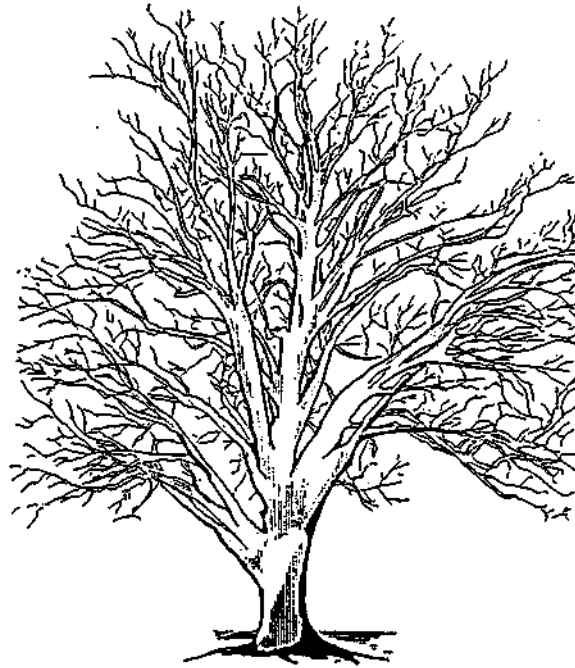


Monroe Township Schools



Curriculum Management System

Language Arts Literacy Talented and Gifted

Grade 4

July 2009

*** For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy # 2220.**

Board Approved: September 9, 2009

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Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum Management System:

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Monroe Township Schools

Mission and Goals

Mission

The mission of the Monroe Township School District, a unique multi-generational community, is to collaboratively develop and facilitate programs that pursue educational excellence and foster character, responsibility, and life-long learning in a safe, stimulating, and challenging environment to empower all individuals to become productive citizens of a dynamic, global society.

Goals

To have an environment that is conducive to learning for all individuals.

To have learning opportunities that are challenging and comprehensive in order to stimulate the intellectual, physical, social and emotional development of the learner.

To procure and manage a variety of resources to meet the needs of all learners.

To have inviting up-to-date, multifunctional facilities that both accommodate the community and are utilized to maximum potential.

To have a system of communication that will effectively connect all facets of the community with the Monroe Township School District.

To have a staff that is highly qualified, motivated, and stable and that is held accountable to deliver a safe, outstanding, and superior education to all individuals.

INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

Philosophy

The philosophy of the Monroe Township School District's Language Arts Literacy Program is to provide students with a multitude of educational opportunities necessary for life long learning. The educational program takes into account the physical, social, mental, and emotional needs of every student. We recognize that students come to school with prior knowledge and learn best when they can communicate views effectively through reading, writing, speaking, listening, and viewing in the world in which they live. Emphasis on language is placed on realistic, problem-based situations that provide opportunities for students to interact with new understandings. The problem-based learning activities are meaningful and construct higher level thinking that addresses social and common issues. Through open-ended activities, students engage in interdisciplinary studies based on where they are and take their learning as far as possible. Because of the global and ever changing nature of our society, the Language Arts Literacy Program will engage students with experiences necessary to develop a threshold of skills needed for critical thinking, strategizing, communicating, and actively contributing in the world in which they live.

Educational Goals

The goal of the Monroe Township Language Arts Gifted and Talented program is to further develop and enhance students' literacy. Students will read and respond to a variety of genres of literature. Through this course, student's reading, writing, oral communication, and critical-thinking skills will be enhanced. Reading comprehension will be taught in the context of thinking about genuinely meaningful problems. Our aspiration is for students to become more aware of their reactions as they read, develop sensitivity to language, and value their own curiosity about a text.

<p style="text-align: center;">New Jersey State Department of Education Core Curriculum Content Standards</p>

A note about Language Arts Standards and Cumulative Progress Indicators.

The New Jersey Core Curriculum Content Standards for Language Arts were revised in 2004. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards and may be found in the Curriculum folder on the district servers. A complete copy of the new Core Curriculum Content Standards for Language Arts may also be found at:

http://education.state.nj.us/cccs/?_standard_matrix;c=3

LANGUAGE ARTS LITERACY GIFTED AND TALENTED

Grade 4

Scope and Sequence

Quarter I	
<p>Big Idea: Discovering Our World Through Fairness</p> <p>I. Understand how a character changes as he learns right from wrong.</p> <ol style="list-style-type: none"> Understand dialect and its use in literature. Understand characterization. Recognize internal and external conflict. Enrich vocabulary. Write a personal essay. 	<p>Story: <i>Thank You M'am</i> by Langston Hughes (Junior Great Book Series 4)</p> <p>Suggested Readings:</p> <ul style="list-style-type: none"> <i>Amos Fortune, Free Man</i> by Elizabeth Gates <i>The Whipping Boy</i> by Sid Fleishman <i>Babe and I</i> by David Adler <i>Bud, Not Buddy</i> by Christopher Paul
Quarter II	
<p>Big Idea: Discovering Our World Through Interactions</p> <p>II. Understand motivation of character to reach goals.</p> <ol style="list-style-type: none"> Understand external conflicts. Understand influence of family. Identify character traits. Enrich vocabulary. Understand proverbs. Understand development of major and minor characters. Identify and answer interpretive questions that address important issues in the story. Write a creative essay. Create a travel brochure. 	<p>Story: <i>The Story of Wang Li</i> by Elizabeth Coatsworth (Junior Great Books: Series 4)</p> <p>Suggested Readings:</p> <ul style="list-style-type: none"> <i>The Cat Who Went to Heaven</i> by Elizabeth Coatsworth <i>The Dragon Prince: A Chinese Beauty and Beast Tale</i> by Laurence Yep <i>The Sons of the Dragon King: A Chinese Legend</i> by Ed Young

Quarter III	
<p>Big Idea: Discovering Our World Through Connections</p> <p>III. Understand how culture and tradition influence character growth.</p> <ol style="list-style-type: none"> Recognize internal and external conflict. Enrich vocabulary. Identify and answer interpretive questions that address important issues in the story. Determine important ideas in the story. Create a comic strip or story board. Compile a recipe book on Japanese foods. Design an enchanted object and create an advertisement. 	<p>Story: <i>The Enchanted Sticks</i> by Steven J. Myers (Junior Great Books: Series 4)</p> <p>Suggested Readings:</p> <ul style="list-style-type: none"> <i>Anansi and the Magic Stick</i> by Eric A. Kimmel <i>Sword of the Samurai: Adventure Stories from Japan</i> by Eric A. Kimmel <i>The Sorcerer's Apprentice</i> by Nancy Willard
Quarter IV	
<p>Big Idea: Discovering Our World Through Challenges</p> <p>IV. Understand how character develops strength despite tragedy.</p> <ol style="list-style-type: none"> Understand how characterization is revealed through actions and environment. Understand motivation of character. Recognize folktale elements. Enrich vocabulary. Write a descriptive essay. Create a board game. 	<p>Story: <i>Vasilissa the Beautiful</i> – A Russian folktale as told by Post Wheeler (Junior Great Books: Series 4)</p> <p>Suggested Readings:</p> <ul style="list-style-type: none"> <i>Cendrillion: A Caribbean Cinderella</i> by Robert San Souci <i>Tattercoats</i> retold by Margaret Graves <i>Mufaro's Beautiful Daughters</i> by John Steptoe <i>Cinderella's Stepsister: The Untold Story</i> by Russell Shorto

Suggested days of Instruction	Curriculum Management System		Big Idea: Discovering Our World Through Fairness	
	Subject/Grade Level: GRADE 4 LAL T&G		Overarching Goals: (1) Communicate in clear concise, organized language that varies in content, format and form for different audience and purposes. (2) Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. (3) Investigate, research, and synthesize information from various media sources.	
			Goal 1: The student will be able to understand how a character changes as he learns right from wrong.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:		Essential Questions, Enduring Understandings, Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
3-5	1.1. Use knowledge of word meaning, language structure and sound-symbol relationships to check understanding when reading. (3.1.4.E.1) 1.2. Identify specific words or passages causing comprehension difficulties and seek clarification. (3.1.4.E.2) 1.3. Infer specific word meanings in the context of reading passages. (3.1.4.F.2) 1.4. Discuss underlying themes across cultures in various texts. (3.1.4.G.1) 1.5. Cite evidence from the text to support conclusions. (3.1.4.G.3) 1.6. Recognize literary elements in stories including setting, characters, plot, and mood. (3.1.4.G.9) 1.7. Generate possible ideas for		Essential Questions: <ul style="list-style-type: none"> Do you think it is important to be fair? Why or why not? What are the qualities of a fair person? How can you treat someone fairly? How is fairness connected to friendship? To loyalty? How does the author invoke opinions and emotions through word choice? Enduring Understandings: Students will understand that: <ul style="list-style-type: none"> Treating someone fairly can include treating someone how you would want to be treated. Fair and unfair can change based on someone's perspective. The author's choice of words affects the reader's perspective. Sample Conceptual Understandings: <ul style="list-style-type: none"> In gym class, treating someone fairly means making sure that everyone gets a turn to play in the game. 	NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses). Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher. Learning Activities: Topical Questions for <i>Thank You M'am</i> <ul style="list-style-type: none"> Prereading question: What do you think a grown up should do if they catch a child stealing? How does Mrs. Jones teach Roger right from wrong? Why doesn't Roger run away when Mrs. Jones turns him loose to wash his face? Why does Mrs. Jones give Roger the money for the blue suede shoes?

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> GRADE 4 LAL T&G	Big Idea: Discovering Our World Through Fairness	
		<u>Overarching Goals:</u> (1) Communicate in clear concise, organized language that varies in content, format and form for different audience and purposes. (2) Comprehend , understand, analyze, evaluate, critique, and respond to messages from various formats. (3) Investigate , research, and synthesize information from various media sources.	
		<u>Goal 1:</u> The student will be able to understand how a character changes as he learns right from wrong.	
Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions, Enduring Understandings, Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model	
The student will be able to: writing through talking, hearing stories, brainstorming, discussing models of writing, asking questions, and recalling experiences. (3.2.4.A.1) 1.8. Create narrative pieces such as a memoir or personal narrative that contain description and relate ideas, observations, or recollections of an event or experience. (3.2.4.B.1) 1.9. Write for different purposes (e.g., to express ideas, to inform, to entertain, to respond to literature, to share, etc.) and a variety of audiences (e.g., self, peers, community). (3.2.4.D.1) 1.10. Describe how language reflects specific regions and/or cultures. (3.4.4.B.5)		Additional Learning Activities: <ul style="list-style-type: none"> • Answer prereading question. List the pros and cons of each consequence. • Mark places in the story where either character, Roger or Mrs. Jones, does something that surprises you. • Identify new enriching vocabulary found in literature. • Interpret words and/or phrases found in story. Suggested target phrase: Mrs. Jones tells Roger, "Everybody's got something in common." How will knowing this help Roger? (Interpreting Words worksheet) • Write a dialogue between you and Roger discussing the importance of having something special or fashionable, like blue suede shoes, and act out the conversation. (Evaluative Writing worksheet) Assessment Model: <ul style="list-style-type: none"> • Write a personal essay describing the person who has been most important in teaching you right from wrong. (<i>Comprehension and Evaluation</i>) 	

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> GRADE 4 LAL T&G	Big Idea: Discovering Our World Through Fairness	
		<u>Overarching Goals:</u> (1) Communicate in clear concise, organized language that varies in content, format and form for different audience and purposes. (2) Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. (3) Investigate, research, and synthesize information from various media sources.	
		<u>Goal 1:</u> The student will be able to understand how a character changes as he learns right from wrong.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Enduring Understandings, Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			Additional Resources: <ul style="list-style-type: none"> Junior Great Books Series 4: Teacher and Student Edition Story worksheets for student use from Junior Great Books Series. Website which provides graphic organizers and interpretive activities based on story <i>Thank You, M'am</i>: http://go.hrw.com/resources/go_mk/la/latm/LITRES19.PDF www.goodcharacter.com

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: GRADE 4 LAL T&G	Big Idea: Discovering Our World Through Interactions	
		Overarching Goals: (1) Communicate in clear concise, organized language that varies in content, format and form for different audience and purposes. (2) Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. (3) Investigate, research, and synthesize information from various media sources.	
		Goal 2: The student will be able to understand motivation of character to reach goals.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Enduring Understandings, Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
4-7	2.1. Develop knowledge about various print formats, including newspapers, magazines, books, and reference resources. (3.1.4.A.1) 2.2. Use knowledge of word meaning, language structure and sound-symbol relationships to check understanding when reading. (3.1.4.E.1) 2.3. Identify specific words or passages causing comprehension difficulties and seek clarification. (3.1.4.E.2) 2.4. Select useful visual organizers before, during, and after reading to organize information. (3.1.4.E.3) 2.5. Infer specific word meanings in the context of reading passages. (3.1.4.F.2)	Essential Questions: <ul style="list-style-type: none"> How would you alter your interactions with someone from another culture? Who are my true friends and how do I know? Why study another culture? What is body language? Why use it? From whose viewpoint are we reading? Enduring Understandings: Students will understand that: <ul style="list-style-type: none"> Friends are trusted people who look out for our interests. True friendship is often revealed in times of trouble. Different cultures have different norms and ways of interacting. Authors portray the uniqueness of culture through story elements. Sample Conceptual Understandings: <ul style="list-style-type: none"> If someone stomps their feet, it typically demonstrates anger. Smiling typically demonstrates happiness or pleasure. 	<p>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities: Topical Questions for <i>The Story of Wang Li</i>:</p> <ul style="list-style-type: none"> Prereading Question: Which would you choose: An everyday life or a magical life filled with riches? What are proverbs and how are they used in literature? Why does Wang Li ask for rain instead of accepting the offer of marriage and a palace? Why does Wang Li continue to show kindness to his mother even after she beats

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> GRADE 4 LAL T&G	Big Idea: Discovering Our World Through Interactions	
		<u>Overarching Goals:</u> (1) Communicate in clear concise, organized language that varies in content, format and form for different audience and purposes. (2) Comprehend , understand, analyze, evaluate, critique, and respond to messages from various formats. (3) Investigate , research, and synthesize information from various media sources.	
		<u>Goal 2:</u> The student will be able to understand motivation of character to reach goals.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Enduring Understandings, Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	2.6. Discuss underlying themes across cultures in various texts. (3.1.4.G.1) 2.7. Cite evidence from the text to support conclusions. (3.1.4.G.3) 2.8. Recognize literary elements in stories including setting, characters, plot, and mood. (3.1.4.G.9) 2.9. Identify some literary devices in stories. (3.1.4.G.13) 2.10. Write for different purposes (e.g., to express ideas, to inform, to entertain, to respond to literature, to share, etc.) and a variety of audiences (e.g., self, peers, community). (3.2.4.D.1) 2.11. Describe how language reflects specific regions and/or cultures. (3.4.4.B.5)		him? Additional Learning Activities: <ul style="list-style-type: none"> • Answer prereading question. By listening to other points of view, students can learn about the pros and cons of each type of life. This will enable students to become familiar with a concept in the story. • Use writing and/or drawing to complete a story prompt. (Reader's Journal page 40) • Discover how proverbs are used in literature. (Reader's Journal pages 42-44) • Identify new enriching vocabulary found in literature. Suggested target words: benevolence, gratitude, receded. • Discover meaning in the story by answering and discussing an interpretive question using information from the story. Option 1: Is Wang Li "too proud" to become a prince, or is he "too wise"? Option 2: Why are Wang Li and his mother able to live in happiness when he marries Precious Jade? • Create and design a map of the Mountain Dragon's kingdom.

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> GRADE 4 LAL T&G	Big Idea: Discovering Our World Through Interactions	
		<u>Overarching Goals:</u> (1) Communicate in clear concise, organized language that varies in content, format and form for different audience and purposes. (2) Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. (3) Investigate, research, and synthesize information from various media sources.	
		<u>Goal 2:</u> The student will be able to understand motivation of character to reach goals.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Enduring Understandings, Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			Assessment Model: <ul style="list-style-type: none"> Complete a creative writing activity: Write a descriptive essay about one of the palaces mentioned in the story. Be sure to include the kind of life Wang Li would have there. (<i>Application</i>) Performance Task: Goal: Your task is to create a travel brochure for China. Role: You are a researcher who will compile information travelers can use. Audience: Your target audience includes travelers and travel agents who can house your brochure in their office. Situation: You are being asked to design a brochure for China so that prospective visitors are shown sites that best illustrate the key historic, geographic, and economic features of the region. Product, Performance, and Purpose: You will develop this brochure using Microsoft Publisher so that you can import pictures, insert text boxes, and choose the appropriate brochure format. You should include a detailed explanation for each section in the brochure as

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> GRADE 4 LAL T&G	Big Idea: Discovering Our World Through Interactions	
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		<u>Goal 2:</u> The student will be able to understand motivation of character to reach goals.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Enduring Understandings, Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>well as a map of the region.</p> <p>Standards and Criteria for Success: Your work will be judged according to a rubric by a score of 4 to 1 as seen below:</p> <p><u>Organization & Ideas</u></p> <p>4- Excellent formatting and very well organized information. Communicates relative information appropriately and effectively.</p> <p>3- Appropriate formatting and well-organized information. Communicates relative information appropriately.</p> <p>2- Some organized information with random formatting. Communicates irrelevant information or communicates inappropriately to the intended audience.</p> <p>1- Format and organization of material is confusing to the reader. Communicates irrelevant information and communicates inappropriately to the intended audience.</p> <p><u>Conventions</u></p> <p>4- All writing contains complete sentences. Capitalization and punctuation are correct.</p> <p>3- Most of the writing contains complete sentences. Capitalization and punctuation are mostly correct.</p> <p>2- Some of the writing contains complete</p>

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> GRADE 4 LAL T&G	Big Idea: Discovering Our World Through Interactions	
		<u>Overarching Goals:</u> (1) Communicate in clear concise, organized language that varies in content, format and form for different audience and purposes. (2) Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. (3) Investigate, research, and synthesize information from various media sources.	
		<u>Goal 2:</u> The student will be able to understand motivation of character to reach goals.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Enduring Understandings, Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>sentences. Some of the capitalization and punctuation are correct.</p> <p>1- Most of the writing does not contain complete sentences. Most of the capitalization and punctuation are not correct.</p> <p><u>Graphics</u></p> <p>4- Graphics go well with the text, and there is a good mix of text and graphics.</p> <p>3- Graphics go well with the text, but there are so many that they distract from the text.</p> <p>2- The graphics go well with the text, but there are too few.</p> <p>1- The graphics do not go with the accompanying text or appear to be randomly chosen.</p> <p>Additional Resources:</p> <ul style="list-style-type: none"> Junior Great Books Series 4: Teacher and Student Edition Junior Great Books: Reader's Journal Useful information, maps, and pictures of China for research: www.enchantedlearning.com www.chinatoday.com www.goodcharacter.com

Suggested days of Instruction	Curriculum Management System		Big Idea: Discovering Our World Through Connections	
	Subject/Grade Level: GRADE 4 LAL T&G		Overarching Goals: (1) Communicate in clear concise, organized language that varies in content, format and form for different audience and purposes. (2) Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. (3) Investigate, research, and synthesize information from various media sources.	
			Goal 3: The student will be able to understand how culture and tradition influence character growth.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:		Essential Questions, Enduring Understandings, Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
4-7	3.1. Develop knowledge about various print formats, including newspapers, magazines, books, and reference resources. (3.1.4.A.1) 3.2. Use knowledge of word meaning, language structure and sound-symbol relationships to check understanding when reading. (3.1.4.E.1) 3.3. Identify specific words or passages causing comprehension difficulties and seek clarification. (3.1.4.E.2) 3.4. Select useful visual organizers before, during, and after reading to organize information. (3.1.4.E.3) 3.5. Infer specific word meanings in the context of reading passages. (3.1.4.F.2)		Essential Questions: <ul style="list-style-type: none"> What does this story remind you of in your own life? How can you relate information from the story to another story? What connections can you make between this story and what is happening in the world? What is the author saying? What makes a great story? Enduring Understandings: Students will understand that: <ul style="list-style-type: none"> Stories remind us of things that occur in our own lives, in other stories, and in our world. An effective story engages the reader by setting up questions- tensions, mystery, dilemmas, or uncertainty. Sample Conceptual Understandings: <ul style="list-style-type: none"> Students can make connections between attributes of the main characters in stories. For example: Junie B. Jones, Amber Brown and Amelia Bedelia. 	

NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

Learning Activities:

Topical Questions for *The Enchanted Sticks*:

- Prereading question: What does "enchanted" mean? What would you do if you had a bundle of enchanted sticks? How could the sticks help you?
- How do I determine important ideas in the story?
- How does a character show strength when faced with dire circumstances?

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> GRADE 4 LAL T&G	Big Idea: Discovering Our World Through Connections	
		<u>Overarching Goals:</u> (1) Communicate in clear concise, organized language that varies in content, format and form for different audience and purposes. (2) Comprehend , understand, analyze, evaluate, critique, and respond to messages from various formats. (3) Investigate , research, and synthesize information from various media sources.	
		<u>Goal 3:</u> The student will be able to understand how culture and tradition influence character growth.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Enduring Understandings, Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	3.6. Discuss underlying themes across cultures in various texts. (3.1.4.G.1) 3.7. Cite evidence from the text to support conclusions. (3.1.4.G.3) 3.8. Recognize literary elements in stories including setting, characters, plot, and mood. (3.1.4.G.9) 3.9. Generate possible ideas for writing through talking, hearing stories, brainstorming, discussing models of writing, asking questions and recalling experiences. (3.2.4.A.1) 3.10. Use standard English conventions that are appropriate to the grade level (sentence structure, grammar and usage, punctuation, capitalization, spelling, handwriting). (3.2.4.C.1) 3.11. Write for different purposes (e.g., to express ideas, to		Additional Learning Activities: <ul style="list-style-type: none"> • Answer and discuss prereading question to become familiar with a concept in the story. • Locate important ideas in a story. (Reader's Journal pages 65-66) • Use writing and/or drawing to complete a story prompt. (Reader's Journal page 67) • Sequence events in a story in order to retell it in your own words. (Reader's Journal pages 70-72) • Identify new enriching vocabulary. Suggested target words: frenzy, surrendered, vicious. • Answer and discuss an interpretive question using story elements to support your answer. Option 1: Why is the robber chief unable to defeat the old man? Option 2: Why does the old man burn the sticks at the end of the story? • Create a comic strip or story board for the story with illustrations, descriptions, and speech bubbles. • Describe some of the foods enjoyed in Japan and work together as a group to create a recipe book of your favorite dishes.

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> GRADE 4 LAL T&G	Big Idea: Discovering Our World Through Connections	
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		<u>Goal 3:</u> The student will be able to understand how culture and tradition influence character growth.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Enduring Understandings, Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	inform, to entertain, to respond to literature, to share, etc.) and a variety of audiences (e.g., self, peers, community). (3.2.4.D.1) 3.12. Discuss information heard, offer personal opinions and ask for restatement or general explanation to clarify meaning. (3.3.4.B.4)		Assessment Model: <ul style="list-style-type: none"> Using computer graphics or student illustrations, design an enchanted object. Create an advertisement, showing the object for sale. (<i>Synthesis</i>) Additional Resources: <ul style="list-style-type: none"> Junior Great Books Series 4: Teacher and Student Edition Junior Great Books: Reader's Journal <i>Foods of Japan</i> by Barbara Sheen Useful information, maps, and pictures of Japan: www.enchantedlearning.com Japan National Tourism Organization: http://www.jnto.go.jp/eng/ www.goodcharacter.com

Suggested days of Instruction	Curriculum Management System		Big Idea: Discovering Our World Through Challenges	
	Subject/Grade Level: Grade 4 LAL G&T		Overarching Goals: (1) Communicate in clear concise, organized language that varies in content, format and form for different audience and purposes. (2) Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. (3) Investigate, research, and synthesize information from various media sources.	
			Goal 4: The student will be able to understand how a character develops strength despite tragedy	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:		Essential Questions, Enduring Understandings, Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
3-5	4.1. Use knowledge of word meaning, language structure and sound-symbol relationships to check understanding when reading. (3.1.4.E.1) 4.2. Identify specific words or passages causing comprehension difficulties and seek clarification. (3.1.4.E.2) 4.3. Infer specific word meanings in the context of reading passages. (3.1.4.F.2) 4.4. Discuss underlying themes across cultures in various texts. (3.1.4.G.1) 4.5. Cite evidence from the text to support conclusions. (3.1.4.G.3) 4.6. Recognize literary elements in stories including setting, characters, plot, and mood. (3.1.4.G.9) 4.7. Identify some literary		Essential Questions: <ul style="list-style-type: none"> What do you do when faced with a challenge? How do you overcome it? What can we learn from the past? How do effective writers hook and hold their readers? What are the benefits and/or drawbacks from having a moral in a story? Enduring Understandings: Students will understand that: <ul style="list-style-type: none"> Past events help prepare us for the future. History involves interpretation. Some stories engage the reader by including a character that faces a challenge. Sometimes authors teach lessons through their stories (morals). Sample Conceptual Understandings: <ul style="list-style-type: none"> Students can learn the value of hard work in overcoming challenges as in the story <i>The Little Engine That Could</i>. 	NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses). Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher. Learning Activities: Topical Questions for <i>Vasilissa the Beautiful</i> <ul style="list-style-type: none"> Prereading Question: What are some special kinds of magic and wonder in fairy tales? What are some typical elements found in fairy tales? (magical journeys, quests, evil and good characters, royal characters and peasants, talking animals, riches and good fortune as a reward for the good characters, death for the evil characters, and repetitive events) Why does the doll comfort Vasilissa by

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	devices in stories. (3.1.4.G.10) 4.8. Generate possible ideas for writing through talking, hearing stories, brainstorming, discussing models of writing, asking questions and recalling experiences. (3.2.4.A.1) 4.9. Create narrative pieces such as a memoir or personal narrative that contain description and relate ideas, observations, or recollections of an event or experience. (3.2.4.B.1) 4.10. Use standard English conventions that are appropriate to the grade level (sentence structure, grammar and usage, punctuation, capitalization, spelling, handwriting). (3.2.4.C.1) 4.11. Write for different purposes (e.g., to express ideas, to inform, to entertain, to		telling her to comfort herself? <ul style="list-style-type: none"> Why does Vasilissa continue to walk through the woods to Baba-Yaga's house even though the journey is hard and she is afraid? Why is the story told so that a gift from the Baba-Yaga destroys the stepmother and stepsisters? Why is the task that brings happiness, sewing the Tsar's shirts, one that she chooses for herself? Additional Learning Activities: <ul style="list-style-type: none"> Answer prereading question to become familiar with story genre. Explore Baba-Yaga's character by looking closely at some of the descriptions of her unusual activities and surroundings found in the story. Complete Interpreting Words worksheet. Think about how a person's personality can be revealed through his or her activities and environment by completing a creative writing task. (Student worksheet pages 30-31)

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	<p>respond to literature, to share, etc.) and a variety of audiences (e.g., self, peers, community). (3.2.4.D.1)</p> <p>4.12. Elaborate on thoughts using details to support central ideas or express a point of view. (3.3.4.A.1)</p> <p>4.13. Describe how language reflects specific regions and/or cultures. (3.4.4.B.5)</p>		<ul style="list-style-type: none"> Design and write a descriptive essay about the magical house Vasilissa and the Tsar will live in once they are married. <p>Assessment Model:</p> <ul style="list-style-type: none"> Write a personal narrative describing a time you overcame a difficult situation. (<i>Knowledge</i>) <p>Performance Task:</p> <p>Goal: Your task is to create a board game showing all of the different obstacles Vasilissa had to overcome in order to find happiness.</p> <p>Role: You are a board game designer for the brands Milton Bradley and Parker Brothers games from Hasbro.</p> <p>Audience: Your target audience is 8-12 year old children.</p> <p>Situation: The challenge is designing a game that will hold children's interests, be appealing to the eye, and include your own creative additions such as game board pieces and a card deck.</p> <p>Product, Performance, and Purpose: You will create the board game in order to detail the story events and obstacles the main character must</p>

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	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Enduring Understandings, Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>go through to reach happiness.</p> <p>Standards and Criteria for Success: Your product must meet the following standards-</p> <ul style="list-style-type: none"> • When possible, work in small groups to learn cooperative working skills. • Use as many elements from the story as possible. • After playing the game, board games will be evaluated based on visual appeal, difficulty of the game, the challenge presented, and overall creativity. <p>Additional Resources:</p> <ul style="list-style-type: none"> • Junior Great Books Series 4: Teacher and Student Edition • Website lists a variety of Russian folktales that have been translated into English as well as information on Russian crafts and tradition: http://russian-crafts.com/tales.html • www.goodcharacter.com

**Gifted and Talented Language Arts Literacy
Grade 4**

COURSE BENCHMARKS

1. The student will be able to understand how a character changes as he learns right from wrong.
2. The student will be able to understand motivation of character to reach goals.
3. The student will be able to understand how culture and tradition influence character growth.
4. The student will be able to understand how character develops strength despite tragedy.