

English Language Arts

Curriculum Map 4th Grade



ELA 4th Grade: Year-at-a-Glance

Month	Units	ELA, ELD Standards
Sept. Oct.	Unit 1 <u>Launching the Year</u> – Open Genre <u>Rituals and Routines, Reading and Language</u> <u>Writing and Language</u> <u>Language</u> (approx. 4 weeks)	RL.1,2,3,4; RI.1,2,4,10 W.4,5,6,8,10 SL.1,3,4,6 L.1,2,3,4 ELD.PI 1,3,4,5,6,8,11 ELD.PII 1
Oct. Nov.	Unit 2 <u>Narrative</u> - Reading: Prose vs Drama, Writing: Play Script <u>Reading and Language, Writing and Language</u> <u>Language</u> (approx. 7 weeks)	RL 1,2,3,4,5,6,7,10 W 3,4,5,9,10 SL 1,4a,5; L 3a,6 ELD PI 1,2,3,5,6,8,9, 10a,12a; ELD PII 1,2b,5
END 1 st Trimester. Benchmark Focus: Narrative (Drama or Prose) Writing Task, Reading Literature/Drama		
Dec.	Unit 3 <u>Opinion/Argument</u> – Reading: Traditional Literature Writing: Literary Essay <u>Reading and Language, Writing and Language, Language</u> (approx. 4 weeks) (finish Literary Essay after holiday break)	RL.1,2,3,9,10; RI.5,8 W.1,4,5,8,9,10 SL.1,2,4,5,6; L.1,4,6 ELD.PI.1,3,4,5,6,7,9,10,11 ELD.PII.1,2,3,6
Jan. Feb.	Unit 4 <u>Informational/Explanatory – Historical Research Project</u> <u>Reading and Language, Writing and Language,</u> <u>Language</u> (approx. 7 weeks)	RI.1,2,3,4,5,7,9,10; W.2,3b,d,4,5,6,7,8,10; SL.1,4,5,6; L.4,6; ELD.PI.1,4,5,6a,7,9,10a,b; ELD.PII.1,2b,3,6
END 2 nd Trimester. Benchmark Focus: Info/Explanatory Writing Task, Reading Informational text		
Mar. Apr. May	Unit 5 <u>Argument/Opinion</u> – Poetry Study & Oral Defense <u>Reading and Language, Writing and Language, Language</u> (approx. 7 weeks)	RL.1,2,4,5,7,10 W.1a-c,4,9a,10 SL.1,3,4,5,6; L.1,3a,b,5c,4,6 ELD.PI.1,3,4,5,6,7,8,9,10b,11, 12a; ELD.PII.1,2b,3
	Unit 6 <u>Poetry</u> - Reading and Writing Poetry <u>Reading and Language, Writing and Language, Language</u> (approx. 4 weeks)	RL.1,2,4,5,7,10 W.4,5,6,10; SL.1,5,6 L.4,5 ELD.PI.1,5,6,7,8,9,12 ELD.PII.1
3 rd Benchmark (optional) Focus: Opinion/Argument Writing Task, Reading Literature/Poetry		
Jun.	Unit 7 <u>Reflecting on Growth and Setting Goals</u> as Readers, Writers, and Collaborative Learners <u>Reading and Language, Writing and Language, Language</u> (approx. 2 weeks)	RL.1,2,4,5,7,10 W.4,5,6,7,8,10 SL.1,4,5,6; L.4,5,6 ELD.PI.1,5,6,7,8,9,10,11 ELD.PII.1

Unit 1
Launching the Year – Open Genre
(Approx. 4 weeks)

Overview:

In this unit, students will build their capacities as independent learners and collaborative group members. Students will establish, learn, and internalize routines to create a safe and productive learning community. This unit will allow students to further explore their identity as a learner in both reading and writing by reflecting on their growth as an independent and collaborative learner.

Over-Arching Essential Question for Unit 1: How do we create a motivating, engaging, and respectful environment that fosters the delight and empowerment that accompanies literacy development?

In this unit students will:

- Establish, learn, and internalize classroom routines and procedures
- Explore their identities as a reader, writer, and collaborative group member
- Establish the use of a writer’s notebook and reading response journal
- Learn strategies to establish, internalize, and strengthen good habits as a reader, writer, and group member
- Practice Social Emotional Learning (SEL) competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision making

Culminating Task: A genre of student choice writing piece that has gone through the writing process over the course of the launch

Standards

ELA Common Core State Standards

Reading Literature:

Key Ideas and Details

- 4.1 – Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Craft and Structure

- 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).

Range of Reading and Level of Text Complexity

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

Reading Informational:

Key Ideas and Details

- 4.1 – Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Craft and Structure

- 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.

Range of Reading and Level of Text Complexity

- 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 complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing:

Production and Distribution of Writing

- 4.4 – Produce clear and coherent writing **(including multiple-paragraph texts)** in which the development and organization are appropriate to task, purpose, and audience.
- 4.5 – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Range of Writing

- 4.10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

Comprehension and Collaboration

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

Presentation of Knowledge and Ideas

- 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.
- 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

Language:

Knowledge of Language

- 4.3c – Differentiate between contexts that call for formal English (e.g., presenting ideas and situations where informal discourse is appropriate (e.g., small-group discussion)).
- 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.
- Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
 - 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 **and to identify alternate word choices in all content areas.**
- 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*).

ELD Standards

Part I: Interacting in Meaningful Ways

A. Collaborative

- Exchanging information and ideas*** - Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.
- Offering opinions*** - Negotiate with or persuade others in conversations using a variety of learned phrases (e.g., *That's a good idea. However...*), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc.
- Adapting language choices*** – Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience with light support.

B. Interpretive

- Listening actively*** - Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.
- Reading/viewing closely*** –
 - Use knowledge of morphology (e.g., affixes, roots, and base words) and linguistic context to determine the meaning of unknown and multiple meaning words on familiar and new topics.

C. Productive

- Presenting*** – Plan and deliver oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable experience, and so on), with light support.
- Writing*** -
 - Write longer and more detailed literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register.

12. **Selecting language resources** –

- a. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.

Part II: Learning About How English Works

B. Expanding and Enriching Ideas

- 5. **Modifying to add details**- Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, and so on) about a variety of familiar and new activities and processes (e.g., They worded *quietly all night in their room*).

College Career Ready Descriptors

- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence.
- Use technology and digital media strategically and capably.
- Come to understand other perspectives and cultures.

Social-Emotional Learning

SEL Competencies:

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

Unit 1: Launching the Year – Open Genre

Rituals and Routines

SL.1, 6; L.3c; ELD.PI 1, 3, 4; SEL Competencies

Essential Questions	Suggested Assessments
<ul style="list-style-type: none"> • How do we develop and strengthen our self-awareness? • How do we develop and strengthen our self-management? • How can we develop and strengthen our social-awareness? • How can we build relationships? • How can we become responsible decision-makers? 	<p>Minute by Minute: observation, questions - teachers and students, student discussion, written work, etc.</p> <p>Daily Lesson: observation, questions – teachers and students, instructional tasks, student discussion, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (e.g., SEL Journals), student self-reflection</p> <p>End-of-Unit: student work artifact (e.g., portfolio, writing project, oral presentation), use of rubric, student self-reflection (e.g., short survey) other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What...why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
1. Learn and internalize routines to create a safe a productive learning community.	1. Establish, practice daily, and chart classroom routines to internalize effective behaviors, (e.g., entering and exiting the learning area, accessing supplies, working independently, asking for help during independent work-blocks).
Resources: " Launching the Year " at www.scusd.edu/ela , " Reading and Writing Workshop " Chart Wall Sample	
2. Develop and follow agreed-upon rules for discussion to make collaboration productive and effective.	2. Establish, practice daily, and chart discussion protocols for partners, small group, and whole class discussions (e.g., turning and talking to learning partner, huddling as a group, passing the mic whole class).
Resources: " Launching the Year " at www.scusd.edu/ela	
3. Use a variety of words/phrases to ask relevant questions, affirm others, add pertinent information, build on responses, and provide useful feedback.	3. Introduce, practice, and chart academic language stems categorized by purpose using student friendly topics (e.g., taking turns, listening vs. speaking, asking for clarification, agreeing/ disagreeing respectfully, building on others' ideas).
Resources: " Launching the Year " at www.scusd.edu/ela	

4. Come to discussions prepared to make collaboration productive.	4. Set and define clear expectations for “being prepared” and provide opportunities for practice (e.g., coming to work area with supplies, establishing systems for absent partnerships).
<i>Resources:</i> "Launching the Year" at www.scusd.edu/ela	
5. Recognize that language choices vary according to task, purpose, and audience to effectively communicate in a variety of contexts.	5. Co-create “Language/Context” t-chart.
<i>Resources:</i> "Launching the Year" at www.scusd.edu/ela	
Additional Resources for Teaching and Learning	Differentiation (e.g. Special Education, EL, GATE)
	<p><u>UDL Differentiation Strategies and Resources</u></p> <p><u>GATE Differentiation Strategies and Resources</u></p>

Unit 1: Launching the Year – Open Genre

Reading and Language

RL.1, 4, 10; RI.1, 4, 10; W.10; SL.1, 6; L.3c, 4; ELD.PI.1, 3, 4, 5, 6b

Essential Questions	Suggested Assessments
<ul style="list-style-type: none"> • How do we develop and strengthen our reading skills and reading lives? • How do we help each other develop and strengthen our reading skills and reading lives? 	<p>Minute by Minute: observation, questions - teachers and students, student discussion, written work, etc.</p> <p>Daily Lesson: observation, questions – teachers and students, instructional tasks, student discussion, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (e.g. Reading Response Journals), student self-reflection</p> <p>End-of-Unit: student work artifact (e.g. portfolio, writing project, oral presentation), use of rubric, student self-reflection (e.g. short survey) other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What...why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
<p>On-going vocabulary instruction: Use a growing number of words and phrases and flexibly choose from: using context clues, using common Greek and Latin affixes and roots as clues, consulting printed/digital resources in order to grow vocabulary knowledge and use.</p>	<p>Readers collect favorite new words and definitions in their writer’s notebook to later use in their own writing. Readers grow a personal thesaurus. Teachers provide specific vocabulary instruction.</p>
<p>1. Self-reflect to establish their reading identity and set goals.</p>	<p>1. Give a reading interest survey that allows for students reflection and results in written reading goals. Revisit and update goals periodically.</p>
<p><i>Resources:</i> "Launching the Year" at www.scusd.edu/ela, Sample "Reading Interest Survey" #2, Sample "Reading Interest Survey" #3 : http://www.scholastic.com/teachers/top-teaching/2012/09/three-easy-ways-help-students-build-reading-identity</p>	
<p>2. Develop the habit of mind of reading daily to become life-long readers.</p>	<p>2. Watch video or observe other classes maintaining reading stamina to gather strategy ideas. Co-create a class chart of strategies they want to try during daily reads.</p>
<p><i>Resources:</i> "Launching the Year" at www.scusd.edu/ela</p>	

3. Build stamina to sustain independent reading.	3. Track progress of stamina on a class bar graph and/or personal line graph during independent reading time and reflect on why class/students made gains or losses.
<i>Resources:</i> "Launching the Year" at www.scusd.edu/ela	
4. Read daily with purpose and understanding to build strong reading habits and maintain stamina.	4. Establish, chart, and review daily “ Reading with Stamina Strategies,” (e.g., select books of personal interest, reread to extend independent reading time, read just right books, purposefully abandon books).
<i>Resources:</i> "Launching the Year" at www.scusd.edu/ela	
5. Use self-assessment and self-management toward managing their independent reading time.	5. Have students create a personal “Looks Like/Sounds Like/Feels Like” chart of strategies to read daily with stamina and revisit their chart daily to add/modify management strategies noted during daily personal reflection, (e.g., sounds like a soft voice, pages turning, looks like my finger tracking print, mouth ready).
<i>Resources:</i> "Launching the Year" at www.scusd.edu/ela	
6. Learn and internalize reading habits to manage independent reading time.	6. Co-create a chart of strategies to figure out the meaning of unfamiliar words, (e.g., context clues, root word/ prefix/ suffix, apposition, using opposites).
<i>Resources:</i> "Launching the Year" at www.scusd.edu/ela	
7. Understand that readers read for different purposes under a variety of conditions and circumstances (e.g., independent reading, reading with peers, being read to) to build good reading habits.	7. Co-create a chart of “What We Read & Why” (e.g., social media, informational text, directions, book series, magazines, billboards).
<i>Resources:</i> "Launching the Year" at www.scusd.edu/ela	
8. Read, listen, and talk with peers/partners about their text to build comprehension and learn from others.	8. Co-create a chart of ways to read, listen, and talk with their peers about books (e.g., private reading a chapter before coming to discuss with partner, creating questions together to answer and collaboratively reading to answer).
<i>Resources:</i> "Launching the Year" at www.scusd.edu/ela	
9. Write in a Reading Response Journal to record responses to text.	9. Model and share creative ways to record thinking about reading in a Reading Response Journal (e.g. comparing/contrasting characters using icons/drawings).
<i>Resources:</i> "Launching the Year" at www.scusd.edu/ela	

<p>10. Make language choices that are appropriate to "Academic Discussions" Chart around text.</p>	<p>10. Chart procedure and model how to share responses from journals with partner or small group. Refer to "Language/Context" t-chart from Rituals and Routines.</p>
<p>Resources: "Launching the Year" at www.scusd.edu/ela</p>	
<p>Additional Resources for Teaching and Learning, Reading and Language</p>	<p>Differentiation (e.g. Special Education, EL, GATE)</p>
<p><i>Notice and Note</i> by Beers and Probst</p> <p>Chart Photos:</p> <p>Ten Ways to Become a Better Reader</p> <p>"Stems for Citing Evidence" Chart,</p> <p>Stems for Academic Conversation: "Acknowledging Ideas"</p> <p>Stems for Academic Conversation: "Asking for Clarification"</p> <p>Stems for Academic Conversation: "Expressing an Opinion"</p> <p>Stems for Academic Conversation: "Paraphrasing"</p> <p>Stems for Academic Conversation: "Predicting"</p> <p>Stems for Academic Conversation: "Soliciting a Response"</p>	<p>UDL Differentiation Strategies and Resources</p> <p>GATE Differentiation Strategies and Resources</p>

Unit 1: Launching the Year – Open Genre

Writing and Language

W.4, 5, 10; SL.1, 4, 6; ELD.PI. 1, 3, 4, 5, 9, 10a, 12; ELD.PII.5

Essential Questions	Suggested Assessments
<ul style="list-style-type: none"> How do we develop and strengthen our writing skills and writing lives? How do we help each other develop and strengthen our writing skills and writing lives? 	<p>Minute by Minute: observation, questions - teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (e.g. Writer’s Notebooks), student self-reflection</p> <p>End-of-Unit: student work artifacts (e.g. portfolio, writing project, oral presentation), use of rubrics, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What...why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
1. Self-reflect to establish their writing identity.	1. Give a writing interest survey that allows student reflection.
<i>Resources:</i> "Launching the Year" at www.scusd.edu/ela	
2. Record a variety of meaningful entries in a Writer’s Notebook to capture writing ideas.	2. Introduce, teach, and model a new idea/strategy for writing entries in your Writer’s Notebook, (e.g., first time list, I wonder, free-write, emotions chart, memories, me too stories, descriptions, sensory descriptions, ideas from books , observations).
<i>Resources:</i> "Launching the Year" at www.scusd.edu/ela	
3. Write daily with purpose and understanding to build strong writing habits.	3. Watch video or observe other classes maintaining writing stamina to gather strategy ideas. Co-create a chart of strategies your class wants to use to establish good writing habits.
<i>Resources:</i> "Launching the Year" at www.scusd.edu/ela	
4. Engage in writing for increasingly longer stretches of time to sustain their work and become prolific writers.	4. Track progress of stamina on a bar graph during independent writing time.
<i>Resources:</i> "Launching the Year" at www.scusd.edu/ela	

5. Use self-assessment and self-management toward managing their independent writing time.	5. Co-create a “Looks Like/Sounds Like/Feels Like” chart of strategies to maintain writing stamina (e.g., choose a topic you know a lot about, tell your story before you write it).
<i>Resources:</i> "Launching the Year" at www.scusd.edu/ela	
6. Learn and internalize strategies to manage independent writing time.	6. Start a “Writing Habits” T-Chart and record behaviors of students who demonstrate what good writers do and why good writers do that.
<i>Resources:</i> "Launching the Year" at www.scusd.edu/ela	
7. Understand the value of rereading for many reasons, including checking to see if their writing makes sense and to add details to entries.	7. Model rereading a piece of writing to add details.
<i>Resources:</i> "Launching the Year" at www.scusd.edu/ela	
8. Use spelling strategies or circle the word and keep going to move through difficult-to-spell words while independently writing, so as not to slow the flow of ideas.	8. Co-create a chart of “What to Do When You Don’t Know How to Spell a Word?”.
<i>Resources:</i> "Launching the Year" at www.scusd.edu/ela	
9. Understand that writing is possible under a variety of conditions and circumstances to build good writing habits.	9. Co-create a chart of how and why “Writer’s Confer with the Teacher.”
<i>Resources:</i> "Launching the Year" at www.scusd.edu/ela	
10. Understand a writer’s work is never done to maintain stamina.	10. Co-create a chart of “What to Do When You Think You Are Done Writing:” (e.g., start a new story from writing ideas chart, reread an old piece of writing and add to it).
<i>Resources:</i> "Launching the Year" at www.scusd.edu/ela	
10. Select and plan a structure for writing that suits the audience, task, and purpose, and draft a piece of writing to take through the writing process to learn the procedures of each step.	11. Introduce, model, and chart procedures to be used in future units (e.g., how to select a piece from your writer’s notebook, plan, and draft).
<i>Resources:</i> "Launching the Year" at www.scusd.edu/ela	
12. Read, listen, and talk with peers/partners about their writing to strengthen writing ideas and learn from others.	12. Introduce, chart, and model procedures for peer responding by reading your story aloud and giving students something to listen for (e.g., a part of the story where they want you, the writer, to add more details).
<i>Resources:</i> "Launching the Year" at www.scusd.edu/ela	
13. Revise a piece of writing to learn the procedure of how to revise.	13. Introduce, chart, and model procedure for revising by adding sensory details to your written piece.
<i>Resources:</i> "Launching the Year" at www.scusd.edu/ela	

14. Edit their writing so it is ready to publish.	14. Introduce editing checklist chart and model procedure, editing one thing at a time (e.g., read the entire piece checking for only punctuation, reread it again checking for capitalization, and reread again for conventions).
<i>Resources:</i> "Launching the Year" at www.scusd.edu/ela	
15. Publish their piece to share with a bigger audience.	15. Introduce, chart, and model the procedure of how to publish.
<i>Resources:</i> "Launching the Year" at www.scusd.edu/ela	
16. Reflect orally and in writing to articulate their learning and develop their identities as writers.	16. Write a "Dear Reader" letter that includes reflection and goal-setting.
<i>Resources:</i> "Launching the Year" at www.scusd.edu/ela	
17. Celebrate and share finished pieces so others can enjoy/connect with their writing.	17. Allow time for students to share their finished pieces (e.g., gallery walk, author's chair, group share).
<i>Resources:</i> "Launching the Year" at www.scusd.edu/ela	
Additional Resources for Teaching and Learning, Writing and Language	Differentiation (e.g. Special Education, EL, GATE)
	UDL Differentiation Strategies and Resources GATE Differentiation Strategies and Resources

Unit 1: Launching the Year- Open Genre	
Language L.2e, 3a, 4c	
Essential Questions	Suggested Assessments
tbd	<p>Minute by Minute: observation, questions - teachers and students, student discussions, written work</p> <p>Daily Lesson: observation, questions – teachers and students, student discussions, peer feedback, student self-reflection</p> <p>Weekly: student discussions, peer feedback, student self-reflection</p> <p>End-of-Unit: oral presentation, peer feedback, use of rubric, student self-reflection (e.g. short survey) other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What...why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
tbd	
Additional Resources for Teaching and Learning, Language	Differentiation (e.g. Special Education, EL, GATE)
	<p><u>UDL Differentiation Strategies and Resources</u></p> <p><u>GATE Differentiation Strategies and Resources</u></p>

Unit 2

Narrative – Prose vs. Drama and Play Script

(Approx. 7 weeks)

Overview:

In this unit, students will closely read a single piece of prose while also viewing a visual presentation of the same text. They will create and share their own theme driven narrative written as a play. This element forces students to consider the visual presentation as they write. As students change their focus from prose to drama, they will be asked to consider the audience's point of view and how a playwright crafts the experience for his or her viewers.

Over-Arching Essential Question for Unit 2:

How is theme conveyed through prose and drama?

In this unit students will:

- Explore the differences between drama and prose
- Read closely to determine point of view in stories
- Consider how events, characters, setting, and theme are connected
- Compare the written version of a story to a visual presentation of the same story
- Create original plays driven by a theme, considering narrative elements and visual performance as they write

Culminating Task: Students will create an original narrative play and accompanying playbill driven by a universal theme.

Standards

ELA Common Core State Standards

Reading Literature:

Key Ideas and Details

- 4.1 – Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- 4.2 – Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- 4.3 – Describe in depth a character, setting, or event in a story drama, drawing on specific details in the text (e.g. a character's thoughts, words, or actions)

Craft and Structure

- 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).
- 4.5 – Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings descriptions, dialogue, stage directions) when writing or speaking about a text.
- 4.6 – Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third narrations.

Integration of Knowledge and Ideas

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

Range of Reading and Level of Text Complexity

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

Reading: Foundational Skills: *This document does not address systematic instruction of foundational skills.*

Writing:

Text Types and Purposes

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 and 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.

Production and Distribution of Writing

4.4 – Produce clear and coherent writing (**including multiple-paragraph texts**) in which the development and organization are appropriate to task, purpose, and audience.

4.5 – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Research to Build and Present Knowledge

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

- a. Apply grade 4 reading standards (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].”

Range of Writing

4.10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

Comprehension and Collaboration

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 rules.

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 light of the discussion.

Presentation of Knowledge and Ideas

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.

a. **Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable.**

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

Language:

Conventions of Standard English

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

a. Choose words and phrases to convey ideas precisely.

Vocabulary Acquisition and Use

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 **and to identify alternate word choices in all content areas.**

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).

ELD Standards

Part 1: Interacting in Meaningful Ways

A. Collaborative

1. ***Exchanging information and ideas*** - Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.

2. ***Interacting via written English*** – Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.

3. **Offering opinions** - Negotiate with or persuade others in conversations using a variety of learned phrases (e.g., *I agree with X, but...*), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc.

B. Interpretive

5. **Listening actively** - Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and support.

6. **Reading/viewing closely** -

a. Describe ideas, phenomena (e.g., pollination), and text elements (main idea, character traits, event sequence, and the like) in detail based on close reading of a variety of grade-level texts with light support.

8. **Analyzing language choices** - Distinguish how different words with related meanings (e.g., *fun* versus *thrilling*, *possibly* versus *certainly*) and figurative language (e.g., *the stream slithered through the parched land*) produce shades of meaning and different effects on the audience.

C. Productive

9. **Presenting** - Plan and deliver oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable experience, and so on), with light support.

10. **Writing** -

a. Write longer and more detailed literary and informational texts (e.g., an explanation of how camels survive without water for a long time) collaboratively (e.g., joint constructions of texts with an adult or with peers) and independently by using appropriate text organization and growing understanding of register.

12. **Selecting language resources** -

a. Use a variety of general academic and domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.

Part II: Learning About How English Works

A. Structuring Cohesive Texts

1. **Understanding text structure**- Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how opinion/arguments are structured logically, grouping related ideas), to comprehending texts and writing cohesive texts.

2. **Understanding cohesion** -

b. apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., *consequently*, *specifically*, *however*) to comprehending texts and writing cohesive texts.

B. Expanding and Enriching Ideas

5. **Modifying to add details** - Expand and enrich sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, and the like) about a variety of familiar and new activities and processes.

<p>College Career Ready Descriptors</p> <ul style="list-style-type: none"> • Demonstrate independence • Build strong content knowledge • Respond to the varying demands of audience, task, purpose, and discipline • Comprehend as well as critique • Value evidence • Use technology and digital media strategically and capably • Come to understand other perspectives and cultures 	<p>Social-Emotional Learning</p> <p><u>SEL Competencies:</u></p> <ul style="list-style-type: none"> • Self-Management • Self-Awareness • Responsible Decision Making • Relationship Skills • Social Awareness
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Unit 2: Narrative – Prose and Play Script

Reading and Language

RL.1, 2, 3, 4, 5, 6, 7, 10; W.4, 9, 10; SL.1, 4; L.1, 4, 6; ELD. PI 1, 3, 5, 6, 8; ELD.PII 1, 2, 6

Essential Questions	Suggested Assessments
<ul style="list-style-type: none"> • What do we gain from reading prose and play scripts? • How do strong readers read prose and play scripts? 	<p>Minute by Minute: observation, questions - teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (e.g. Reading Response Journals), student self-reflection</p> <p>End-of-Unit: student work artifacts (e.g. portfolio, writing project, oral presentation), use of rubrics, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers.</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What... why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
Start the work with pre-unit immersion for enjoyment, to build content knowledge, and exposure to genre features.	Teacher read-aloud, and student independent reading of multiple examples of the genre
<p>On-going vocabulary instruction: Use a growing number of words and phrases and flexibly choose from: using context clues, using common Greek and Latin affixes and roots as clues, consulting printed/digital resources in order to grow vocabulary knowledge and use.</p>	Readers collect favorite new words and definitions in their writer’s notebook to later use in their own writing. Readers grow a personal thesaurus. Teachers provide specific vocabulary instruction.
<i>Resources:</i>	
1. Combine clauses in order show similarities and differences between two genres. (Integrated ELD)	1. Co-create a chart of compare/contrast language and provide sentence frames to support student language production.
<i>Resources:</i> ELD.PII.6	

2. Articulate the basic differences between drama and prose in order to demonstrate their understanding of both drama and prose.	2. Close read dramas (e.g., scripts, screen-plays, etc.) and prose (e.g., stories, essays, novels, etc.). Co-create a t-chart titled “Drama and Prose.”
<i>Resources:</i> Core Ready Reading Lesson 1, copies of dramas and prose (e.g. <i>King Midas and the Golden Touch</i> , OCR: <i>Martha Helps the Rebel</i>), JTM Appendix 1: "Core Message to Students" , JTM Appendix 8: "King Midas and the Golden Touch" Play Script , JTM Homework: Reading Lesson 1 "Identifying Point of View"	
3. Compare and contrast the story elements in prose versus drama to deepen understanding of the two genres.	3. Co-create a T-chart titled “Story Elements in Fictional Prose versus Story Elements in Drama.”
<i>Resources:</i> Core Ready Reading Lesson 2, copies of scripts, (e.g., <i>King Midas and the Golden Touch</i>), JTM Appendix 8: "King Midas and the Golden Touch" Play Script , JTM Appendix 10: "Milestone Performance Formative Assessment - Elements of Drama"	
4. Think about point of view in order to shape a reader’s response and add meaning to the text.	4. Work collaboratively to create a “Point of View” chart. Close read a piece of prose for Lit. Chat/Lit. Circles, (e.g., <i>Because of Winn-Dixie</i> , <i>Charlotte’s Web</i> , <i>Fox</i>). Discuss and record ideas in reading response journals.
<i>Resources:</i> Core Ready Reading Lesson 3, two or three choices of fictional prose (e.g., <i>Because of Winn-Dixie</i> , <i>Charlotte’s Web</i> , and <i>Fox</i>)	
5. Trace the development of a main character in order to add depth to your description of him or her and identify the changes in the character’s appearance, thoughts, comments, and actions.	5. Work collaboratively to create a “Tracing a Character Graphic Organizer” chart. Additionally, record ideas in reading response journals.
<i>Resources:</i> Core Ready Reading Lesson 4, fictional prose (e.g., <i>Because of Winn Dixie</i>), JTM Homework: Reading Lesson 4 "Character Change" , JTM Appendix 2: "Tracing a Character Graphic Organizer"	
6. Describe a key event in detail in order to think about the relationship between the characters and the plot.	6. Work collaboratively to create a “Significant Event Question Sheet.” Use the questions as guidance/prompts for recording ideas in reading response journals.
<i>Resources:</i> Core Ready Reading Lesson 5, fictional prose (e.g., <i>Because of Winn Dixie</i>), JTM Appendix 3: "Significant Event Question Sheet"	
7. Reflect on their understanding of the characters and key events in order to help them determine the theme of a text.	7. Revisit “Significant Event Question Sheet.” Record ideas in reading response journals.
<i>Resources:</i> Core Ready Reading Lesson 6, fictional prose (e.g., <i>Because of Winn Dixie</i>), JTM Appendix 3: "Significant Event Question Sheet" , JTM Appendix 4: "List of Popular Themes" , JTM Homework: Reading Lesson 6 "Finding Evidence" , JTM Appendix 10: "Milestone Performance Formative Assessment - Determining Theme"	
8. Become critical viewers who notice similarities and differences between a text and its dramatic representation in order to make connections.	8. View the movie version of <i>Because of Winn-Dixie</i> . Work collaboratively to create a T-chart titled, “Comparing a Book to Film Note-Taking Sheet.” Work collaboratively to create a T-chart titled, “Watching Carefully. “
<i>Resources:</i> Core Ready Reading Lesson 7, movie version of fictional prose (e.g., <i>Because of Winn Dixie</i>), JTM Appendix 5: "Comparing a Book to Film Note-Taking Sheet"	

9. Compare the themes emphasized in the text and movie version in order to support their thinking in a written response.	9. Use the “List of Popular Themes” sheet.
<i>Resources:</i> Core Ready Reading Lesson 8, JTM Appendix 4: "List of Popular Themes" , JTM Homework: Reading Lesson 8 "Prose vs. Drama"	
10. Bring their reading to life with Readers Theater so that readers can experience the differences of the same story as a reader and as a viewer.	10. Co-create a process chart titled, “Make Your Own Reader’s Theater.”
<i>Resources:</i> Core Ready Reading Lesson 9, fictional prose (e.g., <i>Because of Winn Dixie</i>), JTM Homework: Reading Lesson 9 "Practice! Practice! Practice!"	
11. Perform a piece of reader’s theater created from a common text so that readers can see the text come to life.	11. Use LitChat/LitCircle groups’ reader’s theater scripts.
<i>Resources:</i> Core Ready Reading Lesson 10, JTM Appendix 10: "Milestone Performance Formative Assessment - Writing and Performing Reader's Theater Scripts"	
Additional Resources for Teaching and Learning, Reading and Language	Differentiation (e.g. Special Education, EL, GATE)
<p>CA ELA/ELD Framework</p> <p>Speaking and Listening Performance Checklist</p>	<p>UDL Differentiation Strategies and Resources</p> <p>GATE Differentiation Strategies and Resources</p>

Unit 2: Narrative – Prose and Play Script

Writing and Language

RL.5, 10; W.3, 4, 5, 10; SL.1, 4a, 5; L. 3a, 6; ELD.PI 1, 2, 3, 8, 10a, 12a; ELD.PII 1, 2b, 5

Essential Question	Suggested Assessments
<ul style="list-style-type: none"> How do strong writers structure and craft a play script? 	<p>Minute by Minute: observation, questions - teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (e.g. Writer’s Notebooks), student self-reflection</p> <p>End-of-Unit: student work artifacts (e.g. portfolio, writing project, oral presentation), use of rubrics, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers.</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What....why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
<p>1. Use classic themes from literature to inspire their own writing.</p>	<p>1. Display and read through the “List of Popular Themes,” while modeling how to stop and think about several themes. Students work in partnerships to brainstorm possible plots to convey themes, free-write, and provide feedback to their writing partners.</p>
<p><i>Resources:</i> Core Ready Writing Lesson 1, JTM Appendix 4: "List of Popular Themes", JTM Homework: Writing Lesson 1 "Organizing Our Ideas"</p>	
<p>2. Get started by planning event sequences, so that the play will unfold logically.</p>	<p>2. Model how to plan the event sequence of a play by rehearsing your own play plan orally, while using the “Plot Mountain Planner/Story Arc.”</p>
<p><i>Resources:</i> Core Ready Writing Lesson 2, JTM Appendix 6: "Plot Mountain Planner", JTM Appendix 7: "What I Like About You" Sample Play</p>	
<p>3. Orient their readers by introducing the narrator, characters, and setting (an exposition) so that the reader or audience will better understand what’s happening in the play.</p>	<p>3. Create a chart titled “Setting the Scene” and demonstrate how to answer the questions to write an exposition for their play.</p>
<p><i>Resources:</i> Core Ready Writing Lesson 3, teacher written sample play, e.g., JTM Appendix 7: "What I Like About You" Sample Play, JTM Appendix 6: "Plot Mountain Planner", “Points of View” Chart from Reading Lesson 3, JTM Homework: Writing Lesson 3 "Setting the Scene"</p>	

4. Use concrete words and sensory details to bring characters and settings to life.	4. Co-create a chart with two word banks: “Describing Characters” and “Describing Settings” on which to collect rich descriptive language to use when writing a play. **A third word bank will be added in Lesson 6.
<i>Resources:</i> Core Ready Writing Lesson 4, JTM Appendix 7: "What I Like About You" Sample Play , Plot Mountain Planner from Writing Lesson 2, JTM Appendix 6: "Plot Mountain Planner"	
5. Use dialogue effectively by considering <i>what</i> and <i>how</i> something is said in order to paint a clear picture of the character’s mood, tone, and actions to understand the story being told.	5. Read a simple sentence while using a variety of tones to illustrate how tone can affect both what something means, and how the character saying it is perceived.
<i>Resources:</i> Core Ready Writing Lesson 5, teacher written sample play, JTM Appendix 7: "What I Like About You" Sample Play , JTM Appendix 8: "King Midas and the Golden Touch" Play Script , JTM Homework: Writing Lesson 5 "Improving Dialogue"	
6. Describe the reactions of other characters through the use of stage directions to indicate the tones and actions of the people on stage, as well as, the passage of time.	6. Add a new word bank titled, “Describing Feelings Through Actions” on the previous chart from Lesson 4. Add a variety of words and phrases to reference stage directions in their writing. Work collaboratively to create a T-chart titled, “How Characters Feel and How They Might Act.”
<i>Resources:</i> Core Ready Writing Lesson 6, JTM Appendix 7: "What I Like About You" Sample Play ,	
7. Convey the passage of time, so that their work comes to a natural conclusion.	7. Demonstrate how to divide and label the scenes in your writing, as well as, how to add brief stage directions to indicate the passage of time.
<i>Resources:</i> Core Ready Writing Lesson 7, JTM Appendix 7: "What I Like About You" Sample Play , Students’ Completed Plot Mountain Planners	
8. Revise their work with their critics to check for a developing theme and meaning.	8. Introduce the “Is My Play Complete?” Checklist to students.
<i>Resources:</i> Core Ready Writing Lesson 8, JTM Appendix 9: "Is My Play Complete? Checklist" , JTM Appendix 10: "Milestone Performance Formative Assessment - Writing a Play Script" ,	
9. Edit their work with their critic to check for conventions of standard English.	9. Use an editing checklist.
<i>Resources:</i> Core Ready Writing Lesson 8, Co-created editing checklist (class created)	
10. Create playbills in order to promote their work.	10. Examine examples of playbills, deconstructing for structure and craft.
<i>Resources:</i> Core Ready Writing Lesson 9, sample playbills, e.g., The Lion King Playbill , JTM Homework: Writing Lesson 9 "Playbill Images"	
11. Craft written responses to reflect on the Core Questions: 1. What did you like about writing plays? Why? 2. What did you find challenging? Why?	11. Teacher chooses a core question to model how to write a strong written response. Students will reflect on the unit’s core questions in order to consider and articulate their own learning processes, as well as, develop and express their identity as readers and writers.
<i>Resources:</i> Core Ready Writing Lesson 10, JTM Appendix 10: "Milestone Performance Formative Assessment - Reflection on Core Questions"	

Additional Resources for Teaching and Learning, Writing and Language	Differentiation (e.g. Special Education, EL, GATE)
<p>http://www.playbillder.com</p> <p>Using PowerPoint to create a playbill</p> <p>Using Microsoft Word to create a playbill</p> <p>The Lion King Playbill</p>	<p>UDL Differentiation Strategies and Resources</p> <p>GATE Differentiation Strategies and Resources</p>

Unit 2: Narrative – Prose and Play Script	
Language L.1, 2, 3, 6	
Essential Questions	Suggested Assessments
tbd	<p>Minute by Minute: observation, questions - teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (e.g. Writer’s Notebooks), student self-reflection</p> <p>End-of-Unit: student work artifacts (e.g. portfolio, writing project, oral presentation), use of rubrics, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers.</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What...why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
1. Consider both connotation and denotation when choosing words to create an exact image in the readers mind. (<i>Integrated ELD</i>)	4. Co-create a Denotation/Connotation Chart.
<i>Resources: Core Ready Language Companion Lesson</i>	
More tbd	
Additional Resources for Teaching and Learning, Language	Differentiation (e.g. Special Education, EL, GATE)
	<p>UDL Differentiation Strategies and Resources</p> <p>GATE Differentiation Strategies and Resources</p>

Unit 3
Opinion/Argument – Reading: Traditional Literature and Writing: Literary Essay
(approx. 4 weeks)

Overview:

In this unit, students will closely read a variety of traditional texts from diverse cultures to uncover and explore theme. In writing they will craft and discuss an insightful literary Essay which demonstrates their ability to analyze text and cite explicit evidence to support their thinking. The process of writing and discussing a Literary Essay in response to their reading will improve the student's ability to clearly express their ideas with substantial detail.

Over-Arching Essential Question for Unit 3:

Why is it important for readers to identify, discuss, and write about theme?

In this unit students will:

- Compare and contrast themes
- Read closely to infer theme
- Construct arguments about theme
- Compose responses to reading
- Collaborate with others to deepen their understanding of theme

Culminating Task: Students will write a Literary Essay.

Standards

Reading Standards for Literature:

Key Ideas and Details

- 4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- 4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- 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).

Integration of Knowledge and Ideas

- 4.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Range of Reading and Level of Text Complexity

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

Reading Standards for Informational Text:

Craft and Structure

- 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.

Integration of Knowledge and Ideas

4.8. Explain how an author uses reasons and evidence to support particular points in a text.

Foundational Skills & Additional Language Standards: *This document does not address systematic instruction of foundational skills.*

Writing Standards:

Text Types and Purposes

- 4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- 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.
 - Provide reasons that are supported by facts and details.
 - Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
 - Provide a concluding statement or section related to the opinion presented.

Production and Distribution of Writing

- 4.4. Produce clear and coherent writing (**including multiple-paragraph texts**) 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.) **CA**
- 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.)

Research to Build and Present Knowledge

- 4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources. **CA**
- 4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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].").

Range of Writing

- 4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

Comprehension and Collaboration

- 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.
- 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.
 - Follow agreed-upon rules for discussions and carry out assigned roles.
 - 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.

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

Presentation of Knowledge and Ideas

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.

a. Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable. CA

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

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. (See grade 4 Language standards 1 and 3 for specific expectations.)

Language:

Conventions of Standard English

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

a. Use **interrogative**, relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). **CA**

Vocabulary Acquisition and Use

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

and to identify alternate word choices in all content areas. CA

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*).

ELD Standards

Part 1: Interacting in Meaningful Ways

A. Collaborative

1. *Exchanging information and ideas* - Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.

3. *Offering opinions* - Negotiate with or persuade others in conversations using a variety of learned phrases (e.g., *I agree with X, but...*), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc.

4. *Adapting language choices* – Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience, with light support from peers or adults.

B. Interpretive

5. *Listening actively* - Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.

6. *Reading/viewing closely* –

a. Describe ideas, phenomena (e.g., pollination), and text elements (main idea, character traits, event sequence, and the like) in detail based on close reading of a variety of grade-level texts with light support.

b. Use knowledge of morphology (e.g., affixes, roots, and base words) and linguistic context to determine the meaning of unknown and multiple-meaning words on familiar and new topics.

7. *Evaluating language choices* – Describe how well writers and speakers use specific language resources to support an opinion or present an idea (e.g., the clarity or appealing nature of language used to present evidence), with prompting and light support.

C. Productive

9. *Presenting* – Plan and deliver oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable experience, and so on), with light support.

10. *Writing* –

a. Write longer and more detailed literary and informational texts (e.g., an explanation of how camels survive without water for a long time) collaboratively (e.g., joint constructions of texts with an adult or with peers) and independently by using appropriate text organization and growing understanding of register.

b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).

11. *Supporting opinions* –

a. Support opinions or persuade others by expressing appropriate/ accurate reasons using detailed textual evidence (e.g., quotations or specific events from text) or relevant background knowledge about content, with light support.

Part II: Learning About How English Works

A. Structuring Cohesive Texts

1. *Understanding text structure*- Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how opinion/arguments are structured logically, grouping related ideas), to comprehending texts and writing cohesive texts.

2. Understanding cohesion –

- a. Apply increasing understanding of language resources for referring the reader back and forward in a text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in a text) to comprehending texts and writing cohesive texts.
- b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., *consequently, specifically, however*) to comprehending texts and writing cohesive texts.

B. Expanding and Enriching Ideas

3. Using verbs and verb phrases – Use various verbs/ verb types (e.g., *doing, saying, being/ having, thinking/ feeling*) and tenses appropriate to the task and text type (e.g., timeless present for science explanation, mixture of past and present for historical information report) for a variety of familiar and new topics.

C. Connecting and Condensing Ideas

6. Connecting ideas – Combine clauses in a wide variety of ways (e.g., creating complex sentences using a variety of subordinate conjunctions) to make connections between and join ideas, for example, to express cause/ effect (e.g., *Since the lion was at the water hole, the deer ran away*), to make a concession, or to link two ideas that happen at the same time (e.g., *The cubs played while their mother hunted*).

College Career Ready Descriptors

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Come to understand other perspectives and cultures

Social-Emotional Learning

SEL Competencies:

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

Unit 3

Opinion/Argument – Reading: Traditional Literature and Writing: Literary Essay

Reading and Language

RL.1, 2, 3, 9, 10; W.4, 10; SL.1, 2, 4, 5, 6; L.4, 6; ELD.PI.1, 3, 4, 5, 6, 9

Essential Questions	Suggested Assessments
<ul style="list-style-type: none"> • How do readers develop ideas about the theme in traditional literature? • How do we best utilize discussion groups to help us develop ideas about traditional literature? • How can we best present our learning about traditional literature to others? 	<p>Minute by Minute: observation, questions - teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (e.g. Reading Response Journals), student self-reflection</p> <p>End-of-Unit: student work artifacts (e.g. portfolio, writing project, oral presentation), use of rubrics, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers.</p>
<p>Sequence of Learning Outcomes Students will be able to...in order to... (What... why...)</p>	<p>Strategies for Teaching and Learning One way to do this work is to... (How...)</p>
<p>Start the work with pre-unit immersion for enjoyment, to build content knowledge, and exposure to genre features.</p>	<p>Teacher read-aloud, and student independent reading of multiple examples of the genre.</p>
<p>On-going vocabulary instruction: Use a growing number of words and phrases and flexibly choose from - using context clues, using common affixes and roots as clues, consulting printed/digital resources to grow vocabulary knowledge and use.</p>	<p>Readers collect favorite new words and definitions in their writer’s notebook to later use in their own writing. Readers grow a personal thesaurus. Teachers provide specific vocabulary instruction.</p>
<p><i>Resources:</i> Core Ready Word List, 4th grade binder, Shape of Story unit of study</p>	
<p>1. Name and define traditional forms of literature to better understand their characteristics.</p>	<p>1. Co-create a “Forms of Traditional Literature” chart. In partnerships, read various types of traditional literature and determine the subgenre.</p>
<p><i>Resources:</i> Core Ready Lesson Reading 1, “The Story of Fruitless Mountain” in <i>Where the Mountain Meets the Moon</i>, King Midas and the Golden Touch, various pieces of traditional text, SOS Appendix 11: Speaking and Listening Performance Checklist, SOS Appendix 1: “Core Message to Students”</p>	

2. Paraphrase traditional texts presented orally to clarify the meaning of the text for yourself and others.	2. Define paraphrasing and differentiate from summarizing. Co-create a “How to Paraphrase” chart. With partners or small groups, paraphrase a piece of traditional text.
<i>Resources:</i> Core Ready Reading Lesson 2, <i>Where the Mountain Meets the Moon</i> , various pieces of traditional text, SOS Appendix 10: Milestone Performance Formative Assessment - "Paraphrasing an Oral Story" , SOS Homework: Reading Lesson 2 "Paraphrasing"	
3. Connect their reading of traditional texts to larger world issues or human concerns to recognize how they continue to connect to today’s world.	3. Co-create a T-chart titled, “Connecting to Traditional Texts.” Read and discuss how various pieces of traditional literature connect the world.
<i>Resources:</i> Core Ready Reading Lesson 3, <i>Where the Mountain Meets the Moon</i> , a story about Pandora or another popular myth that connects to human concerns or larger world issues	
4. Define <i>theme</i> and understand how to craft a theme statement in order to understand the purpose of various forms of traditional literature	4. Define theme and present popular themes in traditional literature. Use a “Making Theme Statements” chart and sentence frames to help students craft theme statements.
<i>Resources:</i> Core Ready Reading Lesson 4, various pieces of traditional text, SOS Appendix 5: "The Story of Fruitless Mountain" Retold , SOS Homework: Reading Lesson 4 "Theme"	
5. Gather evidence about the main characters’ actions, words, and relationships to uncover the theme.	5. Begin a “Thinking about Theme” chart. Read examples of traditional literature and use the “Thinking about Theme: Character Graphic Organizer” to craft a clear theme statement.
<i>Resources:</i> Core Ready Reading Lesson 5, <i>The Legend of the Indian Paintbrush</i> , SOS Appendix 2: "Thinking about Theme: Character" Graphic Organizer , the same myth used in Lesson 3, various pieces of traditional text	
6. Gather evidence from the key events in the plot to uncover the theme.	6. Add to the “Thinking about Theme” chart. Read examples of traditional literature and use the “Thinking about Theme: Events Graphic Organizer” to craft a clear theme statement.
<i>Resources:</i> Core Ready Reading Lesson 6, <i>Paul Bunyan, Dust Devil</i> , , "Thinking about Theme: Events" Graphic Organizer , various pieces of traditional text, SOS Homework: Reading Lesson 4 "Theme - Events"	
7. Gather evidence from the author’s craft to uncover the theme.	7. Add to the “Thinking about Theme” chart. Read examples of traditional literature and use the “Thinking about Theme: Author’s Craft” Graphic Organizer to craft a clear theme statement.
<i>Resources:</i> Core Ready Reading Lesson 7 , “The Greatest Treasure: A Traditional Chinese Folktale”, SOS Appendix 4: "Thinking about Theme: Author's " Graphic Organizer , various pieces of traditional text, SOS Appendix 10: Milestone Performance Formative Assessment - "Determining the Theme of Traditional Tales" , SOS Homework: Reading Lesson 7 "Theme - Author's Craft"	
8. Engage in collaborative conversations to deepen their understanding of common themes that appear in traditional literature across various cultures.	8. Form “theme teams” and provide traditional literature sets that cluster around a single theme. Review/teach expectations for collaborative conversations.
<i>Resources:</i> Core Ready Reading Lesson 8, traditional literature sets clustered around a single theme (e.g., tales around kindness, honesty, unselfishness, hard work)	

<p>9. Compare and contrast how a similar theme is presented in multiple texts in order to understand the effect a culture has on the way a theme is conveyed in traditional text.</p>	<p>9. Model using a Venn Diagram to compare how two traditional tales convey a single theme. Have students use the Venn Diagram in their “theme teams.”</p>
<p><i>Resources:</i> Core Ready Reading Lesson 9, two traditional tales around a single theme (e.g., <i>The Legend of the Indian Paintbrush</i>, <i>Pandora</i> around patience), SOS Appendix 9: Sample Venn Diagram</p>	
<p>10. Collaboratively develop presentations (using digital media) to celebrate and share their learning around theme in traditional texts.</p>	<p>10. In “theme teams” discuss what they’ve learned about how theme is conveyed in traditional text across cultures. Provide instruction around the digital media students will be using for their presentations (See Core Ready Writing Lesson 9). Have students revise their presentation for appropriate (formal) tone.</p>
<p><i>Resources:</i> Core Ready Reading Lesson 10, SOS Homework: Reading Lesson 10 "Reflection", SOS Appendix 10: Milestone Performance Formative Assessment - "Determining the Theme of Traditional Tales in Theme Teams"</p>	
<p>Additional Resources for Teaching and Learning, Reading and Language</p>	<p>Differentiation (e.g. Special Education, EL, GATE)</p>
<p>CA ELA/ELD Framework Speaking and Listening Performance Checklist</p>	<p>UDL Differentiation Strategies and Resources GATE Differentiation Strategies and Resources</p>

Unit 3

Opinion/Argument – Reading: Traditional Literature, Writing: Literary Essay

Writing and Language

RL.1, 2, 10; RI.5, 8; W.1, 4, 5, 8, 9a, 10; SL.1, 5, 6; L.1a, 6; ELD.PI.1, 3, 5, 7, 10, 11a; ELD.PII.1, 2, 3, 6

Essential Questions	Suggested Assessments
<ul style="list-style-type: none"> • What are literary essays/arguments about theme? • How are literary essays/arguments about theme structured and crafted? Why? • How do reading, thinking, and talking about text prepare us to write a literary essay/argument about theme? • How do writers of literary essay/arguments about theme apply language features? Why? 	<p>Minute by Minute: observation, questions - teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (e.g. Writer’s Notebooks), student self-reflection</p> <p>End-of-Unit: student work artifacts (e.g. portfolio, writing project, oral presentation), use of rubrics, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers.</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What...why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
<p>1. Jot important thoughts while reading in order to record thinking for future discussions.</p>	<p>1. Write questions, connections to your life and other moments that stand out as jots in a reading response journal while reading.</p>
<p><i>Resources: Core Ready Writing Lesson 1, The Legend of the Indian Paintbrush</i></p>	
<p>2. Craft a written summary of a traditional literature text in order to capture the most important elements of the story (main characters, problem, significant events, resolution)</p>	<p>2. Review the paraphrased story, “The Story of Fruitless Mountain,” from Reading Lesson 2 and model how to summarize the same story. Have students write summaries of their choice of traditional text.</p>
<p><i>Resources: Core Ready Writing Lesson 2 (including sample summary), sample paraphrase from Core Ready Reading Lesson 2 (e.g., The Story of Fruitless Mountain), SOS Homework: Writing Lesson 2 "Summary", SOS Appendix 10: Milestone Performance Formative Assessment - "Summarizing Traditional Tales"</i></p>	
<p>3. Use present tense verbs to write about a literary text (e.g., When Roger attempts to steal her purse, she kicks him in the seat of his pants with indignation and anger.). (Integrated ELD)</p>	<p>3. Compare use of verbs in sample paraphrase versus the sample summary. Discuss the purpose of different verb tenses. Have students revise their summaries from the day before for consistent use of present tense verbs.</p>
<p><i>Resources: ELD.PII.3, sample paraphrase from Core Ready Reading Lesson 2, sample summary from Core Ready Writing Lesson 2</i></p>	

<p>4. Include text as evidence in crafting a strong response to their reading in order to support their analysis of characters and events.</p>	<p>4. Model how to write a strong response from a traditional text including text evidence to support their thinking. In their reading response journals, have students write a response to a traditional text of their choice.</p>
<p><i>Resources:</i> Core Ready Writing Lesson 3, <i>Where the Mountain Meets the Moon</i>, SOS Appendix 10: Milestone Performance Formative Assessment - "Written Responses to Literature with Text Evidence",</p>	
<p>5. Use subordinate clauses beginning with <i>when</i> to refer to textual evidence (e.g., <i>When Rachel's classmate betrays her</i>, Rachel begins to lose herself...). (Integrated ELD)</p>	<p>5. Notice use of subordinate clauses beginning with <i>when</i> in mentor literary essays before asking students to use it in writing. Then, model how to develop a "when clause" to refer to textual evidence. Have students develop their own sentences with "when clauses" to express the conclusions they've drawn about their textual evidence.</p>
<p><i>Resources:</i> ELD.PII.6</p>	
<p>6. Craft a theme statement about a traditional text in order to begin moving from summary to literary analysis.</p>	<p>6. Refer to the "Making Theme Statements" chart and the "List of popular themes" from Reading Lesson 4 and guide students to choose a familiar piece of traditional literature and compose a written summary and a clear theme statement.</p>
<p><i>Resources:</i> Core Ready Writing Lesson 4, "Making Theme Statements" chart and "List of popular themes" from Reading Lesson 4, various pieces of traditional text</p>	
<p>7. Construct an argument about theme in order to prove a theme statement.</p>	<p>7. Have students analyze the stages of a teacher created argument about theme. Jointly construct an argument about theme, as a class, before having students begin drafting their own arguments about theme (literary analysis essay). After ample drafting time, have students share with a partner and provide feedback using the "Interactive Argument About Theme Checklist".</p>
<p><i>Resources:</i> Core Ready Writing Lesson 5, teacher created model argument, class summary from Writing Lesson 2, class theme statement from Writing Lesson 4, SOS Appendix 6: "Interactive Argument About Theme" Checklist, SOS Homework: Writing Lesson 5 "Discussing Theme"</p>	
<p>8. Use synonyms to develop a chain of reference and connect evidence back to the theme statement (e.g., The author shows that a <i>real friend</i> will help you even if he or she has nothing to gain from doing so.... Charlotte is <i>a true friend</i>.... Templeton is not <i>a real friend</i>.... Wilbur shows that he has learned the true meaning of <i>friendship</i>). (Integrated ELD)</p>	<p>8. Track a chain of reference in mentor literary essays and discuss how it creates cohesion by connecting reasons and evidence to the theme statement. Students revise their own writing to develop more cohesion.</p>
<p><i>Resources:</i> ELD.PII.2</p>	

9. Include brief quotes to support their written argument about theme.	9. Model revising argument to include appropriate quotes to support their argument about theme. Jointly revise as a class, then have students revise their own writing independently.
<i>Resources:</i> Core Ready Writing Lesson 6, teacher created model argument and student copies of jointly constructed argument from Writing Lesson 5	
10. Craft a strong written response to their reading in a single sitting in order to show what they know and organize thoughts as part of academic discourse.	10. Review the process of writing a strong written response to a question about a reading and co-create a chart titled, “How to Write about Our Reading.” Have students use the chart to craft a response to reading.
<i>Resources:</i> Core Ready Writing Lesson 7, Theseus and the Minotaur , SOS Appendix 10: Milestone Performance Formative Assessment - "Written Responses to Traditional Literature" SOS Homework: Writing Lesson 7 "Letter" ,	
11. Share their written responses in order to begin an academic conversation.	11. Co-create a chart titled, “Good Conversations: Rules and Behaviors” while discussing the speaking and listening skills. Co-create a “Conversation Starter Sentence Frames” chart and practice using the frames. Students discuss theme in groups.
<i>Resources:</i> Core Ready Writing Lesson 8, SOS Appendix 8: “Conversation Starter Sentence Frames”	
12. Construct notes in order to prepare for a discussion.	12. Co-create PowerPoint slide (or other digital media) around a familiar topic focusing on: image choice, text choice, layout, etc. Have students create PowerPoint slides (or other digital media) for their “theme team” presentations (see Core Ready Reading Lessons 8-10).
<i>Resources:</i> Core Ready Writing Lesson 9, computers for student use, SOS Homework: Writing Lesson 9 "Notecard Review" ,	
13. Reflect on essential questions in order to consider and articulate their own learning.	13. Discuss and jointly construct a shared response to one essential question. Have students reflect and craft a response to other essential questions.
<i>Resources:</i> Core Ready Writing Lesson 10, SOS Appendix 10: Milestone Performance Formative Assessment - "Lesson Set Reflection"	
Additional Resources for Teaching and Learning, Writing and Language	Differentiation (e.g. Special Education, EL, GATE)
Speaking and Listening Performance Checklist	UDL Differentiation Strategies and Resources GATE Differentiation Strategies and Resources

Unit 3 Opinion/Argument - Reading: Traditional Literature and Writing: Literary Essay Language	
Essential Questions	Suggested Assessments
tbd	<p>Minute by Minute: observation, questions - teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (e.g. Writer’s Notebooks), student self-reflection</p> <p>End-of-Unit: student work artifacts (e.g. portfolio, writing project, oral presentation), use of rubrics, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers.</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What...why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
tbd	
Additional Resources for Teaching and Learning, Language	Differentiation (e.g. Special Education, EL, GATE)
	<p><u>UDL Differentiation Strategies and Resources</u></p> <p><u>GATE Differentiation Strategies and Resources</u></p>

Unit 4
Informational/Explanatory – Historical Research Project
(approx. 7 weeks)

Overview:

In this unit, students will closely read a variety of informational texts focusing on the structure of cause and effect, which is often found in science and social studies. By studying the text structure authors use to convey meaning, students will be able to focus their attention on key concepts and relationships, as well as anticipate what's to come and where to find it. In writing students will practice using text structure as a way to organize their ideas and cluster information.

Over-Arching Essential Question for Unit 4: What can I learn from a writer's use of cause and effect text structure? How will this help guide my own reading and writing?

In this unit students will:

- Recognize cause and effect relationships in informational texts
- Use words and phrases that signal cause and effect to connect ideas
- Describe cause and effect relationships in summaries, orally and in writing
- Synthesize multiple accounts of the same event
- Collaborate with others

Culminating Task: Students will compose and present a historical research project which includes a historical report of an event and an historical fiction diary entry.

Standards

ELA Standards

Reading Standards for Informational Text:

Key Ideas and Details

- 4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- 4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- 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.

Craft and Structure

- 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*.
- 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.

Integration of Knowledge and Ideas

- 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.
- 4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably

Range of Reading and Level of Text Complexity

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.

Foundational Skills & Additional Language Standards: *This document does not address systematic instruction of foundational skills.*

Writing Standards

Text Types and Purposes

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.

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

- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

Production and Distribution of Writing

4.4. Produce clear and coherent writing **(including multiple-paragraph texts)** 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.) **CA**

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.)

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.

Research to Build and Present Knowledge

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

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

Range of Writing

4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

Comprehension and Collaboration

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.

Presentation of Knowledge and Ideas

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.

a. Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable. CA

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

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. (See grade 4 Language standards 1 and 3 for specific expectations.)

Language

Conventions of Standard English

Vocabulary Acquisition and Use

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

and to identify alternate word choices in all content areas. CA

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*).

ELD Standards

Part 1: Interacting in Meaningful Ways

A. Collaborative

1. *Exchanging information and ideas* - Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.

4. *Adapting language choices* – Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience, with light support from peers or adults.

B. Interpretive

5. *Listening actively* - Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.

6. *Reading/viewing closely* –

a. Describe ideas, phenomena (e.g., pollination), and text elements (main idea, character traits, event sequence, and the like) in detail based on close reading of a variety of grade-level texts with light support.

7. *Evaluating languages choices* – Describe how well writers and speakers use specific language resources to support an opinion or present an idea (e.g., the clarity or appealing nature of language used to present evidence), with prompting and light support.

C. Productive

9. *Presenting* – Plan and deliver oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable experience, and so on), with light support.

10. *Writing* –

a. Write longer and more detailed literary and informational texts (e.g., an explanation of how camels survive without water for a long time) collaboratively (e.g., joint constructions of texts with an adult or with peers) and independently by using appropriate text organization and growing understanding of register.

b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).

Part II: Learning About How English Works

A. Structuring Cohesive Texts

1. *Understanding text structure*- Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how opinion/arguments are structured logically, grouping related ideas), to comprehending texts and writing cohesive texts.

2. *Understanding cohesion* –

b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., *consequently*, *specifically*, *however*) to comprehending texts and writing cohesive texts.

B. Expanding and Enriching Ideas
3. Using verbs and verb phrases – Use various verbs/ verb types (e.g., *doing, saying, being/ having, thinking/ feeling*) and tenses appropriate to the task and text type (e.g., timeless present for science explanation, mixture of past and present for historical information report) for a variety of familiar and new topics.

C. Connecting and Condensing Ideas
6. Connecting ideas – Combine clauses in a wide variety of ways (e.g., creating complex sentences using a variety of subordinate conjunctions) to make connections between and join ideas, for example, to express cause/ effect (e.g., *Since the lion was at the water hole, the deer ran away*), to make a concession, or to link two ideas that happen at the same time (e.g., *The cubs played while their mother hunted*).

<p>College Career Ready Descriptors</p> <ul style="list-style-type: none"> • Demonstrate independence • Build strong content knowledge • Respond to the varying demands of audience, task, purpose, and discipline • Comprehend as well as critique • Value evidence • Use technology and digital media strategically and capably • Come to understand other perspectives and cultures 	<p>Social-Emotional Learning</p> <p><u>SEL Competencies:</u></p> <ul style="list-style-type: none"> • Self-Management • Self-Awareness • Responsible Decision Making • Relationship Skills • Social Awareness
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Unit 4: Informational/Explanatory – Historical Research Project

Reading and Language

RI.1, 2, 3, 4, 5, 7, 9, 10; W.4, 6, 10; SL.1, 4, 5; L.4, 6; ELD.PI.1, 4, 5, 6a, 7, 9, 10b; ELD.PII.1, 2b, 6

Essential Questions	Suggested Assessments
<ul style="list-style-type: none"> • What do readers gain from reading informational text? • What are the characteristics of research reports, informational articles, and informational books? • How are research reports, informational articles, and informational books structured and crafted? Why? How should we read them as a result? • What language features are used in research reports, informational articles, and informational books? Why? 	<p>Minute by Minute: observation, questions - teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (e.g. Reading Response Journals), student self-reflection</p> <p>End-of-Unit: student work artifacts (e.g. portfolio, writing project, oral presentation), use of rubrics, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers.</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What... why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
<p>On-going vocabulary instruction: Use a growing number of words and phrases and flexibly choose from - using context clues, using common affixes and roots as clues, consulting printed/digital resources to grow vocabulary knowledge and use.</p>	<p>Readers collect favorite new words and definitions in their writer’s notebook to later use in their own writing. Readers grow a personal thesaurus. Teachers provide specific vocabulary instruction.</p>
<p>Start the work with pre-unit immersion for enjoyment, to build content knowledge, and exposure to genre features.</p>	<p>Teacher read-aloud, and student independent reading of multiple examples of the genre.</p>
<p>1. Identify text structure to understand that writers use text structures to better communicate their ideas.</p>	<p>1. Use “Structures Writers Use to Organize Their Writing” to introduce various text structures (e.g., cause/effect, problem/solution, compare/contrast). Have students identify text structures in their reading.</p>
<p><i>Resources:</i> Core Ready Lesson Reading 1, “Word Builder” poem, <i>If You Give a Mouse a Cookie</i>, RTK Appendix 3: “Structures Writers Use to Organize Their Writing”, RTK Appendix 1: “Core Message to Students”, RTK Homework: Reading Lesson 1 “Real Life Cause and Effect”</p>	

2. Identify cause and effect to support comprehension of historical nonfiction texts.	2. Use guiding questions to support students in identifying cause and effect relationships in historical nonfiction texts. Track thinking on a “What Happened and Why” t-chart.
<i>Resources:</i> Core Ready Reading Lesson 2, RTK Appendix 2: “Sample Historical Text” – Irena Sendler Story , student copies of “What Happened and Why” chart	
3. Understand how <i>this/these</i> is used to reference an idea that was previously stated (e.g., Irena Sendler was 29 years old when her city, Warsaw, in Poland, was occupied by Nazis. Because of <i>this</i> , everything changed.) (Integrated ELD)	3. Find examples of <i>this/these</i> being used as a cohesive device in informational text (e.g., Irena Sendler Story).
<i>Resources:</i> ELD.PI.6a, ELD.PII.2b	
4. Locate signal words to help identify cause and effect in texts.	4. Use mentor text to identify words and phrases that establish cause and effect relationships (e.g., consequently, as a result, therefore). Co-create a “Cause and Effect Signal Words” chart to support students in identifying cause and effect in their independent reading.
<i>Resources:</i> Core Ready Reading Lesson 3, RTK Appendix 2: “Sample Historical Text” – Irena Sendler Story , Baseball Saved Us	
5. Notice how some cause and effect signal words work with subordinate clauses to create a cause/effect relationship within a single sentence (e.g., <i>Life was suddenly dangerous for the city’s Jewish families because they were all forced into an area of the city called the Warsaw Ghetto.</i>) (Integrated ELD)	5. Compare mentor sentences that establish cause and effect across multiple sentences (e.g., <i>Irena Sendler was 29 years old when her city, Warsaw, in Poland, was occupied by the Nazis. Because of this, everything changed.</i>) to mentor sentences that establish cause and effect within a single sentence.
<i>Resources:</i> ELD.PI.6a, ELD.PII.6	
6. Notice the multiple effects and causes related to historical events to get a deeper and more nuanced understanding of the event.	6. Revisit “What Happened and Why” chart (from previous reading lesson) to extend students analysis to include multiple causes and multiple effects in historical texts.
<i>Resources:</i> Core Ready Reading Lesson 4, <i>Seeds of Change</i> , student copies of “What Happened and Why” chart from previous reading lesson , RTK Appendix 14: Milestone Performance Formative Assessment - “Finding Cause and Effect”	
7. Analyze the multiple causes that led up to an historical event in order to get a deeper and more nuanced understanding of the event.	7. Have students create timelines starting with the final event and work backwards to chart multiple causes.
<i>Resources:</i> Core Ready Reading Lesson 5, RTK Appendix 4: “Timeline Organizer” , RTK Homework: Reading Lesson 5 “Cause and Effect Comics” , RTK Appendix 14: Milestone Performance Formative Assessment - “Cause and Effect across Time”	

8. Use words and phrases that demonstrate cause and effect to engage in academic discourse around historical texts.	8. Revisit cause and effect signal words from previous reading lesson and organize them by function on a “Cause and Effect Talking Points” chart. Provide sentence frames to support student discussion.
<i>Resources:</i> Core Ready Reading Lesson 6, RTK Appendix 2: “Sample Historical Text” – Irena Sendler Story , Baseball Saved Us , Seeds of Change , RTK Homework: Reading Lesson 6 "Transitional Phrases"	
9. Write paragraphs to summarize historical events.	9. Revisit “Oreo” or “hamburger” metaphor for summary paragraphs. Provide “Summary Plan Sheet” to support student note taking in preparation for writing summary paragraphs.
<i>Resources:</i> Core Ready Reading Lesson 7, RTK Appendix 5: “Summary Plan Sheet” , student copies of “What Happened and Why” chart and RTK Appendix 4: “Timeline Organizer” from previous reading lesson, RTK Appendix 14: Milestone Performance Formative Assessment - "Summaries"	
10. Effectively use images and text to share findings with peers.	10. Have students use “Poster/Trailer Plan Sheet” to create a cause and effect digital posters or book trailers. Provide guiding questions to support students in giving feedback regarding image choice and text clarity.
<i>Resources:</i> Core Ready Reading Lesson 8, RTK Appendix 6: “Poster/Trailer Plan” , digital publishing tools (e.g., Animoto, iMovie), RTK Appendix 14: Milestone Performance Formative Assessment - "Creating a Poster/Trailer" , RTK Homework: Reading Lesson 8 "Sharing Our Work"	
11. Ask and answer questions about what a speaker has presented to clarify what happened and why.	11. Have students present their posters/trailers created in previous lesson. Use guiding questions to support students in asking and answering questions during presentations.
<i>Resources:</i> Core Ready Reading Lesson 9	
12. Reflect on their learning to celebrate their growth as readers.	12. Jointly construct a response to a reflection question. Have students craft individual responses to an essential question.
<i>Resources:</i> Core Ready Reading Lesson 10, RTK Appendix 14: Milestone Performance Formative Assessment - "Reflection"	
Additional Resources for Teaching and Learning, Reading and Language	Differentiation (e.g. Special Education, EL, GATE)
CA ELA/ELD Framework Speaking and Listening Performance Checklist	UDL Differentiation Strategies and Resources GATE Differentiation Strategies and Resources

Unit 4: Informational/Explanatory – Historical Research Project

Writing and Language

RI.1, 3, 5, 9, 10; W.2, 3b, d, 4, 5, 7, 8, 10; SL.1, 4, 5, 6; L.6; ELD.P.I.1, 4, 6a, 7, 9, 10a; ELD.P.II.1, 2b, 3, 6

Essential Question	Suggested Assessments
<ul style="list-style-type: none"> • How do writers of historical research projects conduct research? • How do writers of research reports and historical fiction diary entries structure and craft text? • How do writers of research reports and historical fiction diary entries use language features? Why? • What do we gain from collaborating with others about historical research projects? 	<p>Minute by Minute: observation, questions - teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (e.g. Writer’s Notebooks), student self-reflection</p> <p>End-of-Unit: student work artifacts (e.g. portfolio, writing project, oral presentation), use of rubrics, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers.</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What....why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
1. Preview historical texts to choose a topic to research.	1. Use “Historical Headlines Leave Me Wondering” sheet to support students to select an historical research topic.
<p><i>Resources:</i> Core Ready Writing Lesson 1, various historical headlines and articles, RTK Appendix 7: “Historical Headlines Leave Me Wondering” sheet, RTK Homework: Writing Lesson 1 “Initial Research”</p>	
2. Form research questions to drive their historical research.	2. Introduce the “Research Roadmap” to outline the process and steps of a research project. Use “What Happened?” and “Why?” as framing questions to begin research.
<p><i>Resources:</i> Core Ready Writing Lesson 2, RTK Appendix 8: “Research Roadmap”, <i>We Are the Ship: The Story of Negro League Baseball</i>, informational texts for research (e.g., texts from Social Studies content)</p>	
3. Take notes to record what they’ve learned from their research.	3. Use a single notecard for each new idea.
<p><i>Resources:</i> Core Ready Writing Lesson 3, RTK Appendix 8: “Research Roadmap”, <i>We Are the Ship: The Story of Negro League Baseball</i>, informational texts for research (e.g., texts from Social Studies content), RTK Appendix 14: Milestone Performance Formative Assessment - “Note Taking”</p>	

4. Organize their research so they can make the information more comprehensible to their reader.	4. Have students organize their notecards into groups of facts that they think go together. Students create a heading for each category of facts. Provide sentence stems to support students in providing peer feedback regarding the way they've categorized their information.
<i>Resources:</i> Core Ready Writing Lesson 4, RTK Appendix 8: "Research Roadmap" , informational texts for research (e.g., texts from Social Studies content), RTK Appendix 14: Milestone Performance Formative Assessment - "Coding and Sorting" , RTK Homework: Writing Lesson 4 "Organizing Our Notes"	
5. Further organize their research and elaborate on their notes to prepare for drafting their research report.	5. Have students organize the facts within each category chronologically. Have students elaborate on their notes to link the facts within each category using the signal words and sentence structure studied in integrated ELD reading lesson.
<i>Resources:</i> "Cause and Effect Signal Words" chart from previous reading lesson	
6. Move from notes to paragraphs to begin drafting their research report.	6. Introduce the "Oreo" or "Hamburger" model for writing informational paragraphs to support students in drafting their reports one section at a time including the heading for each section.
<i>Resources:</i>	
7. Introduce their research topic clearly to engage and orient their reader.	7. Have students draft an introductory section that provides the reader with an introduction to the historical event and its significance in history.
<i>Resources:</i>	
8. Include visual features in their historical research report to support the readers' understanding of the event.	8. Analyze the use of visual features in mentor texts. Have students include visual features (e.g., illustrations, timeline, digital images) that support their written text.
<i>Resources:</i> mentor texts (e.g., chapter from social studies textbook), completed RTK Appendix 4: "Timeline Organizers" from previous reading lesson	
9. Revise their writing to ensure it meets the expectations of the genre.	9. Use the revising portion "Historical Research Report Wrap-up Checklist" to revise writing.
<i>Resources:</i> RTK Appendix 13: "Historical Research Report Wrap-up" Checklist	
10. Edit their writing to ensure it is clear for the reader.	10. Use the COPS portion "Historical Research Report Wrap-up Checklist" to edit writing.
<i>Resources:</i> RTK Appendix 13: "Historical Research Report Wrap-up" Checklist	
11. Recast the information they've researched into historical fiction to better understand the human side of history.	11. Have students take on the role of a fictional person experiencing the historical event. After analyzing a mentor diary entry in pairs, have students plan diary entries that spotlight their historical event using the "Point of View" Planning Organizer.
<i>Resources:</i> Core Ready Lesson 5, RTK Appendix 9: "Sample Diary Entry 1" , RTK Appendix 10: "Sample Diary Entry 2" , RTK Appendix 11: "Point of View" Planning Organizer , RTK Appendix 8: "Research Roadmap" , RTK Appendix 14: Milestone Performance Formative Assessment - "Planning Organizer"	

12. Include factual information from a time period to help the reader understand why this event was so important.	12. Use “Key Facts” Sheet to plan the facts they want to include in their diary entry. Begin drafting.
<i>Resources:</i> Core Ready Writing Lesson 6, RTK Appendix 12: “Key Facts” Sheet , RTK Appendix 9: “Sample Diary Entry 1” , RTK Appendix 10: “Sample Diary Entry 2” , RTK Homework: Writing Lesson 6 “Choosing Facts” , RTK Appendix 14: Milestone Performance Formative Assessment - “Writing a Diary Entry”	
13. Shift between present and past tense to transition between narration and explanation/commentary (Integrated ELD).	13. Analyze sample diary entries for use of present and past tense. Discuss patterns and purpose. Provide students time to plan when and why they will use past or present tense in their diary entries.
<i>Resources:</i> ELD.PI.10; ELD.PII.3	
14. Use five senses to vividly describe the event.	14. Analyze sample diary entries for use of sensory details that make the event feel real to the reader. Continue drafting.
<i>Resources:</i> Core Ready Lesson 7, RTK Appendix 9: “Sample Diary Entry 1” , RTK Appendix 10: “Sample Diary Entry 2”	
15. Use signal words to help readers identify cause and effects, including those that create subordinate clauses (Integrated ELD).	15. Revisit “Cause and Effect Signals” chart (from previous reading lesson) before having students provide feedback to each other regarding where signal words might support the reader.
<i>Resources:</i> ELD.PI.10, ELD.PII.2b, ELD.PII.6, Core Ready Writing Lesson 8, “Cause and Effect Signals” chart from previous reading lesson	
16. Revise for cause and effect and edit for conventions to make their writing informative and clear to the reader.	16. Use “Research Wrap-Up” checklist to revise and edit.
<i>Resources:</i> Core Ready Writing Lesson 9, RTK Appendix 9: “Sample Diary Entry 1” , RTK Appendix 10: “Sample Diary Entry 2” , RTK Appendix 13: “Research Wrap-Up” Checklist , RTK Appendix 14: Milestone Performance Formative Assessment - “Research Wrap-Up” , RTK Homework: Writing Lesson 9 “Final Drafts”	
12. Present and reflect to display what they learned about research and writing.	12. Publish and present historical research reports and diary entries. Use “How to Perform a Point of View” chart to support students in dramatic reading of their diary entries.
<i>Resources:</i> Core Ready Writing Lesson 10, “How to Perform a Point of View”, RTK Appendix 9: “Sample Diary Entry 1” , RTK Appendix 10: “Sample Diary Entry 2”	
Additional Resources for Teaching and Learning, Writing and Language	Differentiation (e.g. Special Education, EL, GATE)
Speaking and Listening Checklist	UDL Differentiation Strategies and Resources GATE Differentiation Strategies and Resources

Unit 4: Informational/Explanatory – Historical Research Project

Language

Essential Questions	Suggested Assessments
<p>tbd</p>	<p>Minute by Minute: observation, questions - teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (e.g. Writer’s Notebooks), student self-reflection</p> <p>End-of-Unit: student work artifacts (e.g. portfolio, writing project, oral presentation), use of rubrics, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers.</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What...why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
tbd	
Additional Resources for Teaching and Learning, Language	Differentiation (e.g. Special Education, EL, GATE)
	<p><u>UDL Differentiation Strategies and Resources</u></p> <p><u>GATE Differentiation Strategies and Resources</u></p>

Unit 5
Opinion/Argument – Poetry Study and Oral Defense
(approx. 7 weeks)

Overview:

In this unit, students will closely read a variety of poems in order to develop opinions about their meaning. By studying poems at a variety of levels (text, stanza, line, word), students will interpret the author's intended meaning and support those interpretations with evidence from the text.

Over-Arching Essential Question for Unit 5: How can I interpret and defend the meaning of a poem?

In this unit students will:

- Recognize the structure and craft of poems
- Define and support opinions about the meaning of poems
- Use persuasive language to engage in debate
- Use clues to interpret poetry
- Present their poems to others

Culminating Task: Students will compose an oral defense about the meaning of a poem they've chosen.

Standards

ELA Common Core State Standards:

Reading Standards for Literature:

Key Ideas and Details

- 4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- 4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Craft and Structure

- 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).
- 4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

Integration of Knowledge and Ideas

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

Range of Reading and Level of Text Complexity

- 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.

Foundational Skills & Additional Language Standards: *This document does not address systematic instruction of foundational skills.*

Writing Standards:

Text Types and Purposes

- 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).

Production and Distribution of Writing

- 4.4. Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA

Research to Build and Present Knowledge

- 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].”).

Range of Writing

- 4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

Comprehension and Collaboration

- 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.
- 4.3. Identify the reasons and evidence a speaker or media source provides to support particular points. CA

Presentation of Knowledge and Ideas

- 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.

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

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. (See grade 4 Language standards 1 and 3 for specific expectations.)

Language:

Conventions of Standard English

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

c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

Knowledge of Language

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).

Vocabulary Acquisition and Use

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 and to identify alternate word choices in all content areas. CA

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).

ELD Standards

Part 1: Interacting in Meaningful Ways

A. Collaborative

1. Exchanging information and ideas - Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.

3. Offering opinions - Negotiate with or persuade others in conversations using a variety of learned phrases (e.g., *I agree with X, but...*), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc.

4. Adapting language choices - Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience, with light support from peers or adults.

B. Interpretive

5. *Listening actively* - Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.

6. *Reading/viewing closely* -

a. Describe ideas, phenomena (e.g., pollination), and text elements (main idea, character traits, event sequence, and the like) in detail based on close reading of a variety of grade-level texts with light support.

b. Use knowledge of morphology (e.g., affixes, roots, and base words) and linguistic context to determine the meaning of unknown and multiple-meaning words on familiar and new topics.

7. *Evaluating language choices* - Describe how well writers and speakers use specific language resources to support an opinion or present an idea (e.g., the clarity or appealing nature of language used to present evidence), with prompting and light support.

8. *Analyzing language choices* - Distinguish how different words with related meanings (e.g., *fun* versus *thrilling*, *possibly* versus *certainly*) and figurative language (e.g., *the stream slithered through the parched land*) produce shades of meaning and different effects on the audience.

C. Productive

9. *Presenting* - Plan and deliver oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable experience, and so on), with light support.

10. *Writing* -

a. Write longer and more detailed literary and informational texts (e.g., an explanation of how camels survive without water for a long time) collaboratively (e.g., joint constructions of texts with an adult or with peers) and independently by using appropriate text organization and growing understanding of register.

b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).

11. *Supporting opinions* -

a. Support opinions or persuade others by expressing appropriate/ accurate reasons using detailed textual evidence (e.g., quotations or specific events from text) or relevant background knowledge about content, with light support.

b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., *probably/ certainly, should/ would*) and phrasing (e.g., *in my opinion...*).

12. *Selecting language resources* -

a. Use a variety of general academic and domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.

Part II: Learning About How English Works

A. Structuring Cohesive Texts

1. *Understanding text structure*- Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how opinion/arguments are structured logically, grouping related ideas), to comprehending texts and writing cohesive texts.

2. *Understanding cohesion* -

b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., *consequently, specifically, however*) to comprehending texts and writing cohesive texts.

B. Expanding and Enriching Ideas

3. Using verbs and verb phrases – Use various verbs/ verb types (e.g., *doing, saying, being/ having, thinking/ feeling*) and tenses appropriate to the task and text type (e.g., timeless present for science explanation, mixture of past and present for historical information report) for a variety of familiar and new topics.

College and Career Descriptors

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Come to understand other perspectives and cultures

Social-Emotional Learning

SEL Competencies:

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

Unit 5: Opinion/Argument: Poetry Study and Oral Defense

Reading and Language

RL.1, 2, 4, 5, 7, 10; W.4, 9a, 10; SL.1, 5; L.1, 3a,b, 4, 6; ELD.PI.1, 3, 5, 6, 7, 8, 9, 10b; ELD.PII.1

Essential Questions	Suggested Assessments
<ul style="list-style-type: none"> • What clues can we use to interpret poetry? • How are poems structured and crafted? Why? How should we read them as a result? • What techniques do poets use to convey meaning? 	<p>Minute by Minute: observation, questions - teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (e.g. Reading Response Journals), student self-reflection</p> <p>End-of-Unit: student work artifacts (e.g. portfolio, writing project, oral presentation), use of rubrics, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers.</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What... why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
<p>On-going vocabulary instruction: Use a growing number of words and phrases and flexibly choose from - using context clues, using common affixes and roots as clues, consulting printed/digital resources to grow vocabulary knowledge and use.</p>	<p>Readers collect favorite new words and definitions in their writer’s notebook to later use in their own writing. Readers grow a personal thesaurus. Teachers provide specific vocabulary instruction.</p>
<p>Start the work with pre-unit immersion for enjoyment, to build content knowledge, and exposure to genre features.</p>	<p>Teacher read-aloud, and student independent reading of multiple examples of the genre.</p>
<p>1. Closely read poetry to begin to develop preferences about poetry.</p>	<p>1. Provide guidelines for closely reading a poem on a “Reading Like a Poetry Scholar” chart. Students read a variety of poems to find one that speaks to them.</p>
<p><i>Resources:</i> Core Ready Lesson Reading 1, a variety of poems, “Introduction to Poetry” from <i>Poetry 180</i>, Billy Collin's Action Poetry website, PTP Homework: Reading Lesson 1 "Finding Poetry", PTP Appendix 1: "Core Message to Students"</p>	
<p>2. Closely read poetry to develop a personal interpretation to a poem.</p>	<p>2. Provide guiding questions and “Clues We Use Bookmarks” to support students in their close reading and interpretation of a poem. Students share their interpretations with a partner along with evidence from the text.</p>
<p><i>Resources:</i> Core Ready Reading Lesson 2, PTP Appendix 2: “Words Free as Confetti” poem, PTP Appendix 3: “Clues We Use” Bookmarks, poetry packets</p>	

<p>3. Notice how the structure of a poem helps convey meaning.</p>	<p>3. Explore poems to notice different structures (e.g., repetition, white space, line breaks, special font, punctuation, words that create a shape) and chart them on the “Poetic Structures Chart”. Students choose a poem and record the poem’s structure and the structure’s importance in their Reading Response Journal.</p>
<p><i>Resources:</i> Core Ready Reading Lesson 3, “Dust of Snow,” poem by Robert Frost, PTP Appendix 4: “Poetic Structures” Chart, poetry packets, PTP Homework: Reading Lesson 3 “Author’s Meaning”, PTP Appendix 10: Milestone Performance Formative Assessment - “Examining Poetic Structures”</p>	
<p>4. Analyze a poet’s use of specific words and phrases to evoke strong feelings and establish the mood.</p>	<p>4. Students underline words and phrases that evoke strong feelings or establish a mood. Students orally discuss the feelings evoked or the mood of a poem referring to the words and phrases as evidence for their interpretation.</p>
<p><i>Resources:</i> Core Ready Reading Lesson 4, “Casey at the Bat,” poetry packets</p>	
<p>5. Focus on a poem’s strong images in order to interpret a poem’s meaning.</p>	<p>5. Students underline words/phrases that help them visualize as a reader. After recording their thoughts in a Reading Response Journal, students share a section from a poem and discuss how the image created supports the meaning.</p>
<p><i>Resources:</i> Core Ready Reading Lesson 5, PTP Appendix 5: “Fog”, “Street Music” poem by Arnold Adoff from <i>Love That Dog</i>, poetry packets, PTP Homework: Reading Lesson 5 “Imagery”, PTP Appendix 10: Milestone Performance Formative Assessment - “Examining Poetic Images”</p>	
<p>6. Focus on what the speaker or characters do and say in order to interpret a poem’s meaning.</p>	<p>6. After reading from poetry packet and recording their thoughts in a Reading Response Journal, students share a section from a poem and discuss how the words a character/speaker use are important to the poem.</p>
<p><i>Resources:</i> Core Ready Reading Lesson 6, PTP Appendix 6: “The New Colossus”, poetry packets</p>	
<p>7. Closely read poems to determine the author’s purpose.</p>	<p>7. Co-create a “Poet’s Purpose Chart” with the poet’s purpose and text evidence for support from poems read aloud. After recording thoughts about a poem’s purpose in their Reading Response Journal, students try to convince their peers that their interpretation is valid using the evidence they’ve recorded.</p>
<p><i>Resources:</i> Core Ready Reading Lesson 7, “They Were My People” by Grace Nichols, PTP Appendix 7: “In the Garden”, PTP Appendix 10: Milestone Performance Formative Assessment - “Determining Poet’s Purpose,” PTP Homework: Reading Lesson 7 “Poet’s Purpose”</p>	
<p>8. Focus on the features of poetry to make connections across two poems.</p>	<p>8. Create a chart to support students in comparing two poems by focusing on specific features of poetry (e.g., meaning, structure, mood, images, character/speaker, and purpose).</p>
<p><i>Resources:</i> Core Ready Reading Lesson 8, “Stopping by Woods on a Snowy Evening” by Robert Frost, “Frost in the Woods” by Ralph Fletcher, Robert Frost Video, PTP Appendix 10: Milestone Performance Formative Assessment - “Comparing and Contrasting Poems”</p>	

<p>9. Orally perform a poem in order to convey the author’s message to an audience.</p>	<p>9. Discuss and chart strategies used by poetry performers. Watch video examples of poetry performances. Students choose a poem to prepare. Peers provide constructive feedback to support preparation for a poetry slam.</p>
<p><i>Resources:</i> Core Ready Reading Lesson 9, “Poetry Recipe” by Ralph Fletcher, “Poetry Performance Evaluation Criteria” “Poetry Performance Evaluation Sheet”, www.poetryoutloud.org, PTP Homework: Reading Lesson 9 "Poetry Performance"</p>	
<p>10. Respond to essential questions to reflect on their learning about poetry and justifying opinions.</p>	<p>10. Jointly construct a response to one essential question noting the structure and organization of this type of writing. Students craft individual responses to an essential question in their reading response journals.</p>
<p><i>Resources:</i> Core Ready Reading Lesson 10, PTP Appendix 10: Milestone Performance Formative Assessment - "Reflection on Core Questions"</p>	
<p>Additional Resources for Teaching and Learning, Reading and Language</p>	<p>Differentiation (e.g. Special Education, EL, GATE)</p>
<p>CA ELA/ELD Framework</p> <p>Speaking and Listening Performance Checklist</p> <p>OCR Selections:</p> <ul style="list-style-type: none"> • “Freedom” by Langston Hughes • “Lemonade Stand” by Myra Cohn Livingston • “The Microscope” by Maxine Kumin • “Surgeons Must Be Very Careful” by Emily Dickinson • “The Germ” by Ogden Nash • “Music & Slavery” by Wiley Blevins • “The Grasshopper” by David McCord • “Solitude” by A.A. Milne • “Whalesong” by Judith Nicholls 	<p>UDL Differentiation Strategies and Resources</p> <p>GATE Differentiation Strategies and Resources</p>

Unit 5: Opinion/Argument - Poetry Study and Oral Defense

Writing and Language

RL.1, 2, 4, 5, 10; W.1a-c, 4, 10; SL.1, 3, 4, 6; L.1d, 3, 5c, 6
ELD.PI.1, 3, 4, 5, 6a, 9,10a, 11,12a; ELD.PII.1, 2b, 3

Essential Question	Suggested Assessments
<ul style="list-style-type: none"> • What poetry mentors can I model my writing after? • What language can I use to define and support my opinion? 	<p>Minute by Minute: observation, questions - teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (e.g. Writer’s Notebooks), student self-reflection</p> <p>End-of-Unit: student work artifacts (e.g. portfolio, writing project, oral presentation), use of rubrics, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers.</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What....why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
<p>1. Complete a poetry inventor to develop their identity as a poet.</p>	<p>1. Use “thumbs-up/down” questions to gauge students’ feelings toward poetry. Students complete a “Poetry Inventory” individually. Begin daily reading of poetry read aloud.</p>
<p><i>Resources:</i> Core Ready Writing Lesson 1, <i>Love That Dog</i>, PTP Appendix 8: “Poetry Inventory”</p>	
<p>2. Write a tribute poem to honor a favorite poet and further develop their own identity as a poet.</p>	<p>2. Students explore poems to find poems that inspire them. Analyze and chart how a tribute poem writer uses the structure and word choices of a mentor poet. Students write their own tribute poems and share with the class.</p>
<p><i>Resources:</i> Core Ready Writing Lesson 2, “Stopping by Woods on a Snowy Evening”, PTP Appendix 9: “Sample Tribute Poem”, <i>Love That Dog</i>, PTP Homework: Writing Lesson 2 “Tribute Poems”</p>	
<p>3. Use line breaks and white space to convey meaning in an original tribute poem.</p>	<p>3. Study use of line breaks and white space in mentor text. Provide guiding questions to support students in using line breaks and white space to write a new tribute poem.</p>
<p><i>Resources:</i> Core Ready Writing Lesson 3, poetry packets, <i>Love That Dog</i></p>	

4. Make language choices to create strong images.	4. Refer to strong images reading work to support students in planning a strong image to be used in a tribute poem. Provide “Strong Images Plan” graphic organizer as additional support.
<i>Resources:</i> Core Ready Writing Lesson 4, “Strong Images Plan” chart , poetry packets, PTP Appendix 5: “Fog” by Carl Sandburg , <i>Love That Dog</i> , PTP Appendix 10: Milestone Performance Formative Assessment - “Using Strong Imagery in Poetry”	
5. Talk about what they notice in each other’s poems to engage in meaningful conversations about poetry.	5. Chart strategies for engaging in meaningful conversations about poetry on a “Ways to Talk about Poetry” chart. Provide sentence starters and frames to support each strategy.
<i>Resources:</i> Core Ready Lesson 5, “Love That Boy” from <i>Love That Dog</i> , PTP Homework: Writing Lesson 5 “Poetry Discussions”	
6. Craft opinion statements to begin to defend their interpretations.	6. Provide and extensive list of opinion sentence starters to support students in crafting their own opinion statements about a poem of their choice.
<i>Resources:</i> Core Ready Writing Lesson 6, PTP Appendix 10: Milestone Performance Formative Assessment - “Forming Opinions about Poetry Meaning”	
7. Choose opinion statements based on audience and purpose to demonstrate varying degrees of certainty. (Integrated ELD)	7. Discuss the difference between a collaborative conversation to develop and clarify opinions and a formal debate to persuade others that your opinion is valid. Organize opinion statements on a paint sample strip according to degree of certainty (e.g., I suspect that...I suppose that..., I feel that..., I think..., I would argue that..., I’m convinced that...).
<i>Resources:</i> ELD.PI.11b; ELD.PII.3	
8. Provide reasons supported by evidence in order to justify their opinions.	8. Provide sentence frames to support students in connecting reasons and evidence that strengthen their opinion statements.
<i>Resources:</i> Core Ready Lesson 7, PTP Appendix 10: Milestone Performance Formative Assessment - “Forming and Defending Opinions about Poetry Meaning”	
9. Order reasons logically to more effectively support their opinions. (Integrated ELD)	9. Discuss the way reasons are typically ordered to support opinions (i.e., strongest to weakest). Provide transition words and phrases to support students in transitioning from one reason to the next (e.g., in addition, also, furthermore).
<i>Resources:</i> ELD.PI.11a; ELD.PII.1	
10. Plan to address opposing viewpoints to further strengthen their opinions.	10. Create a “Defense Notes Page” T-chart with <i>my defense</i> and <i>disagreeing opinions</i> . Students use the chart to record notes about their chosen poem.
<i>Resources:</i> Core Ready Lesson 8, PTP Homework: Writing Lesson 8 “Poetry Debates”	

11. Use the language of agreement and disagreement in order to engage in meaningful discussions about poetry.	11. Provide sentence starters to support students in agreeing or disagreeing with a presenter's interpretation of a poem.
<i>Resources:</i> Core Ready Writing Lesson 9	
12. Reflect on their opinions of poetry to further develop their identity as a poet.	12. Revise their "Poetry Inventory" from the first writing lesson. Students share how their identity has changed or grown over the course of the unit.
<i>Resources:</i> Core Ready Writing Lesson 10, completed poetry inventories, PTP Homework: Writing Lesson 10 "Poetry Inventories"	
Additional Resources for Teaching and Learning, Writing and Language	Differentiation (e.g. Special Education, EL, GATE)
<u>Speaking and Listening Checklist</u>	<u>UDL Differentiation Strategies and Resources</u> <u>GATE Differentiation Strategies and Resources</u>

Unit 5: Opinion/Argument – Poetry Study and Oral Defense

Language

Essential Questions	Suggested Assessments
<p>tbd</p>	<p>Minute by Minute: observation, questions - teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (e.g. Reading Response Journals), student self-reflection</p> <p>End-of-Unit: student work artifacts (e.g. portfolio, writing project, oral presentation), use of rubrics, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What...why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
tbd	
Additional Resources for Teaching and Learning, Language	Differentiation (e.g. Special Education, EL, GATE)
	<p><u>UDL Differentiation Strategies and Resources</u></p> <p><u>GATE Differentiation Strategies and Resources</u></p>

Unit 6
Poetry - Reading and Writing Poetry
(Approx. 3 weeks)

Overview:

In this unit, students will engage with a variety of poems as they cultivate and expand their understanding and appreciation of poetry. They will read poetry for the sheer joy of it, to learn the language of heart and soul. They will write poems, learning to find inspiration sparked by nature, memories from their personal lives, and from what is happening in the world around us. They will study and explore ways to use word play, tone, and rhythm. Poetry will teach them about the power of language to transform our experiences.

I learned whatever I know about language and craft from writing poems. – Grace Paley

Over-Arching Essential Question for Unit 6:
What can we learn from poetry?

In this unit students will:

- Develop and grow an understanding and appreciation for poetry
- Read closely and think deeply to consider how a poet uses craft and structure techniques to convey meaning in a poem
- Use the world and life experience to influence poetry ideas
- Purposefully craft and structure their own poems
- Recite others' and their own poems

Optional:

- Illustrate their poem(s) to add visual support
- Create and perform Spoken Word

Culminating Task: Students will compose at least one poem to share.

Standards:

ELA Common Core State Standards:

Reading Standards for Literature:

Key Ideas and Details

4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Craft and Structure

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).

4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

Range of Reading and Level of Text Complexity

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.

Foundational Skills & Additional Language Standards: This document does not address systematic instruction of foundational skills.

Writing Standards:

Production and Distribution of Writing

4.4. Produce clear and coherent writing (**including multiple-paragraph texts**) in which the development and organization are appropriate to task, purpose, and audience. **CA**

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.)

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.

Range of Writing

4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

Comprehension and Collaboration

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.

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

4.3. Identify the reasons and evidence a speaker **or media source** provides to support particular points. **CA**

Presentation of Knowledge and Ideas

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. (See grade 4 Language standards 1 and 3 for specific expectations.)

Language:

Conventions of Standard English

Knowledge of Language

- 4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Choose words and phrases to convey ideas precisely.
 - Choose punctuation for effect.
 - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Vocabulary Acquisition and Use

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.

- Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

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

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

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).

ELD Standards**Part 1: Interacting in Meaningful Ways**

A. Collaborative

1. Exchanging information and ideas - Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.

B. Interpretive

5. Listening actively - Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.

6. Reading/viewing closely -

- Describe ideas, phenomena (e.g., pollination), and text elements (main idea, character traits, event sequence, and the like) in detail based on close reading of a variety of grade-level texts with light support.

- Use knowledge of morphology (e.g., affixes, roots, and base words) and linguistic context to determine the meaning of unknown and multiple-meaning words on familiar and new topics.

7. Evaluating language choices - Describe how well writers and speakers use specific language resources to support an opinion or present an idea (e.g., the clarity or appealing nature of language used to present evidence), with prompting and light support.

8. Analyzing language choices – Distinguish how different words with related meanings (e.g., fun versus thrilling, possibly versus certainly) and figurative language (e.g., the stream slithered through the parched land) produce shades of meaning and different effects on the audience.

C. Productive

9. Presenting – Plan and deliver oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable experience, and so on), with light support.

12. Selecting language resources –

a. Use a variety of general academic and domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.

Part II: Learning About How English Works

A. Structuring Cohesive Texts

1. Understanding text structure- Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how opinion/arguments are structured logically, grouping related ideas), to comprehending texts and writing cohesive texts.

College and Career Descriptors

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Come to understand other perspectives and cultures

Social-Emotional Learning

SEL Competencies:

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

Unit 6: Poetry - Reading and Writing Poetry	
Reading and Language RL.1,4,5,10; SL.1,2,3; L3,4,5,6; ELD.PI.1, 5, 6, 7, 8, 9; ELD.PII.1	
Essential Questions	Suggested Assessments
<ul style="list-style-type: none"> • What do readers gain from reading poetry? • What are the characteristics of poetry? • How do poets use language features in their poems? Why? • How are poems structured and crafted? Why? How should we read them as a result? 	<p>Minute by Minute: observation, questions - teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (e.g. Reading Response Journals), student self-reflection</p> <p>End-of-Unit: student work artifacts (e.g. portfolio, writing project, oral presentation), use of rubrics, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What... why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
<p>Start the work with pre-unit immersion for enjoyment, to build content knowledge, and exposure to genre features.</p>	<p>Teacher read-aloud multiple examples of the genre. Students independently read multiple examples of the genre.</p>
<p>On-going vocabulary instruction: Use a growing number of words and phrases and flexibly choose from: using context clues, using common Greek and Latin affixes and roots as clues, consulting printed/digital resources in order to grow vocabulary knowledge and use.</p>	<p>Readers/poets collect favorite new words and definitions in their writer’s notebook to later use in their own writing. Readers grow a personal thesaurus. Teachers provide specific vocabulary instruction.</p>
<p>1. Live in the world of reading and rereading poetry in order to enjoy and connect to many, many poems before they try to write their own.</p>	<p>1. Read and reread selected poems out loud:</p> <ul style="list-style-type: none"> • Noticing connections and elicited feelings • Admiring word choice • Noticing different ways poems are written (create a noticing chart) • Begin to collect favorite poems for the classroom poetry wall and in student folders to be used as mentor texts • Encourage students to find, bring, and share poems
<p><i>Resources: “What I’d like to stress above everything else is the joy of the sounds of language. I have only one rule for reading it: please read a poem out loud.” – Eve Merriam</i></p>	

2. Consider how poems invite the reader to see the world in a different way in order to begin to consider a poet's intentions.	2. Work with a partner to notice how poets use language choices to invite the reader to see the world through the poet's eyes, heart, and mind.
<i>Resources:</i> Billy Collins' Introduction to Poetry	
3. Understand that poems have powerful language to convey emotions. (Integrated ELD)	3. Students read and reread mentor poems, annotating the powerful language, reflecting, and responding in their reading response journal.
<i>Resources:</i> ELD.PI.7	
4. Understand that poets use figurative language (similes and metaphors) to deliver meaning. (Integrated ELD)	4. Co-create a Noticing Chart to list identified figurative language; record examples and the resulting effect.
<i>Resources:</i> ELD.PI.8	
5. Notice nuances in word meanings to appreciate poets' word choices and to identify shades of meaning. (Integrated ELD)	5. Students work in pairs to select precise words in a poem, and substitute the precise word with a different but similar word and then discuss the altered meaning.
<i>Resources:</i> ELD.PI.8	
6. Understand that poets use specific craft (e.g., verse, rhythm, and meter) for effect.	6. Co-create a 3 column chart to anchor learning listing: 1) various types of poetry writer's craft 2) the purpose of the craft 3) examples of the craft
<i>Resources:</i>	
7. Notice poems' various structures (stanzas, line breaks, white space) to read it more fluently.	7. Read and reread poems out loud focusing on stanzas, line breaks and white space to guide phrasing, cadence, and prosody.
<i>Resources:</i>	
8. Students will be able to recite a favorite poem to share their enjoyment with others.	8. Students select a personally meaningful poem to recite, practice fluent reading (phrasing, cadence, prosody), then recite for an audience.
<i>Resources:</i>	
9. Reflect on their learning to see how they have grown in their understanding and appreciation of poetry.	9. Answer the essential questions in their reading response journals.
<i>Resources:</i>	

Additional Resources for Teaching and Learning, Reading and Language	Differentiation (e.g. Special Education, EL, GATE)
<p><i>Poetry Lessons to Meet the CCSS</i> by Georgia Heard (2013)</p> <p><i>Awakening the Heart: Exploring Poetry in Elementary and Middle School</i> by Georgia Heard (1999)</p> <p><i>Kid's Poems: Teaching Third & Fourth Graders to Love Writing Poetry</i> by Regie Routman (2000)</p>	<p><u>UDL Differentiation Strategies and Resources</u></p> <p><u>GATE Differentiation Strategies and Resources</u></p>

Unit 6: Poetry - Reading and Writing Poetry	
Writing and Language RL.4,5; W.4,5,6,10; SL.1,6; L.3,5,6; ELD.PI.5, 7, 9, 12a; ELD.PII.1	
Essential Questions	Suggested Assessments
<ul style="list-style-type: none"> • Why do we write poetry? • How do poets use language features in their poems? Why? • How do poets structure and craft their poems? Why? 	<p>Minute by Minute: observation, questions - teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (e.g. Writer’s Notebooks), student self-reflection</p> <p>End-of-Unit: student work artifacts (e.g. portfolio, writing project, oral presentation), use of rubrics, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What... why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
1. Explore poems to understand where poets get their inspiration.	1. Browse through poetry, familiar or new, jotting down where the authors might have gotten their ideas.
<i>Resources:</i>	
2. Choose meaningful topics in order to write with intent, purpose, and focus.	2. Create a list of topics in a writer’s notebook that are important to them that might like to write about, reread the writer’s notebook for ideas.
<i>Resources:</i> Georgia Heard’s <i>Awakening the Heart</i> , chapter 3, Doors of Poetry charts at www.scusd.edu/ela/Doors of Poetry explained with sample poems	
3. Poets write a first draft(s) because a first draft gives the poet something to work with/revise.	3. Observe and write about the world around them.
<i>Resources:</i>	
4. Revise for precision in word choice (i.e., powerful language, literal and nonliteral language, nuances in word choices, similes and metaphors) for effect and meaning. (Integrated ELD)	4. Work with partners or individually to refer to word banks and the Noticing Charts from reading outcomes.
<i>Resources:</i> ELD.PI.12a “Sometimes I’ve spent weeks looking for precisely the right word” – Eve Merriam	

5. Revise for specific craft for effect and meaning	5. Work with partners or individually to read and reread poem(s) under revision, checking for sound, imagery, and rhythm. Refer to chart from reading outcome 6 and revise for: <ul style="list-style-type: none"> • Repeating words or lines for rhythm • Onomatopoeia for sound and image • Alliteration for rhythm
<i>Resources:</i>	
6. Revise their poems using various structure techniques such as verse, rhythm, meter, stanzas, white space, line breaks, and punctuation in their poetry for meaning and effect.	6. Work with partners or individually to study mentor poems for ideas to apply to their own poems. Read and reread the poem under revision out loud to identify needed and possible structural elements.
<i>Resources:</i>	
7. Make final edits to prepare for publishing.	7. Work with partners or individually to check spelling and readability.
<i>Resources:</i>	
8. Publish their poems to create a clean, finished piece to keep for themselves and/or share with others	8. Type or hand print, with or without an illustration, post individual poems, and/or make a student and/or class anthology.
<i>Resources: places to submit/publish: Scholastic Stone Soup A list of more places to be published</i>	
9. Present poems by reading out loud to celebrate and share their work	9. Choose their favorite poem or two to read out loud to a group.
<i>Resources: "What I'd like to stress above everything else is the joy of the sounds of language. I have only one rule for reading it: please read a poem out loud." – Eve Merriam</i>	
10. Reflect on their poetry journey to evaluate and extend their learning.	10. Compose a Dear Reader letter to reflect on what was learned about poetry, referring back to essential questions.
<i>Resources:</i>	
Additional Resources for Teaching and Learning, Writing and Language	Differentiation (e.g. Special Education, EL, GATE)
<i>Poetry Lessons to Meet the CCSS</i> by Georgia Heard (2013)	UDL Differentiation Strategies and Resources
<i>Awakening the Heart: Exploring Poetry in Elementary and Middle School</i> by Georgia Heard (1999)	GATE Differentiation Strategies and Resources
<i>Kid's Poems: Teaching Third & Fourth Graders to Love Writing Poetry</i> by Regie Routman (2000)	

Unit 6: Poetry - Reading and Writing Poetry	
Language	
Essential Questions	Suggested Assessments
tbd	<p>Minute by Minute: observation, questions - teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (e.g. Writer’s Notebooks), student self-reflection</p> <p>End-of-Unit: student work artifacts (e.g. portfolio, writing project, oral presentation), use of rubrics, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What... why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
tbd	
Additional Resources for Teaching and Learning, and Language	Differentiation (e.g. Special Education, EL, GATE)
	<p><u>UDL Differentiation Strategies and Resources</u></p> <p><u>GATE Differentiation Strategies and Resources</u></p>

Unit 7
Reflecting on Growth and Setting Goals as Readers, Writers, and Collaborative Learners
(Approximately 2 weeks)

Overview:

In this unit, students will explore their growth as readers, writers, and collaborative learners. This unit provides students the opportunity to continue to strengthen a growth mindset including the habits of mind that foster continuous growth based on reflective practice, self-assessment, and goal-setting. Students are empowered to gather information and come to their own conclusions about their growth. By reflecting on their progress, students will develop goals that are specific to their identified next steps and celebrate the growth they have made.

Over-Arching Essential Question for Unit 7: What does it look like/feel like to reflect on a year of learning and set goals?

In this unit students will:

- Reflect on what they have learned this year and how they have grown as a reader, writer, and collaborative group member.
- Reflect on their identities as a reader, writer, and a collaborative group member.
- Reflect on skills and strategies used to internalize and strengthen good habits as a reader, writer, and collaborative group member.
- Reflect on the use of Social-Emotional Learning (SEL) competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

Culminating Task: Students will write a personal reflective piece. Students will present their journey of learning.

Standards

ELA Common Core State Standards:

Foundational Skills & Additional Language Standards: *This document does not address systematic instruction of foundational skills.*

Writing Standards:

Production and Distribution of Writing

4.4. Produce clear and coherent writing (**including multiple-paragraph texts**) 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.) **CA**

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.)

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.

Research to Build and Present Knowledge

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

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

Range of Writing

4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

Comprehension and Collaboration

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.

Presentation of Knowledge and Ideas

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.

Language:

Vocabulary Acquisition and Use

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*).

ELD Standards

Part 1: Interacting in Meaningful Ways

A. Collaborative

1. *Exchanging information and ideas* - Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.

B. Interpretive

5. *Listening actively* - Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.

7. Evaluating language choices – Describe how well writers and speakers use specific language resources to support an opinion or present an idea (e.g., the clarity or appealing nature of language used to present evidence), with prompting and light support.

C. Productive

9. Presenting – Plan and deliver oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable experience, and so on), with light support.

10. Writing –

a. Write longer and more detailed literary and informational texts (e.g., an explanation of how camels survive without water for a long time) collaboratively (e.g., joint constructions of texts with an adult or with peers) and independently by using appropriate text organization and growing understanding of register.

b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).

11. Supporting opinions –

a. Support opinions or persuade others by expressing appropriate/ accurate reasons using detailed textual evidence (e.g., quotations or specific events from text) or relevant background knowledge about content, with light support.

b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., *probably/certainly, should/would*) and phrasing (e.g., *in my opinion...*).

College and Career Descriptors:

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Come to understand other perspectives and cultures

Social-Emotional Learning

SEL Competencies:

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

Unit 7: Reflecting on Growth and Setting Goals as Readers, Writers, and Collaborative Learners

Reading and Language

SL.1a-d, 4; L.6; ELD.PI 1, 5, 7, 9, 10, 11

Essential Questions	Suggested Assessments
<ul style="list-style-type: none"> • How have we grown as readers? • How have we developed and strengthened our skills in order to work independently and collaboratively? • How do we use reflective practices to set goals for future learning? 	<p>Minute by Minute: observation, questions - teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (<i>e.g. Reading Response Journals</i>), student self-reflection</p> <p>End-of-Unit: student work artifacts (<i>e.g. portfolio, writing project, oral presentation</i>), use of rubrics student self-reflection (<i>e.g. short survey</i>), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What... why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
<p>Start the work with pre-unit immersion for enjoyment, to build content knowledge, and exposure to the genre’s language features.</p>	<p>Teacher read aloud, and student independent reading of multiple examples of the genre.</p>
<p>On-going use of Six Basic Reading Comprehension Strategies:</p> <p>Use these strategies for reading comprehension to gain meaning:</p> <ul style="list-style-type: none"> • Activating prior knowledge or predicting • Questioning • Visualizing • Monitoring, clarifying, or fix-up strategies • Drawing inferences • Retelling 	<p>On-going use of Six Basic Reading Comprehension Strategies:</p> <p>Note that the six strategies are “intentional mental actions” and “deliberate efforts” employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan, and others 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students’ independent use.</p>
<p>On-going vocabulary instruction:</p> <p>Use a growing number of words and phrases and identify new meanings for familiar words and use the most frequently occurring inflections and affixes for clues in order to grow vocabulary knowledge and use.</p>	<p>Readers collect favorite new words and definitions on a co-created word bank chart to later use in their own writing. Readers grow a personal thesaurus. Teachers provide specific vocabulary instruction.</p>

<p>1. Collaboratively reflect on class reading activities and genres studied to remember their reading journey to begin to understand how they have grown and changed as a reader.</p>	<p>1. Share evidence of growth and change by:</p> <ul style="list-style-type: none"> • Referring back to Noticing Charts and Dear Reader Letters from each genre study. • Referring back to Essential Questions responses in their reflection pieces from the end of each prior unit. • Reviewing Reading Response Journal entries with a focus on skills used to understand a text and make meaning.
<p><i>Resources:</i> Essential questions from previous units, Noticing Charts for all genres studied, Dear Reader Letters for all genres studied, and student Reading Response Journals.</p>	
<p>2. Reflect on personal successes and struggles to begin to prepare to establish personal reading goals.</p>	<p>2. Share evidence of growth and change by:</p> <ul style="list-style-type: none"> • Identifying a time during the year when they felt strong as a readers and when they struggled as a reader. • Reviewing teacher-student conferring notes that outline skills and strategies practiced and skills and strategies mastered. • Co-creating a class list of skills and strategies used through the year and discuss which were the most effective and why. • Identifying successes and struggles while working collaboratively with a partner or partners.
<p><i>Resources:</i></p>	
<p>3. Understand that readers think about their reading identity in order to make reading plans for the future (e.g., summer, into next year).</p>	<p>3. Share evidence of growth and change by:</p> <ul style="list-style-type: none"> • Retaking the reading interest survey from the launch and comparing to the responses to the beginning of the year. • Asking and answering reflective questions with a partner recording answers for use as evidence for written reflection. • Identifying favorite reading experiences with specific details to support their thinking. • Looking over reading logs to identify the types of books they chose to read with details to support their thinking.
<p><i>Resources:</i> http://www.scholastic.com/teachers/top-teaching/2012/09/three-easy-ways-help-students-build-reading-identity Reading Interest Survey taken at the beginning of the year</p>	
<p>4. Identify skills they now have for independent and collaborative learning as readers compared to the start of the school year in order to reflect on growth.</p>	<p>4. Co-create a “We used to, now we…” chart referring back to the bar graph for independent reading time and reflect on the growth over time that happened in collaborative book discussions, whole class and small group.</p>
<p><i>Resources:</i> Reading stamina bar graphs/charts from earlier in the year.</p>	

5. Understand that readers commit to realistic reading goals to continue their reading life.	5. Discuss with a partner what they feel the most proud of in reading this year and what they will continue to work on. Create a goal that includes a timeframe of completion and steps to meet goal.
<i>Resources:</i>	
6. Understand that readers use information gathered about their reading identity to create a presentation to celebrate their learning.	6. Create a visual representation (video, collage, etc.) of what they have learned and how they have grown as a reader.
<i>Resources:</i>	
Additional Resources for Teaching and Learning, Reading and Language	Differentiation (e.g. Special Education, EL, GATE)
CA ELA/ELD Framework	UDL Differentiation Strategies and Resources GATE Differentiation Strategies and Resources

Unit 7: Reflecting on Growth and Setting Goals as Readers, Writers, and Collaborative Learners

Writing and Language

W.4, 5, 6, 7, 8, 10; SL.1a-d, 4; L.6; ELD.PI 1, 5, 7, 9, 10, 11

Essential Questions	Suggested Assessments
<ul style="list-style-type: none"> • How have we grown as writers? • How have we developed and strengthened our skills in order to work independently and collaboratively? • How do we use reflective practices to set goals for future learning? 	<p>Minute by Minute: observation, questions – teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions – teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (<i>e.g. Writer’s Notebooks</i>), student self-reflection</p> <p>End-of-Unit: student work artifacts (<i>e.g. portfolio, writing project, oral presentation</i>), use of rubrics student self-reflection (<i>e.g. short survey</i>), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What... why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
<p>1. Collaboratively reflect on class writing activities and genres studied to remember their writing journey to begin to understand how they have grown and changed as a writer.</p>	<p>1. Share evidence of growth and change by:</p> <ul style="list-style-type: none"> • Referring back to Noticing Charts and Dear Reader Letters from each genre studied. • Rereading old pieces and focusing on what they can do now do as writers compared to the beginning of the year. • Reviewing teacher-conferring notes and examining how language choices and organization impact meaning for the reader.
<p><i>Resources:</i></p>	
<p>2. Reflect on personal successes and struggles to begin to prepare to establish personal writing goals.</p>	<p>2. Share evidence of growth and change by:</p> <ul style="list-style-type: none"> • Identifying a time during the year when they felt strong as a writer and when they struggled as a writer. • Reviewing teacher-conferring notes that outline skills and strategies practiced and skills and strategies mastered.

	<ul style="list-style-type: none"> • Co-creating a class list of skills and strategies learned through the writing process and discuss which were the most effective and why. • Identifying successes and struggles while working collaboratively with a partner or partners.
<i>Resources:</i>	
3. Understand that writers think about their writing in order to make writing plans for the future (e.g., summer, into next year).	3. Share evidence of growth and change by: <ul style="list-style-type: none"> • Retaking the writing interest survey from the launch and comparing the responses to the beginning of the year. • Asking and answering reflective questions with a partner recording answers for use as evidence for written reflection. • Identifying favorite reading experience with specific details to support their thinking. • Looking over Writing Portfolios and/or Writer’s Notebooks to identify the types of writing written well with details to support their thinking. • Discussing their favorite published piece with details to support their thinking.
<i>Resources:</i> Writing Interest Survey from the beginning of the year	
4. Identify skills they now have for independent and collaborative learning as writers compared to the start of the school year in order to reflect on growth.	4. Co-create a “We used to, now we…” chart reflecting on growth during independent writing time and during collaborative writing time.
<i>Resources:</i> Classroom charts and students’ writing from the course of the year showing expectations/goals for independent and collaborative learning.	
5. Understand that writers commit to realistic writing goals to continue their writing lives.	5. Discuss with a partner what they feel the most proud of in writing this year and what they will continue to work on. Create a goal that includes a timeframe for completion and steps to meet goal.
<i>Resources:</i>	
6. Understand that writers use information gathered about their writing identity to create a reflective piece to celebrate their learning.	6. Create a reflective piece that incorporates what they have learned and how they have grown as a writer. Share the reflective piece with an audience.
<i>Resources:</i>	

Additional Resources for Teaching and Learning, Writing and Language	Differentiation (e.g. Special Education, EL, GATE)
CA ELA/ELD Framework	<p data-bbox="824 216 1487 247"><u>UDL Differentiation Strategies and Resources</u></p> <p data-bbox="824 327 1507 359"><u>GATE Differentiation Strategies and Resources</u></p>

Unit 7: Reflecting on Growth and Setting Goals as Readers, Writers, and Collaborative Learners

Language

Essential Questions	Suggested Assessments
	<p>Minute by Minute: observation, questions - teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (<i>e.g. Reading Response Journals</i>), student self-reflection</p> <p>End-of-Unit: student work artifacts (<i>e.g. portfolio, writing project, oral presentation</i>), use of rubrics, student self-reflection (<i>e.g. short survey</i>), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes (What... why...)	Strategies for Teaching and Learning (How...)
tbd	
Additional Resources for Teaching and Learning, Language	Differentiation (e.g. Special Education, EL, GATE)
CA ELA/ELD Framework	<p><u>UDL Differentiation Strategies and Resources</u></p> <p><u>GATE Differentiation Strategies and Resources</u></p>



Universal Design for Learning – UDL

Resources:

- *The Differentiated Classroom: Responding to the Needs of All Learners* by Tomlinson, Carol Ann
- *Teaching Kids with Learning Difficulties in Today's Classroom* by Winebrenner, Susan
- www.cast.org (Universal Design for Learning, video links and articles)
- www.udlcenter.org (Universal Design for Learning, video links and articles)
- <http://erniemendes.com/> (Dr. Ernie Mendes author of Engage 4 Learning and Empty the Cup -Engagement enhancements for the classroom)
- www.pbisworld.com (Tier 1-3 behavior interventions, with links to more behavior resources)
- www.ADDitudemag.com (tips and strategies for educators and parents of children with ADD/ADHD)
- http://www.davidsongifted.org/db/Articles/id_10782.aspx (article about **processing speed of learners**)
- <http://www.ricklavoie.com/gateindex.html> (Information and inspiration for parents and teachers of children with learning disabilities. See F.A.T. City video for eye opening perspective on learning disabilities.)
- <http://www.autism-society.org/> (Information and resources regarding autism)
- <http://ldaamerica.org/types-of-learning-disabilities/> (information and resources regarding learning disabilities)

Differentiation Strategies:

- Know and understand content of IEP or 504
- Pair verbal with visual with academic instruction and directions/expectations
- Provide independent reading material at their independent reading level
- Strategic heterogeneous and homogeneous groupings, flexible grouping by ability and/or interest
- Near point or individual copies of anchor charts and whole class visuals
- Visuals to support vocab comprehension
- Graphic organizers and story maps
- Sentence frames and templates for academic conversations/discourse
- Scaffold writing per student ability (eg: sentence frames, sentence starters, dictation)
- Examples of completed work
- Model and demonstrate expected skills
- Alternate output and input options (eg: audio or video of text, technology)
- Use “Grey Matter” (unit pages preceding the lessons) material suggestions in Pam Allyn
- Strategically introduce core words and phrases as they occur in the Pam Allyn materials, not all at once