

Orange Board of Education: ELA / Grade 4

Unit I:

Topic:	CCSS:	Goals: (This section should contain the standards that are to be mastered by the end of the unit.)	Projected # of days
“Reaching Out” (Journeys Unit #1)	RL.4.1, RI.4.1	Explain what a text explicitly states. Draw inferences from a text referring to details and examples.	35
	RL.4.2	Identify the theme of the story, drama, or poem using details from the text. Determine the main idea of a grade level text and explain how key details from the text support the main idea.	
	RL.4.3	Describe in depth a character using direct quotations and evidence from literature.	
	RF.4.4.a	Read grade-level text with purpose and understanding.	
	W.4.1.a	Create an opinion piece by introducing a topic or text clearly and writing an opening statement expressing personal opinion relating ideas to the author’s purpose.	
	W.4.1.b	State reasons that support the thesis statement.	
	W.4.3.b, W.4.3.e	Use plausible sequence of events and effective descriptions of characters, including dialogue, and a conclusion that follows naturally from the sequence of events to produce written narrative.	
	W.4.4	Write to demonstrate clear and coherent writing in which the development and organization are suitable to task, purpose, and audience.	
	L.4.1.f	Construct complete sentences. Recognize and correct inappropriate sentence fragments and run-ons.	
	L.4.2.a, L.4.2.b, L.4.2.d	Produce a writing piece using correct capitalization, appropriate placement of commas and quotation marks, and consult references to assure the correct spelling of grade-appropriate words.	
	L.4.5.c	Identify the antonym and synonym of words.	
Essential Questions: How does understanding a text’s structure help me better understand its meaning? How do readers construct meaning from text? Why do readers need to pay attention to a writer’s choice of words? How can sequencing be used to summarize plot events and why is the order in which things happen in a story important? What text details can be used to help determine the author’s purpose for a text?			

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What cause and effect relationships can be identified within a text and how can it be used to help understand the plot? What clues from the text can be used to infer character traits about important characters? How do good writers express themselves? How do writers work through the writing process to develop a well-written product? Why does a writer choose a particular form of writing? How does the purpose for writing affect how the piece will be organized?

Enduring Understandings: Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful. Readers must also understand that words powerfully affect meaning. Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression. Good writers use a repertoire of strategies that enable them to vary form and style, in order to write for different purposes, audiences, and contexts. A writer selects a form based on their audience and purpose for writing.

Assessments:

Formative: Turn and Talk, Talk Moves, anecdotal notes during small group and conferencing, running records, graphic organizers, teacher created quizzes, Study Island Pre-test
*See the links for the following activities in the *Useful Sites* section:

- Four Corners Strategy, Appointment Clock Buddy Strategy, Inside-Outside Circle Activity, Learning Logs, Use of individual white boards or Smart Responders

Summative: Model Curriculum Unit 1 Assessment, Journeys Unit 1 Benchmark Assessment (optional), Journeys Quizzes on each lesson, Study Island Quizzes on specific skills

Authentic: Portfolio Requirements (Opinion, Narrative, Literature Response), Weekly Literature Responses, Journal Writing, Teacher-Created Projects and projects relating to theme related novels (novels can be determined by the teacher), Tic-Tac-Toe Choice Board (See Link in Useful Sites Section)

Interdisciplinary Connections: Social Studies (connecting writing activities with current events/informational texts, and Journeys informational selections), Science (Journeys informational selections)

Technology Integration:

Vocabulary and spelling enrichment www.spellingcity.com

ELA enrichment lessons www.studyisland.com

Informational Texts and activities <http://storyworks.scholastic.com/reproducible-archive>

Time for Kids www.timeforkids.com

Smart Responders

Teacher-Created Smartboard lessons <http://exchange.smarttech.com/search.html>

Mimio Connect Interactive Teaching Community <http://www.mimioconnect.com>

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Key Vocabulary: infer/inferencing, theme, details, main idea, quotations, author's purpose, sequence of events, fragments, references, antonym, synonym

Useful Sites:

Vocabulary and spelling enrichment www.spellingcity.com

ELA enrichment lessons www.studyisland.com

Informational Texts and activities <http://storyworks.scholastic.com/reproducible-archive>

Time for Kids www.timeforkids.com

Teacher Resource Guide for *Because of Winn Dixie* http://www.candlewick.com/book_files/0763607762.btg.1.pdf

Chapter Quizzes, projects and activities on *Because of Winn Dixie* http://www.mce.k12tn.net/dogs/dixie/because_of_winn_dixie.htm

Journeys lesson activities with activities for paired texts http://www.mrnale.com/Journeys_Lesson_Activities_Grade_4.htm

Four Corners Teaching Strategy http://www.ehow.com/way_5809507_four-corners-teaching-strategy.html

Appointment Clock Strategy <http://wvde.state.wv.us/teach21/AppointmentClock.html>

Inside-Outside Circle Strategy <http://wvde.state.wv.us/strategybank/Inside-OutsideCircle.html>

Learning Response Logs <http://wvde.state.wv.us/teach21/LearningResponseLogs.html>

Choice Boards (Tic-Tac-Toe) Reading Strategies

<http://www1.cbsd.org/sites/teachers/middle/csikora/DI%20Handouts/Choice%20Boards%20Packet.pdf>

Primary Documents: "Because of BookEnds" T32-T35, "Langston Hughes: A Poet and a Dreamer" T106-109, "Pizza Pizzazz" T176-179, "Knowing Noses: Search-and-Rescue Dogs" T248-251

Connections to "Because of Winn-Dixie" by Kate DiCamillo:

Biography of Kate DiCamillo (<http://www.scholastic.com/teachers/contributor/kate-dicamillo>),

Interview with Kate DiCamillo (<http://www.scholastic.com/teachers/article/kate-dicamillo-interview-transcript>)

Text Crosswalk

Exemplary Lessons:

- Read the main selection and use developing comprehension questions to allow students to make inferences about text details and characters, determine the theme, or tell the main idea (Reading)
- Use the Your Turn Section at the end of the main selection to allow students to make connections to the main selection through writing (Writing)
- Read the Teacher Read Aloud that goes along with the lesson to give students the opportunity to listen to fluent reading, learn target vocabulary, and focus in on specific skills to answer listening comprehension questions (Listening & Speaking)
- Use Stop and Think points to allow students to discuss important details from the text with peers (Speaking)

***The following chapter book can be used to address all of the standards for this unit and is also theme related.**

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- “Because of Winn-Dixie” by Kate DiCamillo can be used with this unit to address all of the standards.

Unit 2:

Topic:	CCSS:	Goals: (This section should contain the standards that are to be mastered by the end of the unit.)	Projected # of days
“Do You Know What I Mean?” (Journeys Unit #2)	RL.4.1, 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.	38
	RL.4.2	Summarize the text of a story, drama, or poem from details in the text.	
	RI.4.2	Determine the main idea of a text, explain how the main idea is supported by key details in the text, and summarize a text, referring to the main idea and key details.	
	RI.4.4	Determine meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	
	W.4.2a	When writing, introduce a topic clearly and group related information in paragraphs and sections.	
	W.4.2b	Develop a topic with facts, definitions, concrete details, quotations or other information and examples related to the topic when writing.	
	W.4.2e	Provide a concluding statement or section related to the information or explanation presented when writing a piece.	

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<p>Essential Questions: How does understanding a text's structure help me better understand its meaning? How do readers construct meaning from text? How can summarizing and text details be used to help determine the main idea of a selection? How does word choice make writing more interesting and convincing? How does the structure of my sentences make my writing fluent and engaging to read? How do writers work through the writing process to develop a well-written product? How does the purpose for writing affect how the piece will be organized?</p>		
<p>Enduring Understandings: Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful. Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression. Good writers use a repertoire of strategies that enable them to vary form and style, in order to write for different purposes, audiences, and contexts. A writer selects a form based on their audience and purpose for writing.</p>		
<p>Assessments:</p>		
<p>Formative: Turn and Talk, Talk Moves, anecdotal notes during small group and conferencing, running records, graphic organizers, teacher created quizzes, Study Island Pre-test</p> <p>*Please see the links for the following activities in the Useful Sites Section: Four Corners Strategy, Appointment Clock Buddy Strategy, Inside-Outside Circle Activity, Learning Logs, Use of individual white boards or Smart Responders</p>	<p>Summative: Model Curriculum Unit 2 Assessment, Journeys Unit 2 Benchmark Assessment (optional), Journeys Quizzes on each lesson, Study Island Quizzes on specific skills</p>	<p>Authentic: Portfolio Requirements*, Weekly Literature Responses, Journal Writing, Teacher-Created Projects relating to theme related novels (novels can be determined by the teacher), Tic-Tac-Toe Choice Board (Link listed in Useful Sites Section)</p> <p>*Portfolio Requirements: Informative/Explanatory, Informational Text Response, Literature Response</p>
<p>Interdisciplinary Connections: Social Studies (connecting writing activities with current events/informational texts and Journeys non-fiction selections), Science (Journeys Non-Fiction Selections)</p>		
<p>Technology Integration: Vocabulary and spelling enrichment www.spellingcity.com ELA enrichment lessons www.studyisland.com Informational Texts and activities http://storyworks.scholastic.com/reproducible-archive Time for Kids www.timeforkids.com Smart Responders</p>		

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Teacher-Created Smartboard lessons <http://exchange.smarttech.com/search.html>

Mimio Connect Interactive Teaching Community <http://www.mimioconnect.com>

Discovery Education website videos on segregation and the Civil Rights Movement

http://www.discoveryeducation.com/search/page/-/-/-/civil%20rights%20movement/index.cfm?campaign=deHeader_search

Key Vocabulary: infer/inferencing, summarize, details, main idea, academic vocabulary, domain-specific vocabulary, facts, definitions, quotations, conclusion

Useful Sites:

Vocabulary and spelling enrichment www.spellingcity.com

ELA enrichment lessons www.studyisland.com

Informational Texts and activities <http://storyworks.scholastic.com/reproducible-archive>

Time for Kids www.timeforkids.com

Journeys lesson activities for the unit http://www.mrnale.com/Journeys_Lesson_Activities_Grade_4.htm

Four Corners Teaching Strategy http://www.ehow.com/way_5809507_four-corners-teaching-strategy.html

Appointment Clock Strategy <http://wvde.state.wv.us/teach21/AppointmentClock.html>

Inside-Outside Circle Strategy <http://wvde.state.wv.us/strategybank/Inside-OutsideCircle.html>

Learning Response Logs <http://wvde.state.wv.us/teach21/LearningResponseLogs.html>

Choice Boards (Tic-Tac-Toe) Reading Strategies

<http://www1.cbsd.org/sites/teachers/middle/csikora/DI%20Handouts/Choice%20Boards%20Packet.pdf>

Interactive SmartBoard lessons <http://www.mimioconnect.com>

Journaling activities for Frindle <http://www.mrsfullilove.com/frindlestudentjournal.pdf>

Frindle Character Maps http://www.mrsfullilove.com/frindle_character_map_for_nick.pdf

http://www.mrsfullilove.com/frindle_character_map_for_mrsgranger.pdf

Frindle Discussion Guide <http://www.scholastic.com/teachers/lesson-plan/frindle-discussion-guide>

Frindle vocabulary activities <http://mrswarnerarlington.weebly.com/frindle.html>

Interactive SmartBoard lessons <http://exchange.smarttech.com/search.html>

Strategy activities <http://www1.cbsd.org/sites/teachers/middle/csikora/DI%20Handouts/Choice%20Boards%20Packet.pdf>

Interactive mind, skill and word games <http://www.pitara.com/games/>

Primary Documents: “Storyteller Diane Ferlatte” T34-37, “The Wonder of Animation” T106-109, “Sidewalk Artists” T180-183, “Field Guide to Snakes of the Southwest” T252-255, “Dance to the Beat” T324-327

Connections to “Frindle” by Andrew Clements: The History of the Pen <http://www.pitara.com/discover/5wh/online.asp?story=188>

Biography of Andrew Clements <http://www.andrewclements.com/bio.html>

Text Crosswalk: (Journeys Unit 2)

Exemplary Lessons:

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- Read the main selection and use developing comprehension questions to allow students to make inferences about text details and characters, determine the theme, or tell the main idea (Reading)
 - Use the Your Turn Section at the end of the main selection to allow students to make connections to the main selection through writing (Writing)
 - Read the Teacher Read Aloud that goes along with the lesson to give students the opportunity to listen to fluent reading, learn target vocabulary, and focus in on specific skills to answer listening comprehension questions (Listening & Speaking)
 - Use Stop and Think points to allow students to discuss important details from the text with peers (Speaking)
- *The following chapter book can be used to address all of the standards for this unit and is also theme related.**
- “Frindle” by Andrew Clements can be used with this unit to address all of the standards.

Unit 3:

Topic:	CCSS:	Goals: (This section should contain the standards that are to be mastered by the end of the unit.)	Projected # of days
“Natural Encounters” (Journeys Unit #3)	RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly.	36
	RI.4.1	Refer to details and examples in a text when drawing inferences from the text.	
	RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	
	RL.4.3	Describe in depth a character in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).	
	RI.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., Herculean).	
	W.4.3a	Write a narrative creating an introduction that introduces a narrator and/or character.	
	W.4.3b	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences using dialogue and descriptions to develop experiences and events or show responses of characters to situations.	
	W.4.3c	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences using a variety of transitional words and phrases to manage the sequence of events in a narrative.	
	W.4.3d	Write narratives to develop real or imagined experiences or events using effective	

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		technique, descriptive details, and clear event sequences using concrete words and phrases, and sensory details to convey experiences and events precisely.	
	W.4.3e	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences using providing a conclusion that follows naturally from the sequence of events to produce a written narrative.	
<p>Essential Questions: How does understanding a text's structure help me better understand its meaning? How do readers construct meaning from text? How can important text details and summarizing be used to determine the theme of a story? What clues from the text can be used to infer character traits about important characters? How can text details be used to define unfamiliar vocabulary? How do writers construct personal narratives based on real ideas, events, or observations? How do writers develop interesting leads in a personal narrative by studying the leads of authors in various mentored texts? How do writers elaborate details within their personal narrative? How do writers develop thoughtful endings in a personal narrative? How do writers include transitional phrases to enhance organization? How do writers evaluate and revise the draft for development of ideas and content, logical organization, and word choice?</p>			
<p>Enduring Understandings: Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text. Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful. As a reader, students should take the time to use different reading strategies to determine definitions for new vocabulary presented in a text. Good writers use ideas from other texts and their personal experience to develop details in their own writing pieces. Good writers are able to focus on writing craft techniques from other authors that may help them enhance different aspects of their own writing.</p>			
Assessments:			
Formative: Turn and Talk, Talk Moves, anecdotal notes during small group and conferencing, running records, graphic organizers, teacher created quizzes, Study Island Pre-test *Please see the links for the following activities in the Useful Sites Section: Four Corners Strategy, Appointment Clock Buddy Strategy, Inside-Outside Circle Activity,	Summative: Model Curriculum Unit 3 Assessment (optional), Journeys Unit 3 Benchmark Assessment, Journeys Quizzes on each lesson, Study Island Quizzes on specific skills	Authentic: Portfolio Requirements*, Weekly Literature Responses, Journal Writing, Teacher-Created Projects relating to theme related novels (novels can be determined by the teacher), Tic-Tac-Toe Choice Board (Link listed in Useful Sites Section) * Portfolio Requirements: Narrative, Informational Text Response, Literature	

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Learning Logs, Use of individual white boards or Smart Responders		Response
Interdisciplinary Connections: Social Studies (connecting writing activities with current events/informational texts and Journeys non-fiction selections), Science (Journeys Non-Fiction Selections)		
Technology Integration: Vocabulary and spelling enrichment www.spellingcity.com ELA enrichment lessons www.studyisland.com Informational Texts and activities http://storyworks.scholastic.com/reproducible-archive Time for Kids www.timeforkids.com Smart Responders Teacher-Created Smartboard lessons http://exchange.smarttech.com/search.html Mimio Connect Interactive Teaching Community http://www.mimioconnect.com		
Key Vocabulary: infer/inferencing, theme, mythology, narrative, descriptive, sequence, transitional words, sensory details, concluding paragraph		
Useful Sites: Vocabulary and spelling enrichment www.spellingcity.com ELA enrichment lessons www.studyisland.com Informational Texts and activities http://storyworks.scholastic.com/reproducible-archive Time for Kids www.timeforkids.com Teacher Resource Guide for <i>Because of Winn Dixie</i> http://www.candlewick.com/book_files/0763607762.btg.1.pdf Chapter Quizzes, projects and activities on <i>Because of Winn Dixie</i> http://www.mce.k12tn.net/dogs/dixie/because_of_winn_dixie.htm Journeys lesson activities with activities for paired texts http://www.mrnale.com/Journeys_Lesson_Activities_Grade_4.htm Four Corners Teaching Strategy http://www.ehow.com/way_5809507_four-corners-teaching-strategy.html Appointment Clock Strategy http://wvde.state.wv.us/teach21/AppointmentClock.html Inside-Outside Circle Strategy http://wvde.state.wv.us/strategybank/Inside-OutsideCircle.html Learning Response Logs http://wvde.state.wv.us/teach21/LearningResponseLogs.html Choice Boards (Tic-Tac-Toe) Reading Strategies http://www1.cbsd.org/sites/teachers/middle/csikora/DI%20Handouts/Choice%20Boards%20Packet.pdf Teacher resources on natural disasters http://www.laurentarshis.com/teaching-resources		
Primary Documents: "Texas Twisters" T106-109, "The Coolest Marathon!" T178-181, "The Burning Town" Storyworks April/May 2013 Issue		
Text Crosswalk: (Journeys Unit 3)		

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Exemplary Lessons:

- Read the main selection and use developing comprehension questions to allow students to make inferences about text details and characters, determine the theme, or tell the main idea (Reading)
- Use the Your Turn Section at the end of the main selection to allow students to make connections to the main selection through writing (Writing)
- Read the Teacher Read Aloud that goes along with the lesson to give students the opportunity to listen to fluent reading, learn target vocabulary, and focus in on specific skills to answer listening comprehension questions (Listening & Speaking)
- Use Stop and Think points to allow students to discuss important details from the text with peers (Speaking)

***The following chapter books can be used to address all of the standards for this unit and is also theme related.**

- “I Survived: The San Francisco Earthquake, 1906” by Lauren Tarshis
- “I Survived: Hurricane Katrina, 2005” by Lauren Tarshis
- “The Earth Dragon Awakes” by Lawrence Yep

Unit 4:

Topic:	CCSS:	Goals: (This section should contain the standards that are to be mastered by the end of the unit.)	Projected # of days
“Never Give Up” (Journeys Unit #4)	RL.4.1, RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly.	36
	RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	
	RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	
	RI.4.5	Determine the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	
	RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	
	W.4.2a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings, illustrations, and multimedia) when useful to aiding	

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		comprehension.	
	W.4.2b	Develop a topic with facts, definitions, concrete details, quotations or other information and examples related to the topic when writing.	
	W.4.2c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	
	W.4.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
	W.4.2e	Provide a concluding statement or section related to the information or explanation presented when writing a piece.	
Essential Questions: What clues from the text can be used to determine the meaning of unfamiliar vocabulary in a text? How do readers construct meaning from text? What key details support the main idea in a text? How do text and graphic features help readers comprehend a text better? How do text and graphic features help writers organize ideas in a writing piece? How can use of tier 2 and 3 vocabulary help writers show their knowledge about a topic? How can summarizing allow a writer to develop a well written concluding statement or paragraph?			
Enduring Understandings: Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text. Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful. They also use various features of a text to aide in comprehension. Good writers determine how their piece will be organized based on the purpose for writing and their audience. Good writers do the necessary research to develop their topic.			
Assessments:			
Formative: Turn and Talk, Talk Moves, anecdotal notes during small group and conferencing, running records, graphic organizers, teacher created quizzes, Study Island Pre-test *Please see the links for the following activities in the Useful Sites Section: Four Corners Strategy, Appointment Clock Buddy Strategy, Inside-Outside Circle Activity, Learning Logs, Use of individual white boards or Smart Responders	Summative: Model Curriculum Unit 4 Assessment, Journeys Unit 4 Benchmark Assessment (optional), Journeys Quizzes on each lesson, Study Island Quizzes on specific skills	Authentic: Portfolio Pieces*, Weekly Literature Responses, Journal Writing, Teacher-Created Projects relating to theme related novels (novels can be determined by the teacher), Tic-Tac-Toe Choice Board (Link listed in Useful Sites Section) *Portfolio Pieces: Informative/Explanatory, One Typed Published Writing	

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Interdisciplinary Connections: Social Studies (connecting writing activities with current events/informational texts and Journeys non-fiction selections), Science (Journeys Non-Fiction Selections)

Technology Integration:

Vocabulary and spelling enrichment www.spellingcity.com

ELA enrichment lessons www.studyisland.com

Informational Texts and activities <http://storyworks.scholastic.com/reproducible-archive>

Time for Kids www.timeforkids.com

Smart Responders

Teacher-Created Smartboard lessons <http://exchange.smarttech.com/search.html>

Mimio Connect Interactive Teaching Community <http://www.mimioconnect.com>

Key Vocabulary: infer/inferencing, main idea, academic vocabulary, domain-specific vocabulary, chronology/sequencing, cause and effect, problem and solution, compare and contrast, timeline, quantitatively, visually, orally, chart, graph, diagram, informational, format, heading, illustration, multimedia, facts, topic, definitions, details, quotations, concluding statement

Useful Sites:

Vocabulary and spelling enrichment www.spellingcity.com

ELA enrichment lessons www.studyisland.com

Informational Texts and activities <http://storyworks.scholastic.com/reproducible-archive>

Time for Kids www.timeforkids.com

Teacher Resource Guide for *Because of Winn Dixie* http://www.candlewick.com/book_files/0763607762.btg.1.pdf

Chapter Quizzes, projects and activities on *Because of Winn Dixie* http://www.mce.k12tn.net/dogs/dixie/because_of_winn_dixie.htm

Journeys_lesson activities with activities for paired texts http://www.mrnale.com/Journeys_Lesson_Activities_Grade_4.htm

Four Corners Teaching Strategy http://www.ehow.com/way_5809507_four-corners-teaching-strategy.html

Appointment Clock Strategy <http://wvde.state.wv.us/teach21/AppointmentClock.html>

Inside-Outside Circle Strategy <http://wvde.state.wv.us/strategybank/Inside-OutsideCircle.html>

Learning Response Logs <http://wvde.state.wv.us/teach21/LearningResponseLogs.html>

Choice Boards (Tic-Tac-Toe) Reading Strategies

<http://www1.cbsd.org/sites/teachers/middle/csikora/DI%20Handouts/Choice%20Boards%20Packet.pdf>

Teacher resources on natural disasters <http://www.laurentarshis.com/teaching-resources>

Primary Documents: “Spindletop” T32-34, “A Day for the Moon” T176-178, “The Edible Schoolyard” T248-250

Connections to “Bud, Not Buddy” by Christopher Paul Curtis:

The Great Depression

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http://www.k12reader.com/reading-comprehension/Gr4_Wk22_Great_Depression.pdf

Letters from Children During the Great Depression

http://www.digitalhistory.uh.edu/learning_history/children_depression/help_president.cfm

Connections to “Charlie and the Chocolate Factory”:

Where Chocolate Comes From <http://www.thinkingfountain.org/c/cacao/cacao.html>

Video tours and Facts about Chocolate http://www.exploratorium.edu/exploring/exploring_chocolate/index.html

Text Crosswalk: (Journeys Unit 4)

Exemplary Lessons:

- Read the main selection and use developing comprehension questions to allow students to make inferences about text details and characters, determine the theme, or tell the main idea (Reading)
- Use the Your Turn Section at the end of the main selection to allow students to make connections to the main selection through writing (Writing)
- Read the Teacher Read Aloud that goes along with the lesson to give students the opportunity to listen to fluent reading, learn target vocabulary, and focus in on specific skills to answer listening comprehension questions (Listening & Speaking)
- Use Stop and Think points to allow students to discuss important details from the text with peers (Speaking)

***The following chapter books can be used to address all of the standards for this unit and is also theme related.**

- “Bud, Not Buddy” by Christopher Paul Curtis (Advanced Text)
- “Charlie and the Chocolate Factory” by Roald Dahl

Unit 5:

Topic:	CCSS:	Goals: (This section should contain the standards that are to be mastered by the end of the unit.)	Projected # of days
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All Around” (Journeys Units 5 & 6)	RL.4.10, RI.4.10	Read increasingly complex texts, at the grade 4-5 text complexity band independently and proficiently.	
	RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.	
	RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	
	W.4.2a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings, illustrations, and multimedia) when useful to aiding comprehension.	
	W.4.2b	Develop a topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic when writing.	
	W.4.2c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	
	W.4.2d	Use precise language and domain-specific vocabulary to inform about or clarify the topic.	
	W.4.2e	When writing, present a concluding statement or section related to the information or explanation presented.	
Essential Questions: How does understanding a text’s structure help me better understand its meaning? How do readers construct meaning from text? What text details can be used to determine the author’s point of view on the topic? What is different or similar about points of view presented in two different texts? How do text and graphic features help writers organize ideas in a writing piece? How can use of tier 2 and 3 vocabulary help writers show their knowledge about a topic? How can summarizing allow a writer to develop a well written concluding statement or paragraph?			
Enduring Understandings: Readers choose complex texts that allow them to challenge themselves as reader and develop comprehension skills. Understanding of a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the text. Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful. Good writers determine how their piece will be organized based on the purpose for writing and their audience. They also do the necessary research to develop their topic.			

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Assessments:		
Formative: Turn and Talk, Talk Moves, anecdotal notes during small group and conferencing, running records, graphic organizers, teacher created quizzes, Study Island Pre-test *Please see the links for the following activities in the Useful Sites Section: Four Corners Strategy, Appointment Clock Buddy Strategy, Inside-Outside Circle Activity, Learning Logs, Use of individual white boards or Smart Responders	Summative: Model Curriculum Unit 5 Assessment, Journeys Unit 5 Benchmark Assessment (optional), Journeys Quizzes on each lesson, Study Island Quizzes on specific skills	Authentic: Portfolio Requirements*, Weekly Literature Responses, Journal Writing, Teacher-Created Projects relating to theme related novels (novels can be determined by the teacher), Tic-Tac-Toe Choice Board (Link listed in Useful Sites Section) *Portfolio Requirements: Informative/Explanatory, Literature Response, Typed Published Writing, Short Research Project
Interdisciplinary Connections: Social Studies (connecting writing activities with current events/informational texts and Journeys non-fiction selections), Science (Journeys Non-Fiction Selections)		
Technology Integration: Vocabulary and spelling enrichment www.spellingcity.com ELA enrichment lessons www.studyisland.com Informational Texts and activities http://storyworks.scholastic.com/reproducible-archive Time for Kids www.timeforkids.com Smart Responders Teacher-Created Smartboard lessons http://exchange.smarttech.com/search.html Mimio Connect Interactive Teaching Community http://www.mimioconnect.com		
Key Vocabulary: text evidence, topic, format, headings, illustrations, multimedia, facts, definitions, details, clarify, domain specific-vocabulary, concluding statement		
Useful Sites: Vocabulary and spelling enrichment www.spellingcity.com ELA enrichment lessons www.studyisland.com Informational Texts and activities http://storyworks.scholastic.com/reproducible-archive Time for Kids www.timeforkids.com Teacher Resource Guide for <i>Because of Winn Dixie</i> http://www.candlewick.com/book_files/0763607762.btg.1.pdf Chapter Quizzes, projects and activities on <i>Because of Winn Dixie</i> http://www.mce.k12tn.net/dogs/dixie/because_of_winn_dixie.htm Journeys lesson activities with activities for paired texts http://www.mrnale.com/Journeys_Lesson_Activities_Grade_4.htm		

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Four Corners Teaching Strategy http://www.ehow.com/way_5809507_four-corners-teaching-strategy.html
Appointment Clock Strategy <http://wvde.state.wv.us/teach21/AppointmentClock.html>
Inside-Outside Circle Strategy <http://wvde.state.wv.us/strategybank/Inside-OutsideCircle.html>
Learning Response Logs <http://wvde.state.wv.us/teach21/LearningResponseLogs.html>
Choice Boards (Tic-Tac-Toe) Reading Strategies
<http://www1.cbsd.org/sites/teachers/middle/csikora/DI%20Handouts/Choice%20Boards%20Packet.pdf>
Lesson Plans and activities for *Maniac Magee*
http://www.sandtpublications.com/f/microsoft_word_-_maniac_magee_samples_for_website.pdf
Literature Guide for Maniac Magee
<http://www.4elementarysolutions.com/v/vspfiles/assets/images/maniacmageesamplepages.pdf>

Primary Documents: “Make the Switch” T 34-36, “Working for the Vote” T106-108, “Towering Trees” T182-184

Connections to “Maniac Magee” by Jerry Spinelli:

Biography of Jerry Spinelli (<http://www.scholastic.com/teachers/contributor/jerry-spinelli>,
<http://www.4elementarysolutions.com/v/vspfiles/assets/images/maniacmageesamplepages.pdf>)
Civil Rights Movement <http://www.4elementarysolutions.com/v/vspfiles/assets/images/maniacmageesamplepages.pdf> [discoveryeducation.com](http://www.discoveryeducation.com)
Brown vs. Board of Education <http://www.4elementarysolutions.com/v/vspfiles/assets/images/maniacmageesamplepages.pdf>
http://library.thinkquest.org/J0112391/brown_v_board_of_education.htm

Text Crosswalk:

Exemplary Lessons:

- Read the main selection and use developing comprehension questions to allow students to make inferences about text details and characters, determine the theme, or tell the main idea (Reading)
- Use the Your Turn Section at the end of the main selection to allow students to make connections to the main selection through writing (Writing)
- Read the Teacher Read Aloud that goes along with the lesson to give students the opportunity to listen to fluent reading, learn target vocabulary, and focus in on specific skills to answer listening comprehension questions (Listening & Speaking)
- Use Stop and Think points to allow students to discuss important details from the text with peers (Speaking)

***The following chapter book can be used to address all of the standards for this unit and is also theme related.**

“Maniac Magee” by Jerry Spinelli can be used with this unit to address all of the standards.

MEASURES OF UNDERSTANDING

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Measures of Understanding for RL Standards

- Running records and other teacher initiated assessments should take place as needed to inform instruction and monitor growth.
- Reading assessments should give students the opportunity to answer questions on varying levels of comprehension complexity, as well as provide opportunities to use textual evidence to support thinking.
- Teachers/students may maintain a reading log that contains a record of reading. This log provides the teacher and the student with an opportunity to discuss reading habits and volume of reading. It offers one more lens to ensure independent reading is being matched to reading level, and that students are on a scaffolded path to meet end-of-year grade level benchmarks.
- Using a variety of texts, students will answer questions similar to those provided in the *Common Core Standards for English Language Arts, Appendix B Text Exemplars and Performance Tasks*. Building on grade 3 skills, students:
 - Ask and answer questions regarding the plot, explicitly referring to the book to form the basis for their answers. [RL.3.1]
 - Explain how an author's illustrations contribute to what is conveyed in the story to create the mood and emphasize aspects of characters and setting in the story. [RL.3.7]
 - Read fables and folktales from diverse cultures that represent various origin tales and paraphrase their central message, lesson, or moral.
 - Describe the overall story structure, describing how the interactions of the characters introduce the beginning of the story and how a suspenseful plot comes to an end [RL.3.6]
 - Distinguish own point of view [RL.3.6]
 - Determine the meaning of words and phrases in poems focusing on identifying the use of nonliteral language (e.g., "light is the ink we use") and talking about how it suggests meaning [RL.3.4]

Adding on grade 4 skills, students:

- Explain the behavior of characters and make inferences regarding the impact on the story by explicitly referring to details and examples from the text. [RL.4.1]
- Describe how the narrator's point of view influences how events are described and how the reader perceives the character(s) [RL.5.6]
- Describe in depth the setting of the story, drawing on specific details in the text, (i.e. from the color of the sky to the sounds of the pond), describe the scene. [RL.4.3]
- Refer to the structural elements (e.g., verse, rhythm, meter) when analyzing the poem and contrasting the impact and differences of those elements to a prose summary of the poem. [RL.4.5]
- Make connections between the visual presentation of illustrations and the text of the story to identify how the pictures reflect specific descriptions of characters, events or ideas in the text. [RL.4.7]

Use *accountable talk* rubrics (example provided) to provide guidance to students and to assess the level of talk within partnerships, book clubs or whole class www.education.ky.gov/users/otl/AOB/AOB%20Resource%204E.doc

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Measures of Understanding for RI Standards

Appendix B: *Text Exemplars and Sample Performance Tasks* (adapted)

Students use details and examples to explain statements they make and ideas they infer. [4.RI.1]

Students determine the main idea of an informational text and create a summary by explaining how key details support the main idea. [4.RI.2]

Students cite specific details in the text to support the inferred main idea. [4.RI.3]

Appendix B: *Text Exemplars and Sample Performance Tasks* (adapted)

Students determine the meaning of domain-specific words or phrases, and important general academic words and phrases that appear in an informational text. [4.RI.4]

Students identify the overall structure of ideas, concepts, and information in a informational text and compare and contrast that scheme to the one employed by another text about the same topic. [4.RI.5]

Students compare and contrast a firsthand account of a group of people or an event to a secondhand account of a group or people or an event, attending to the focus of each account and the information provided by each. [4.RI.6]

Appendix B: *Text Exemplars and Sample Performance Tasks* (adapted)

Students interpret the visual chart that accompanies a text and explain how the information found within it contributes to a more comprehensive understanding of the main idea. [4.RI.7]

Students explain how an author uses reasons and evidence in his/her text to support particular points in a text. [4.RI.8]

Students participate in a debate using print and digital texts to support their thesis. [4.RI.9]

Student self-monitors using proficient reading strategies.

Teacher administers running record using nonfiction text.

Reading log and reading journal using nonfiction text.

Measures of Understanding for RF Standards

- Teacher observation and record keeping using the following as students demonstrate abilities specified in standard RF.4.3a:
 - * Running records
 - * Word sorts
 - * Writing dictations
 - * Analysis of writing workshop drafts
- Teacher observation and record keeping using the following as students demonstrate abilities specified in standard RF.4.4a-c:
 - * Running records

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- * Conferences with students
- * Reader's Theater; student reading performances.

Measures of Understanding for W Standards

- Conferences with students
- Student writing
- Notebook entries
- Drafts
- Genre specific rubrics to score writing
- Prompt specific writing scored with NJRHSR
- District writing benchmarks
- Students' responses to literature
- Students' NJASK released scored samples

Examine the New Jersey Registered Holistic Scoring Rubric (NJRHSR) and other genre specific rubrics and checklists. Teachers and students should explore the registers and expectations set forth through the NJRHSR, practice scoring their own and others' writing, provide feedback to peers, accept constructive feedback from peers and the teacher and work to improve their work (score). NJASK Scored Student Exemplars:

Common Core State Standards for ELA, Appendix C: Samples of Student Writing (Included with each student sample is an annotation of what the writer did)

Measures of Understanding for SL Standards

- Using the sample performance tasks described in the Common Core Standards for English Language Arts, Appendix B, teachers may engage students in small and large group discussions, and observe how:
 - * Students make connections between the visual presentation of text and the actual text of the story to identify how the pictures reflect specific descriptions in the text. [RL.4.7]
 - * Students explain characters' actions and make inferences regarding the impact of events in the story by explicitly referring to details and examples from the text. [RL.4.1]
 - * Students describe how the narrator's point of view influences how events are described and how the reader perceives the character. [RL.5.6]

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- * Students summarize the plot and then reflect on the challenges facing the characters in the story while employing those and other details in the text to discuss the theme of the story. [RL.5.2]
- * Students describe in depth the setting of the story, drawing on specific details in the text, to describe the scene.[RL.4.3]
- * Students compare and contrast multiple texts by identifying similar themes and examining the stories' approach to the topic or theme. [RL.5.9]
- * Students refer to the structural elements (e.g., verse, rhythm, meter) analyzing poetry and contrasting the impact and differences of those elements to a prose summary of the poem. [RL.4.5]
- * Students explain how the author uses reasons and evidence in text to support particular points. [RI.4.8]
- * Students identify the overall structure of ideas, concepts, and information in one text and compare and contrast that to the one employed the author of another text. [RI.5.5]

Measures of Understanding for L Standards

- Student writing: writer's notebook, task writing
- Writing benchmarks
- Rubrics
- Direct assessment of skills
- Anecdotal notes
- Editing/Revising
- Examine draft writing versus published.
- Collect dictation and study it.
- Schedule regular conferences that focus on conventions
- Accumulate each student's writing over the year and keep it in a folder for periodic evaluation.
- See exemplars *ELA Common Core State Standards*, Appendix C
- Student writing
- Written assessments
- Have students present items that distinguish between an example of a word and a non-example of a word
- Place word phrases on a word line that represents a continuum, and have them explain the placement of the various words
- Word and vocabulary sorts
- Five dimensions of vocabulary knowledge: (*Frey and Fisher*)
 1. Generalization through definitional knowledge
 2. Application through correct usage
 3. Breadth through recall of words

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4. Precision through understanding of examples and non-examples
5. Availability through use of vocabulary in discussion

Resources

Books to Support the RL Standards

Beyond Leveled Books, second edition, Karen Szymusiak, Franki Sibberson, and Lisa Koch
The CAFÉ Book, Gail Boushey and Joan Moser
The Complete Year in Reading and Writing: Grade 4: Daily Lessons-Monthly Units-Yearlong Calendar, Lori Pastore and Pam Allyn
The Continuum of Literacy Learning, Irene Fountas and Gay Su Pinnell
The Daily Five, Gail Boushey and Joan Moser
The Fluent Reader, Timothy Rasinski
Good Choice! Supporting Independent Reading and Response in K-6, Tony Stead
Guiding Readers and Writers (Grades 3-6): Teaching Comprehension, Genre, and Content Literacy, Irene Fountas and Gay Su Pinnell
Guided Reading in Grades 3-6, Mary Browning Schulman
The Inside Guide to the Reading-Writing Classroom, Leslie Blauman
Teaching for Comprehending & Fluency: Thinking, Talking & Writing About Reading, Irene Fountas and Gay Su Pinnell

Books to Support the RI Standards

Nonfiction Reading Power, Adrienne Gear
Reality Checks: Teaching Reading Comprehension with Nonfiction Text, Tony Stead

Books to Support the W Standards

The Conferring Handbook, Lucy Calkins
Craft Lessons, Ralph Fletcher and JoAnn Portalupi
Guiding Readers and Writers, Irene Fountas and Gay Su Pinnell
Lessons for the Writer's Notebook, Ralph Fletcher and JoAnn Portalupi
Making Revision Matter, Janet Angelillo
Mentor Texts: Teaching Writing Through Children's Literature K-6, Lynne Dorfman and Rose Cappelli
Nonfiction Mentor Texts: Teaching Informational writing through Children's Literature, K-8, Lynne Dorfman and Rose Cappelli
Notebook Know-How: Strategies for the Writer's Notebook, Aimee Buckner
Study Driven, Katie Wood Ray

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The Power of Grammar, Mary Ehrenworth and Vicki Vinton

What a Writer Needs, Ralph Fletcher

Writing to the Prompt, Janet Angellilo

The Writing Workshop: Working through the hard parts (and they're all hard parts), Katie Wood Ray

Resources to Support the SL Standards

- Accountable Talk Rubric www.education.ky.gov/users/otl/AOB/AOB%20Resource%204E.doc
- Brain Pop Ideas for teachers <http://www.brainpopjr.com/readingandwriting/communication/listeningandspeaking/grownups.weml>
- Common Core Standards Appendices <http://www.corestandards.org/the-standards>
- *Comprehension Through Conversation The Power of Purposeful Talk in the Reading Workshop* Nichols, M.(2006)
- NJ Technology Standards (8.1 Educational Technology; 8.2 Technology Education, Engineering and Design)
<http://www.nj.gov/education/cccs/standards/8/> and the associated *Classroom Application Documents*
<http://www.nj.gov/education/cccs/cad/8/> .
- *Talk About Understanding: Rethinking Classroom Talk to Enhance Comprehension*, Ellin Oliver Keene
- Talk Moves video <http://www.teachingchannel.org/videos/talk-moves?fd=1>
- Professional Reading from the International Reading Association (online access for members):
- *Floating on a Sea of Talk: Reading Comprehension Through Speaking and Listening* The Reading Teacher Volume 63, Issue 4, December-January 2009, Pages: 325–329, Kathy A. Mills Article first published online : 9 NOV 2011, DOI: 10.1598/RT.63.4.8
- *Revisiting Read-Aloud: Instructional Strategies That Encourage Students' Engagement With Texts* The Reading Teacher Volume 63, Issue 2, October 2009, Pages: 110–118, Vanessa Morrison and Lisa Wlodarczyk Article first published online : 9 NOV 2011, DOI: 10.1598/RT.63.2.2
- *Talking About Talk: Reclaiming the Value and Power of Literature Circles* The Reading Teacher Volume 64, Issue 8, May 2011, Pages: 590–598, Heidi Mills and Louise Jennings Article first published online : 9 NOV 2011, DOI: 10.1598/RT.64.8.4
- *Promoting Lively Literature Discussion* The Reading Teacher Volume 64, Issue 6, March 2011, Pages: 445–449, Kristine Gritter. Article first published online : 9 NOV 2011, DOI: 10.1598/RT.64.6.7

Websites

<http://www.readwritethink.org/>

<http://readinglady.com/>

Appendix A of the Common Core State Standards [Glossary of Key Terms and Text Complexity defined]

(http://www.corestandards.org/assets/Appendix_A.pdf)

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Appendix B of the Common Core State Standards [Text Exemplars and Sample Performance Tasks]

(http://www.corestandards.org/assets/Appendix_B.pdf)

Appendix C of the Common Core State Standards [Samples of Student Writing]

(http://www.corestandards.org/assets/Appendix_C.pdf)

Gradual Release of Responsibility Model

“Effective Use of the Gradual Release of Responsibility Model,” Douglas Fisher

http://www.macmillanmh.com/connectED/mkt/HTMLFiles/pdf/douglas_fisher.pdf

Rubric Resources

<http://www.rubrician.com/writing.htm>

<http://ethemes.missouri.edu/themes/1747>

<http://www.rubrics4teachers.com/writing.php>

<http://www.wtschools.org/file/4fe486fd.pdf> (NJ Registered Holistic Scoring Rubric)

Fables, Folktales and Myths Resources

Myths, Folktales and Fairy Tales Internet Project, <http://teacher.scholastic.com/writewit/mff/index.htm>

(Included within this site is “Fractured Fairy Tales and Fables with John Scieszka,” which can also be used for supporting ‘point of view.’

http://teacher.scholastic.com/writewit/mff/fractured_fairy.htm)

Readers Theatre

The Power of Reader’s Theater, <http://teacher.scholastic.com/products/instructor/readers theater.htm>

Literacy Connections, Readers’ Theater, <http://www.literacyconnections.com/ReadersTheater.php>

Assessments

Accountable Talk Rubric, www.education.ky.gov/users/otl/AOB/AOB%20Resource%204E.doc

Day-to-Day Assessment in the Reading Workshop, Franki Sibberson and Karen Szymusiak

*For Differentiation Ideas: www.marzanoresearch.com/free_resources/itembank.aspx

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