

**ORANGE PUBLIC SCHOOLS  
OFFICE OF CURRICULUM AND INSTRUCTION  
OFFICE OF ENGLISH LANGUAGE ARTS**

**Fourth Grade**

**PARCC Aligned Curriculum Guide  
Unit 3**



School Year 2015-2016

## Grade 4 Unit Plan

### Unit 3

Unit planning provides you with a sense of direction and organization that helps the teacher and the class to achieve significant academic gains within a particular time period. "It encourages alignment between teaching practice and three interrelated goals – **Acquisition** (of knowledge and skills), **Meaning Making** (understanding of "big ideas") and **Transfer of learning**." –Wiggins and McTighe



<b>Grade</b>	4
<b>Unit</b>	3
<b>Unit Focus</b>	In this unit, students will closely analyze texts to explain events, procedures, ideas, or concepts in an informational text by describing what happened, why it happened, and how it happened and find specific information in the text to support their explanations. Students will look at texts and explain how an author uses specific reasons and evidence to support particular points within a text. Students will evaluate whether or not the reasons and evidence given support the particular points posed by the author. Students will engage in class and peer discussions to push their understanding of topics and to closely analyze how writers of non-fiction and informational texts use crafts and techniques to effectively write in the genre.
<p style="text-align: center;"><b>Grade Level Standards</b></p> <p>The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. While the Standards delineate specific expectations in reading, writing, speaking, listening, and language, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by a single rich task (Common Core State Standards adopted 2010).</p>	
<p style="text-align: center;"><b>Focus Standards</b></p>	
<p style="text-align: center;"><b>Reading: Literature</b></p>	
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.	
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.	
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.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	
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.	
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RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### **Writing**

#### **W.4.2**

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

- a Introduce a topic or text clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension.
- b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e Provide a concluding statement or section related to the information or explanation presented.

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.)

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.)

W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

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

### **Language**

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
- b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
- f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- g. Correctly use frequently confused words (e.g., *to, too, two; there, their*).

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use correct capitalization.
- b. Use commas and quotation marks to mark direct speech and quotations from a text.
- c. Use a comma before a coordinating conjunction in a compound sentence.
- d. Spell grade-appropriate words correctly, consulting references as needed.

L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose words and phrases to convey ideas precisely.
- b. Choose punctuation for effect.
- c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

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.

- a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- c. 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.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

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., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

## Reading Foundations

RF.4.3. 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.

a. 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.

RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## Pacing

Marking Period 3: January 29, 2016 –April 8, 2016

### Essential Questions

What do **readers** do when they do not understand everything in a text?

How do **readers** construct meaning from text?

How do I figure out a **word** I do not know?

Why do readers need to pay attention to a writer's choice of **words**?

How do good **writers** express themselves? How does process shape the writer's product?

How do **writers** develop a well written product?

How can **discussion** increase our knowledge and understanding of an idea(s)?

### Enduring Understandings

Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.

Good readers compare, infer, synthesize, and make connections (text to text / text to self / text to world) to make text relevant and useful.

Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.

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 enables them to vary form and style, in order to write for different purposes, audiences, and contexts.

Oral discussion helps to build connections to others and create opportunities for making learning concrete.

How do **speakers** express their thoughts and feelings?

Questioning and contributing help speakers convey their message, explore issues and clarify their thinking.

### Learning Outcomes

Student Goals:

*To show proficiency, I will:*

- Read fluently and demonstrate comprehension of grade-appropriate informational texts.
- Read closely and analytically.
- Select and use strategies during reading and viewing to construct, monitor, and confirm meaning.
- Use various strategies to understand the meaning of unfamiliar words, such as context clues, etc.
- Use reading strategies such as predicting, asking and answering text-dependent questions, inferring, and summarizing
- Use academic vocabulary when
  - sharing and explaining ideas and viewpoints
  - adjusting thinking/beliefs,
  - solving problems
  - completing tasks
  - presenting ideas and information
  - recounting experiences
- Read, view and listen to improve and extend thinking, by predicting and explaining, visualizing, analyzing texts, drawing conclusions, recognizing alternative viewpoints, summarizing and synthesizing.
- Examine topics to write an informational piece
- Produce writing appropriate to task, purpose, and audience

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Use speaking and listening to respond, explain, and provide supporting evidence for connections to and analysis and critiques of texts.
- Use speaking and listening to interact with others for the purposes of contributing to a class discussion

#### Assessments (see *terms* for definitions)

Screening	Formative	Summative	Authentic
<ul style="list-style-type: none"> <li>• Unit Pretest</li> <li>• On Demand Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Exit Tickets</li> <li>• Anecdotal Notes</li> <li>• Quizzes</li> <li>• Quick-Writes</li> <li>• Notebook Entries</li> <li>• Summaries &amp; Reflections</li> <li>• Text Dependent Questions (TDQs)</li> <li>• Running Records (Reading Levels A-I)</li> </ul>	<ul style="list-style-type: none"> <li>• End of Unit Tests</li> <li>• Open-Ended Responses to Informational Text</li> <li>• On-Demand Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Published Writing Pieces</li> </ul>

#### Integrated Standards

#### Reading Literature (incorporate using interactive read alouds)

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.

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, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).



RL.4.4 Determine the meaning of words and phrases as they are used in a text

**Reading Informational (incorporate using interactive read alouds)**

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.5 Describe 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.

**Writing (incorporate using response to texts & through choice writing )**

W.4.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- b. Provide reasons that are supported by facts and details.
- c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- d. Provide a concluding statement or section related to the opinion presented.

W.4.3

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

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 4 Reading standards to literature (e.g., "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].").
- b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

### Speaking and Listening

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.

- a. 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.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. 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.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

### Sample Reader's Workshop Schedule

Reader's Workshop with Mini Lesson (45 minutes)		Reader's Workshop with Interactive Read Aloud (45 minutes)	
<b>Mini Lesson:</b> Connection Teaching Point Active engagement Link	<u>10 minutes</u>	<b>Interactive Read Aloud</b>	<u>20 minutes</u>
<b>Practice:</b> Students practice the strategy from the mini lesson using whole group class novels. (individual, small group, center based)	<u>20 minutes</u>	<b>Independent Reading</b>	<u>20 minutes</u>
<b>Independent Reading:</b> Students read at the independent level using the strategies they have learned to work towards their <b>individual goal</b> . <u>Student role:</u> stop and jot, and or writing in reader's notebooks. <u>Teacher Role:</u> Reading conferences, guided reading and or small group instruction.	<u>10 minutes</u>	<b>Share</b>	<u>5 minutes</u>
<b>Share:</b> Brief review of lesson, set up for tomorrow or share from student work.	<u>5 minutes</u>		
Reading Materials	Pacing	Strategies *teach through interactive read aloud or mini lesson	Student Assessment/Evidence/Research
<u>Extended Mentor Text(1)</u> (Grade appropriate text including but not limited to the texts listed below)	<b>January 29th</b> <i>Unit 3 Pretest</i>	Administer Unit 3 Pre-Test	<b>Unit 3 Pre-Assessment</b>
	<b>Week of February 1<sup>st</sup>- 5<sup>th</sup></b>	Choose 2-3 strategies to use	Stop and Jots

<p><i>The Revolutionary War by Brenden January</i> (Reading Level Q)</p> <p><i>Those Rebels by John and Tom-Barbara Kerley</i> (Reading Level R)</p> <p><i>Earthquakes by Seymour Simon</i> (Reading Level T)</p> <p><i>Wildfires by Seymour Simon</i> (Reading Level X)</p> <p><b><u>Short Mentor Texts (5-9)</u></b></p> <p><i>Strange Mysteries of the Unexplained by Oliver Doyle</i> (Reading Level W)</p> <p><i>Bermuda Triangle (Eyewitness Readers by Andrew Donkin</i> (Reading Level P)</p> <p><i>Secret Weapons: A Tale of the Revolutionary War-J. Gunderson</i> (Reading Level M)</p> <p><i>The Top Secret Adventure of John Darragh, Revolutionary War Spy by Peter Roop</i> (Reading Level N)</p> <p><b><u>Other Text Options</u></b></p> <p><b><u>Social Studies</u></b></p> <p><i>Eight Days: A Story of Haiti by Edwidge Danticat</i> (Reading Level O)</p> <p><i>The Great Migration by Jacob Lawrence</i> (Reading Level R)</p>	<p><b>(5 days)</b> <i>Literature Spiral Review</i> (Fiction)</p> <p>-----</p> <p><b>Week of February 8<sup>th</sup> -12<sup>th</sup></b> <b>(5 days)</b> Vocabulary (Use Fiction &amp; Nonfiction Texts)</p> <p>-----</p> <p><b>Week of February 22<sup>nd</sup>-26<sup>th</sup></b> <b>(5 days)</b></p>	<p>with Fiction:</p> <ul style="list-style-type: none"> <li>-Angled Summaries for Highlighting Deeper Ideas in a Plot, pg. 145</li> <li>-Let the Blurb Help You, pg. 143</li> <li>-Reactions Help You Find the Problem, pg. 139</li> <li>-Readers Ask Themselves Questions, pg. 210</li> <li>-Summarizing with "Somebody...Wanted...But...So ...", pg. 149</li> <li>-From Seed to Theme, pg. 206</li> </ul> <p>-----</p> <p>Choose 2-3 from the choices below: <b>(These strategies can also be taught throughout the unit.)</b></p> <ul style="list-style-type: none"> <li>-Multiple Meaning Words pg. 304</li> <li>-Infer to Figure It Out pg. 310</li> <li>-Context+ Clues=Clarity pg. 314</li> <li>-Word Relationships in a Phrase pg. 316</li> <li>-Categorize Context with Connectors, pg. 303</li> <li>-Find Similarities (and Differences) Within Groups pg. 320</li> <li>-Look to Text Features, pg. 305</li> </ul> <p>-----</p> <p>Choose 2-3 from the choices below:</p>	<p>Reader's Notebook Entries Book Logs Responses to Informational Texts Daily Reading Conferences Running Records (Reading levels A-I)-Once Monthly</p> <p>-----</p> <p>Stop and Jots Reader's Notebook Entries Book Logs Responses to Informational Texts Daily Reading Conferences Running Records (Reading levels A-I)-Once Monthly</p> <p>-----</p> <p>Stop and Jots Reader's Notebook Entries</p>
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<p><i>Ancient Greece-Anne Pierson (DK Eyewitness Series)</i></p> <p><b>Science</b>  <i>Lightning by Seymour Simon (Reading Level T)</i></p> <p><i>Extreme Weather(National Geographic for Kids) (Reading Level T)</i></p> <p><i>Everything Earthquakes &amp; Volcanoes(Reading Level W)</i></p> <p><i>Natural Disaster by Claire Oliver</i></p> <p><b>Language</b>  <i>If You Were a Suffix by Marcie Aboff</i></p> <p><i>If You Were a Prefix by Marcie Aboff</i></p> <p><i>Under, Over, By the Clover by Brian Cleary</i></p> <p><i>Quirky, jerky, Extra Perkey by Brian Cleary</i></p> <p><i>Skin Like Milk, Hair of Silk by Brian Cleary</i></p> <p><i>How Much Can a Bare Bear Bear? By Brian Cleary</i></p> <p><i>It Figures!: Fun Figures of Speech by Marvin Terben</i></p>	<p>Key Ideas and Details</p> <hr/> <p><b>Week of February 29<sup>th</sup>-March 4<sup>th</sup> (5 days)</b>  Author's Viewpoint  Reasons &amp; Evidence</p> <hr/> <p><b>Week of March 7<sup>th</sup>-18<sup>th</sup> (10 days)</b>  <b>Comparing &amp; Contrasting Firsthand and Secondhand Accounts</b>  <i>*March 11<sup>th</sup> Administer a Teacher Created Mid-Checkpoint</i></p>	<p>-Event Connections, pg. 268 (use narrative nonfiction text)  -Code a Text, pg. 260  -Keying In to What's Important (Biographies), pg. 265  -Answering Questions, pg. 267  -Consistently Ask, "How Do I Know?", pg. 255</p> <hr/> <p>Choose 2-3 from the choices below:  -Track Down Opinion Clues in Solutions, pg. 233  -Opinion-Reasons-Evidence, pg. 234  -Determining Author's Purpose, Point of View, pg. 242  -What's the Perspective on the Topic?, pg. 243</p> <hr/> <p>Choose 2-3 from the choices below:  -Primary Sources, pg. 293  -What Does the Author Say?, pg. 231  -Most Important...to Whom?, pg. 230  -Determining Author's Purpose, Point of View pg. 242  -Perspective, Position, Power, pg. 245  -Tricks of Persuasion pg. 244  *The 2<sup>nd</sup> week (March 14<sup>th</sup>) should be used to have</p>	<p>Book Logs  Responses to Informational Texts  Daily Reading  Conferences  Running Records (Reading levels A-I)-Once Monthly</p> <hr/> <p>Stop and Jots  Reader's Notebook Entries  Book Logs  Responses to Informational Texts  Daily Reading  Conferences  Running Records (Reading levels A-I)-Once Monthly</p> <hr/> <p>Stop and Jots  Reader's Notebook Entries  Book Logs  Responses to Informational Texts  Daily Reading  Conferences  Running Records (Reading levels A-I)-Once Monthly  <b>Teacher Created Mid-Checkpoint (March 11<sup>th</sup>)</b></p>
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		<p>students use what they have learned to compare and contrast a firsthand and secondhand account in a piece of writing.</p> <hr/> <p><b>Week of March 21<sup>st</sup>-April 1<sup>st</sup></b>  <b>(10 days)</b>  <i>Integrating Information from 2 Texts</i>  <i>End of Unit Assessment (April 1<sup>st</sup>)</i></p> <hr/> <p>*Before students can integrate information from 2 texts in a writing piece, they need to learn how to pay attention to important details in a text. When students have worked on some of the strategies listed above, they will need to write a piece where they will integrate information from both texts. (They may work on this during the 2<sup>nd</sup> week.)</p> <p>Choose 2-3 from the choices below:</p> <ul style="list-style-type: none"> <li>-Reading with a Sense of “Wow”, pg. 251</li> <li>-Gather Up Facts, pg. 254</li> <li>-Scan and Plan, pg. 259</li> <li>-Important Versus Interesting pg. 262</li> <li>-Slow Down for Numbers pg. 263</li> </ul> <hr/> <p><b>Week of April 4<sup>th</sup>-8<sup>th</sup></b>  <b>(5 days)</b>  <i>Reteach</i></p> <hr/> <p>Reflect and Reteach using the same strategies during independent reading and reading conferences</p> <hr/> <p>Stop and Jots  Reader’s Notebook Entries  Book Logs  Responses to Informational Texts  Daily Reading Conferences  Running Records (Reading levels A-I)-Once Monthly  <b>(Administer Unit 3 Post Assessment -April 1<sup>st</sup>)</b></p> <hr/> <p>Stop and Jots  Reader’s Notebook Entries  Book Logs  Responses to Informational Texts</p>	
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			Daily Reading Conferences
Sample Writer's Workshop Schedule (45 minutes)			
<b>Mini Lesson:</b> Connection Teaching Point Active Engagement Link		10 minutes	
<b>Independent Practice:</b> Students work alone or with their writing partner, applying strategies learned to their own writing. Here, students will be at different stages of the writing process.  The teacher's role is the facilitator...circulating the room, monitoring, encouraging, conferring, and providing help as needed. The teacher can confer with individual students or small groups. Peer conferring may also take place.		25 minutes	
<b>Share:</b> Brief review of lesson, set up for tomorrow or students share work.		10 minutes	
Writing Materials	Pacing	Strategies	Student Assessment/Evidence
<b>Text</b> <u>Lucy Calkins Units of Study-Information Unit 3, Bends I,II</u> <u>Writing Pathways</u> <u>If...Then...Curriculum</u>  <b>Genre</b> <b>Informational</b> <ul style="list-style-type: none"> <li>1 piece (Writing Process)</li> <li>2 On-Demand Pieces</li> </ul>	<b>January 29</b> <i>Unit 3 Pre-Assessment</i> <b>Prepare</b> students for on demand writing on <b>Monday, February 1</b>	<b>-Administer Unit 3 Pre-Assessment</b> Pay close attention to the format of the questions. Design your quizzes using the same language as a form of teaching test taking strategies. <b>-Prepare</b> students for Monday's on demand writing (Writing Pathways pg. 128 or Unit 3 pg. viii)  <u>On Demand Writing:</u>	On demand writing

<p><b>Suggestions for Possible Research Topics</b></p> <ul style="list-style-type: none"> <li>• Revolutionary War</li> <li>• Civil War</li> <li>• Social Studies Topics</li> <li>• Ancient Greece</li> </ul> <p><b>Suggestions for Integrating Narrative and Opinion Writing during Reader’s Workshop</b></p> <p><b>Sample Narrative Topics</b> For ideas, students can use:</p> <ul style="list-style-type: none"> <li>• heart maps</li> <li>• writing territories</li> <li>• writer’s notebooks</li> </ul> <p><b>Sample Opinion Topics (Response to informational text)</b></p> <ul style="list-style-type: none"> <li>• Storywork Debates</li> <li>• Newsela.com</li> <li>• Standardized tests</li> <li>• Longer lunch recess</li> </ul>	<p>-----</p> <p><b>February 1-5 (5 days)</b> Units of Study, Unit 3-Bringing History to Life: Information ON DEMAND Bend I Sessions 1-3</p>	<p><i>“Think of a topic that you’ve studied or that you know a lot about. <b>Tomorrow</b>, you will have 45 minutes to write an informational (or all about) text that teaches others interesting and important information and ideas about that topic. If you want to find and use information from a book or another outside source to help you with this writing, you may bring that with you tomorrow. Please keep in mind that you’ll have only 45 minutes to complete this. You will only have this one period, so you’ll need to plan, draft, revise, and edit in one sitting. Write in a way that shows all that you know about information writing.”</i></p> <p><u><i>“In your writing, make sure you:</i></u></p> <ul style="list-style-type: none"> <li>-Write an introduction</li> <li>-Elaborate with a variety of information</li> <li>-Organize your writing</li> <li>-Use transition words</li> <li>-Write a conclusion”</li> </ul> <p>-----</p> <p><b>On Demand Writing</b> Over the weekend, you <i>thought of</i> a topic that you’ve studied or that you know a lot about. Today, you will have 45 minutes to write an informational (or all about) text that teaches others interesting and important information and ideas about that topic. If you want to find</p>	<p>-----</p> <p>Writer’s Workshop Independent writing Shared writing On demand writing Writer’s Notebook Entries Reflection</p>
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*and use information from a book or another outside source to help you with this writing, you may bring that with you tomorrow. Please keep in mind that you'll have only 45 minutes to complete this. You will only have this one period, so you'll need to plan, draft, revise, and edit in one sitting. Write in a way that shows all that you know about information writing."*

*"In your writing, make sure you:*

*-Write an introduction*

*-Elaborate with a variety of information*

*-Organize your writing*

*-Use transition words*

*-Write a conclusion"*

Sessions 1, 2, 3

\*Choose a writing focus based on something the students have studied in Unit 2 or in Social Studies. Unit 1 focuses on the Revolutionary War, however you can choose to focus on another topic. Once you have chosen the writing focus. Ask students to think about a topic they want to write about from the writing focus. i.e. Writing Focus: Revolutionary war  
Writing Topic: Boston Tea Party  
**Session 1:** students will choose a topic, analyze a student exemplar writing (see CD ROM resources), and begin planning in their notebooks how they want to

	<p>organize their informational book (students can create a table of contents)</p> <p><b>Session 2:</b> introduce students to various text structures. Using your own writing, model how you choose different structures for each heading by jotting notes under each heading according to the structure. Students will begin planning their writing using structures. If time permit, have students begin drafting. (see Session 9 for a graphic organizer idea)</p> <p><b>Session 3:</b> have students research, plan, and draft *consider using the rest of the week for research, planning, and drafting</p> <hr/> <p><b>February 8-12 (5 days)</b> Unit 3-Bend I Session 5, 7, 8 * Note: Session 6 focuses on a micro-story within an informational piece. Consider using session 6 as an enrichment (small group conference with high group)</p> <hr/> <p><b>February 22-26 (5 days)</b> <i>Unit 3-Bend II</i> <i>Sessions 10-12</i></p>	<p><b>Session 5:</b> Use a mentor text to model how to add details to their writing. Have student continue drafting.</p> <p><b>Session 7:</b> writing an essay as one of the chapters (thesis and reasons)</p> <p><b>Session 8:</b> Introduce students to the checklist and have them use it to continue drafting</p> <hr/> <p>Bend II suggests that student begin a new informational book. You can choose to do that or just have student continue with their work from Bend I.</p>	<p>Writer's Workshop Independent writing Shared writing On demand writing Writer's Notebook Entries Reflection</p> <hr/> <p>Writer's Workshop Independent writing Shared writing On demand writing Writer's Notebook</p>
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		<p><b>Session 10:</b> research and note-taking to add to their writing</p> <p><b>Session 11:</b> Teacher created session based on student needs (use checklist)</p> <p><b>Session 12:</b> Writing Introductions</p> <p><b>Session 12:</b> "Share": use the share as a separate lesson on "writing conclusions for your chapters"</p>	<p>Entries</p> <p>Reflection</p>
	<p><b>February 29-March 4 (5 days)</b> <i>Unit 3-Bend II</i> <i>Sessions 13-14</i></p>	<p><b>Session 13:</b> Text Features</p> <p><b>Session 14:</b> Adding quotations (quotes from texts)</p>	<p>Writer's Workshop</p> <p>Independent writing</p>
	<p><b>March 7-11 ( 5 days)</b> Teacher Created lessons</p>	<p>Use this week to have students continue working based on the sessions you have covered. You can also teach craft lessons based on their needs.</p>	<p>Writer's Workshop</p> <p>Independent writing</p> <p>Response to info. text</p> <p>Reflection</p>
	<p><b>March 14-18 (5 days) (5 days)</b> <i>Teacher created sessions on revisions</i></p>	<p>Revision lesson-adding details, removing ideas that do not fit</p>	<p>Writer's Workshop</p> <p>Independent writing</p> <p>Response to info. text</p> <p>Reflection</p>
	<p><b>March 21-24 (4 days)</b> <i>Teacher created sessions on editing</i></p>	<p>Editing Lessons: using editing marks, correct punctuation, subject verb agreement, etc. refer to the language standards.</p>	<p>Writer's Workshop</p> <p>Independent writing</p> <p>Response to info. text</p> <p>Reflection</p>
	<p><b>March 28- April 1 (5 days)</b> <i>Publish</i></p>	<p>Publishing-students should type these pieces</p>	<p>Writer's Workshop</p> <p>Independent writing</p>
	<p><b>April 4-8 (5 days)</b> <i>Publish (Session 23)</i></p>	<p>Publishing Party, Choosing Pieces from your Writing</p>	<p>Writer's Workshop</p> <p>Independent writing</p>

		<i>Celebrate Portfolios On Demand Writing</i>	Folder to Place in Your Portfolio Reflecting on Your Writing <b>*Administer a second on demand writing using the same prompt.</b>	Reflection
Type of Assessment	Rubric	Student Sample	Student Strengths	Student Goals
Running Record	<a href="#">Scoring the Running Record</a>	<a href="#">Sample Running Record</a>	<ul style="list-style-type: none"> <li>-Looks at beginnings of words</li> <li>-Uses all three cueing systems</li> </ul>	-Teach strategies to help read the whole word: <i>Slow down and think, "Does that make sense?; Does it sound right?; Does it look right?" Check the beginning and end of the word.</i>
Fluency Record	<a href="#">Oral Reading Rates Rubric</a>	<a href="#">Fluency Record</a>	<ul style="list-style-type: none"> <li>-Reads in two word phrases</li> <li>-Pauses at punctuations</li> </ul>	-Teach strategies to assist with phrasing: Rereading, scooping more than 2 words at a time, read with a partner, let your eyes preview what's coming next.
Book Logs	N/A	<a href="#">Book Log</a>	<ul style="list-style-type: none"> <li>-chooses books that are a good fit, and in a variety of genres</li> <li>-reads at an appropriate page per minute rate (3/4 of a page per minute)</li> <li>-reads for about 60 minutes per day</li> <li>-reads at home and at schools</li> <li>-reads an appropriate level</li> </ul>	<ul style="list-style-type: none"> <li>-teach to read when she is done, stop at a place that's good for the book, not when the timer goes off</li> <li>-focus on reading one book until completion before starting another</li> </ul>

Engagement Inventories	N/A	<a href="#">Engagement Inventory</a>	<ul style="list-style-type: none"> <li>-Has strategies to get started reading</li> <li>-Can sustain reading for long periods of time</li> <li>-Jots about her reading to hold onto ideas</li> </ul>	-Is she switching to a new book in the midst of another chapter book? If so, perhaps working to sustain on one book the entire time.
Stop & Jot	<a href="#">Character Continuum</a>	<a href="#">Stop &amp; Jot</a>	-named what was in the text and pictures	-teach to think about the character's feelings and emotions.
Notebook Entry/Writing About Reading	<a href="#">PARCC Literary Analysis Task Rubric</a> (scroll to bottom of page)	<a href="#">Notebook Entry</a>	<ul style="list-style-type: none"> <li>-Makes interpretations</li> <li>-Uses social issues a way to make interpretations</li> <li>-empathizes with characters</li> <li>-uses words to describe characters</li> <li>-provide some text evidence</li> </ul>	<ul style="list-style-type: none"> <li>-develop interpretations that are less obvious</li> <li>-see character in a complex way</li> <li>-analyze secondary characters</li> <li>-use more precise language when analyzing characters</li> <li>--provide more detailed text evidence</li> </ul>
<a href="#">Anecdotal Notes</a>	N/A	<a href="#">Teacher Sample</a>	<ul style="list-style-type: none"> <li>-stop &amp; jots</li> <li>-book log updated</li> <li>-growth in reading stamina</li> </ul>	-Teach to think about why the character is saying and or doing certain things (character motivation)
<b>Differentiation</b> (see Appendix for definitions and examples)	Literacy Centers  Scaffolded Questions  Tiered Lessons	Graphic Organizers  Guided Reading  Question Stems	Teacher Think-Alouds  Modeling  Exemplars	Double Entry Journals  Role Playing  Text Coding

	<div>Flip Books</div> <div>Comprehension Bookmarks</div> <div>Vocabulary Maps</div> <div>Written Conversations</div> <div>Cubing &amp; Think Dots</div> <div>Choices (by intelligences)</div>
Skills and Definitions	<p style="text-align: center;"><b><u>PARCC TERMS</u></b></p> <p><b>Performance Based Assessment</b>-Performance-based assessment is an alternative that is designed to encompass a better overall representation of student progress to gather a demonstration of the scope of knowledge a student has on a subject rather than simply testing the accuracy of their response on a selection of questions.</p> <p><b>Summative Assessment</b>-Summative assessments are cumulative evaluations used to measure student growth after instruction and are generally given at the end of a course in order to determine whether long term learning goals have been met.( State-mandated assessments ,District benchmark or interim assessments, End-of-unit or -chapter tests)</p> <p><b>Formative Assessment</b>-Formative assessment is a process used by teachers and students during instruction that provides explicit feedback to adjust ongoing teaching and learning to improve students’ achievement of intended instructional outcomes. Formative assessment is a method of continually evaluating students’ academic needs and development within the classroom and precedes local benchmark assessments and state-mandated summative assessments.</p> <p style="text-align: center;"><i><u>3 Types of Formative Assessments:</u></i></p> <ol style="list-style-type: none"> <li>1. <b>“In the Moment”</b> (those that happen during a lesson)</li> <li>2. <b>“planned-for-interaction”</b> (those decided before instruction)</li> <li>3. <b>“curriculum-embedded”</b> (embedded in the curriculum and used to gather data at significant points during the learning process).</li> </ol> <p><b>Authentic Assessment</b>- refers to assessment tasks that require students to demonstrate their knowledge, skills, and strategies by creating a response or a product (conducting research and writing a report, developing a character analysis, debating a character's motives, creating a mobile of important information they learned, dramatizing a favorite story, drawing and writing about a story).</p> <p><b>Literary Analysis Task (LAT)</b>-This task will allow students to carefully consider literature worthy of close study and compose an analytic essay.</p> <p><b>Research Simulation Task (RST)</b>-In this task students will analyze an informational topic presented through several articles or multimedia stimuli. Students will engage the text by answering a series of questions and synthesizing information from multiple sources in order to write two analytic essays.</p> <p><b>Narrative Task (NT)</b>-In this task, students may be asked to write a story, detail, a scientific process, write a historical account of important figures, or to describe an account of events, scenes or objects, for example.</p> <p style="text-align: center;"><b><u>OTHER TERMS</u></b></p>
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	<p><b>reading strategies:</b> purposeful, cognitive actions that students take when they are reading to help them construct and maintain meaning. Reading successfully goes well beyond fluency and word recognition and relies heavily upon comprehension of text.</p> <ul style="list-style-type: none"> <li>• <b>monitor:</b> is the ability of a reader to be aware, while reading, whether a text is making sense or not.</li> <li>• <b>using and creating schema:</b> making connections between the new and the know, building and activating background knowledge</li> <li>• <b>asking questions:</b> generating questions before, during, and after reading that lead you deeper into the text.</li> <li>• <b>determining importance:</b> deciding what matters most, what is worth remembering</li> <li>• <b>making inferences:</b> to figure out something the author does not say.</li> <li>• <b>using sensory and emotional images:</b> creating mental images to deepen and stretch meaning</li> <li>• <b>synthesizing:</b> creating an evolution of meaning by combining understanding with knowledge from other texts/sources</li> </ul> <p><b>plot-</b> the sequence of story events, including a problem and solution.  <b>conflict-</b> the story problem or struggle, which affects events in a plot.  <b>resolution-</b> the way the main character solves the problem.  <b>author's purpose-</b> the reason or reasons the author wrote the selection.  <b>infer-</b> to figure out something that is not stated directly.  <b>author's viewpoint-</b> the way the author thinks or feels about something; the author's attitude toward his or her writing.  <b>affix-</b> a suffix or prefix attached to a base word, stem, or root that changes the meaning of the word.  <b>theme-</b> the lesson or message of a story.  <b>analyze-</b> to study the parts of something.  <b>evaluate-</b> to think carefully about something.  <b>character traits-</b> show what a character is like.  <b>relationships-</b> ways characters act and feel toward each other.  <b>evidence:</b> evidence comes from within the text itself, not from the reader's opinion or experience.  <b>critically analyze:</b> to study the parts of something in-depth</p>
Technology	<p><a href="http://teachinghistory.org/best-practices/teaching-in-action/24549">http://teachinghistory.org/best-practices/teaching-in-action/24549</a> (Primary Sources)</p> <p><a href="http://www.readworks.org">www.readworks.org</a></p> <p><a href="http://www.storyworks.scholastic.com">www.storyworks.scholastic.com</a></p> <p><a href="http://www.spellingcity.com">www.spellingcity.com</a></p> <p><a href="http://www.parconline.org">www.parconline.org</a></p> <p><a href="http://www.studyisland.com">www.studyisland.com</a></p>
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<p><b>Resources</b></p>	<p><b><u>Teacher Resources</u></b></p> <p><a href="http://www.achievethecore.org">www.achievethecore.org</a> This website is full of free content designed to help educators understand and implement the Common Core State Standards. It includes practical tools designed to help students and teachers see their hard work deliver results.</p> <p><a href="http://edsitement.neh.gov">http://edsitement.neh.gov</a> The best of the humanities on the web!</p> <p><a href="http://www.teachthought.com">http://www.teachthought.com</a> Integration of technology into learning to , include blended learning, project-based learning, self-directed learning, and the role of play in learning while also supporting existing K-20 educators as they seek to improve their own craft in practice today.</p> <p><a href="http://www.sharemylesson.com/TaxonomySearchResults.aspx?area=resources&amp;keywords=myths">http://www.sharemylesson.com/TaxonomySearchResults.aspx?area=resources&amp;keywords=myths</a> Engaging lessons on myths!</p> <p><a href="http://greece.mrdonn.org/myths.html">http://greece.mrdonn.org/myths.html</a> Collection of Greek myths</p> <p><a href="http://www.readingrockets.org/article/root-words-roots-and-affixes">http://www.readingrockets.org/article/root-words-roots-and-affixes</a> Greek and Latin roots</p> <p><a href="http://www.ncte.ie/viking/less.htm">http://www.ncte.ie/viking/less.htm</a> Information on the Vikings (related to Norse mythology)</p> <p><a href="https://www.teachingchannel.org/">https://www.teachingchannel.org/</a> A video showcase—on the Internet and TV—of inspiring and effective teaching practices in America's schools.</p> <p><a href="https://www-k6.thinkcentral.com">https://www-k6.thinkcentral.com</a> Journeys companion website. Provides all Journeys materials including TEs, Student Editions, Reproducibles, Leveled Readers, Assessments, Interactive Whiteboard Lessons, etc.</p>	<p><b><u>Student Resources</u></b></p> <p><a href="http://www.spellingcity.com">www.spellingcity.com</a> Activities, games, skill building based on grade-level words or teacher/school added.</p> <p><a href="http://www.brainpop.com">www.brainpop.com</a> Quizzes, games, activities on curricular content</p> <p><a href="http://www.eduplace.com/graphicorganizer">http://www.eduplace.com/graphicorganizer</a> Graphic organizers to structure writing projects, to help in problem solving, decision making, studying, planning research and brainstorming</p> <p><a href="http://www.studyisland.com">www.studyisland.com</a> Students can complete online assignments, review lessons and play games based on specific skills/standards addressing the Common Core.</p> <p><a href="http://www.thinkcentral.com">www.thinkcentral.com</a> JOURNEYS Companion Website. Provides all of JOURNEYS materials including TE, Student Editions, Reproducibles, Leveled Readers, Assessments, Interactive Whiteboard Lessons, etc.</p> <p><a href="http://www.funbrain.com">www.funbrain.com</a> Reading activities and games for kids.</p> <p><a href="http://www.abcya.com">www.abcya.com</a> Reading games for Grades K-5.</p> <p><a href="http://www.kidzsearch.com/">http://www.kidzsearch.com/</a> The #1 Kids' Safe Search Engine-Powered by Google.</p> <p><a href="http://kids.nationalgeographic.com/">http://kids.nationalgeographic.com/</a> National Geographic Kids—Information, games and videos for children.</p> <p><a href="http://www.timeforkids.com/homework-helper">http://www.timeforkids.com/homework-helper</a> Time for Kids Homework Helper</p>
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	<p><a href="http://www.readwritethink.org">www.readwritethink.org</a> Classroom Resources, Professional Development, Parent &amp; Afterschool Resources, Learning Objectives, Lesson Plans, Resources by Grade Level/Genre/Theme/Topic <a href="http://school.discoveryeducation.com">http://school.discoveryeducation.com</a> High quality, dynamic, digital content to accelerate student achievement by capturing the minds and imaginations of students <a href="http://www.patheos.com/blogs/homeschoolchronicles/curriculum/a-mythology-unit-for-elementary-students/">http://www.patheos.com/blogs/homeschoolchronicles/curriculum/a-mythology-unit-for-elementary-students/</a> (Activities to introduce the Greek gods. <i>Only week 1 activities recommended for grade 4</i>) <a href="http://www.factmonster.com/ipka/A0197622.html">http://www.factmonster.com/ipka/A0197622.html</a> Dictionary of mythological characters <a href="http://www.factmonster.com/ipka/A0004429.html">http://www.factmonster.com/ipka/A0004429.html</a> Birth and death of a star <a href="http://www.factmonster.com/ipka/A0004504.html">http://www.factmonster.com/ipka/A0004504.html</a> The constellations <a href="http://worldbookonline.com/wb/products?ed=all&amp;gr=Welcome+Orange+Twp+School+District">http://worldbookonline.com/wb/products?ed=all&amp;gr=Welcome+Orange+Twp+School+District</a> Offers an encyclopedia, dictionary, atlas, homework help, study aids, and curriculum guides. <a href="http://www.proquestk12.com/productinfo.shtml">http://www.proquestk12.com/productinfo.shtml</a> Offers a complete lineup of classroom- and library-focused, subscription-based research tools. Many of these education solutions offer elementary, middle, and high schools content that is reading level-linked (lexiled), supports 21st-century information literacy, and helps differentiate instruction across all K-12 curriculum areas.</p>	
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**Reflection**

Unit Reflection *(Please submit your responses in Google Classroom. A questionnaire will be provided to you in a Google form.)*

When thinking about your practice:

- What worked?
- What do you think could have been done more effectively in your lessons and instruction?
- What do I need to learn more about?
- What resources were helpful?