; W.4.10)

Speaking and Listening:

Ask and answer questions about the text.
(SL.4.1; SL.4.1a; SL.4.1b; SL.4.1c; L.4.1, L.4.3; L.4.3a; L.4.3c; RL.4.1)

Language:

Identify sentences that describe an “encyclopedia.”
(L.4.6)

Use a glossary in order to determine or clarify the meaning of vocabulary words.
(L.4.4c)

Reading

Write the Purpose for Reading on the board/chart paper: *Listen to and read “the butterfly poems” and “every wish, one dream” to learn what Jacqueline Woodson’s dream is.*

Download an image of a dandelion flower and dandelion seed head, as well as dandelion seeds blowing in the wind and being blown by a person:

<https://en.wikipedia.org/wiki/Taraxacum#/media/File:DandelionFlower.jpg>

<https://www.dreamstime.com/stock-photo-dandelion-seeds-blowing-away-wind-across-clear-blue-sky-copy-space-image94812284>

https://www.123rf.com/photo_28218964_outdoor-portrait-of-a-young-beautiful-African-American-woman-blowing-a-dandelion-flower-black-people.html

Writing

Display the enlarged version of the Revised Memoir from Lesson 3 on the board/chart paper.

I was nervous the first day I stepped into Washington Elementary School. I was a fourth-grade student, but the shaky feeling in my stomach and the sweat forming on my forehead made me feel more like a kindergarten student going to school for the first time. I always liked the first day of school. I had always liked getting to meet my new teacher, seeing the inside of a new classroom filled with all my friends from last year, and smelling the new paint that had been put onto the walls over the summer. This was different because I was starting the fourth grade at Washington Elementary School in November, and everyone else already had been in school for almost three months.

Create and display an enlarged version of the Memoir Editing Checklist from Activity Page 15.2 on the board/chart paper.

Memoir Editing Checklist Format

- My paragraphs are indented.**
- I have a topic sentence in each paragraph.**
- I have three detail sentences in each paragraph.**
- I have a concluding sentence in each paragraph.**
- I have a title for my memoir.**

Capitals

- I began each sentence with a capital letter.**
- I used capital letters for all proper nouns.**

Spelling

- I have checked the spelling for any words I was unsure of or my teacher marked.**

Punctuation

- I read my writing aloud to check for commas at pauses; and periods, question marks, and exclamation points at the end of my sentences.**

Fluency (optional)

If students were assigned a selection from the *Fluency Supplement Packet* or a text selection from *Brown Girl Dreaming*, determine which students will be asked to read the selection and when. See the introduction to this Teacher Guide for more information on using the *Fluency Supplement Packet*.

Reading

45 minutes

Read-Aloud: “the butterfly poems” and “every wish, one dream” from *Brown Girl Dreaming*
[pages 249 and 313–314]

Introduce the Selections

5 minutes

Have students turn to page 249, the first page of “the butterfly poems.” You may wish to preview the following vocabulary word *before* you begin rereading this selection:

- 1. encyclopedia, n.** a book, arranged alphabetically, that has information on a wide range of topics (249)

You will preview the words from “every wish, one dream” immediately before reading that selection. Read the purpose for reading from the board/chart paper: *Listen to and read “the butterfly poems” and “every wish, one dream” to learn what Jacqueline Woodson’s dream is.*

Read “the butterfly poems” and “every wish, one dream” [pages 249 and 313–314]

25 minutes

Read the selections aloud two times, as students follow along in their books. As you read the texts for the first time, read them straight through, without stopping.

As you read the selections for the second time, stop to read the guided reading supports. Each guided reading support is preceded by the number of the line of text it references. Guided reading supports in brackets are directional and not intended to be read aloud. All other phrases and sentences are intended to be read aloud verbatim. Whenever a guided reading support question is asked, explicitly encourage students to refer to the text and reread prior to offering an answer.

[Page 249]

Lines 1–2: Evaluative—Why might someone be surprised to hear the author is writing an entire book about butterflies?

- o Answers may vary, but may include that it might seem that there would not be enough interesting information about butterflies to fill an entire book.

Lines 5–6: Literal—What are the following items: monarch, painted lady, giant swallowtail, queen butterfly, and buckeye?

- o They are types of butterflies.

[Read Line 8 aloud, asking students to listen to appreciate how beautiful those five words are.]

Line 8: Evaluative—What images, adjectives or adverbs does this short phrase bring to mind?

- o Answers may vary, but students may mention words such as *quietly*, *gracefully* or phrases such as, *early morning before people or other animals are out and about*, etc.

SUPPORT—You may want to point out the use of alliteration, i.e., the repetition of the /w/ sound heard at the beginning of *wings* and *whisper*.

Lines 9-12: Literal—What is the author’s brother’s reason for thinking there should not be a book about butterflies?

- o Butterflies don’t live very long.

Lines 13-15: Evaluative—Why does the author include these last three lines in this verse?

- o She said it is because butterflies do not live long in nature that she wants to write about them. On paper, they will live forever.

SUPPORT—Remind students of the author’s early descriptions about writing and her use of the word *infinity* to describe written words. Ask students to turn back to “the beginning” on pages 62–63 and have one student read lines 13–19 aloud. Discuss the manner in which writing down one’s thoughts and ideas makes them last.

[Pages 313–314]

Preview the words from the second selection. Have students locate the words on Activity Page 15.1, and silently follow along as you read the definitions.

2. **dandelion, n.** a common plant with bright yellow flowers. After a few days, the dandelion plant’s flowers dry out and turn to seed. These seeds are then spread by the wind. **(313)**
3. **windowpane, n.** the sheet of glass that fills a window frame **(313)**

[Prior to reading the selection, share the dandelion images that you have downloaded. Then read Lines 1–9.]

Lines 1–3: Inferential—Why does the author talk about dandelions and stars in these verses?

- o Those are things people use to make a wish.

Lines 8–9: LITERAL—What does the author say she always wishes for?

- She always wishes to be a writer.

[Read Lines 10 -13]

Line 12: SUPPORT – A pipe dream is one that is likely not to come true.

Lines 1–13: Literal—Name all of the things the author uses to make wishes.

- Dandelions, stars, fallen eyelash, first firefly of summer, heads-up penny, daydreams, night dreams, and even pipe dreams

[Read Lines 14 – 29]

Lines 18–29: Inferential—Where does the author say she gets her writing ideas and her motivation to write?

- She gets her ideas everywhere: from every book she reads, from nature, from friends and loved ones, and from other stories.

Discuss the Selections and Wrap Up the Lesson

10 minutes

- Use the following question to discuss the selections:

Evaluative—TURN AND TALK Talk to your partner about the author’s dream of becoming a writer, using the following questions to guide your discussion:

- When was the first time the author realized she might want to become a writer?
- Did she always do well in school in reading and writing, the things you might expect a

writer to be good at?

- What lesson can you learn from the author in the way she achieved her dream of becoming a writer?
- If you are continuing to use “The Factors That Influence Identity Chart” from Lesson 5, add the word *dreams* to the chart.

[Have several students share their answers to these questions with the class. At the end of the discussion, point out that, while it was not easy for the author in school, she always wanted to be an author, she worked hard at becoming one, and now she has successfully published many books.]

- Have students share their dreams with the class. Discuss when you first dreamt of becoming a teacher and what people or events in your life led you to dream of being a teacher.

Word Work: Encyclopedia

5 minutes

1. In the selection you read, “. . . even though they see me with the Childcraft encyclopedia heavy on my lap.”
2. Say the word *encyclopedia* with me.
3. An *encyclopedia* is a book, or series of books, arranged alphabetically that contains information on many different topics. It is a reference book you can use to conduct research.
4. I used the encyclopedia to do research for the paper I was writing about the American Revolution.
5. Think about a time that you used, or could have used, an encyclopedia to conduct research. Be sure to use the word *encyclopedia* in your response. [Ask two or three students to use *encyclopedia* in an oral sentence. If necessary, guide and/or rephrase students’ responses to use *encyclopedia* in complete sentences.]
6. What’s the word we’ve been talking about? (encyclopedia) What part of speech is the word *encyclopedia*? (noun)
7. [Use a *Making Connections* activity for follow-up.] I am going to read several examples of information you might need. Decide if it is the type of information that would be included in an encyclopedia. Use the word *encyclopedia* in your response.
 - your best friend’s home address
 - That is not in an encyclopedia.
 - the name of the general who led the army against the British in the Revolutionary War
 - That is in an encyclopedia.
 - the final score from my brother’s baseball game last night
 - That is not in an encyclopedia.
 - information about Mt. Rushmore
 - That is in an encyclopedia.
 - the name of the fourth president of the United States
 - That is in an encyclopedia.

Share a Mini Memoir**Edit a Mini Memoir**

20 minutes

Tell the students that they will work on the editing step of the writing process today before they enter the final stage of the Writing Process: Sharing.

Guide them in using Activity Page 15.2 to edit their writing.

- Read the first item under *Format* on the checklist. Tell students to check whether their paragraphs are indented. Tell them they should put a check mark on the editing checklist after they have fixed any of these errors.
- Read the second item under *Format* on the checklist. Tell students to check whether they have a topic sentence for each of their three paragraphs. Once they have checked the topic sentences, instruct them to put a check mark on the editing checklist indicating they have checked for this and fixed any errors.
- Read the third item under *Format* on the checklist. Tell students to check whether they have two to three detail sentences for each paragraph. Once they have checked for three detail sentences, put a check mark on the editing checklist indicating they have checked for this and fixed any errors.
- Read the fourth item under *Format* on the checklist. Tell students they now need to check whether they have a concluding sentence for each paragraph. Once they have checked the concluding sentences, they should put a check mark on the editing checklist indicating they have checked for this and fixed any errors.
- Read the final item under *Format* on the checklist. Tell students they need to create a title for their memoir. Once they have written this title, they should put a check mark on the editing checklist indicating they have done this.

Tell the students that they will now check their Memoir for the correct use of capital letters.

- Read the first item under *Capitals* on the checklist. Tell students they should check to make sure all of their sentences begin with a capital letter. Once they have checked for capital letters, they should put a check mark on the editing checklist indicating they have checked for this and fixed any errors.
- Read the second item under *Capitals* on the checklist. Tell students they will check to be sure they have capitalized any proper nouns. Once they have checked for proper nouns, they should put a check mark on the editing checklist indicating they have checked for this and fixed any errors.

Tell the students that they will now check their memoirs for any misspelled words.

- Read the item under *Spelling* on the checklist. Have students check the spelling carefully, because sometimes it is hard to notice if you have misspelled words in your own writing.
- Model using a dictionary to check some of the words to familiarize students with using this resource. Once they have checked all spelling, they should put a check mark on the editing checklist indicating they have checked for this and fixed any errors.

Tell the students that they will now check their Memoir to be sure all sentences end with correct punctuation.

- o Read the item under Punctuation on the checklist. Have students check their punctuation at the end of each sentence in their memoirs. Explain that they should check to see whether there are any questions that need to end with a question mark, or whether any exclamation points should be added to the end of a sentence for emphasis. Once they have checked all punctuation, they should put a check mark on the editing checklist indicating they have checked for this and fixed any errors.

Suggest that students exchange their memoirs with a partner. Prompt students to read their partner's memoir, while reviewing the memoir Editing Checklist. Allow time for partners to share feedback with one another.

Share a Mini Memoir

25 minutes

Tell students that the final step in the Writing Process is to publish, or share, their writing with an audience. Explain that publishing can take several different forms. For example, writing can be published by printing it and distributing the written copies to an audience. It can also be published by reading it aloud to a group of people. It can also be published by reading it to a single individual. Explain that students will publish this writing by reading it to a small group of classmates.

As time allows, have students share their writing either in a small group or the entire class.

Pausing Point: Culmination of the Unit (Days 1-2)

We recommend that you use one or more of the Culminating Activities described below or a Culminating Activity that you create. Please preview in advance all third party resources, i.e. links to websites other than the Core Knowledge Foundation, to determine suitability for the students with whom you work.

Culminating Activities

Factors That Influence Identity: Who Am I? Who Are You?

- Use “The Factors That Influence Identity Chart” to discuss the various experiences, events and other influences that the author Jacqueline Woodson cites as instrumental in how she thinks of herself. Encourage students to compare and discuss the relative importance of different factors identified by the author, referencing specific examples from the text.
- If students created a personal timeline poster during the unit, and need additional time to complete it, have them complete it during the Pausing Point days. Have students present and/or display their timeline posters.

Discrimination and the Civil Rights Movement

- Show and discuss the 2016 film, *Hidden Figures*, the true story of three African American women who, despite all odds, were chosen by NASA in 1963 to serve as expert mathematicians to calculate flight trajectories during the Space Race between the United States and the Soviet Union. The film clearly depicts the racial segregation and discrimination experienced by the women, highlighting their persistence and individual strength of character in the face of stereotypical ideas and practices. The film is available for purchase and/or rental from iTunes, YouTube, Amazon and other sources.
- Show and discuss the 2000 film, *Remember the Titans*, the true story of student team members and the coaches of the Alexandria, VA, high school football team in 1971, when the team first becomes integrated. The film clearly depicts the initial anxiety and wariness of both students and coaches, but celebrates the friendship and unity that develops once all get to know and trust one another.
- PBS Learning Media (<https://www.pbslearningmedia.org/>) offers a variety of images, video clips, primary source documents, and lesson plans about discrimination and the Civil Rights Movement.

You may find the following resources of particular interest:

- Rosa Parks: Civil Rights Activist
<https://www.pbslearningmedia.org/resource/american-lp-rosa-parks/lesson-plan/#.W1jXe9JKjIU>
- Malcolm X: Minister and Civil Rights Activist
<https://www.pbslearningmedia.org/resource/american-lp-malcolm-x/lesson-plan/#.W1jWJ9JKjIU>
- Martin Luther King: Civil Rights Leader

<https://www.pbslearningmedia.org/resource/americon-lp-martin-luther-king-jr/lesson-plan/#.W1jWadJKjIU>

- Fannie Lou Hamer: Civil Rights Activist in Rural Mississippi
<https://www.pbslearningmedia.org/resource/dpla-pss-067/primary-source-set-fannie-lou-hamer-and-the-civil-rights-movement-in-rural-mississippi/#.W1jTiNJKjIU>
- Read aloud additional selections from *Fighting for a Cause*.
 - Read Alouds: https://3o83ip44005z3mk17t31679f-wpengine.netdna-ssl.com/wp-content/uploads/2017/01/CKLA_G2_D12_Anth_web.pdf
 - Flip Book: https://3o83ip44005z3mk17t31679f-wpengine.netdna-ssl.com/wp-content/uploads/2017/01/CKLA_G2_D12_FB_web.pdf
- Read aloud the chapter about civil rights activist John Lewis from the CKHG *Early Presidents and Social Reformers Student Book*, pages 106 – 111.
- https://www.coreknowledge.org/wp-content/uploads/2017/09/CKHG_G4_B3_EarlyPresSocRef_SR.pdf
- Use or adapt the following additional lessons and activities from *Empowering Students to Improve the World in Sixty Lessons* by Fernando Reimers, (©Creative Commons Attribution 4.0 International License, 2017) ISBN 9781546456773, available for free download at: https://www.researchgate.net/publication/316890922_Empowering_Students_to_Improve_the_World_in_Sixty_Lessons
 - Grade 4, Lesson 4 – The World, Sustainable Development Goals, and Action Steps, pages 115-118; <http://tiny.cc/G4L4R1>
 - Grade 4, Lesson 5 – Tying it All Together: The Final Product, pages 119-122; <http://tiny.cc/G4L5R1>
- The following websites include additional resources for teaching students about racism and racial discrimination:

<https://sharemylesson.com/CharlottesvilleCurriculum>

<https://www.weareteachers.com/charlottesville-curriculum/>

<https://www.npr.org/sections/ed/2017/08/14/543390148/resources-for-educators-to-use-the-wake-of-charlottesville>

<https://www.nytimes.com/2017/09/28/learning/lesson-plans/teachers-charlottesville-curriculum.html>

Pausing Point for Differentiating Instruction (Days 2-4)

Use the Assessment Analysis provided to analyze student strengths and weaknesses to determine which remediation and/or enrichment opportunities will benefit particular students. In assigning these remediation and/or enrichment activities, you may choose to have students work individually, in small groups, or as a whole class.

Remediation

Content

If students demonstrate a need for remediation on any of the elements of the Memoir unit, refer to the Reader chapter covering that element. You may wish to reteach any such chapter as a teacher Read-Aloud, regardless of the type of reading lesson initially used for that story. Additionally, you should focus more heavily on the questions labeled *Support* in the Teacher Guide materials for that lesson.

Reading Comprehension

If students demonstrate a need for remediation in reading comprehension, including any issues pertaining to decoding, consult the CKLA *Decoding and Encoding Remediation Supplement*. This online publication provides further guidance in assessing, analyzing, and remediating specific skills related to decoding and letter-sound correspondences.

Fluency

Students who struggle with fluency will benefit from having multiple opportunities to re-read a particular text. If students demonstrate a need for remediation related to fluency, you may have them either re-read selections from the Reader or choose an excerpt from the Fluency Supplement Packet.

Grammar and Morphology

If students demonstrate a need for remediation in the foundational grammar and morphology skills required for the lessons in Grade 4, consult the CKLA Grade 3 Skills Strand materials for additional grammar and morphology lessons and activities.

Writing

If students demonstrate a need for remediation in writing skills, refer to the individual lessons in this unit in which particular skills were addressed. You may wish to create specific writing prompts targeting the particular skill in which students need additional practice.

Enrichment

If students have mastered the reading comprehension and skills in the *Memoir* unit, their experience with the concepts may be enriched by the following activities:

If students did not have an opportunity to read the books you collected by the authors featured in the introduction to this unit, now would be a good opportunity to do so.

You may want to work with students to publish writing they generated in this unit.

Students may also reference Activity Page 10.3 to select another significant event to develop into a new Mini Memoir.

Students may share, either with a small group or with the class, the writing they generated in this unit.

Beginning-of-Year Assessment Teacher Guide

GRADE4

Core Knowledge Language Arts®



BEGINNING-OF-YEAR ASSESSMENT

Assessment Day 1

Lesson at a Glance	Materials	Time
Beginning-of-Year Assessment	Activity Pages A.1, A.2	90 min

ADVANCE PREPARATION

Beginning-of-Year (BOY) Assessment

- Please collect all activity book pages relating to the Beginning-of-the-Year Assessment (A.1, A.2, A.3, A.4, A.5)
- Please plan to have reading material available for students to select from and read independently as they finish the BOY Assessment.

BEGINNING-OF-YEAR ASSESSMENT

- The primary purpose of the BOY Assessment is to determine students' preparedness for Grade 4 CKLA instruction.
- During the first day of the three-day assessment, all students will complete the Reading Comprehension Assessment (Activity Page A.1) independently. It includes three passages and corresponding comprehension questions. After students complete this portion of the assessment, use the BOY Assessment Summary (Activity Page A.2), which you will have collected from students, to analyze each student's performance. Please score the Reading Comprehension Assessment prior to Day 2 of the BOY Assessment, as you will use the scores to determine which students should complete the Word Reading in Isolation Assessment.
- Beginning on Day 2 of the BOY Assessment, all students will work independently on the grammar assessment.
- In addition, you will pull students aside, one at a time, and administer the Word Reading in Isolation Assessment (to students who scored 13 or fewer on the Reading Comprehension Assessment, or between 14–16, as time allows). Administer the Fluency Assessment to all students.
- The Word Reading in Isolation Assessment uses Activity Page A.3 (Scoring Sheet for student responses), as well as the Word Reading in Isolation Assessment located in the Assessment Day 2 lesson. A Word Reading in Isolation Analysis and a Word Reading in Isolation Remediation Guide have been included in the Assessment Day 2 lesson.
- The Fluency Assessment uses Activity Pages A.2 and A.4 (which you will have collected from students), as well as the Fluency Assessment text, "The Elephant and the Ape," located in the Teacher Resources section of the Teacher Guide. You will use Activity

Page A.4 (Beginning-of-Year Fluency Assessment Recording Copy) to create a running record while students read the fluency passage. Activity Page A.2 (Beginning-of-Year Assessment Summary) includes a Fluency Assessment Scoring Sheet.

- Beginning on Day 3 of the BOY Assessment, all students will complete the morphology assessment. You will continue to pull students individually to administer the Word Reading in Isolation Assessment and the Fluency Assessment.

Reading Comprehension Assessment

90 minutes

Have students work independently to complete the Reading Comprehension Assessment on Activity Page A.1. After you have scored the assessment, record individual scores on each student's BOY Assessment Summary (Activity Page A.2).

The Reading Comprehension Assessment uses text from the End-of-Year Assessment from CKLA Grade 3, related to the domain-based unit on Ecology.

The texts used in the Reading Comprehension Assessment, "The Cat" (literary text), "The Wolf, the Elk, and the Aspen Tree" (informational text), and "Invasive Species" (informational text), have been profiled for text complexity using the quantitative measures described in the Common Core State Standards for English Language Arts Supplement to Appendix A, "New Research on Text Complexity" (www.corestandards.org/resources). All selections fall within the Common Core 4th–5th Grade Band.

The reading comprehension questions pertaining to these texts are aligned to the CCSS and are worthy of students' time to answer. Questions have been designed so they do not focus on minor points in the text, but rather, they require deep analysis. Thus, each item might thus address multiple standards. In general, the selected-response items address Reading standards and the constructed-response item addresses Writing standards. To prepare students for CCSS-aligned assessments, such as those developed by the Partnership for Assessment of Readiness for College and Careers (PARCC) and Smarter Balanced, some items replicate how technology may be incorporated in those assessments, using a paper and pencil format.

Item Annotations and Correct Answers

*Note: To receive a point for a two-part question, students must correctly answer both parts of the question.

Item	Correct Answer(s)	Standards
*1 Part A <i>Inferential</i>	B	RL.4.4, RL.4.1
*1 Part B <i>Literal</i>	B	
2 <i>Inferential</i>	D	RL.4.3, RL.4.1
3 <i>Inferential</i>	A, D	RL.4.3, RL.4.1

4 <i>Literal</i>	5,1,3,2,4	RL.4.3, RL.4.1
*5 Part A <i>Inferential</i>	C	RL.4.4, RL.4.1
*5 Part B <i>Literal</i>	B	
6 <i>Literal</i>	Detail 1 showing how Franz reacted to the trolls before the hunter's stay: (C) He chopped wood and built a fire. (E) He set the table with his best dishes. Detail 2 showing how Franz reacted to the trolls after the hunter's stay: (A) He told the trolls he still had the cat. (F) He told the trolls all of the kittens had grown up.	RL.4.3, RL.4.1
*7 Part A <i>Evaluative</i>	C	RL.4.3, RL.4.2, RL.4.1
*7 Part B <i>Evaluative</i>	B	
8 <i>Literal</i>	D, E	RL.4.1
9 <i>Inferential</i>	C	RI.4.3, RI.4.1
10 <i>Literal</i>	Paragraphs 2–3	RI.4.8, RI.4.1
*11 Part A <i>Literal</i>	C	RI.4.8, RI.4.1
*11 Part B <i>Literal</i>	B	
12 <i>Evaluative</i>	D	RI.4.3, RI.4.1
13 <i>Evaluative</i>	D	RI.4.4, RI.4.1
*14 Part A <i>Evaluative</i>	D	RI.4.2, RI.4.1
*14 Part B <i>Literal</i>	A	
*15 Part A <i>Inferential</i>	C	RI.4.4, RI.4.1
*15 Part B <i>Literal</i>	A, D	
16 <i>Literal</i>	A, C	RI.4.8, RI.4.1
17 <i>Literal</i>	B, E	RI.4.4, RI.4.1
18 <i>Evaluative</i>	A	RI.4.3, RI.4.1
*19 Part A <i>Evaluative</i>	D	RI.4.2, RI.4.1
*19 Part B <i>Literal</i>	C	

Reading Comprehension Assessment Analysis

Students who answered 13 or fewer questions correctly out of 19 total questions appear to have **minimal preparation** for Grade 4. Administer the Word Reading in Isolation Assessment and the Fluency Assessment to these students to gain further insight as to possible weaknesses. These students may have fairly significant skills deficits and may not be ready for Grade 4. Carefully analyze their performance on the Reading Comprehension Assessment, the Word Reading in Isolation Assessment, and the Fluency Assessment to determine whether students need to be regrouped to an earlier point of instruction in the CKLA grade level materials.

Students who answered 14–16 questions correctly out of 19 total questions appear to have **adequate preparation** for Grade 4. Administer the Word Reading in Isolation Assessment to these students, as time permits, and administer the Fluency Assessment. Use results from the Word Reading in Isolation Assessment to identify gaps in the mastery of specific letter-sound spellings that may require targeted remediation.

Students who answered 17–19 questions correctly out of 19 total questions appear to have **outstanding preparation** for Grade 4. You do not need to administer the Word Reading in Isolation Assessment to these students. However, please administer the Fluency Assessment to determine whether practice and progress monitoring in the area of fluency are warranted.

The following chart provides an overview of how to interpret students' scores.

Reading Comprehension Assessment Analysis	
Number of Questions Answered Correctly	Interpretation
13 or fewer	Student appears to have minimal preparation for Grade 4; administer Word Reading in Isolation Assessment and Fluency Assessment on Day 2 or Day 3
14–16	Student appears to have adequate preparation for Grade 4; administer Word Reading in Isolation Assessment on Day 2 or Day 3, only as time permits; administer Fluency Assessment
17–19	Student appears to have outstanding preparation for Grade 4; do not administer Word Reading in Isolation Assessment; administer Fluency Assessment on Day 2 or Day 3

Today you will read three selections from the CKLA Grade 3 Ecology unit. The first selection is called “The Cat,” the second selection is called “The Wolf, the Elk, and the Aspen Tree,” and the third selection is called “Invasive Species.” After reading each passage, you will answer several questions based on the text. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

Passage 1: “The Cat”

1. Once upon a time in Denmark, there was a man named Franz. Franz lived a good life all year long, until one night. That evening, a pack of horrible, badly behaved trolls descended on him. The trolls drove poor Franz from his house and took over the place for the night.
2. This went on for many years on the exact same night every year, until, one year, a famous hunter visited the house the morning of the dreaded night. The hunter had just captured a large, white bear and planned to present it to the king of Denmark. The hunter had a long journey ahead of him and asked Franz if he and the bear could spend the night.
3. “I would let you stay,” said Franz, “but I can’t, for every year at this time I am visited by trolls at night who drive me out of the house. They will be here tonight and you do not want to be here when they arrive!”
4. “Oh,” said the hunter, “I am not afraid of trolls. If that is all you are worried about, let me stay in the house. The bear can sleep under the stove there. I will sleep in the back, in the comfortable bedroom.”
5. “Very well,” said Franz. “You may stay, at your own risk, but I must get the house ready for the trolls. If I don’t, they will be furious.”
6. Franz worked diligently to get his house ready for the trolls. He chopped wood and built a fire. He set the table with his best dishes and loaded them with porridge, assorted fruit, smoked fish, and delicious sausages. When he was done, he left the hunter and the bear in the house and went to stay with a friend.
7. At sunset, the trolls arrived. They stormed into the house and began a raucous celebration. They ate and drank, sang songs, and made a terrible mess.
8. One of the trolls caught a glimpse of the bear. It was lying under the stove, with only an ear sticking out.
9. “Look!” the troll said, “Franz has a cat!”
10. The troll cut off a bit of sausage and tossed it on the floor. Then, he kicked the bear in the ear and shouted, “Wake up, kitty! Get the sausage!”
11. The bear rose up on its hind legs, ripping the stove away from the floor. The stove was launched across the room. The bear, in a great fury, roared ferociously. The trolls were terrified. They screamed and ran for their lives.
12. Franz returned home the next day. He cleaned up the horrific mess the trolls had made, repaired the stove, and lived another year in his house. When the dreaded evening arrived once again the next year, he expected the trolls to come again. He went out into the yard to cut wood for them.
13. After a few minutes, he heard a voice calling, “Franz! Franz!”

14. Franz squinted into the woods but saw nothing but trees.
15. Then, he heard the voice again say, "Franz! Franz!"
16. "Yes?" Franz said. "What is it?"
17. "Have you still got that huge, ferocious cat?" the voice asked.
18. Franz thought for a minute. Then, he replied.
19. "Yes," Franz said. "I still have the cat. It is lying under the stove, and, earlier this year, it had seven kittens. Now, all of the kittens have grown up. They are bigger and fiercer than their mother!"
20. "Egad!" said the voice. "Then, you will never see us again!"
21. Franz heard a rustling of feet in the woods. Then, there was silence.
22. After that, Franz went on with his life and the trolls never bothered him again.

NAME: _____

DATE: _____

Questions 1–8 pertain to Passage 1: “The Cat”

The following question has two parts. Answer Part A and then answer Part B.

1. **Part A:** In paragraph 17, what is the meaning of the word *ferocious*?

- A. hungry
- B. dangerous
- C. enormous
- D. furry

Part B: Which phrase from the text best helps the reader determine the meaning of *ferocious*?

- A. It was lying under the stove.
- B. The trolls were terrified.
- C. Then, he heard the voice again say, “Franz! Franz!”
- D. Then, he kicked the bear in the ear.

2. Based on information from the text, which statement best expresses how the characters Franz and the hunter feel about trolls?

- A. Franz is afraid of trolls and the hunter is afraid of trolls.
- B. The hunter is afraid of trolls, but Franz is not afraid of trolls.
- C. The hunter is not afraid of trolls and Franz is not afraid of trolls.
- D. Franz is afraid of trolls, but the hunter is not afraid of trolls.

3. In what two ways do paragraphs 12–19 of the text contribute to the development of the plot?

- A. These paragraphs show how Franz remained afraid of the trolls.
- B. These paragraphs show how the trolls forgot the way to Franz’s house.
- C. These paragraphs show how the hunter was kind to Franz.
- D. These paragraphs show Franz was clever.
- E. These paragraphs show the trolls were clever.
- F. These paragraphs show the bear was clever.

4. Using the numbers 1–5, sequence the following events (as they occurred in the selection).

- _____ Franz told the voices in the forest that his cat had seven kittens.
- _____ On the exact same night each year, trolls drove Franz from his house and took over the place.
- _____ A troll threw a piece of sausage to the bear lying under the stove.
- _____ A hunter asked if he could stay at Franz’s house on his way to take the bear he had captured to the king of Denmark.
- _____ The bear roared ferociously and scared the trolls away.

The following question has two parts. Answer Part A and then answer Part B.

5. **Part A:** In paragraph 7, what is the meaning of the word *raucous*?

- A. soft and peaceful
- B. friendly
- C. loud and disorderly
- D. unfriendly

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Part B: Which phrase from the text best helps the reader determine the meaning of *raucous*?

- A. At sunset, the trolls arrived
- B. sang songs, and made a terrible mess
- C. they ate and drank
- D. into the house

6. The text describes how Franz reacted to the trolls before and after the hunter’s visit. Compare these events in Box 2 below by choosing details from the text that show how Franz reacted to the trolls. Write the letter of the details from Box 1 in Box 2 to show how Franz reacted.

Box 1
Details from the story
A. He told the trolls he still had the cat.
B. He asked if he could spend the night.
C. He chopped wood and built a fire.
D. He tossed some sausage on the floor.
E. He set the table with his best dishes.
F. He told the trolls all of the kittens had grown up.

Box 2		
Event	Detail 1 Showing Franz’s Reaction	Detail 2 Showing Franz’s Reaction
How Franz reacted to the trolls before the hunter’s stay.		
How Franz reacted to the trolls after the hunter’s stay.		

The following question has two parts. Answer Part A and then answer Part B.

7. Part A: Which statement best describes a main theme of the story?

- A. Trolls are kind.
- B. Cats are ferocious.
- C. Using your wits can make for a happy ending.
- D. People from Denmark are clever.

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Part B: Which character from the story acts as the best example of this theme?

- A. the hunter
 - B. Franz
 - C. a troll
 - D. the bear
8. What are two details from the story that show the trolls thought the bear was a cat.
- A. The trolls screamed and ran for their lives.
 - B. Franz squinted into the woods but saw nothing but trees.
 - C. The trolls drove poor Franz from his house and took over the place.
 - D. The troll shouted, "Wake up, kitty!"
 - E. The troll asked, "Have you still got that huge, ferocious cat?"
 - F. Franz went on with his life and the trolls never bothered him again.

1. The wolf is the villain in some of the greatest stories ever told.
2. Who chased the three little pigs and blew down their houses? It was the wolf, of course!
3. Who pestered Little Red Riding Hood and her grandmother? The wolf!
4. These are fiction stories, but they tell us a lot about how real people felt about wolves in the old days. For many years, people were scared of wolves. They worried that wolves might attack their farm animals. They also worried that wolves might attack them or their children.
5. People hated wolves. They disliked them so much that they paid people to hunt them. In England, King William I paid hunters per wolf pelt. The rulers of Russia, the tsars, paid hunters for an adult wolf and half of the adult wolf amount for a wolf cub. The kings of Sweden viewed wolf hunting as a civic duty. They expected every able-bodied man to help out with wolf hunts.
6. The European settlers who came to America brought this way of thinking with them. They hunted wolves to protect themselves and their livestock. The development of guns helped them. It allowed them to kill more wolves than ever before. By 1920, wolves had been wiped out in most parts of the United States. At the time, almost everyone thought this was a good thing. Most people did not see any reason to keep wolves around. “Good riddance!” they said.
7. In the past few years, a lot of people have changed their mind about wolves. Scientists who studied Yellowstone National Park were some of the first to change. They noticed that certain kinds of trees were starting to die out in the park. One of the trees they were worried about was the aspen tree. There were lots of old-growth aspen trees in Yellowstone, meaning there were lots of aspen trees that had been there a long time. But there were very few young aspens.
8. Scientists investigated this. They found that elk were a big part of the problem. Elk like the taste of aspen seedlings and there were lots of elk in the park. In the old days, packs of wolves preyed on the elk. The wolves kept the herds of elk from getting too big. But the wolves had been wiped out. There were no predators left who hunted for elk. A pack of elk could spend all day eating aspen seedlings. They did not have to worry about predators.
9. The scientists had an idea. They thought they might be able to help the aspen trees by bringing in wolves. This idea was very controversial. Many farmers and ranchers objected. They still viewed the wolves as farmers in the old days had—as a threat to people and livestock. They thought bringing wolves back was a bad idea.
10. It took many years to convince people that it might be a good idea to bring wolves to Yellowstone. Wolves were finally re-introduced there in 1995.
11. Several years later the scientists went back to the park to see if their plan was working. They found evidence that it was. Many of the wolves they had brought in survived. The wolves had formed packs and begun hunting. They were also having pups. There were still lots of elk in the park, but the elk were starting to get nervous. They could no longer spend all day nibbling aspen saplings, without a care in the world. They had to be a bit more careful. Some aspen trees had survived. They had grown large enough that elk could no longer eat them.

12. "This is really exciting!" said one of the researchers. "It's great news for Yellowstone. The level of recovery we are seeing is very encouraging."
13. So here is one story in which the wolf is not the villain!
14. There are some lessons for human beings in this story. One lesson is that we need to be careful when we make decisions about the value of a species. In the past, we decided that some animals are just plain bad. We decided that the planet would be better without these animals. In the past few decades we have come to understand that it is dangerous to think that way. All of the animals and plants in an ecosystem are interdependent. That means they all depend on each other. They are connected in ways we may not notice at first. When we get rid of one animal, we may put other animals or plants at risk. We may remove an animal's food source or we may remove its main predator, as happened in Yellowstone. Every ecosystem has its own balance. If we remove one species, we may throw the whole system out of balance.

NAME: _____

DATE: _____

Questions 9–14 pertain to Passage 2: “The Wolf, the Elk, and the Aspen Tree”

9. What does the information in paragraph 4 help the reader understand about wolves?
- A. Fiction stories about wolves are not true.
 - B. Scientists view wolves as a threat to people and livestock.
 - C. People were afraid of wolves in the old days, which is why they were the villain in some fiction stories.
 - D. Children do not like wolves.
10. In paragraph 1, the author states, “The wolf is the villain in some of the greatest stories ever told.” Circle the two paragraphs that support the idea that the wolf is the villain in some of the greatest stories ever told.

The following question has two parts. Answer Part A and then answer Part B.

11. Part A: According to the text, what did farmers think about the idea to bring wolves back to Yellowstone?

- A. The farmers thought they might be able to help the aspen trees.
- B. The farmers were not afraid of the wolves.
- C. The farmers did not want to bring wolves back to Yellowstone.
- D. The farmers were also scientists.

Part B: Which detail from the text best supports the answer to Part A?

- A. The scientists had an idea.
 - B. They still viewed the wolves as farmers in the old days had—as a threat to people and livestock.
 - C. It’s great news for Yellowstone.
 - D. Many of the wolves they had brought in survived.
12. Based on information in the text, how did scientists think bringing wolves to Yellowstone National Park would help the aspen trees?
- A. Elk eat aspen trees, aspen trees die. Wolves eat aspen trees, more aspen trees survive.
 - B. Wolves eat aspen trees, aspen trees die. Wolves eat elk, more aspen trees survive.
 - C. Elk eat wolves, wolves die. Wolves eat aspen trees, more aspen trees survive.
 - D. Elk eat aspen trees, aspen trees die. Wolves eat elk, more aspen trees survive.
13. Based on information in the text, how might you illustrate the food chain found in Yellowstone National Park?
- A. Aspen tree eats elk. Elk eats wolf.
 - B. Elk eats aspen tree. Aspen tree eats wolf.
 - C. Wolf eats aspen tree. Aspen tree eats elk.
 - D. Elk eats aspen tree. Wolf eats elk.

NAME: _____

DATE: _____

The following question has two parts. Answer Part A and then answer Part B.

14. Part A: Which sentence best states the main idea of “The Wolf, the Elk, and the Aspen Tree?”

- A. Our planet would be better without wolves.
- B. People should not be afraid of wolves.
- C. Wolves eat elk and elk eat Aspen trees.
- D. The animals and plants in an ecosystem are interdependent.

Part B: Which detail from the article best supports the answer to Part A?

- A. “If we remove one species, we may throw the whole system out of balance.”
- B. “There are some lessons for human beings in this story.”
- C. “We decided that the planet would be better without these animals.”
- D. “In the past, we decided that some animals are just plain bad.”

Passage 3: “Invasive Species”

1. In today’s world, people are on the move. Salesmen jet from one city to another. Tourists visit foreign countries. Immigrants leave their homes and settle in new lands.
2. But did you know that animals are also on the move? Sometimes people bring exotic animals back from their trips. Sometimes, they buy exotic animals in pet shops. Other times, the animals travel by themselves. They may sneak into crates that are shipped from one country to another or they may find their way onto ships that cross the oceans.
3. This animal travel has caused some problems. Sometimes animals end up in a new place that is just right for them. The land is just right for them. The climate is perfect. There is lots of food. This is a good thing for them. But it may be a bad thing for other animals in the ecosystem. The newly arrived animals may settle in and have babies. They may disrupt the ecosystem by eating up or crowding out the native animals. When this happens, we say the ecosystem has a problem with “invasive species.” The ecosystem is being invaded by outsiders.
4. There are invasive species in many parts of the United States. In Florida, the invasive species that people are most worried about these days is the Burmese python. Burmese pythons are snakes that are native to Asia and not native to Florida. They are big snakes. An average Burmese python is twelve feet long.
5. Burmese pythons like to live near water, but they can also slither up into trees. These snakes are carnivores. They eat small mammals like rats and mice. They also eat birds. The Burmese python is a constrictor. It bites its victim and holds it. Then, it wraps itself around the victim and squeezes it to death. Once the victim is dead, the snake swallows it whole.
6. So how did these Burmese pythons make their way to Florida? Some people like to keep snakes as pets. For a long time, you could buy a Burmese python for about twenty dollars. You could feed it mice and watch it grow. There was only one problem: the snake might eventually get too big for its cage. Experts think some pet owners set their snakes free when they got too big. Some pythons may also have escaped when a hurricane hit Florida in 1996.
7. In any case, thousands of Burmese pythons now make their home in the swamps of southern Florida. This part of Florida is warm, wet, and full of small mammals. At least, it used to be full of small mammals. A 2011 study found that lots of small mammals in these areas are in trouble. The pythons are gobbling up raccoons, rabbits, and opossums. They are even eating larger animals, including deer, bobcats, and alligators!
8. Experts are worried. They are afraid that the pythons may wipe out some of the endangered species that live in the area. A new law has made it illegal for pet shops in the United States to sell Burmese pythons. Another law has allowed hunters to hunt pythons. Officials are hoping these laws will help keep the python problem under control.

9. In the Midwest, people are worried about Asian carp. Asian carp are fish that are native to Asia. Some of them were brought to the United States in the 1970s. They got loose in the Mississippi River. Now, they are spreading like wildfire. The carp are not just in the Mississippi River. They have also been found in other rivers that feed into the Mississippi. People are worried that they may get into the Great Lakes.
10. Asian carp are big eaters. They gobble up food that other fish need. The carp get so big that other fish can't eat them. So, the arrival of Asian carp is bad news for other fish.
11. Asian carp are dangerous in another way, too. They are amazing jumpers. An Asian carp can jump eight to ten feet in the air.
12. Asian carp tend to be scared by boats. If you drive a motorboat past them, they may start to jump out of the water. You may see hundreds of flying fish. You may even be hit with a fish. A number of people have been injured by these jumping fish.
13. Invasive species, like the Burmese python and Asian carp, can harm environments they invade. Animals and plants suffer and some of the damage caused by these invasive species may be permanent.

NAME: _____

DATE: _____

Questions 15–19 pertain to Passage 3: “Invasive Species”

The following question has two parts. Answer Part A and then answer Part B.

15. Part A: In the title, what does the word *invasive* mean?

- A. tame
- B. intended as a pet in the home
- C. not living or growing naturally in a certain area
- D. not found in nature

Part B: Which two phrases from paragraph 3 best help the reader understand the meaning of *invasive*?

- A. “invaded by outsiders”
 - B. “lots of food”
 - C. “the land is just right for them”
 - D. “the newly arrived animals”
 - E. “a good thing”
 - F. “the climate is perfect”
16. The author states that animals are on the move. Choose two details from the text that support this statement.
- A. Some people bring exotic animals back from trips.
 - B. People are on the move.
 - C. Some animals sneak into crates or onto ships that end up in new lands.
 - D. Tourists visit foreign countries.
 - E. Immigrants leave their homes and settle in new lands.
 - F. Salesmen jet from one city to another.
17. In paragraph 5 of the text, which two phrases help the reader understand what the word *carnivore* means?
- A. Burmese pythons like to live near water
 - B. they eat small mammals like rats and mice
 - C. swallows it
 - D. squeezes it
 - E. they also eat birds
 - F. they can also slither up into trees
18. What does the information in paragraph 3 help the reader understand about invasive species?
- A. An invasive species might find a new environment to be a good thing, but the invasive species could be a bad thing for the ecosystem.
 - B. An invasive species cannot find food in a new environment that is just right for them.
 - C. An invasive species cannot find land in a new environment that is just right for them.
 - D. Newly arrived animals live in a perfect climate.

NAME: _____

DATE: _____

The following question has two parts. Answer Part A and then answer Part B.

19. Part A: What do you think was the author's purpose for writing "Invasive Species"?

- A. to provide information on the habitat of pythons
- B. to entertain with a story about animals
- C. to provide information about how much Asian carp eat
- D. to inform about how invasive species can be harmful

Part B: Which detail from the article best supports the answer to Part A?

- A. Asian carp are bigeaters.
- B. You may see hundreds of flying fish.
- C. Invasive species, like the Burmese python and Asian carp, can harm environments they invade.
- D. Burmese pythons like to live near water, but they can also slither up into trees.

Beginning-of-Year Reading Comprehension total _____ of 19 points

To receive a point for a two-part question (i.e., 1, 5, 7, 11, 14, 15, 19)

students must correctly answer both parts of the question.

NAME: _____

DATE: _____

Grade 4 Beginning-of-Year Assessment Summary

Reading Comprehension Assessment

Score Required to Meet Benchmark of 80%	Student Score
15/19	_____/19

Word Reading in Isolation Assessment (if administered)

List the missed letter-sound correspondences and syllabication errors in the spaces below:

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Other Notes:

NAME: _____

DATE: _____

Fluency Assessment Scoring Sheet

	Words read in one minute
	Uncorrected Mistakes in one minute
	W.C.P.

Oral Reading Fluency Norms for Grade 4 from Hasbrouck and Tindal (2006)

W.C.P.M.	National Percentiles for Fall, Grade 4
145	90th
119	75th
94	50th
68	25th
45	10th
comprehension total _____ / 5	

Recommended placement (Check one)

_____ CKLA Grade 4

_____ An earlier point of instruction in the CKLA grade level materials

BEGINNING-OF-YEAR ASSESSMENT

Assessment Day 2

Lesson at a Glance	Materials	Time
Beginning-of-Year-Assessment Grammar assessment	Activity Pages A.5	45 min
Beginning-of-Year-Assessment Word reading in isolation assessment; fluency assessment	Activity Pages A.2–A.4; stopwatch	Ongoing

ADVANCE PREPARATION

Beginning-of-Year (BOY) Assessment

- Please plan to have reading material available for students to select from and read independently as they finish the BOY Assessment.

BEGINNING-OF-YEAR ASSESSMENT

- During the second day of the three-day assessment, all students will complete the Grammar Assessment, independently. It includes thirty items assessing knowledge of paragraph parts, parts of speech, sentence elements (subject/predicate), conjunctions, capitalization and punctuation, verbs, linking words, possessives, and comparative and superlative adjectives and adverbs. After students complete this portion of the assessment, enter their scores on the Grammar Assessment Scoring Sheet in this lesson, making additional copies if needed. Benchmark results for individual students are not included for the Grammar Assessment.
- Beginning on Day 2 of the BOY Assessment, all students will work independently on the grammar assessment.
- Begin to administer the Word Reading in Isolation Assessment, based on students' performance on the Reading Comprehension Assessment, and administer the Fluency Assessment to all students.

Grammar Assessment

90 minutes

Have students work independently to complete the Grammar Assessment on Activity Page A.5. Enter all student scores into the Grammar Assessment Scoring Sheet.

Grammar Assessment Scoring Sheet

Skill	Question	Student									
		1	2	3	4	5	6	7	8	9	10
Parts of a paragraph	1										
Parts of a paragraph	2										
Parts of a paragraph	3										
Parts of a paragraph	4										
Parts of a paragraph	5										
Parts of Speech	6										
Parts of Speech	7										
Parts of Speech	8										
Parts of Speech	9										
Identify Subject/Predicate	10										
Conjunctions	11										
Conjunctions	12										
Conjunctions	13										
Capitalization/Punctuation	14										
Punctuation	15										
Verbs	16										
Verbs	17										
Linking Words	18										
Linking Words	19										
Linking Words	20										
Linking Words	21										
Linking Words	22										
Possessives	23										
Possessives	24										
Possessives	25										
Possessives	26										
Comparative/Superlative Adjectives	27										
Comparative/Superlative Adjectives	28										
Comparative/Superlative Adverbs	29										
Comparative/Superlative Adverbs	30										

- Begin to administer the Word Reading in Isolation Assessment individually to all students who scored 13 or fewer on the Reading Comprehension Assessment and to students who scored between 14-16, as time permits, to gain further insight as to possible weaknesses.
- This section of the BOY Assessment assesses single-word reading to identify the specific letter-sound correspondences a student may have not yet mastered.

Administration Instructions

- Locate the Word Reading in Isolation Assessment in this lesson. Students will read from this copy.
- Cover all of the words before calling a student to complete the assessment.
- Tell the student he or she will read words aloud to you and that it is important to do his or her best reading.
- Uncover the first row of words by moving the paper down.
- As the student reads a word, mark any incorrect letter-sound correspondences above the word on the Word Reading in Isolation Assessment Scoring Sheet (Activity Page A.3). Also, note whether the student incorrectly chunks letters into syllables, leading to mispronunciation. If the student reads the word correctly, place a check mark above the word.
- If, after 10 seconds, the student is unable to read the word at all, simply tell the student the word and move on. Mark an X above the word on the recording sheet.
- Administer the Fluency Assessment after completing this section and continue administering these two individual assessments as time permits, throughout Day 2 and Day 3, to the remaining students.

Word Reading in Isolation Analysis

The more words a student is able to read and the farther the student is able to progress in the assessment, the stronger his or her preparation is for Grade 4. A Word Reading in Isolation Analysis sheet and Remediation Guide are located at the end of this lesson.

The number of words read correctly indicates the following:

- Students who score 30 or fewer words out of 45 correctly appear to have **minimal preparation** for Grade 4.
- Students who score 31–35 out of 45 words correctly appear to have **adequate preparation** for Grade 4.
- Students who score 36–45 out of 45 words correctly appear to have **outstanding preparation** for Grade 4.

Score required to meet benchmark of 80%	
Phonemes	
Consonant s	Totals
/b/ /d/ /f/ /g/ /h/ /j/ /k/ /l/ /m/ /n/ /p/ /r/ /s/ /t/ /v/ /w/ /x/ /y/ /z/ /ch/ /sh/ /th/ /th/ /ng/ /qu/	168/210
Vowels	106/134
/a/ /e/ /i/ /o/ /u/ /ae/ /ee/ /ie/ /oe/ /ue/ // /oo/ /oo/ /aw/ /ou/ /oi/ /ar/ /er/ /or/ /aer /ə/+/l / / /	37/47 25/31 22/28 22/28
Syllabication (words with 2 or more syllables)	
Closed Syllable/short	39/49
Open Syllable/long	13/17
Magic E and Digraph Syllable	21/26
R-Controlled Syllable	16/20
ə Syllable	7/9
-le Syllable	4/4

Word Reading in Isolation Remediation Guide

On the pages that follow, write the names of students who missed questions under each header. This will help you determine what kind of remediation is needed.

Refer to the Table of Contents in the Decoding and Encoding Remediation Supplement to locate information about specific phonemes and syllabication for remediation purposes.

Phonemes—Consonants (item numbers in parentheses)

/b/ (1e, 2a, 2b, 3d, 4b, 5a, 5e, 6a, 8b, 10c, 13b)	/d/ (1a, 1d, 2d, 3b, 3d, 4d, 5a, 7e, 8a, 8e, 9c, 10b, 10e)	/f/ (1b, 4c, 4d, 5e, 6c, 6e, 13d)
<u>/g/ (4e, 6d, 13a)</u>	<u>/h/ (9b)</u>	<u>/j/ (1c, 12c, 12d)</u>
/k/ (2c, 2e, 3a, 3d, 3e, 5c, 5d, 6a, 6d, 8c, 9a, 10a, 10d, 10e, 11b, 11d, 12a, 13c)	/l/ (1b, 1d, 1e, 2d, 2e, 3c, 4a, 4d, 5a, 5e, 6e, 7c, 9c, 9e, 10a, 12a)	/m/ (2c, 4a, 9a, 9b, 11b, 12b, 13c, 13e)
/n/ (1c, 2c, 2e, 4e, 5c, 5d, 6d, 7a, 8b, 8c, 9b, 9d, 10b, 11e, 12d, 12e)	/p/ (1e, 5b, 6b, 6c, 7e, 9c, 10c, 11c, 11d, 12c)	/r/ (2a, 3b, 3c, 3e, 4b, 4c, 5b, 5c, 5d, 6a, 7e, 11b, 11d, 12c, 13a, 13c)
/s/ (1a, 1b, 1e, 2c, 2e, 3d, 4a, 5d, 6c, 7b, 7e, 9e, 10a, 10b, 10d, 11a, 11d, 12b, 12d, 12e, 13e)	/t/ (1a, 1b, 1d, 2b, 2d, 3c, 4b, 4c, 4e, 5c, 5d, 6a, 8a, 8c, 8d, 11e, 12a, 12b, 12c, 13c, 13e)	/v/ (1d, 2a, 4a, 7d, 7e, 8e, 10b)

Phonemes—Consonants (item numbers in parentheses)		
/w/ (2b, 6a, 9d, 9e, 10e, 11a, 11c)	/x/ (1c, 7b)	/y/ (7a, 13d)
/z/ (3a, 3e, 5a, 7b, 9a, 10d, 13b)	/ch/ (6b, 10e, 11a)	/sh/ (2b, 12b)
<u>/th/ (1e, 9e, 13d)</u>	<u>/th/ (7c)</u>	<u>/ng/ (7a, 9d, 11d, 11e)</u>
/qu/ (6c)		

Phonemes—Vowels (item numbers in parentheses)		
/a/ (1b, 8b, 9a, 12a, 12b)	/e/ (1a, 5d, 7b, 9e, 10d)	/i/ (1c, 3b, 5a, 6c, 6d, 6e, 7a, 7e, 8a, 8c, 9d, 11a, 11d, 11e, 12c, 12d, 13a, 13b, 13c, 13e)
/o/ (1c, 2a, 2b, 3c, 5c, 6a, 6e, 11c)	/u/ (1d, 2b, 2c, 4a, 8c, 10e, 11b, 12b, 13c)	/ae/ (1d, 1e, 4b, 4c, 6a, 10c, 12a)

Phonemes—Vowels (item numbers in parentheses)

/ee/ (1a, 3c, 4e, 5b, 5c, 6b, 6c, 7d, 13c)	/ie/ (2d, 6e, 7b, 7d, 12e)	/oe/ (2a, 5e, 7c, 8e, 13e)
/ue/ (3a, 8c, 9b, 12a)	/ə/ (1c, 2d, 2e, 3a, 4a, 4b, 4e, 5e, 9a, 9b, 10b, 12e, 13d)	/oo/ (2c, 3e, 7e, 8b, 8e, 13d)
/oo/ (9c, 10e)	/aw/ (1b, 8a, 8d)	/ou/ (2e, 10a)
/oi/ (10b, 10c)	/ar/ (4a, 12c, 13b)	/er/ (1e, 4c, 5a, 6a, 6c, 6d, 7a, 7b, 8e, 9e, 10c, 11c)
/or/ (3d, 3d, 4d, 9d, 10d)	/ær/ (4e, 5b)	/ə/ + /l/ (3b, 11d, 13a, 13e)

Syllabication (words with 2 or more syllables); (item numbers in parentheses)

<p>closed Syllable/short (1a, 1b, 1c, 2a, 2b, 2c, 3b, 3c, 4e, 5a, 5c, 5d, 6a, 6c, 6d, 6e, 7a, 7b, 7e, 8a, 8b, 8c, 9a, 9b, 9d, 9e, 10b, 10d, 10e, 11c, 11d, 11e, 12a, 12b, 12c, 13a, 13b, 13c, 13e)</p>	<p>open Syllable/long (1a, 2a, 3c, 4e, 5b, 6b, 6c, 6e, 7d, 8c, 8e, 9b, 10c, 12a, 13c, 13e)</p>	<p>Magic e and digraph Syllable (1b, 1d, 1e, 2c, 2d, 2e, 3a, 4a, 4b, 4c, 5c, 5e, 6a, 6b, 7b, 7e, 8a, 8b, 8e, 10b, 10c, 10e, 12a, 12e, 12d)</p>
<p>r-controlled Syllable (1e, 3d, 4a, 4c, 4e, 5a, 5b, 6a, 6c, 6d, 7a, 7b, 8e, 9d, 9e, 10c, 10d, 11c, 12c, 13b)</p>	<p>⊖ Syllable (1c, 2d, 2e, 3a, 4a, 4b, 5e, 9a, 12e, 13d)</p>	<p>-le Syllable (3b, 11d, 13a, 13e)</p>

Beginning-of-Year (BOY) Assessment

Word Reading in Isolation Assessment					
1.	steady	asphalt	oxygen	dovetail	birthplace
2.	bravo	washtub	consume	delight	council
3.	accuse	riddle	trolley	scoreboard	cruise
4.	marvelous	betrayal	freighter	floored	guarantee
5.	blizzard	prairie	concrete	crescent	bowful
6.	breakwater	peachy	spiffier	gherkin	qualify
7.	yearning	exercise	loathe	ivory	disprove
8.	audit	baboon	continue	taught	overdue
9.	chasm	human	pulled	warning	worthless
10.	scowl	avoidance	paperboy	courses	woodchuck
11.	switch	crumb	whopper	sprinkle	knitting
12.	calculate	mustache	partridge	singe	assign
13.	wriggle	bizarre	recommit	youthful	mistletoe

- Begin to administer the Fluency Assessment individually to all students.
- This section of the BOY Assessment assesses students’ fluency in reading, using the selection “The Elephant and the Ape” (literary text), located in the Teacher Resources section of the Teacher Guide.

Administration Instructions

- Turn to the student copy of “The Elephant and the Ape” in this lesson. Students will read from this copy.
- Using the Recording Copy of “The Elephant and the Ape” (from students’ Activity Page A.4) for each student, you will create a running record as you listen to each student read orally.
- Explain that the student will read a selection aloud while you take notes. Encourage the student not to rush and to read at his or her regular pace.
- Read the title of the selection aloud for the student, as the title is not part of the assessment.
- Begin timing when the student reads the first word of the selection. As the student reads aloud, make a running record on the Recording Copy using the following guidelines:

Words read correctly	No mark is required.
Omissions	Draw a long dash above the word omitted.
Insertions	Write a caret (^) at the point where the insertion was made. If you have time, write down the word that was inserted.
Words read incorrectly	Write an “X” above the word.
Substitutions	Write the substitution above the word.
Self-corrected errors	Replace original error mark with an “SC.”
Teacher-supplied words	Write a “T” above the word (counts as an error).

- When one minute has elapsed, draw a vertical line on the Recording Copy to mark the student’s place in the text at that point. Allow the student to finish reading the selection aloud. Franz squinted into the woods but saw nothing but trees.
- Assess the student’s comprehension of the selection by asking him or her to respond orally to the following questions:

1. *Literal* What were the two animals in the story?
» elephant and ape
2. *Literal* What did they disagree about?
» whether it was better to be big and strong or quick and clever
3. *Literal* Who did they visit to decide the matter?
» Sage, the wise old owl
4. *Literal* What task did the owl give them?
» cross the river and pick some mangoes for him
5. *Inferential* What lesson did they learn in the end?
» Sometimes it is better to be big and strong and sometimes it is better to be quick and clever. “Each thing in its place is best.”

- Continue administering the Fluency Assessment as time permits, throughout Day 2 and Day 3.
- You may score the assessment later, provided you have kept running records and marked the last word students read after one minute elapsed.

Guidelines for Fluency Assessment Scoring

Use one Fluency Assessment Scoring Sheet for each student taking the assessment. The Fluency Assessment Scoring Sheet appears in each student’s BOY Assessment Summary (Activity Page A.2).

To calculate a student’s W.C.P.M. (Words Correct Per Minute) score, use the information you recorded on the Recording Copy and follow these steps. You may wish to have a calculator available.

1. Count Words Read in One Minute. This is the total number of words that the student read or attempted to read in one minute. It includes words that the student read correctly as well as words that the student read incorrectly. Write the total in the box labeled Words Read in One Minute.
2. Count the Uncorrected Mistakes in One Minute. You noted these in the Recording Copy. They include words read incorrectly, omissions, substitutions, and words that you had to supply. Write the total in the box labeled Uncorrected Mistakes in One Minute on the scoring sheet. (A mistake that the student self-corrects is not counted as a mistake.)
3. Subtract Uncorrected Mistakes in One Minute from Words Read in One Minute to get Words Correct. Write the number in the box labeled W.C.P.M. Although the analysis does not include any words the student read correctly (or incorrectly) after one minute, you may use this information from the Recording Copy for anecdotal purposes.

As you evaluate W.C.P.M. scores, here are some factors to consider.

It is normal for students to show a wide range in fluency and in W.C.P.M. scores. However, a major goal of Grade 4 is to read with sufficient fluency to ensure comprehension and independent reading of school assignments in this and subsequent grade levels. A student’s W.C.P.M. score can be compared with the score of other students in the class (or grade level) and also with the national fluency norms for Grade 4 obtained by Hasbrouck and Tindal (2006). Hasbrouck and Tindal suggest that a score falling within 10 words above or below the 50th percentile should be interpreted as within the normal, expected, and appropriate range for a student at that grade level at that time of year. For example, if you administered the assessment during the fall of Grade 4, and a student scored 85 W.C.P.M., you should interpret this as within the normal, expected, and appropriate range for that student.

Oral Reading Fluency Norms for Grade 4 from Hasbrouck and Tindal (2006)

Percentile	Fall W.C.P.M	Winter W.C.P.M.	Spring W.C.P.M
90	145	166	180
75	119	139	152
50	94	112	123
25	68	87	98
10	45	61	72

Word Reading in Isolation Assessment Scoring Sheet

	a	b	c	d	e
1	steady /sted*ee/ closed * open	asphalt /as*fawlt/ closed * digraph	oxygen /ox*ij*ən/ closed * closed * closed	dovetail /dʊv*tael/ digraph * digraph	birthplace /berth*plaes/ r-controlled * digraph
2	bravo /brov*oe/ closed * open	washtub /wosh*tub/ closed * closed	consume /kun*s <u>oo</u> m/ closed * digraph	delight /dθ*liet/ θ * digraph	council /koun*sθl/ digraph * θ
3	accuse /ə*kuez/ ə * digraph	riddle /rid*θl/ closed * -le	trolley /trol*ee/ closed * open	scoreboard /skor*bord/ r-controlled * r-controlled	cruise /kru <u>oz</u> /
4	marvelous /mar*vθl*us/ r-cont. * θ * digraph	betrayal /bθ*trae*θl/ θ * digraph * θ	freighter /fraet*er/ digraph * r-controlled	floored /flord/	guarantee /gaer*ən*tee/ r-cont. * closed * open
5	blizzard /bliz*erd/ closed * r-controlled	prairie /praer*ee/ r-controlled * open	concrete /kon*kreet/ closed * digraph	crescent /kres*ent/ closed * closed	bowful /boel*fθl/ digraph * θ
6	breakwater /braek*wot*er/ digraph * closed * r-controlled	peachy /peech*ee/ digraph * open	spiffier /spif*ee*er/ closed * open * r-cont.	gherkin /ger*kin/ r-controlled * closed	qualify /quol*if*ie/ closed * closed * open
7	yearning /yern*ing/ r-controlled * closed	exercise /ex*er*siez/ closed * r-cont. * digraph	loathe /loeth/	ivory /ie*vree/ open * open	disprove /dis*pr <u>oo</u> v/ closed * digraph

Word Reading in Isolation Assessment Scoring Sheet

	a	b	c	d	e
8	audit /aw*dit/ digraph * closed	baboon /bab* <u>oo</u> n/ closed * digraph	continue /kun*tin*ue/ closed * closed * open	taught /tawt/	overdue /oe*ver* <u>do</u> o/ open * r-cont. * digraph
9	chasm /kaz*Θm/ closed * closed	human /hue*mΘn/ open * closed	pulled /poold/	warning /worn*ing/ r-controlled * closed	worthless /werth*les/ r-controlled * closed
10	scowl /skoul/	avoidance /Θ*void *Θns/ Θ * digraph * closed	paperboy /pae*per *boi/ open * r-cont. * digraph	courses /kors*ez/ r-controlled * closed	woodchuck /wood*chuk/ digraph * closed
11	switch /swich/	crumb /krum/	whopper /wop*er/ closed * r-controlled	sprinkle /spring*kΘl/ closed * -le	knitting /nit*ing/ closed * closed
12	calculate /kal*kue*laet/ closed * open * digraph	mustache /mus*tash/ closed * closed	partridge /par*trij/ r-controlled * closed	sing /sinj/	assign /Θ*sien/ Θ * digraph
13	wriggle /rig*Θl/ closed * -le	bizarre /biz*ar/ closed * r-controlled	recommit /ree*kum*it/ open * closed * closed	youthful /y <u>oo</u> th*fΘl/ digraph * Θ	mistletoe /mis*Θl*toe/ closed * -le * open

Beginning-of-Year Fluency Assessment Recording Copy

The Elephant and the Ape

"Look at me!" cried Tusk the elephant. "See how big and strong I am!"	14
"Look at me!" cried his friend Nim the ape. "See how quick and clever I am!"	30
"It is better to be big and strong than quick and clever!" said Tusk.	44
"Not so," answered Nim. "It is better to be quick and clever than big and strong."	60
So the two friends began to argue.	67
"Let's not argue," said Nim. "Let's go to Sage and ask him to settle the matter."	83
"Agreed!" said Tusk and off they ran.	90
Sage was a wise old owl who lived in the darkest corner of an old tower.	106
Sage listened to what Tusk and Nim had to say.	116
"I see," he said. "There is a way to settle this. You must do just as I say. Then, I shall tell you which is better."	138
"Agreed!" said Tusk.	145
"Agreed!" said Nim.	148
"Cross the river," said Sage, "and pick me some of the mangoes that grow on the great tree."	165
Tusk and Nim set off on their mission.	174
Soon, they came to the river, which was very wide and deep. Nim was afraid.	189
"I can't cross that river!" he cried. "Let's go back."	199
Tusk laughed. "Didn't I tell you it is better to be big and strong than to be quick and clever? It is an easy thing for me to cross the river."	218
	230

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Tusk lifted Nim up with his trunk and put him on his broad back. Then, he swam across the river.	247 250
Soon, they came to the mango tree. It was so tall that Tusk could not reach the mangoes, even with his long trunk. He tried to knock the tree over but could not do it.	267 285
“I can’t reach the mangoes,” he said. “The tree is too high. We shall have to go back without the mangoes.”	303 306
Nim laughed. “Didn’t I tell you it is better to be quick and clever than big and strong?”	324
It is an easy thing for me to climb this tree.”	335
Nim scampered up the tree and tossed down a whole basketful of ripe mangoes. Tusk picked them up. Then, the two of them the crossed the river as before.	350 364
When they came again to Sage’s tower, Tusk said, “Here are your mangoes. Now tell us which is better—to be big and strong or to be quick and clever?”	380 394
Sage answered, “I should think you would know that yourself. You crossed the river, and Nim gathered the fruit. Sometimes it is better to be big and strong and sometimes it is better to be quick and clever. Each thing in its place is best.”	408 426 439
“That is true,” answered Tusk.	444
“Indeed it is,” said Nim.	449
Then, away they went, and from that day on, they were better friends than ever before.	465

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Beginning-of-Year Grammar Assessment*Read the following paragraph carefully and then answer questions 1–4.*

Summer is the very best time of year! Our family always goes to the beach, and we play in the sand and surf for days. We love to build sandcastles and watch the waves creep in and flatten them. The next day we just build them again. If we're lucky we will see the dolphins swimming offshore. Tulips bloom in the spring. I can't wait for summer to arrive so we can head toward the ocean again!

1. Which of the following is the topic sentence of the paragraph?
 - A. Our family always goes to the beach, and we play in the sand and surf for days.
 - B. Tulips bloom in the spring.
 - C. I can't wait for summer to arrive so we can head toward the ocean again!
 - D. Summer is the very best time of year!

2. Which of the following is the concluding sentence of the paragraph?
 - A. Our family always goes to the beach, and we play in the sand and surf for days.
 - B. Tulips bloom in the spring.
 - C. I can't wait for summer to arrive so we can head toward the ocean again!
 - D. Summer is the very best time of year!

3. Which of the following is an irrelevant sentence in the paragraph?
 - A. Our family always goes to the beach, and we play in the sand and surf for days.
 - B. Tulips bloom in the spring.
 - C. I can't wait for summer to arrive so we can head toward the ocean again!
 - D. Summer is the very best time of year!

4. Which of the following would be the best title for the paragraph?
 - A. Tulips are Beautiful
 - B. Summer Fun
 - C. Summer, Fall, Winter, and Spring
 - D. Dolphins Swim in the Surf

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5. Number the following sentences in order as they should appear in a paragraph about making scrambled eggs:

_____ Mix the eggs with a splash of milk and a dash of salt and pepper.

_____ Get the eggs out of the refrigerator.

_____ Enjoy your warm scrambled eggs with toast and jam!

_____ Cook the eggs over a low heat so they don't burn.

Read the following sentences carefully and then answer questions 6–9.

The weekly basketball game excited and thrilled all of us greatly.

The two teams played enthusiastically in the large gym at Scottsdale Elementary School.

We arrived early to get the best seats and stayed until the final, climactic seconds.

6. Choose the answer with words that are nouns.
- A. played, gym, early
 - B. game, seats, seconds
 - C. game, excited, gets
 - D. thrilled, gym, final
7. Choose the answer with words that are verbs.
- A. thrilled, arrived, stayed
 - B. excited, early, best
 - C. thrilled, greatly, final
 - D. excited, gym, get
8. Choose the answer with words that are adjectives.
- A. thrilled, large, best
 - B. game, early, final
 - C. large, best, climactic
 - D. all, large, until

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9. Choose the answer with words that are adverbs.

- A. excited, early, climactic
- B. Elementary, early, stayed
- C. greatly, enthusiastically, early
- D. Scottsville, best, final

10. Draw a vertical line to separate subject and predicate in the following sentence.

The striped hot air balloon drifted high in the puffy clouds.

11. Which sentence uses the conjunction *but* correctly?

- A. Mrs. Wells said we could have both recess but extra time to read after the spelling test.
- B. The child's picture was painted green, purple, but yellow.
- C. Bob likes to read nonfiction, but Bill would rather read fiction.
- D. The babysitter said, "You may stay up until 9:00 tonight but you finished your supper!"

12. Choose the sentence that uses the conjunction *because* correctly.

- A. Because we left the picnic early the thunderstorm drenched everyone's lunch.
- B. Mom is baking a three-layer birthday cake because Dad turns 30 years old today.
- C. Because we spelled all of our spelling words correctly we practiced the words carefully.
- D. We blew out all the candles in the room because it got very dark.

13. Which sentence uses the conjunction *so* correctly?

- A. My sister knocked over her glass of milk so she helped clean it up.
- B. We watched television inside so the storm came up suddenly.
- C. My friend was very excited so he won the game.
- D. We arrived at the movie on time so we left the house early.

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14. Write the sentence using correct capitalization and punctuation.

your disguise is so creative that I hardly recognized you said Donny

15. Write the sentence adding commas where needed.

Mary invited Fran Molly and Nancy to her house for an afternoon of movies and popcorn.

16. Circle the letter of the sentence that uses the past tense of the verb correctly.

- A. Reggie eats more ice cream than all of his brothers.
- B. The threatening clouds will scare away the children.
- C. My trip to the ocean last weekend calmed and renewed my spirit.
- D. The department store is having a half-price sale.

17. Write the correct verb on the blank.

The fussy baby will _____ lots of attention from her grandparents.
(have, has)

18. Choose the sentence that uses the linking words *for example* correctly.

- A. The girl loves to cook, for example, for her family grilled cheese sandwiches, tomato soup, and apple pie.
- B. Lamps come in all shapes and sizes, for example, table lamps, floor lamps, and hanging lamps.
- C. The shopper finds wonderful bargains at the store, for example.
- D. Birds fly overhead, for example, singing their songs, moving from place to place, and looking for food.

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19. You can use the linking words *for example* to do all of the following except:
- A. To add adjectives to a sentence, making it more interesting.
 - B. To add adverbs to a sentence, making it more interesting.
 - C. To add a list of things to a sentence, making it more interesting.
 - D. To signal a conclusion to a paragraph.
20. Which sentence uses the linking words *in the same way* correctly?
- A. We live on a farm in the country. In the same way, you live in downtown New York City.
 - B. The third grade class is on a field trip today. In the same way, the fourth grade class is on a trip, too.
 - C. Hannah is a very pleasant person. In the same way, Hank is a mean person.
 - D. Wanda grew three inches last year. In the same way, her brother has been the same height for years.
21. The words *in conclusion* signal _____.
- A. two things are the same.
 - B. a summary is coming up next.
 - C. two things are different.
 - D. a cause and effect are coming up next.
22. Choose the sentence that uses the words *in contrast* correctly.
- A. The clowns make us laugh. In contrast, the funny movie makes us laugh, too.
 - B. Fairy-tale giants are make-believe. In contrast, flying elephants are found in fiction.
 - C. The desks in our classroom are all lined up. In contrast, the desks across the hall are all out of order.
 - D. Spelling is an easy subject for me. In contrast, grammar isn't difficult either.
23. Write the correct singular possessive noun on the blank.

We are all invited to _____ for a party.
(the house of our teacher)

NAME: _____

DATE: _____

24. Which sentence uses the apostrophe correctly?

- A. The freshly baked cookies' were delicious.
- B. The cookie frosting's was gooey and yummy.
- C. Chocolate chip and peanut butter cookie's are my favorite!
- D. Can you see all of the cookies' burned edges?

25. Choose the sentence that is correctly punctuated.

- A. Lions, tigers, and bears are coming this way!
- B. The lions roars could be heard all over the zoo.
- C. The stripes on the tigers fur are orange and yellow.
- D. Do you see the bears claws scratching the tree?

26. Write the correct possessive pronoun on the blank.

Can the rushing river overflow _____ banks?
(its, it's)

Write the correct form of the comparative or superlative adjective or adverb in the blank.

27. The apple slices on your plate are cut in _____ slices than the apple slices on my plate.
thin

28. The paintings in that museum are the _____ I've ever seen!
unusual

29. Our grandmother lives _____ to the mall than we do.
close

30. Our class recited multiplication tables _____ than the other class.
correctly

Beginning-of-Year Grammar Assessment total _____ of 30 points

BEGINNING-OF-YEAR ASSESSMENT

Assessment Day 3

Lesson at a Glance	Materials	Time
Beginning-of-Year-Assessment morphology assessment	Activity Pages A.6	45 min
Beginning-of-Year-Assessment Word reading in isolation assessment; fluency assessment	Activity Pages A.2–A.4; stopwatch	Ongoing

ADVANCE PREPARATION

Beginning-of-Year (BOY) Assessment

- Please plan to have reading material available for students to select from and read independently as they finish the BOY Assessment.

BEGINNING-OF-YEAR ASSESSMENT

- During the third day of the three-day assessment, all students will complete the Morphology Assessment, independently. It includes thirty items assessing knowledge of the prefixes *un-*, *non-*, *re-*, *pre-*, *dis-*, and *mis-*; suffixes *-er*, *-or*, *-ist*, *-ian*, *-y*, *-al*, *-ous*, *-ly*, *-ive*, *-ful*, *-less*, *-ish*, *-ness*, *-able*, and *-ible*; and prefixes *pro-*, *anti-*, *uni-*, *bi-*, *tri-*, *multi-*, *over-*, *mid-*, and *under-*, all of which were taught in CKLA Grade 3. Have students work independently to complete the Morphology Assessment on Activity Page A.6. Enter all student scores into the Morphology Assessment Scoring Sheet.
- Continue to administer the Word Reading in Isolation Assessment and the Fluency Assessment, as described on Day 2.

Morphology Assessment

45 minutes

Have students work independently to complete the Morphology Assessment on Activity Page A.6, then enter all scores into the Morphology Assessment Scoring Sheet on the following page.

Interpreting Beginning-of-Year Assessment Scores

You should use the results of three assessments to determine students' preparedness for Grade 4 CKLA instruction: the Reading Comprehension Assessment, the Word Reading in Isolation Assessment (if administered), and the Fluency Assessment.

Please refer to the Grade 4 Beginning-of-Year Assessment Summary (Activity Page A.2) and consider students' performance on these three assessments, in combination.

It is most **challenging to analyze results for students** with ambiguous or borderline scores. In particular, you may have some students who are right on the border between being strong enough readers to benefit from Grade 4 instruction and not having adequate preparation. This might include students who answered most questions correctly on one story of the Reading Comprehension Assessment but not other stories, or this might include students whose performance was uneven on the Word Reading in Isolation Assessment or Fluency Assessment.

In analyzing results from the **Reading Comprehension Assessment**, be aware that some students may not be strong test-takers. They may struggle to answer the questions even if they read the selection and understood it. You may wish to have students with borderline scores read the selection(s) aloud to you and then discuss it with you so you can better determine if their struggles are a result of comprehension difficulties or other factors.

In analyzing results from the **Word Reading in Isolation Assessment**, remember that not all poor scores are the same.

Students who have difficulty reading one-syllable words may have a major problem reading the words or spellings in question and need intensive remediation beyond what can likely be provided in a Grade 4 classroom.

Benchmark results for individual students are not included for the Grammar Assessment or the Morphology Assessment. You should use the results of the Grammar Assessment and the Morphology Assessment to determine the extent to which students may benefit from certain grammar and morphology skills taught in Grade 3 CKLA.

Beginning-of-Year Morphology Assessment

1. Which of the following words has the prefix *un-*, meaning “not,” as in the word *unsafe*?
 - A. understand
 - B. unable
 - C. uncle
 - D. under
2. If someone is giving *nonverbal* signals, how are they giving signals?
 - A. using written words
 - B. not using any words
 - C. using spoken words loudly
 - D. using spoken words quietly
3. If you want to *rewrite* something, what do you want to do?
 - A. write it above
 - B. write it below
 - C. write it again
 - D. write it big
4. Which of the following words correctly fits in the sentence below?

The recipe said to _____ the oven to 350° while prepping the food for baking.

- A. preheat
- B. preschool
- C. preview
- D. preselect

NAME: _____

DATE: _____

5. Choose the phrase that is an example of what the word *disobey* means.
- A. unplugging the printer from the computer
 - B. saying no thank you to a vegetable you don't like
 - C. sharing your toys with a younger sibling
 - D. not cleaning your room after your mom says you have to
6. When you add the prefix *mis-* to the verb *behave*, the new word is *misbehave*. What part of speech is *misbehave*?
- A. noun
 - B. verb
 - C. adjective
 - D. adverb
7. Which of the following words have suffixes that both mean "a person who"?
- A. *dirty* and *coastal*
 - B. *farmer* and *actor*
 - C. *dangerous* and *decorative*
 - D. *stylish* and *loneliness*
8. What is the root word and part of speech of the underlined word in the following sentence?

Sometimes, the counselor at school comes to our class to teach lessons about being a good person and helping others.

Root Word: _____

Part of Speech of *counselor*: _____

NAME: _____

DATE: _____

9. An *artist* is a person who_____.

- A. erases art
- B. makes or creates art
- C. is full of art
- D. lacks art

10. If you are skilled in pediatrics, or the branch of medicine dealing with babies and children, what are you?

- A. a cosmetician
- B. a politician
- C. a pediatrician
- D. a musician

11. Circle the word that has the suffix *-y*, which means “full of or covered with,” correctly added to a root word?

rusty	sorry	happy	story
-------	-------	-------	-------

12. Which of the following choices is a *nutritional* food choice?

- A. potato chips
- B. ice cream
- C. a lollipop
- D. asparagus

13. What word means “full of danger”?

- A. dangerly
- B. nondanger
- C. dangerous
- D. dangerless

NAME: _____

DATE: _____

Choose the correct word to complete each sentence.

14. She _____ presented the results of her study and kept the audience interested and entertained.

- A. humorous
- B. humorly
- C. humorously
- D. humory

15. I enjoy drawing _____.

- A. creativer
- B. creativous
- C. creativish
- D. creatively

16. The ___ cut on my hand hurt even more when Mom started to clean it.

- A. painful
- B. careless
- C. hopeful
- D. fearless

17. Which of the following words correctly fits in the sentence below?

I gave my mother a _____ look when she told me I had to finish my science project before I could go to the soccer game; I knew I still had a lot of work and would not be able to go to the game.

- A. fearless
- B. careless
- C. painless
- D. hopeless

NAME: _____

DATE: _____

18. Complete this sentence:

My brother acted in a *selfish* way when he

19. Which of the following might cause *loneliness* to set in?

- A. All of your friends left.
- B. You took the dog for a walk.
- C. Your neighbor invited you to join a book club.
- D. The baseball game went into extra innings.

20. If something is *chewable*, that means it is

21. When adding the suffix *-ible* to the verb *flex*, you create *flexible*. What part of speech is the new word?

- A. noun
- B. verb
- C. adjective
- D. adverb

22. Which of the following words with the prefix *pro-* means “to move forward”?

- A. proceed
- B. pronoun
- C. proposal
- D. provide

NAME: _____

DATE: _____

23. If you need an *antidote*, what might have happened?

- A. You might have eaten a salad for lunch.
- B. You might have cut your finger on a thorn from a rosebush.
- C. You might have fallen asleep on the couch.
- D. You might have been bitten by a poisonous snake.

24. How many wheels does a *unicycle* have?

25. My father is *bilingual* so that means he can speak _____ languages.

26. Rachel's favorite author just published a *trilogy*, which is a series of _____ books.

27. What type of literature includes selections that reflect many cultures?

- A. multicultural
- B. agricultural
- C. subcultural
- D. cultural

28. Which of the following words correctly fits in the sentence below?

Mom insisted that Dad stop mowing the lawn to drink some water because she was worried he would _____ on such a hot day.

- A. overeat
- B. underestimate
- C. overheat
- D. underline

NAME: _____

DATE: _____

29. When adding the prefix *mid-* to the noun *field*, you create *midfield*. What does the word *midfield* mean?
- A. the center of the field
 - B. the left side of the field
 - C. the right side of the field
 - D. the top of the field
30. What type of camera would you need to buy if you wanted to take pictures of fish and plants in the ocean on your vacation?
- A. an overpowered camera
 - B. an underwater camera
 - C. an underpowered camera
 - D. an overfish camera

Beginning-of-Year Morphology Assessment total _____ of 30 points

Answer Key

Teacher Guide

GRADE4

Core Knowledge Language Arts®



Activity Page 1.2

"February 12, 1963"

Respond to each of the following questions by writing your answers in each of the boxes. Be sure to write each of your answers in complete sentences.

Jacqueline
Woodson

When she was born?
February 12, 1963

Where she was born?
Columbus, Ohio

What do we know about her great-great grandparents?
They worked the deep rich land dawn till dusk. They were unfree.
They drank cool water out of scooped-out gourds.
They looked up at the stars.

What was happening in the United States in 1963? Use the timeline we created to help with this.
What was Martin Luther King, Jr., doing in that year?
Martin Luther King gave his I Have a Dream speech later that year.
People were marching and fighting and getting killed.

Activity Page 2.2

"second daughter's second day on earth"

PART I: Respond to each of the following questions by writing your answers in each of the boxes. Be sure to write each of your answers in complete sentences

Jacqueline Woodson

What did the author look like when she was born?
She was brown-skinned, black-haired, and wide-eyed.

What did the author say about Martin Luther King, Jr. in this selection?
Martin Luther King, Jr. was planning a march on Washington, which would take place a few months after the narrator's birth.

What did the author say about Malcolm X in this selection?
Malcolm X is standing on a soapbox. He is talking about revolution.

What did the author say about Rosa Parks in this selection?
Rosa Parks refused to give up her seat on the city bus seven years ago.

Activity Page 2.2

What did the author say about James Baldwin in this selection?
James Baldwin was writing about injustice and changing the world.

She was a six-year-old African American girl who tried to attend an all-white school, but she was greeted by people who were violating the law by trying to keep her from attending the school. Armed guards had to protect her, and white people still spat on her and called her names

PART 2: Choose one of the people the author discussed in this selection that made you think of something that you did or may want to do. Write one paragraph in which you describe how you can relate something in your life to the person described by the author in this selection.
Answers will vary.

Activity Page 3.2

"the ghosts of the Nelsonville house"

- Describe the house the Woodson family lived in. (Lines 1-4)
The house is big, white, and sits on a hill.
- What image comes to mind when the narrator describes the sun as "a watery Nelsonville sun"?
Answers may vary, but may include that the sun is not direct – it is soft and flowing into the room like water.
- What season is being described by the author in lines 5 through 11 of this passage? Use specific references from the text to support your answer.
It is winter. The sunlight in winter is softer and not as strong as it is other times of the year, and there is a fireplace that is burning, and the author uses the word *winter* at the very end of the stanza.

Activity Pages Answer Key

Activity Page 3.2

4. What kinds of food did the Woodson children have in their house, according to this section of the text?

The children had icebox cake, fried chicken, and honey ham.

5. How does the author describe Aunt Alicia? (Lines 32-36)

Aunt Alicia has curly hair spiraling on her shoulders. She is carrying bouquet of flowers. She is four years old.

6. How does the author describe her father, Jack? (Lines 37-41)

Jack is the oldest boy. He looks mad about something. He is eight years old

Activity Page 3.2

7. How does the author describe her uncle Woody? (Lines 42-46)

Uncle Woody is a baby. He is laughing and pointing at something.

8. How does the author describe her aunts, Anne and Ada? (Lines 47-49)

Anne is in a nurse's uniform.

Ada is wearing a sweater from her university.

9. What connection does the author make between herself and her ancestors? (Lines 51-55)

She sees herself in the way her father furrows his brow, the way Alicia smiles, and in the way her grandmother, Grace, bends her hand.

Activity Page 4.2

In previous lessons, you've learned about the elements included in personal narratives. On this Activity Page, you will record two of those elements – the setting and the significant, or important, event – from each of the selections you read.

Elements of Personal Narratives		
Selection	Setting	Significant Event
"february 12, 1963"	Columbus, Ohio University Hospital	The narrator is born.
"second daughter's second day on earth"	Columbus, Ohio University Hospital	The narrator's second day, Martin Luther King plans a march, Malcolm X stands on a soapbox and talks of revolution, James Baldwin writes
"the ghosts of the nelsonville house"	Nelsonville, Ohio the Woodson house	The narrator is in her grandparents' house; she describes her family and sees herself in their pictures
"it'll be scary sometimes"	Civil War memorial in Washington, D.C. Nelsonville, Ohio	Remembering her great-great-grandfather who served in the Civil War, and his son, the only African American in an all-white school
"no returns"	Columbus, Ohio	Mother brings narrator home, brother tells her to take the baby back
"greenville, south carolina, 1963," "home," and "our names"	Greenville, South Carolina, 1963	Mother and children moved to South Carolina to live with grandparents; moving to South, facing more discrimination on places like buses

Activity Page 4.2

"ribbons," "sometimes, no words are needed" and "leaving greenville"	Greenville, South Carolina; the narrator's grandparents' home	Wearing a ribbon in her hair is a sign of childhood; the narrator wants to grow up and stop wearing the ribbon. The narrator feels comfort and safety when with her grandfather . the narrator's mother tells her they are moving away from Greenville to a home up north
"new york city," "brooklyn, new york," and "herzl street"	Arrival in New York City First residence in Brooklyn (on Bristol Street) Second residence in Brooklyn (on Herzl Street)	Narrator did not have a good first impression of New York City The building was in poor condition (the ceiling fell), so the family moved Narrator found some comforting connections on Herzl Street to the life she knew in Greenville, South Carolina
"first grade" and "brooklyn rain"	first grade classroom in P.S. 106; at home on a rainy day	Jacqueline attends first grade and learns that she loves school and her teacher the narrator does not like rainy days in New York the way she loved them in South Carolina
"what everybody knows now"	Greenville, South Carolina, with the narrator's grandmother; going on a bus to downtown Greenville; in Woolworth's, a store	Laws were passed to make discrimination illegal; it was still taking place, e.g., the woman in the store ignoring the grandmother, and the grandmother, like other African Americans, , going out of her way to avoid problems with white people

“the ghosts of the nelsonville house” by Jacqueline Woodson

Sensory Details: Setting	
See	big; white; on a hill; high windows; kitchen filled with light; a watery sun; light's gold and dancing; pine floors; hiding;
Hear	children running; sneaking into the kitchen
Smell	tiny pieces of icebox cake; cold fried chicken; thick slices of honey ham
Taste	tiny pieces of icebox cake; cold fried chicken; thick slices of honey ham
TouchFeel	a fireplace burns warmth; long Ohio winter

7. In lines 28 and 29 on page 31, the narrator says her brother is three years old and his wide eyes are open to the world. What does she mean by this? Compare this to Line 17 on page 3, where the narrator says she was wide-eyed at birth, or innocent and unaware of problems like discrimination. How is the descriptive language in these lines different, even though it also refers to “open eyes”?

Here the narrator means that her young brother already is very much aware of the nature of and effects of discrimination, and how the narrator and her family were forced to act. Remind students that in the text on page 3, the narrator described herself as “wide-eyed” when she was born in Ohio. In this context or setting, the narrator meant that she was innocent and did not know about problems like discrimination. The same phrase can hold the opposite meaning based on the context in which it is used.

8. The mother’s actions and behavior changes in lines 30-32 on page 31. Compare the mother’s actions in these lines with the way she was described as acting in lines 22-26. What words would you use to describe the mother’s attitude in these lines?

In these lines, she says they are as good as anyone, whereas in lines 22-26, she is telling her children to avoid confronting white people.

“greenville, south carolina, 1963,” “home,” and “our names”

1. Why did the narrator’s mother move her children to the back of the bus? (page 30, lines 1-6)

She moved to the back of the bus because it was too dangerous to sit in the front. The driver could make her move.

2. What line(s) of the text suggest that perhaps at another point in time her mother may have chosen a seat closer to the front of the bus?

Not with us. Not now.

3. What is another example you’ve heard in this unit about someone who was treated unfairly on the bus because she was African-American?

Rosa Parks was told to give up her seat to a white man on the bus.

4. Why do you think the narrator’s mother gave her children strict directions about how to behave, i.e., “Sit up straight. ...Take your fingers out of your mouth?”

Answers will vary, but may include that they didn’t want to call attention to themselves, that they should be on their best behavior.

9. Why do you think this selection is called “home”? (page 32)

Answers may vary, but may include that perhaps the narrator and her family are moving to her grandparents’ home in South Carolina.

10. Why might the narrator’s grandparents say, “Welcome home,” and why might her mother be crying? (page 32, lines 10-14)

Answers may vary, but may include that the grandparents are happy the narrator and her family are moving into their home. Her mother may be crying out of sadness, relief, or happiness.

Activity Pages Answer Key

Activity Page 5.2

11. In the story "home," how do you think the narrator feels about her grandparents' house? Use evidence from the text to support your answer.

Answers may vary, but should include the fact that she finds it a warm and loving place. At the end of the verse, she says she was "inside this love" after describing a pleasant home and yard, and describing her grandparents having "warm brown arms" hugging them.

12. Remember that the narrator's grandparents' house is in South Carolina and that in the selection "greenville, south Carolina, 1963," evidence of discrimination is described. Describe the differences the narrator and her family feel when they are at her grandparents' home compared to how they feel when they are riding the bus in Greenville.

Answers may vary, but should include that the narrator and her family feel safe and protected at her grandparents' home, while they feel more cautious and perhaps uncertain and afraid when they are riding the bus.

Activity Page 5.2

13. What are the different ways the narrator and her siblings are referred to while they are in South Carolina? (page 45, lines 1-13)

Gunnar's Three Little Ones; Sister Irby's Grands; MaryAnn's Babies

14. Who are Gunnar, Sister Irby, and MaryAnn?

Gunnar was her grandfather; Sister Irby was her grandmother; and MaryAnn was her mother.

Activity Page 7.2

Respond to each of the following questions by writing your answers in each of the boxes. Be sure to write each of your answers in complete sentences.

"the garden" and "at the end of the day"

Gunnar Irby

Where did Mr. Irby's family live?

Nicholtown, South Carolina

What do we know about Mr. Irby's father?

He worked all day on the land and didn't make much money.

What do we know about Mr. Irby's grandfather?

He was owned.

What do we know about Mr. Irby's job?

He was the foreman of the printing press.

He was in charge of white men who didn't like having an African American as their boss.

Practice Using Action Verbs

Rewrite each of the following sentences, replacing the "to be" verb with a more descriptive action verb.

1. The sky was grey.

Sample sentence: *The sky filled with clouds and threatened to rain.*

2. The puppy was tired.

Sample sentence: *The puppy curled up into a ball and fell asleep.*

3. The water is cold.

4. We were noisy.

5. The books are heavy.

"brooklyn, new york" and "herzl street"

1. What sensory language does the author use to describe the apartment they lived in in Brooklyn? (page 144, lines 1-9)

dim bulb; swung back and forth; walked across their floor; casting shadows; brother cry

2. What is the narrator's mother referring to in line 13 on page 144?

The folk tale "Henny Penny", where Henny Penny is a chicken who is hit in the head with an acorn and believes the sky is falling.

3. Why did the narrator's family not stay in the first home in Brooklyn? (page 144, lines 1-9)

It was dark and noisy, and it frightened the narrator's younger brother. It was also big and cold, and the bathroom ceiling collapsed and fell into the bathtub!

4. Where in Brooklyn did the narrator and her family move? (page 145, lines 1-3)

They moved to Herzl Street.

Changing the Point of View

The following lines are from "leaving greenville" and are told from the point of view of the author. For each of the selections, rewrite the lines as you imagine the author's mother might tell the story. Remember that her mother might have other information not known by the author, and she might have different feelings or opinions that you can include in your retelling of the story. Be sure to use descriptive language, as you have done in previous lessons, to describe emotions, characters, and setting.

1. *My mother arrives in the middle of the night, and sleepily, we pile into her arms and hold tight.*

Possible answer: I arrived at the house in Greenville late at night. I ran eagerly up the stairs to see my children. They piled on top of me, and we all held each other tight.

5. What does the narrator mean by *sitting and running their mouths* in line 6 on page 145?

They were sitting and talking.

6. What sights, sounds, smells, and tastes does the narrator describe in this selection on page 145?

Answers may vary, but may include hearing people talking; hearing chicken sizzling; smelling food cooking

7. What does the narrator mean by lines 17-19 on page 145, and how do you think she feels about her time living on Herzl Street?

Answers may vary, but may include that the people she encountered while living on Herzl Street were similar to the people she knew and loved in Greenville. They ate the same things, they talked about the same things, and they did the same things. The narrator seemed more comfortable living on Herzl Street because there were many things and people who reminded her of the life she loved in Greenville.

8. What does the narrator mean by the last line in this selection on page 146, "They were family"?

Answers may vary, but may include that these people reminded her of her grandparents and the other people she knew in Greenville

BOY.1

Personal Narrative Organizer

Topic Sentence for Paragraph One:
State the main idea of this paragraph.

From the sample paragraph on page 169 of the Teacher Guide:

I was nervous the first day I stepped into Washington Elementary School

Detail Sentences for Paragraph One:

Use sensory details and descriptive showing sentences to support the topic sentence.

1. I was a fourth-grade student, but the shaky feeling in my stomach and the sweat forming on my forehead made me feel more like a kindergarten student going to school for the first time.
2. I always liked the first day of school
3. I liked meeting my teacher, seeing the building and my own classroom.

BOY.1

Concluding Sentence for Paragraph One:

Restate the topic sentence or summarize the paragraph.

This was different because I was starting the fourth grade at Washington Elementary School in November, and everyone else already had been in school for almost three months.

ASSESSMENT **A.5**

NAME: _____
DATE: _____

Beginning-of-Year Grammar Assessment

Read the following paragraph carefully and then answer questions 1–4.

Summer is the very best time of year! Our family always goes to the beach, and we play in the sand and surf for days. We love to build sandcastles and watch the waves creep in and flatten them. The next day we just build them again. If we're lucky we will see the dolphins swimming offshore. Tulips bloom in the spring. I can't wait for summer to arrive so we can head toward the ocean again!

- Which of the following is the topic sentence of the paragraph?
 - Our family always goes to the beach, and we play in the sand and surf for days.
 - Tulips bloom in the spring.
 - I can't wait for summer to arrive so we can head toward the ocean again!
 - D. Summer is the very best time of year!**
- Which of the following is the concluding sentence of the paragraph?
 - Our family always goes to the beach, and we play in the sand and surf for days.
 - Tulips bloom in the spring.
 - C. I can't wait for summer to arrive so we can head toward the ocean again!**
 - Summer is the very best time of year!
- Which of the following is an irrelevant sentence in the paragraph?
 - Our family always goes to the beach, and we play in the sand and surf for days.
 - B. Tulips bloom in the spring.**
 - I can't wait for summer to arrive so we can head toward the ocean again!
 - Summer is the very best time of year!
- Which of the following would be the best title for the paragraph?
 - Tulips are Beautiful
 - B. Summer Fun**
 - Summer, Fall, Winter, and Spring
 - Dolphins Swim in the Surf

NAME: _____
DATE: _____

A.5 ASSESSMENT
CONTINUED

- Number the following sentences in order as they should appear in a paragraph about making scrambled eggs:

- 2 Mix the eggs with a splash of milk and a dash of salt and pepper.
1 Get the eggs out of the refrigerator.
4 Enjoy your warm scrambled eggs with toast and jam!
3 Cook the eggs over a low heat so they don't burn.

Read the following sentences carefully and then answer questions 6–9.

The weekly basketball game excited and thrilled all of us greatly.

The two teams played enthusiastically in the large gym at Scottsdale Elementary School.

We arrived early to get the best seats and stayed until the final, climactic seconds.

- Choose the answer with words that are nouns.
 - played, gym, early
 - B. game, seats, seconds**
 - game, excited, gets
 - thrilled, gym, final
- Choose the answer with words that are verbs.
 - A. thrilled, arrived, stayed**
 - excited, early, best
 - thrilled, greatly, final
 - excited, gym, get
- Choose the answer with words that are adjectives.
 - thrilled, large, best
 - game, early, final
 - C. large, best, climactic**
 - all, large, until

ASSESSMENT **A.5**
CONTINUED

NAME: _____
DATE: _____

- Choose the answer with words that are adverbs.
 - excited, early, climactic
 - Elementary, early, stayed
 - C. greatly, enthusiastically, early**
 - Scottsville, best, final

- Draw a vertical line to separate subject and predicate in the following sentence.

The striped hot air balloon drifted high in the puffy clouds.

- Which sentence uses the conjunction *but* correctly?
 - Mrs. Wells said we could have both recess but extra time to read after the spelling test.
 - The child's picture was painted green, purple, but yellow.
 - C. Bob likes to read nonfiction, but Bill would rather read fiction.**
 - The babysitter said, "You may stay up until 9:00 tonight but you finished your supper!"
- Choose the sentence that uses the conjunction *because* correctly.
 - Because we left the picnic early the thunderstorm drenched everyone's lunch.
 - B. Mom is baking a three-layer birthday cake because Dad turns 30 years old today.**
 - Because we spelled all of our spelling words correctly we practiced the words carefully.
 - We blew out all the candles in the room because it got very dark.
- Which sentence uses the conjunction *so* correctly?
 - A. My sister knocked over her glass of milk so she helped clean it up.**
 - We watched television inside so the storm came up suddenly.
 - My friend was very excited so he won the game.
 - We arrived at the movie on time so we left the house early.

NAME: _____
DATE: _____

A.5 ASSESSMENT
CONTINUED

- Write the sentence using correct capitalization and punctuation.

your disguise is so creative that I hardly recognized you said Donny

"Your disguise is so creative that I hardly recognized you,"
said Donny.

- Write the sentence adding commas where needed.

Mary invited Fran Molly and Nancy to her house for an afternoon of movies and popcorn.

Mary invited Fran, Molly, and Nancy to her house for an afternoon of movies and popcorn.

- Circle the letter of the sentence that uses the past tense of the verb correctly.

- Reggie eats more ice cream than all of his brothers.
- The threatening clouds will scare away the children.
- C. My trip to the ocean last weekend calmed and renewed my spirit.**
- The department store is having a half-price sale.

- Write the correct verb on the blank.

The fussy baby will **have** lots of attention from her grandparents.
(have, has)

- Choose the sentence that uses the linking words *for example* correctly.

- The girl loves to cook, for example, for her family grilled cheese sandwiches, tomato soup, and apple pie.
- B. Lamps come in all shapes and sizes, for example, table lamps, floor lamps, and hanging lamps.**
- The shopper finds wonderful bargains at the store, for example.
- Birds fly overhead, for example, singing their songs, moving from place to place, and looking for food.

Activity Pages Answer Key

ASSESSMENT **A.5**
CONTINUED

NAME: _____
DATE: _____

19. You can use the linking words *for example* to do all of the following except:
- A. To add adjectives to a sentence, making it more interesting.
 - B. To add adverbs to a sentence, making it more interesting.
 - C. To add a list of things to a sentence, making it more interesting.
 - D.** To signal a conclusion to a paragraph.
20. Which sentence uses the linking words *in the same way* correctly?
- A. We live on a farm in the country. In the same way, you live in downtown New York City.
 - B.** The third grade class is on a field trip today. In the same way, the fourth grade class is on a trip, too.
 - C. Hannah is a very pleasant person. In the same way, Hank is a mean person.
 - D. Wanda grew three inches last year. In the same way, her brother has been the same height for years.
21. The words *in conclusion* signal _____.
- A. two things are the same.
 - B.** a summary is coming up next.
 - C. two things are different.
 - D. a cause and effect are coming up next.
22. Choose the sentence that uses the words *in contrast* correctly.
- A. The clowns make us laugh. In contrast, the funny movie makes us laugh, too.
 - B. Fairy-tale giants are make-believe. In contrast, flying elephants are found in fiction.
 - C.** The desks in our classroom are all lined up. In contrast, the desks across the hall are all out of order.
 - D. Spelling is an easy subject for me. In contrast, grammar isn't difficult either.
23. Write the correct singular possessive noun on the blank.

We are all invited to our teacher's house for a party.
(the house of our teacher)

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NAME: _____
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ASSESSMENT **A.5**
CONTINUED

24. Which sentence uses the apostrophe correctly?
- A. The freshly baked cookies' were delicious.
 - B. The cookie frosting's was gooey and yummy.
 - C. Chocolate chip and peanut butter cookie's are my favorite!
 - D.** Can you see all of the cookies' burned edges?
25. Choose the sentence that is correctly punctuated.
- A.** Lions, tigers, and bears are coming this way!
 - B. The lions roars could be heard all over the zoo.
 - C. The stripes on the tigers fur are orange and yellow.
 - D. Do you see the bears claws scratching the tree?
26. Write the correct possessive pronoun on the blank.

Can the rushing river overflow its banks?
(its, it's)

Write the correct form of the comparative or superlative adjective or adverb in the blank.

27. The apple slices on your plate are cut in _____ slices than the apple slices on my plate.
thinner
thin
28. The paintings in that museum are the _____ I've ever seen!
most unusual
unusual
29. Our grandmother lives _____ to the mall than wedo.
closer
close
30. Our class recited multiplication tables _____ than the other class.
more correctly
correctly

Beginning-of-Year Grammar Assessment total _____ of 30 points

Core Knowledge Language Arts | Grade 4

ASSESSMENT DAY 2 | Unit 1 21

ASSESSMENT **A.6**
CONTINUED

Beginning-of-Year Morphology Assessment

1. Which of the following words has the prefix *un-*, meaning "not," as in the word *unsafe*?
- A. understand
 - B.** unable
 - C. uncle
 - D. under
2. If someone is giving *nonverbal* signals, how are they giving signals?
- A. using written words
 - B.** not using any words
 - C. using spoken words loudly
 - D. using spoken words quietly
3. If you want to *rewrite* something, what do you want to do?
- A. write it above
 - B. write it below
 - C.** write it again
 - D. write it big
4. Which of the following words correctly fits in the sentence below?

The recipe said to _____ the oven to 350° while prepping the food for baking.

- A.** preheat
- B. preschool
- C. preview
- D. preselect

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ASSESSMENT **A.6**
CONTINUED

5. Choose the phrase that is an example of what the word *disobey* means.
- A. unplugging the printer from the computer
 - B. saying no thank you to a vegetable you don't like
 - C. sharing your toys with a younger sibling
 - D.** not cleaning your room after your mom says you have to
6. When you add the prefix *mis-* to the verb *behave*, the new word is *misbehave*. What part of speech is *misbehave*?
- A. noun
 - B.** verb
 - C. adjective
 - D. adverb
7. Which of the following words have suffixes that both mean "a person who"?
- A. *dirty* and *coastal*
 - B.** *farmer* and *actor*
 - C. *dangerous* and *decorative*
 - D. *stylish* and *loneliness*
8. What is the root word and part of speech of the underlined word in the following sentence?

Sometimes, the counselor at school comes to our class to teach lessons about being a good person and helping others.

Root Word: counsel

Part of Speech of *counselor*: noun

Core Knowledge Language Arts | Grade 4

ASSESSMENT DAY 3 | Unit 1 227

ASSESSMENT **A.6**
CONTINUED

NAME: _____
DATE: _____

9. An *artist* is a person who _____.
- A. erases art
 - B. makes or creates art
 - C. is full of art
 - D. lacks art
10. If you are skilled in pediatrics, or the branch of medicine dealing with babies and children, what are you?
- A. a cosmetician
 - B. a politician
 - C. a pediatrician
 - D. a musician

11. Circle the word that has the suffix *-y*, which means "full of or covered with," correctly added to a root word?

<input checked="" type="radio"/> rusty	<input type="radio"/> sorry	<input type="radio"/> happy	<input type="radio"/> story
--	-----------------------------	-----------------------------	-----------------------------

12. Which of the following choices is a *nutritional* food choice?

- A. potato chips
- B. ice cream
- C. a lollipop
- D. asparagus

13. What word means "full of danger"?

- A. dangerly
- B. nondanger
- C. dangerous
- D. dangerless

NAME: _____
DATE: _____

ASSESSMENT **A.6**
CONTINUED

Choose the correct word to complete each sentence.

14. She _____ presented the results of her study and kept the audience interested and entertained.
- A. humorous
 - B. humorly
 - C. humorously
 - D. humory

15. I enjoy drawing _____.

- A. creativer
- B. creativous
- C. creativish
- D. creatively

16. The _____ cut on my hand hurt even more when Mom started to clean it.

- A. painful
- B. careless
- C. hopeful
- D. fearless

17. Which of the following word correctly fits in the sentence below?

I gave my mother a _____ look when she told me I had to finish my science project before I could go to the soccer game; I knew I still had a lot of work and would not be able to go to the game.

- A. fearless
- B. careless
- C. painless
- D. hopeless

ASSESSMENT **A.6**
CONTINUED

NAME: _____
DATE: _____

18. Complete this sentence:
My brother acted in a *selfish* way when he _____.

Answers will vary

19. Which of the following might cause *loneliness* to set in?

- A. All of your friends left.
- B. You took the dog for a walk.
- C. Your neighbor invited you to join a bookclub.
- D. The baseball game went into extra innings.

20. If something is *chewable*, that means it is _____.

able to be chewed

21. When adding the suffix *-ible* to the verb *flex*, you create *flexible*. What part of speech is the new word?

- A. noun
- B. verb
- C. adjective
- D. adverb

22. Which of the following words with the prefix *pro-* means "to move forward"?

- A. proceed
- B. pronoun
- C. proposal
- D. provide

NAME: _____
DATE: _____

ASSESSMENT **A.6**
CONTINUED

23. If you need an *antidote*, what might have happened?

- A. You might have eaten a salad for lunch.
- B. You might have cut your finger on a thorn from a rosebush.
- C. You might have fallen asleep on the couch.
- D. You might have been bitten by a poisonous snake.

24. How many wheels does a *unicycle* have?

one

25. My father is *bilingual* so that means he can speak _____ languages.

two

26. Rachel's favorite author just published a *trilogy*, which is a series of _____ books.

three

27. What type of literature includes selections that reflect many cultures?

- A. multicultural
- B. agricultural
- C. subcultural
- D. cultural

28. Which of the following words correctly fits in the sentence below?

Mom insisted that Dad stop mowing the lawn to drink some water because she was worried he would _____ on such a hot day.

- A. overeat
- B. underestimate
- C. overheat
- D. underline

Activity Book Answer Key

ASSESSMENT **A.6**
CONTINUED

NAME: _____

DATE: _____

29. When adding the prefix *mid-* to the noun *field*, you create *midfield*. What does the word *midfield* mean?

- A. the center of the field
- B. the left side of the field
- C. the right side of the field
- D. the top of the field

30. What type of camera would you need to buy if you wanted to take pictures of fish and plants in the ocean on your vacation?

- A. an overpowered camera
- B. an underwater camera
- C. an underpowered camera
- D. an overfish camera

Beginning-of-Year Morphology Assessment total _____ of 30 points



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Unit1

Memoir

Brown Girl Dreaming

by Jacqueline Woodson

Teacher Guide

GRADE 4