

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

Fourth Grade

**PARCC Aligned Curriculum Guide
Unit 4**



School Year 2015-2016

Grade 4 Unit Plan

Unit 1

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



Grade	4
Unit	4
Unit Focus	<p>Through exposure to a variety of fiction texts, students will pay close attention to characters, theme, and structure.</p> <p>Students will look at details in a story or drama that develop the narrative elements. They will identify details that enhance the overall story or drama. Understanding the characters, setting, and events in a story or drama help readers to see relationships between the story elements. Good readers understand that details in a story or drama fit together to develop the overall text.</p> <p>Students will understand that characters can be described based on his/her thoughts, words, actions, decisions, physical attributes, and interactions with others. They will not only look at characters, but events as well. Events can be described based on the characters, actions, impact on other events, and the location within the timeline of a story or drama.</p> <p>Students will also be revisiting theme. Identifying the theme of a story helps the reader understand the message the author is trying to communicate. Readers make connections and draw inferences using details from the text to help determine the theme. Characters' actions, interactions, and motivations all reflect the theme of a story, drama, or poem.</p> <p>Students must also tell the difference between 1st and 3rd person point of view as well as understand that characters in a story can have different perspectives. The point of view from which a story is told affects the reader's experience, as well as the writer's flexibility in telling the story.</p> <p>Lastly, students will have fun with poetry, prose, and drama. They will describe how poems, drama and prose are arranged differently to illustrate events and ideas to create a dramatic effect. Students will analyze structural elements of poems, drama and prose to enhance their experience of events and ideas portrayed in a text. Students will also compare different presentations of a text using concrete details, quotations, and other information from visual representations.</p>

Grade Level Standards

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).

Focus Standards

Reading: Literature

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, including those that allude to significant characters found in mythology (e.g., Herculean).

RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.

RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations.

RL.4.7 Make connections between the text of a story or drama and visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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.4.4 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. 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).
- d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- e. Form and use prepositional phrases.
- 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.

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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 4: April 18-June 21st

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)?

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

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.

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

Learning Outcomes

Student Goals:

To show proficiency, I will:

- Demonstrate independence
- Use the story elements, including setting, characters, theme, plot and so on, in order to analyze a text
- Use various strategies to understand the meaning of unfamiliar words, such as context clues, Latin & Greek prefixes/suffixes, root words, etc.
- Analyze characters' actions, thoughts, motivations, and reactions

- Identify whether a story is told in 1st or 3rd person
- Analyze the structure of poems, prose, and dram
- Produce writing appropriate to task, purpose, and audience
- Use a variety of strategies before, during, and after reading to construct, monitor, and confirm meaning
- Use reading strategies such as predicting, asking/answering text-dependent questions, and making inferences based on the information in a text
- Support reasons with evidence in order to understand and critically analyze the text.
- Use speaking and listening to interact with others for the purposes of contributing to a class discussion
- Use academic vocabulary when
 - sharing and explaining ideas, viewpoints, and opinions,
 - adjusting thinking/beliefs,
 - solving problems
 - completing tasks
 - presenting ideas and information
 - recounting experiences

Assessments (see *terms* for definitions)

Screening	Formative	Summative	Authentic
<ul style="list-style-type: none"> • On Demand Writing 	<ul style="list-style-type: none"> • Exit Tickets • Anecdotal Notes • Quizzes • Quick-Writes • Notebook Entries • Summaries & Reflections • Text Dependent Questions (TDQs) • Running Records (Reading Levels A-I) 	<ul style="list-style-type: none"> • End of Unit Tests • Open-Ended Responses to Informational Text • On-Demand Writing • Running Records (all students- due June 3) 	<p>(Students are to select <u>one</u> activity of <u>their choice.</u>)</p> <ul style="list-style-type: none"> • Published Writing Pieces • Artful Artist: Create a sculpture of a character Use any combination of soap, wood, clay, sticks, wire, stones, old toy pieces, or any other object. Include an explanation of how this character fits into the book. • Dear Diary: Write a diary that a story's main characters might have kept before, during, or after a particular event. Remember that a person's thoughts and feelings are very

			<p>important in a diary.</p> <ul style="list-style-type: none"> • Be the Author: Choose a short story that you read and change the plot. You can create an actual book or a digital book. • Comic Book: Choose a short story you read and re-write it as a comic book. • Reader's Theater: Choose a book or chapter of a book that you have read. Dramatize a scene from the text. Write a script and have several rehearsals before presenting it to the class.
Integrated Standards			
Reading Informational (incorporate using interactive read alouds)			
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.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize 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.4.7 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.			
Writing (incorporate using response to texts)			
W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			
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- 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.4.2

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

- a. 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.
- 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.4.7 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)

Mini Lesson:

Connection
Teaching Point
Active engagement
Link

10 minutes

Interactive Read Aloud

20 minutes

Independent Reading:

Students read at the independent level using the strategies they have learned to work towards their **individual goal**.
Student role: stop and jot, and or writing in reader's notebooks.
Teacher Role: Reading conferences, guided reading and or small group instruction.

30 minutes

Independent Reading

20 minutes

Share:

Brief review of lesson, set up for tomorrow or share from student work.

5 minutes

Share

5 minutes

Reading Materials	Pacing	Strategies *teach through interactive read aloud or mini lesson	Student Assessment/Evidence/Research
<p>Extended Text(1) (Grade appropriate text including but not limited to the texts listed below)</p> <p><i>Stuart Little</i>-E.B. White, Level R <i>Letters from Rifka</i>-Karen Hesse, Level S</p> <p>Short Texts (5-9) The Miraculous Journey-Kate DiCamillo Because of Mr. Terupt- Rob Buyea Lunch Money-Andrew Clements More than Anything Else-Marie Bradby The Wall-Eve Bunting The Unfinished Angel-Sharon Creech The BFG-Roald Dahl An Angel for Solomon Singer-Cynthia Rylant Crickwing-Jannell Cannon Who Was Sacagawea?-Dennis Brindell Owen and Mzee: The Language of Friendship The Man Who Walked Between the Towers-Mordicai</p> <p>Language If You Were a Suffix-Marcie Aboff If You Were a Prefix-Marcie Aboff Under, Over, By the Clover-Brian Cleary Quirky, jerky, Extra Perkey-Brian Cleary Skin Like Milk, Hair of Silk-Brian Cleary Slide and Slurp, and Scratch and Burp-Brian Cleary Punctuation Takes a Vacation-Robin Pulver</p>	<p>April 18-22 Characters, settings, events</p> <p>-----</p> <p>April 25-29 Characters, setting, events</p> <p>-----</p> <p>May 2-6 Theme</p> <p>-----</p> <p>May 9-13 Point of View & Narration (Because of Mr. Terupt is a recommended mentor text for point of view)</p>	<p><i>Vivid Setting Description and Impact on Character</i> p. 155 <i>Where am I?</i> p. 148 <i>Reactions Help You Find the Problem</i> p.139</p> <p>-----</p> <p><i>What's Your Problem?</i> p.141 <i>Two Sided Problems</i> p. 150 <i>Angled Summaries for Highlighting Deeper Ideas in Plot</i> p.145</p> <p>-----</p> <p><i>Dig Deeper to Find a Story's Topic</i> p.205 <i>Stories Teach Us About Life Issues</i> p. 209 <i>Actions, Outcomes, Response</i> p. 203</p> <p>-----</p> <p>1st & 3d Person Teach students the difference between 1st and 3rd person and how to identify in a text: -<i>Who's Telling the Story</i> pg. 175 -(see links on page 24 of this document & ELA Website)</p>	<p>Stop and Jots Reader's Notebook Entries Book Logs Conferences</p> <p>-----</p> <p>Stop and Jots Reader's Notebook Entries Book Logs Conferences</p> <p>-----</p> <p>Stop and Jots Reader's Notebook Entries Book Logs Conferences Begin Administering End of the Year Running Records (DUE JUNE 3)</p> <p>-----</p> <p>Stop and Jots Reader's Notebook Entries Book Logs Conferences Running Records (DUE JUNE 3)</p>

		<p><u>Character Perspective</u> Teach students that characters in the same story can have different perspectives of the same event: -Modify the strategy <i>Character Comparisons</i> pg. 176. <i>Teach students how to compare the characters' thoughts & reactions to the problem and events in the story.</i> (see resources on ELA Webpage)</p>	
	<p>May 16-20 Vocabulary</p>	<p><i>Use Part of Speech as a Clue</i> p.309 <i>Word Relationships in a Picture</i> p. 316 <i>Be Alert for Word Choice</i> p. 322</p>	<p>Stop and Jots Reader's Notebook Entries Book Logs Conferences Running Records (DUE JUNE 3)</p>
	<p>May 23-27 Poetry, Prose & Drama</p>	<p>Teach students parts of a poem, prose, and drama. Compare their structures *use Reader's Theater to address drama (see ELA webpage for resources) **see links for poetry and reader's theater on page 24-25 of this document</p>	<p>Stop and Jots Reader's Notebook Entries Book Logs Conferences Running Records (DUE JUNE 3)</p>
	<p>May 31-June 3 Connecting stories to videos and or illustrations</p>	<p>Compare & contrast books to movies or play Teach how illustrations</p>	<p>Stop and Jots Reader's Notebook Entries Book Logs</p>

	<p>*youtube scenes from Because of Winn Dixie and Stuart Little or other books you have used as mentor texts</p> <p>-----</p> <p>June 6-10 Review End of Unit Assessment</p> <p>-----</p> <p>June 13-21 Reflect and Reteach</p>	<p>connect to the story Discuss which parts of a story are emphasized in the movie or play version (see ELA webpage for resources)</p> <p>-----</p> <p>Administer Unit 4 Post Assessment</p> <p>-----</p> <p>Reflect and Reteach using the same strategies during independent reading and reading conferences</p>	<p>Conferences Running Records (DUE JUNE 3)</p> <p>-----</p> <p>Stop and Jots Reader’s Notebook Entries Conferences UNIT 4 POST ASSESSMENT 6.10.16</p> <p>-----</p> <p>Stop and Jots Reader’s Notebook Entries Book Logs Conferences</p>
Sample Writer’s Workshop Schedule (45 minutes)			
Mini Lesson: Connection Teaching Point Active Engagement Link	<u>10 minutes</u>		
Independent Practice: 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.	<u>25 minutes</u>		
Share: Brief review of lesson, set up for tomorrow or students share work.	<u>10 minutes</u>		

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Writing Materials	Pacing	Strategies	Student Assessment/Evidence
<p>Text <u>Lucy Calkins Units of Study-The Literary Essay (Bends I, II, III)</u> <u>Writing Pathways</u> <u>If...Then...Curriculum</u></p> <p>Genre</p> <ul style="list-style-type: none"> Literary Essays Responses to Literature <p>Suggestions for Integrating Narrative and Informational Writing during Reader's Workshop</p> <p>Sample Narrative Topics</p> <ul style="list-style-type: none"> heart maps writing territories writer's notebooks <p>Sample Informative Topics (Response to informational text)</p> <ul style="list-style-type: none"> Animals Biographies Life in Ancient Greece or Rome Historical Events Author Study Respond to articles from Time for Kids or Storyworks 	<p>April 18th-April 22nd <i>Units of Study-Unit 4-The Literary Essay: Writing About Fiction-Bend I</i> (On Demand Writing, Sessions 1 & 2)</p> <p>*Be sure to refer to the Getting Ready section for each session before planning for your students.</p>	<p>On Demand Writing: <i>"Think of a text that you know and care about, a text around which you have strong feelings. Tomorrow, you will have forty-five minutes to write an opinion or argument text in which you will write your opinion or claim and tell reasons why you feel that way. When you do this, draw on everything you know about essays in general. If you want to bring in the text you'll write about, you may bring that with you tomorrow. Please keep in mind that you'll have forty-five minutes to complete this, so you will need to plan, draft, revise, and edit in one sitting.</i></p> <p><u>In your writing, make sure you:</u></p> <ul style="list-style-type: none"> Write an introduction State your opinion or claim Give reasons and evidence Organize your writing Acknowledge counterclaims Use transition words Write a conclusion <p>Session 1: Close Reading to Generate Ideas about Text (close</p>	<p>On Demand Writing Writer's Notebook Entries Response to Texts</p>

		<p>reading to show students how to pay close attention to the details in a text to grow bigger ideas based on those details)</p> <p>Session 2: Gathering Writing by Studying Characters (paying attention to details about characters to grow ideas about their traits, motivations, struggles, changes, and life lessons)</p>	
	<p>-----</p> <p>April 25th-April 29th <i>Units of Study-Unit 4-The Literary Essay: Writing About Fiction-Bend I</i> (Sessions 3-4)</p> <p><i>*Be sure to refer to the Getting Ready section for each session before planning for your students.</i></p> <p>-----</p> <p>May 2nd-May 6th <i>Units of Study-Unit 4-The Literary Essay: Writing About Fiction-Bend I</i> (Sessions 5-7)</p> <p><i>*Be sure to refer to the Getting Ready section for each session before planning for your students.</i></p>	<p>-----</p> <p>Session 3: Elaborating on Written Ideas Using Prompts (exposing students to prompts that help them elaborate on ideas in conversation and in writing)</p> <p>-----</p> <p>Session 4: Finding and Testing a Thesis (rereading notebook entries to identify possible theses for a text)</p> <p>-----</p> <p>Session 5: Using Stories as Evidence (finding the right evidence in stories to help support each of your ideas)</p> <p>Session 6: Citing Textual Evidence (understanding how powerful quotes are and how to use them to support their claims about a text)</p> <p>Session 7: Using Lists as Evidence (showing students how powerful lists can be in their writing)</p>	<p>-----</p> <p>Writer's Notebook Entries Response to Texts Portfolios Reflection Sheets</p> <p>-----</p> <p>Writer's Notebook Entries Response to Texts Portfolios Reflection Sheets</p>

	<p>-----</p> <p>May 9th-May 13th <i>Units of Study-Unit 4-The Literary Essay: Writing About Fiction-Bend I, II</i> (Sessions 8-10)</p> <p><i>*Be sure to refer to the Getting Ready section for each session before planning for your students.</i></p> <p>-----</p> <p>May 16th-May 20th <i>Units of Study-Unit 4-The Literary Essay: Writing About Fiction-Bend II</i> (Sessions 11-12)</p> <p><i>*Be sure to refer to the Getting Ready section for each session before planning for your students.</i></p> <p>-----</p> <p>May 23rd-May 27th <i>Units of Study-Unit 4-The Literary Essay: Writing About Fiction-Bend II</i></p>	<p>-----</p> <p>Session 8: Putting it All Together: Constructing Literary Essays (outlining and drafting of the literary essay)</p> <p>Session 9: Writing to Discover What a Story is Really About (noticing underlying patterns in a text to develop a more sophisticated thesis)</p> <p>Session 10: Adding Complexity to Our Ideas (looking closely at a text to see the different sides in stories and forming more complex ideas)</p> <p>-----</p> <p>Session 11: Flash Drafting Literary Essays (teaching students to write a quick draft of a well-developed literary essay)</p> <p>Session 12: Beginnings and Endings (Day 1) making revisions to the introductory paragraph of your literary essays (Day 2) Use pgs. 125-126 to focus on drafting different conclusions for literary essays</p> <p>-----</p> <p>Session 13: Using Descriptions of an Author's Craft as Evidence (analyzing the author's use of craft to use it as evidence to support</p>	<p>-----</p> <p>Writer's Notebook Entries Response to Texts Portfolios Reflection Sheets</p> <p>-----</p> <p>Writer's Notebook Entries Response to Texts Portfolios Reflection Sheets</p> <p>-----</p> <p>Writer's Notebook Entries Opinion Checklist Response to Texts</p>
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	<p><i>(Sessions 13-14)</i></p> <p><i>*Be sure to refer to the Getting Ready section for each session before planning for your students.</i></p>	<p>claims in a literary essay)</p> <p>*Before beginning session 14, the teacher should be doing a review of all literary essays to determine teaching points for editing throughout the week. Mid-workshop teaching can also be used.</p> <p>Session 14: Editing (mini-lessons should involve teaching points that were identified through the teacher's review of student writing & the opinion writing checklist should be used to have students review their writing.</p> <p>*Students should have a published piece by the end of the week.</p>	<p>Portfolios Reflection Sheets</p>
	<p>-----</p> <p>May 31st-June 3rd <i>Units of Study-Unit 4-The Literary Essay: Writing About Fiction-Bend III</i> <i>(Sessions 15-17)</i></p> <p><i>*Be sure to refer to the Getting Ready section for each session before planning for your students.</i></p>	<p>-----</p> <p>Session 15: Building the Muscles to Compare and Contrast (teaching students how to make observations that will help them compare and contrast two things in a structured piece of writing)</p> <p>Session 16: Comparing and Contrasting Familiar Texts (teaching students to compare and contrast two texts on a deeper level, either through examining how each text approaches the theme or how characters respond to similar situations)</p>	<p>-----</p> <p>Writer's Notebook Entries Response to Texts Portfolios Reflection Sheets</p>

		<p>Session 17: Using Yesterday's Learning, Today and Always (writers will draft a compare and contrast essay using all of the tools they have learned in the unit) *Students can work on planning and drafting this essay in class, but it can also be finished throughout the week for homework.</p>	
	<p>-----</p> <p>June 6th-June 10th <i>Units of Study-Unit 4-The Literary Essay: Writing About Fiction-Bend III</i> (Sessions 18-19)</p> <p>*Be sure to refer to the Getting Ready section for each session before planning for your students.</p> <p>-----</p>	<p>Session 18: Developing Distinct Lines of Thought (examining writing to identify areas that can be improved, which can be done by separating ideas and using stronger evidence and examples to develop them more)</p> <p>Session 19: Exploring Commas (Mini-lesson on the use of commas can be used, but the teacher could also identify other teaching points to address with students in small group based on review of their compare and contrast essays. The opinion checklist should be used and peer editing can also be done.</p> <p>-----</p> <p>*Administer a second on demand writing using the same prompt that was used at the beginning of the unit.</p> <p><u>On Demand Writing:</u> <i>"Think of a text that you know and</i></p>	<p>-----</p> <p>Writer's Notebook Entries Opinion Checklist Response to Texts Portfolios Reflection Sheets</p> <p>-----</p> <p>On-Demand Writing Writer's Notebook Entries Response to Texts Portfolios Reflection Sheets Reflection Sheets</p>

	<p><i>*Be sure to refer to the Getting Ready section for each session before planning for your students.</i></p> <p>-----</p> <p>June 20th-June 20th Portfolio Review</p>	<p><i>care about, a text around which you have strong feelings. Tomorrow, you will have forty-five minutes to write an opinion or argument text in which you will write your opinion or claim and tell reasons why you feel that way. When you do this, draw on everything you know about essays in general. If you want to bring in the text you'll write about, you may bring that with you tomorrow. Please keep in mind that you'll have forty-five minutes to complete this, so you will need to plan, draft, revise, and edit in one sitting.</i></p> <p><u><i>In your writing, make sure you:</i></u></p> <ul style="list-style-type: none"> • <i>Write an introduction</i> • <i>State your opinion or claim</i> • <i>Give reasons and evidence</i> • <i>Organize your writing</i> • <i>Acknowledge counterclaims</i> • <i>Use transition words</i> • <i>Write a conclusion</i> <p>Session 20: Celebration of Writing (have students finish publishing their writing and celebrate student writing)</p> <p>*Students can also use this week to complete their portfolios.</p> <p>-----</p> <p>This week should be used to have</p>	<p>-----</p> <p>Portfolios Reflection Sheets</p>
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			students work on collecting writing for their portfolios and finishing reflection sheets.	
Type of Assessment	Rubric	Student Sample	Student Strengths	Student Goals
Running Record	Scoring the Running Record	Sample Running Record	<ul style="list-style-type: none"> -Looks at beginnings of words -Uses all three cueing systems 	-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	Oral Reading Rates Rubric	Fluency Record	<ul style="list-style-type: none"> -Reads in two word phrases -Pauses at punctuations 	-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	Book Log	<ul style="list-style-type: none"> -chooses books that are a good fit, and in a variety of genres -reads at an appropriate page per minute rate (3/4 of a page per minute) -reads for about 60 minutes per day -reads at home and at schools -reads an appropriate level 	<ul style="list-style-type: none"> -teach to read when she is done, stop at a place that's good for the book, not when the timer goes off -focus on reading one book until completion before starting another

Engagement Inventories	N/A	Engagement Inventory	<ul style="list-style-type: none"> -Has strategies to get started reading -Can sustain reading for long periods of time -Jots about her reading to hold onto ideas 	-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.
Student Interest	N/A	Student Interest Inventory	N/A	N/A
Reading Interest	N/A	Reading Interest	<ul style="list-style-type: none"> -reads 30 minutes a day -reads a variety of books -Enjoys reading 	-increase reading stamina
Stop & Jot	Character Continuum	Stop & Jot	-named what was in the text and pictures	-teach to think about the character's feelings and emotions.
Notebook Entry/Writing About Reading	PARCC Literary Analysis Task Rubric (scroll to bottom of page)	Notebook Entry	<ul style="list-style-type: none"> -Makes interpretations -Uses social issues a way to make interpretations -empathizes with characters -uses words to describe characters -provide some text evidence 	<ul style="list-style-type: none"> -develop interpretations that are less obvious -see character in a complex way -analyze secondary characters -use more precise language when analyzing characters --provide more detailed text evidence
Anecdotal Notes	N/A	Teacher Sample	<ul style="list-style-type: none"> -stop & jots -book log updated -growth in reading stamina 	-Teach to think about why the character is saying and or doing certain things (character motivation)

Skills and Definitions

PARCC TERMS

Performance Based Assessment-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.

Summative Assessment-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)

Formative Assessment-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.

3 Types of Formative Assessments:

1. **"In the Moment"** (those that happen during a lesson)
2. **"planned-for-interaction"** (those decided before instruction)
3. **"curriculum-embedded"** (embedded in the curriculum and used to gather data at significant points during the learning process).

Authentic Assessment- 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).

Literary Analysis Task (LAT)-This task will allow students to carefully consider literature worthy of close study and compose an analytic essay.

Research Simulation Task (RST)-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.

Narrative Task (NT)-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.

OTHER TERMS

reading strategies: 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.

- **monitor:** is the ability of a reader to be aware, while reading, whether a text is making sense or not.

	<ul style="list-style-type: none"> • using and creating schema: making connections between the new and the know, building and activating background knowledge • asking questions: generating questions before, during, and after reading that lead you deeper into the text. • determining importance: deciding what matters most, what is worth remembering • making inferences: to figure out something the author does not say. • using sensory and emotional images: creating mental images to deepen and stretch meaning • synthesizing: creating an evolution of meaning by combining understanding with knowledge from other texts/sources <p>plot- the sequence of story events, including a problem and solution.</p> <p>conflict- the story problem or struggle, which affects events in a plot.</p> <p>resolution- the way the main character solves the problem.</p> <p>author's purpose- the reason or reasons the author wrote the selection.</p> <p>infer- to figure out something that is not stated directly.</p> <p>author's viewpoint- the way the author thinks or feels about something; the author's attitude toward his or her writing.</p> <p>affix- a suffix or prefix attached to a base word, stem, or root that changes the meaning of the word.</p> <p>theme- the lesson or message of a story.</p> <p>analyze- to study the parts of something.</p> <p>evaluate- to think carefully about something.</p> <p>character traits- show what a character is like.</p> <p>relationships- ways characters act and feel toward each other.</p> <p>evidence: evidence comes from within the text itself, not from the reader's opinion or experience.</p> <p>critically analyze: to study the parts of something in-depth</p>
Technology	<p>1ST PERSON VS. 3RD PERSON</p> <p>https://learnzillion.com/lesson_plans/8959-identify-the-narrator-in-a-story</p> <p>https://learnzillion.com/lesson_plans/4928-identify-the-narrator-in-a-story</p> <p>http://www.readworks.org/lessons/grade3/point-view</p> <p>POETRY</p> <p>https://learnzillion.com/lesson_plans/8237-distinguish-a-poem-from-prose-by-looking-for-line-breaks-and-stanzas</p> <p>https://learnzillion.com/lesson_plans/7999-rereading-and-retelling-to-understand-a-poem</p> <p>http://www.vrml.k12.la.us/curriculum/ele/4th/ELA/poetry/poetry_temp4th.htm</p> <p>http://jackprelutsky.com/ (sample poems)</p> <p>http://mrswarnerarlington.weebly.com/poetry.html</p>

	<p>http://www.poetry4kids.com/readinglevel (poems by grade level)</p> <p>READER'S THEATER http://www.storycart.com/freescripts.html (scripts) https://learnzillion.com/lesson_plans/5563-explain-how-a-playwright-tells-a-story-by-examining-structural-elements-of-a-drama</p> <p>COMPARING BOOKS TO MOVIES http://minds-in-bloom.com/2009/10/comparing-book-to-movie.html (sample questions)</p>	
Resources	<p>Teacher Resources www.achievethecore.org 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. http://edsitement.neh.gov The best of the humanities on the web! http://www.teachthought.com 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. http://www.sharemylesson.com/TaxonomySearchResults.aspx?area=resources&keywords=myths Engaging lessons on myths! http://greece.mrdonn.org/myths.html Collection of Greek myths http://www.readingrockets.org/article/root-words-roots-and-affixes Greek and Latin roots</p>	<p>Student Resources http://www.storynory.com/category/educational-and-entertaining-stories/norse/ Collection of Norse Myths http://teacher.scholastic.com/writewit/mff/mythmachine.htm This machine was built to help you come up with ideas to write a myth of your own. Follow the directions, use your imagination, and have fun! http://www.newarkmuseum.org/SchoolTeacher/#16 <i>Mysteries and Myths of the Ancient World</i> – A 75 minute workshop at Newark Museum where students become archaeologists to discover what life was like in ancient Greece and Rome. http://app.discoveryeducation.com/builders/boards/assetGuid/8F664206-07D5-BA37-E371-3DF56021613A/includeHeader/true/layout/default Get ready for a journey to Ancient Greece! On this board, you will spend 5 days exploring what life was</p>
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	<p>http://www.ncte.ie/viking/less.htm Information on the Vikings (related to Norse mythology)</p> <p>https://www.teachingchannel.org/ A video showcase—on the Internet and TV—of inspiring and effective teaching practices in America's schools.</p> <p>https://www-k6.thinkcentral.com Journeys companion website. Provides all Journeys materials including TEs, Student Editions, Reproducibles, Leveled Readers, Assessments, Interactive Whiteboard Lessons, etc.</p> <p>www.readwritethink.org Classroom Resources, Professional Development, Parent & Afterschool Resources, Learning Objectives, Lesson Plans, Resources by Grade Level/Genre/Theme/Topic</p> <p>http://school.discoveryeducation.com High quality, dynamic, digital content to accelerate student achievement by capturing the minds and imaginations of students</p> <p>http://www.patheos.com/blogs/homeschoolchronicles/curriculum/a-mythology-unit-for-elementary-students/ (Activities to introduce the Greek gods. <i>Only week 1 activities recommended for grade 4</i>)</p> <p>http://www.factmonster.com/ipka/A0197622.html Dictionary of mythological characters</p> <p>http://www.factmonster.com/ipka/A0004429.html Birth and death of a star</p> <p>http://www.factmonster.com/ipka/A0004504.html The constellations</p> <p>http://worldbookonline.com/wb/products?ed=all&gr=WELCOME+Orange+Twp+School+District Offers an encyclopedia, dictionary, atlas, homework help, study aids, and curriculum guides.</p>	<p>like in Ancient Greece. You will explore the hills; find a job as a ship builder; tour the Parthenon; and visit the Birthplace of Democracy!</p> <p>http://www.mythologyteacher.com/GreekIntro.html Background knowledge on ancient Greece</p> <p>http://greece.mrdonn.org/myths.html Collection of Greek myths</p> <p>http://app.discoveryeducation.com/search?Ntt=Ancient+Greece&N=18341 Go behind the scenes to see how the 45 foot statue of Zeus was created.</p> <p>http://app.discoveryeducation.com/search?Ntt=Greek+mythology&N=18341 Various videos on Greek mythology</p>
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	http://www.proquestk12.com/productinfo.shtml 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.	
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Evaluation/Reflection	<u>Module Reflection</u> <i>(Please email your responses to April Stokes at the end of the marking period)</i> When thinking about your practice: <ul style="list-style-type: none">• 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?	

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