



Curriculum Map

ELA Grade 4

Sacramento City Unified
School District

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4 th Grade Year-at-a-Glance				
	Month/# of weeks	Unit	Supplemental Materials	ELA Standards
Approx. District Benchmark 1	Sept, Oct/4 weeks	Unit # 1 Launching the Year - Reading and Writing		RL, RI, W.1, W.2, W.3, SL, L
	Oct, Nov/4 weeks	Unit # 2 Opinion/Argument – Reading and Writing Personal Essay		RL, W.3, SL, L
	Nov/Dec 5 of 7 weeks	Unit # 3 Informative/Explanatory - Reading Informational Text and Writing Historical Research Project or Informational Article or Informational Book	Core Ready: The Road to Knowledge; What Happened and Why	RI, W.2, SL, L
Approx. District Benchmark 2	Holiday Break			
	Jan/ 2 of 7 weeks	Unit # 3, continued Informative/Explanatory - Reading Informational Text and Writing Historical Research Project or Informational Article or Informational Book	continued Core Ready: The Road to Knowledge; What Happened and Why	RI, W.2, , L
	Jan/Feb 5 weeks	Unit # 4 Opinion/Argument – Reading Informational and Opinion Text and Writing Persuasive Essay		RL, RI, W.1, SL, L
	Feb/March 7 weeks	Unit # 5 Opinion/Argument – Reading Literature and Writing Literary Analysis Essay	Core Ready: The Journey to Meaning; Point of View	RI, W.1, SL, L RL, W.1, W.9, SL, L
Approx. District Benchmark 3	April/3 weeks	Unit # 6 Poetry – Reading and Writing Poetry	Core Ready: The Power to Persuade; Poetry Wars	RL, RI, W1, W2, W3, SL,L
CAASPP (Smarter Balanced Summative Test)	May/4 weeks	Unit # 7 Narrative - Reading Literature and Writing Drama or Play Script	Core Ready: The Shape of Story; Enduring Themes	RL, W.3, SL, L
	June/2 weeks	Unit # 8 Reflecting on Growth as Readers and Writers & Setting Goals		W.10, SL, L

Unit #1: Launching the Year - Reading and Writing
(Approximately 4 weeks)

ELA Common Core State Standards:

Reading Standards for Literature:

- 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 characters in a story and explain how their actions contribute to the sequence of events.
- 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).

Reading Standards for Informational Text:

- 4.1 – Refer to details and examples in a text and explain how it is supported by key details; summarize the text.
- 4.2 – Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Writing Standards:

- 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.
- 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.
- 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:

- 4.1 – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 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.
 - c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - d. Explain their own ideas and understanding in light of the discussion.
- 4.3 – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- 4.4 – Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- 4.6 – Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language Standards:

- 4.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 4.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 4.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 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.
- 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).

Foundational Skills & Additional Language Standards: See separate document.

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.

SEL Competencies:

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

ELD Standards:

Part 1: Interacting in Meaningful Ways

- 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.
- Negotiate with or persuade others in conversations using a variety of learned phrases, as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc.
- Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and support.
- Describe ideas, phenomena, and text elements in detail based on close reading of a variety of grade-level texts with light support.
- Distinguish how different words with related meanings and figurative language produce shades of meaning and different effects on the audience.

Part 2: Understanding How English Works

- Apply understanding of how different text types are organized to expressing ideas to comprehending texts and writing cohesive texts.

Unit #1: Launch – see charts, etc. @ www.scusd.edu/ela					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>WHAT students will be able to do and WHY</i>	Strategies for Teaching and Learning <i>HOW to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
<ul style="list-style-type: none"> How do we create a motivating, engaging, and respectful environment that fosters the delight and empowerment that accompanies literacy development? <p>Reading:</p> <ul style="list-style-type: none"> How do we become strong readers? How do we help each other become strong readers? <p>Writing:</p> <ul style="list-style-type: none"> How do we become strong writers? How do we help each other become strong 	<p>Types of assessment practices:</p> <p>Short Cycle Assessments - (minute-by-minute, daily, weekly)</p> <p>Formative assessment to inform <i>immediate</i> teaching and learning:</p> <ul style="list-style-type: none"> Observations of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records) Inventories, such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests Checklists, completed by the teacher or the writer, in which targeted objectives 	<p>Rituals and Routines</p> <ol style="list-style-type: none"> Learn and internalize routines to create a safe and productive learning community. Develop and follow agreed-upon rules for discussion to make collaboration productive and effective. Use a variety of words/phrases to ask relevant questions, affirm others, add pertinent information, build on responses, and provide useful feedback. Come to discussions prepared to make collaboration productive. <p>Reading:</p> <ol style="list-style-type: none"> Self- reflect to establish their reading identity and set reading goals. 	<p>Rituals and Routines:</p> <ol style="list-style-type: none"> Introduce and practice protocols daily to internalize effective use of: <ul style="list-style-type: none"> Time & place for gathering (how to enter/exit). Student access to supplies (e.g., classroom library books, paper, pencils, writing folders, etc.) Student independent work time (location, transition to location, time frame, working with peers, and respectful use of learning supplies). Introduce discussion protocols for partner, small group, and whole class discussions using a looks like/sounds like/feels like chart. <ul style="list-style-type: none"> Reading & writing partners at gathering place (how to physically turn and talk). Conversation expectations (e.g., eye contact, body language, volume/tone of voice). Introduce and practice academic language stems categorized by purpose using student friendly topics (e.g., taking turns, listening vs. speaking, repeating for clarification, ways to agree/disagree, building on responses, etc.) Set and define clear expectations for “being prepared” and provide opportunities for practice. <p>Reading:</p> <ol style="list-style-type: none"> Give a reading interest survey that allows student reflection and results in written reading goals. Revisit and update goals periodically. 	<ul style="list-style-type: none"> Know IEPs, 504s, CELDT level and history, GATE identification, where applicable Student choice Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest Frequent monitoring of progress and checking of understanding Compacting, i.e. accelerating students past known proficiencies Independent learning contracts Prompts for depth and complexity Tiered assignments 	<p>OCR Selections:</p> <ul style="list-style-type: none"> <i>Toto</i> by Marietta D. Moskin <i>My Two Drawings from The Little Prince</i> by Antoine de Saint-Exupery <p><i>Suggested:</i></p> <p>Trade Books:</p> <ul style="list-style-type: none"> <i>Angel Child, Dragon Child</i> by Michele Maria Suratt <i>Thank You, Mr. Falker</i> by Patricia Polacco <i>Mrs. Katz and Tush</i> by Patricia Polacco <i>The Lemonade Club</i> by Patricia Polacco <i>The English Roses</i> by Madonna <i>Mr. Peabody's Apples</i> by Madonna and

<p>writers?</p> <p>Speaking and Listening:</p> <ul style="list-style-type: none"> What do we gain from collaborating with others? 	<p>are highlighted (“I included a conclusion” or “I checked for capitalization at the beginning of sentences)</p> <ul style="list-style-type: none"> Conferences in which the student and the teacher discuss a single work, a collection of works, progress, and goals Rubrics constructed by the teacher and/or the students and completed by either or both Portfolios which include a large collection of artifacts selected by the student in consultation with the teacher <p>Medium Cycle Assessments -</p> <p>Formative assessment when used to inform instruction; Summative assessment when used for evaluating what has</p>	<p>2. Develop the habit of mind of reading daily to become life-long readers.</p> <p>3. Build stamina to sustain independent reading.</p> <p>4. Read daily with purpose and understanding to build strong reading habits and maintain stamina.</p> <p>5. Use self-assessment and self-management toward managing their independent reading time.</p> <p>6. Learn and internalize reading habits to manage independent reading time.</p> <p>7. Understand that readers read for different purposes under a variety of conditions and circumstances to build good reading habits (e.g. for fun, with a partner, small group.)</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>3. Track progress of stamina on a class bar graph and/or personal line graph during independent reading time (reflect on why class/students made gains or losses).</p> <p>4. Introduce/Review “ Reading with Stamina Strategies” daily:</p> <ul style="list-style-type: none"> How to select books of personal interest (Co-create a chart of how to select a book). Reread to extend independent reading time. Identify and read just right books (Co-create a chart of How to Select a Just Right book). Purposefully abandon books (Co-create a “Why We Abandon Books” chart). Etc. <p>5. Have students create a personal Looks Like/Sounds Like/Feels Like” chart of strategies to read daily with stamina. Revisit chart adding and modifying strategies as noted during daily personal reflection.</p> <p>6. Co-create a chart of “Strategies to Figure out the Meaning of Unfamiliar Words”:</p> <ul style="list-style-type: none"> Context Clues Root Word, Prefix, Suffix Apposition Using opposites Etc. <p>7. Co-create a chart of “What We Read & Why?” (e.g., road signs for directions, bulletin boards for advertisements).</p>	<ul style="list-style-type: none"> Visuals, e.g., graphic organizers, written instructions, etc. Movement Multiple means of representation and expression Alternate output and input options, e.g., audio and/or video text, technology Provide support for language features found in upcoming lessons, texts, etc., e.g., complicated sentence structures, passive voice, academic vocabulary, etc. Support for Executive Functioning, e.g., organization of work materials and time management, etc. 	<p>Loren Long</p> <ul style="list-style-type: none"> <i>The English Roses: Too Good to Be True</i> by Madonna <i>Stand in My Shoes: Kids Learning About Empathy</i> by Dr. Bob Sornson <p>Suggested Professional Books/Links:</p> <p>Re: Differentiation: Universal Design for Learning</p> <p><i>Guiding Readers and Writers</i> by Fountas and Pinnell</p> <p><i>Growing Readers</i> by Kathy Collins</p> <p><i>Launching the Writing Workshop: A Step-by-Step Guide in Photographs</i> by Denise Leograndis</p> <p><i>A Writer’s Notebook: Unlocking the Writer Within You</i> by Ralph Fletcher</p>
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	<p>been learned.</p> <ul style="list-style-type: none"> • Pre-unit, on-demand • End-of-unit/project/ culminating task • Interim • Quarterly • Portfolio • Benchmarks • Post-unit, on-demand <p>Long Cycle – Summative</p> <p>Annual, e.g.,</p> <ul style="list-style-type: none"> • CAASPP • CELDT • Portfolio 	<p>8. Read, listen, and talk with peers/ partners about their text to build comprehension and learn from others.</p> <p>9. Write in a Reading Response Journal to record responses to the text.</p> <p>10. Make language choices that are appropriate to academic setting when expressing ideas and requesting information or clarification.</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Self-reflect to establish their writing identity. 2. Record a variety of meaningful entrees in a Writer's Notebook to capture writing ideas. 	<p>8. Co-create a chart of ways to read, listen, and talk with their peers about books.</p> <ul style="list-style-type: none"> • Private reading a chapter before coming to discuss with partner. • Creating questions together to answer, then private reading to answer. • Etc. <p>(Use fish bowl technique to chart behaviors, “catching” students engaging in active partner reading, listening, and discussing).</p> <p>9. Model and share creative ways to record thinking about reading in a Reading Response Journal (e.g. Comparing/contrasting characters using icons/ drawings) Model how to share written or drawn responses with partner or small group.</p> <p>10. Model how to share written or drawn responses from journals with partner or small group.</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Give a writing interest survey that allows student reflection. 2. Reinforce procedures while teaching a new idea for writing entrees in your Writer's Notebook. <ul style="list-style-type: none"> • First time list • I wonder • Free-write • Lists • Memory • Descriptions (Sensory) • Ideas from books • Observations • Etc. 		<p><i>The Reading Zone</i> by Nancie Atwell</p> <p><i>The Book Whisperer</i> by Donalyn Miller</p> <p><i>Best Books for Boys</i> by Pam Allyn</p> <p><i>Text Complexity: Raising Rigor in Reading</i> by Fisher, Frey, & Lapp</p> <p><i>Literature Circles: voice and choice in book clubs & reading groups</i> by Harvey Daniels</p>
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		<div>3. Write Daily with purpose and understanding to build strong writing habits.</div> <div>4. Engage in writing for increasingly longer stretches of time to sustain their work and get a lot done.</div> <div>5. Use self-assessment and self-management toward managing their independent writing time.</div> <div>6. Learn and internalize strategies to manage independent writing time.</div> <div>7. Understand the value of rereading for many reasons including checking to see if their writing makes sense and to add details to entries.</div> <div>8. Use spelling strategies to move through hard parts of writing independently without getting stuck.</div> <div>9. Understand that writing is possible under a variety of conditions and circumstances to build good writing habits.</div> <div>10. Understand a writer’s work is never done to maintain stamina.</div>	<div>3. Watch video or observe other classes maintaining writing stamina to gather strategy ideas of good writing habits. Co-create a chart of strategies your class wants to use to establish good writing habits.</div> <div>4. Track progress of stamina on a bar graph during independent writing time.</div> <div>5. Co-create a “Looks Like-Sounds Like-Feels Like” chart of strategies to maintain stamina:<ul style="list-style-type: none">Choose a topic you know a lot about.Tell your story before you write it.</div> <div>6. Start a “Writing Habit” T-Chart: Record behaviors observing students who demonstrate What Good Writers Do & Why Good Writers Do That.</div> <div>7. Model rereading writing of a new piece to add details.</div> <div>8. Co-create a chart of “What to Do When You Don’t Know How to Spell a Word?” so writing can continue:<ul style="list-style-type: none">Fearless SpellersFirst sound, last soundCircle and goEtc.</div> <div>9. Co-create a chart of how and why “Writer’s Confer with the Teacher” while others keep writing.</div> <div>10. Co-create a chart of “What to Do When You Think You Are Done Writing:”<ul style="list-style-type: none">Start a new story from Writing Ideas Chart.Reread an old piece of writing and add to it.</div>		
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		<p>11. Select, plan a structure for writing that suites the audience, task, and purpose, and draft a piece of writing to take through the writing process to learn the procedures of each step .</p> <p>12. Read, listen, and talk with peers/partners about their writing to strengthen writing ideas and learn from others.</p> <p>13. Revise a piece of writing to learn the procedure of how to revise.</p> <p>14. Edit their writing so it is ready to publish.</p> <p>15. Publish their piece to share with a bigger audience.</p> <p>16. Reflect orally and in writing to articulate their learning and develop their identities as writers.</p> <p>17. Celebrate and share finished pieces so others can enjoy/connect with their writing.</p> <p>Speaking and Listening: Embedded above.</p>	<p>11. Model and chart procedures for future units of how to:</p> <ul style="list-style-type: none">• Selecting a piece from your writer’s notebook• Plan• Draft <p>12. Read your story aloud and model the procedure for peer responding. Give students something to listen for (e.g., a part of the story where they want the writer to add more details). Chart procedures to use for future units.</p> <p>13. Model how to revise your piece by adding details to it. Record procedure of how to revise on a chart for future units.</p> <p>14. Model procedure for editing one thing at a time by creating an “Editing Checklist” chart. (e.g., read the entire piece checking for only punctuation. Read it again checking for capitalization, etc.)</p> <p>15. Model the procedure of how to publish. Create a procedure chart for future units.</p> <p>16. Brainstorm a list of the students remembered learning during the launch. Teach reflection and goal setting procedures by writing a “Dear Reader” letter.</p> <p>17. Allow time for students to share their finished pieces (e.g., gallery walk, authors chair, group share, etc.)</p> <p>Speaking and Listening: Embedded above.</p>		
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Unit #2: Opinion/Argument – Reading and Writing Personal Essay (Approximately 4 weeks)

ELA Common Core State Standards:

Reading Standards for Literature:

- 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 characters in a story and explain how their actions contribute to the sequence of events.
- 4.6 – Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Reading Standards for Informational Text:

- 4.1 – Refer to details and examples in a text and explain how it is supported by key details; summarize the text.
- 4.2 – Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Writing Standards:

- 4.1– Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
 - b. Provide reasons that are supported by facts and details.
 - c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
 - d. Provide a concluding statement or section related to the opinion presented.
- 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.
- 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.
- 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.
- 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].”).
- 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:

- 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.
- 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, speaking clearly at an understandable pace.
- 4.6 – Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language Standards:

- 4.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 4.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 4.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 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.
- 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).

Foundational Skills & Additional Language Standards: See separate document.

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.

SEL Competencies:

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

ELD Standards:

Part 1: Interacting in Meaningful Ways

- 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.
- Negotiate with or persuade others in conversations using a variety of learned phrases, as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc.

- Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and support.
 - Describe ideas, phenomena, and text elements in detail based on close reading of a variety of grade-level texts with light support.
 - Distinguish how different words with related meanings and figurative language produce shades of meaning and different effects on the audience.
- Part 2: Understanding How English Works**
- Apply understanding of how different text types are organized to express ideas to comprehending texts and writing cohesive texts.
 - Use various verbs/verb types and tenses appropriate for the task and text type for a variety of familiar and new topics.
 - Combine clauses in a wide variety of ways to make connections between and join ideas, for example, to express cause/effect, to make a concession, or to link two ideas that happen at the same time.

Unit #2: Personal Essay					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
Reading: <ul style="list-style-type: none"> What do readers gain from reading personal narratives? What are the characteristics of personal narratives? How are personal narratives structured and crafted? Why? How should we read them as a result? What language features are used in personal narratives? Why? Writing: <ul style="list-style-type: none"> How do personal narrative 	Types of assessment practices: Short Cycle Assessments - (minute-by-minute, daily, weekly) Formative assessment to inform <i>immediate</i> teaching and learning: <ul style="list-style-type: none"> Observations of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records) Inventories, such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests Checklists, completed by the teacher or the writer, in which targeted objectives are highlighted ("I included a conclusion" or "I checked for 	Reading: <ol style="list-style-type: none"> Notice the differences between a personal essay and a personal narrative to understand the different structures. (Language Feature 1) Develop and share their understanding of the purpose of personal essays toward understanding the genre. Draw inferences from the details in an essay toward understanding the essayist's point of view. Consider whether or not they agree or whether they differ with the point of view in a personal essay to distinguish their own point of view from that of the essayist's. Identify the essayist's central message/theme and the supporting evidence used in the essay to understand the essay's meaning. Identify how the essayist used words and/or phrases for effect toward gaining meaning. Understand how anecdotes are used to support the essayist's theme. Learn others' perspectives on life by reading essays to expand or confirm their own points of view. 	Reading: Start the work with pre-unit Immersion, e.g., read multiple examples of the genre for enjoyment, building content knowledge, and exposure to the genre's language features. <ol style="list-style-type: none"> Refer to a story elements chart and discuss partner/whole class how personal narratives match and personal essays do not. (Language Feature 1) Discuss with a partner using academic conversation stems, e.g., "I agree... I disagree" and "Can you tell me more?" etc.. Name inferences and cite evidence in a Reading Response journal. Engage in a collaborative discussion and then record their agreement or disagreement in their Reading Response journal. Co-create a "Central message/theme and Supporting Evidence" T chart. Co-create a "Shades of Meaning" chart. Work with a partner to circle the anecdotes used on sample essays and annotate the message supported. Write Reading Response journal entries recording what was learned about views on the world by reading others' essays. 	<ul style="list-style-type: none"> Know IEPs, 504s, CELDT level and history, GATE identification, where applicable Student choice Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest Frequent monitoring of progress and checking of understanding Compacting, i.e. accelerating students past known proficiencies Independent learning contracts Prompts for depth and complexity Tiered assignments 	OCR Selections: TBD CORE READY Trade books provided: TBD <i>Suggested:</i> Trade Books: <ul style="list-style-type: none"> <i>Deal With It! Powerful Words From Smart, Young Women</i> by The Extended Day Girls with Stacey Shubitz and Christina L. Rodriguez <i>In Short: A Collection of Brief Creative Nonfiction</i> by Judith Kitchen and Mary Paumier Jones <i>The A+ Custodian</i> by Louise Borden <i>Suggested:</i> Professional Books

Unit #2: Personal Essay					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
<p>writers structure and craft their personal narratives? Why?</p> <ul style="list-style-type: none"> How do personal narrative writers use language features? Why? <p>Speaking and Listening:</p> <ul style="list-style-type: none"> What do we gain from collaborating with others about personal essays? 	<p>capitalization at the beginning of sentences")</p> <ul style="list-style-type: none"> Conferences in which the student and the teacher discuss a single work, a collection of works, progress, and goals Rubrics constructed by the teacher and/or the students and completed by either or both Portfolios which include a large collection of artifacts selected by the student in consultation with the teacher <p>Medium Cycle Assessments- Formative assessment when used to inform instruction; Summative assessment when used for evaluating what has been learned.</p>	<p>9. Reflect on the essential questions to identify and solidify learning.</p> <p>Writing:</p> <ol style="list-style-type: none"> Analyze the structure of personal essays, including elements of narrative, explanatory, and argument for ideas on how to write one. (Language Feature 1) Generate focused ideas for their own essays toward creating a meaningful essay. Extend their initial thinking to develop their ideas. Analyze their ideas and lives for insights to develop thesis statements. Develop different types of reasons that support their central message/theme to create essays strong in both form and content. Form complex sentences using a variety of subordinate conjunctions to make connections between ideas and to join ideas (e.g., although, since, despite) (Language Feature 3) Use anecdotes that advance supporting reasons to strengthen the thesis. Organize for drafting to ensure evidence is supportive and varied. Shift between present and past tense to transition between narration and explanation. (Language Feature 2) 	<p>9. Reflect with a partner on the essential questions to identify and solidify what was learned.</p> <p>Writing:</p> <ol style="list-style-type: none"> Analyze several exemplar essays and use an "Essay Frame Outline" chart. (Language Feature 1) Co-create a "Strategies for Generating Essay Entries" chart. Free-write in order to develop ideas. Use a "Ways to push our thinking" chart. Model listing reasons to support a central message/theme. Co-create a "Ways authors connect ideas" based on mentor text. Provide students time to draft sentences that connect their ideas. Reread the Writer's Notebook to search for previous entries that may be revised or pulled from to provide anecdotes. Work with a partner to check that all selected evidence/anecdotes make sense to support the central message/theme. Highlight mentor text in specific colors where present and past tense verbs are used. Discuss patterns and purpose of each. Provide students 	<ul style="list-style-type: none"> Visuals, e.g., graphic organizers, written instructions, etc. Movement Multiple means of representation and expression Alternate output and input options, e.g., audio and/or video text, technology Provide support for language features found in upcoming lessons, texts, etc., e.g., complicated sentence structures, passive voice, academic vocabulary, etc. Support for Executive Functioning, e.g., organization of work materials and time management, etc. 	for further study:

Unit #2: Personal Essay					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
	Pre-unit, on-demand <ul style="list-style-type: none"> End-of-unit/project/culminating task Interim Quarterly Portfolio Benchmarks Post-unit, on-demand Long Cycle – Summative Annual, e.g., <ul style="list-style-type: none"> CAASPP CELDT Portfolio 	10. Use logically sequenced information, transition words, and repeated phrases to create cohesion. 11. Try out multiple leads and conclusions to determine which works best for their essay. 12. Revise and consider a new approach when appropriate to clarify content for the reader. 13. Edit for conventions of standard English to make the writing easy to read. 14. Reflect on the essential questions to identify and solidify learning. Speaking and Listening: Embedded above.	time to analyze where they will use each in their own writing (Language Feature 2) 10. Co-create a chart of transition words and phrases to use that were gathered from studying well-crafted personal essays. 11. Draft several leads and conclusions and then work with a partner for feedback regarding effectiveness. 12. Read the draft essay out loud to a partner asking for feedback regarding clarity. 13. Use an editing checklist. 14. Reflect within a collaborative group. Speaking and Listening: Embedded above.		

Unit #3: Informative/Explanatory – Reading Informational Text and Writing Historical Research Project or Informational Article or Informational Book
(Approximately 7 weeks)

ELA Common Core State Standards:

Reading Standards for Informational Text:

- 4.1 – Refer to details and examples in a text and explain how it is supported by key details; summarize 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.
- 4.5 – Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in the text or part of a text.
- 4.6 – Compare and contrast firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided
- 4.7 – Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- 4.8 – Explain how an author uses reasons and evidence to support particular points in a text.
- 4.9 – Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- 4.10 – By the end of the year, read and comprehend informational texts in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards:

- 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.
- 4.4 – Provide clear and coherent writing in which the development and organization are appropriate to the 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.
- 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 setting.
- 4.7 – Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- 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:

- 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 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.
- 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 Standards:

- 4.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 4.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 4.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 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.
- 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).

Foundational Skills & Additional Language Standards: See separate document.

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.

SEL Competencies:

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

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

- 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.
- Negotiate with or persuade others in conversations using a variety of learned phrases, as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc.
- Demonstrate active listening to read-a-louds and oral presentations by asking and answering detailed questions with minimal prompting and support.
- Describe ideas, phenomena, and text elements in detail based on close reading of a variety of grade-level texts with light support.
- Distinguish how different words with related meanings and figurative language produce shades of meaning and different effects on the audience.

Part 2: Understanding How English Works

- Apply increasing understanding of language resources for referring the reader back or forward in text to comprehending texts and writing cohesive texts.
- Use various verbs/verb types and tenses appropriate for the task and text type for a variety of familiar and new topics.
- Combine clauses in a wide variety of ways to make connections between and join ideas, for example, to express cause/effect, to make a concession, or to link two ideas that happen at the same time.

Unit #3: Informational					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
Reading: <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 	<p>Refer to CORE READY by Pam Allyn Lesson Sets Binder for Formative and Summative Assessments: Milestone Performance Assessments and Rubrics which are also in the Core Ready PDtoolkit</p> <p>Types of assessment practices:</p> <p>Short Cycle Assessments - (minute-by-minute, daily, weekly) Formative assessment to inform <i>immediate</i> teaching and learning:</p> <ul style="list-style-type: none"> Observations of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records) Inventories, such as 	Reading: <ol style="list-style-type: none"> Identify text structure to understand cause and effect in historical texts (Core Ready Lesson 1) Ask what happened (effect) and why (cause) to help identify cause and effect (Core Ready Lesson 2) Understand how this is used to reference an idea that was previously stated (e.g., Irina Sendler was 29 years old when her city, Warsaw, in Poland, was occupied by Nazis. Because of this, everything changed.) (Language Feature 1) Locate signal words to help identify cause and effect (Core Ready Lesson 3) Notice how some of the signal words create subordinate clauses that show cause and effect (e.g., <i>although, since, despite</i>) (Language Feature 2) Notice multiple effects and causes to understand that some events in history have multiple effects and multiple causes of why they happened (Core Ready Lesson 4) Notice how the writer uses nominalization to create timelines to explain cause and effect in 	Reading: <p>Start the work with pre-unit Immersion, e.g., read multiple examples of the genre for enjoyment, building content knowledge, and exposure to the genre's language features.</p> <ol style="list-style-type: none"> Use "Structures Writers Use to Organize Their Writing" (Core Ready Lesson 1) Use "What Happened and Why" chart (Core Ready Lesson 2) Find examples of this being used as a cohesive device in informational text (e.g., Irena Sendler Story) (Language Feature 1) Use "Cause and Effect Signal Words" chart (Core Ready Lesson 3) Work with a partner to highlight signal words that create subordinate clauses that show cause and effect. (Language Feature 2) Revisit "What Happened and Why" chart (began in Reading Lesson 2) plus blank copies for students (Core Ready Lesson 4) Use Timeline Organizers (Core Ready Lesson 5) 	<ul style="list-style-type: none"> Know IEPs, 504s, CELDT level and history, GATE identification, where applicable Student choice Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest Frequent monitoring of progress and checking of understanding Compacting, i.e. accelerating students past known proficiencies Independent learning contracts Prompts for depth and complexity Tiered assignments 	OCR Selections: <ul style="list-style-type: none"> <i>Sarah, Plain and Tall</i> by Patricia MacLachlan <i>Shadow of a Bull</i> by Maia Wojciechowska <i>Anne Frank: The Diary of a Young Girl</i> by Anne Frank <i>Louis Braille</i> by Margaret Davidson <p>OCR Fine Art: (Visual art Close Read)</p> <ul style="list-style-type: none"> "Buchenwald Concentration Camp Survivors" by Margaret Bourke-White <p>Core Ready Trade Books Provided: TBD</p> <p><i>Suggested Trade Books:</i></p>

<p>Reports, Informational Articles, and Informational Books? Why?</p> <p>Writing:</p> <ul style="list-style-type: none"> How do writers of Research Reports, Informational Articles, and Informational Books conduct research? How do writers of Research Reports, Informational Articles, and Informational Books structure and craft text? How do writers of Research Reports, Informational Articles, and Informational Books use language features? Why? <p>Speaking and</p>	<p>individual interviews and written surveys, in which students identify their writing strengths, needs, and interests</p> <ul style="list-style-type: none"> Checklists, completed by the teacher or the writer, in which targeted objectives are highlighted (“I included a conclusion” or “I checked for capitalization at the beginning of sentences”) Conferences in which the student and the teacher discuss a single work, a collection of works, progress, and goals Rubrics constructed by the teacher and/or the students and completed by either or both Portfolios which include a large collection of artifacts selected by the student in consultation with the teacher <p>Medium Cycle Assessment -</p>	<p>history (Core Ready Lesson 5)</p> <ol style="list-style-type: none"> Use transitional words and phrases to talk about cause and effect relationships in texts (Core Ready Lesson 6) Write summaries to explain cause and effect (Core Ready Lesson 7) Create cause and effect posters or book trailers to retell a historical moment graphically (Core Ready Lesson 8) Ask and answer questions about what happened and why, in texts they read, to help determine if they want to read texts their classmates have read (Core Ready Lesson 9) Reflect on their reading to develop their reading identity (Core Ready Lesson 10) <p>Writing:</p> <ol style="list-style-type: none"> Conduct research from historical “headlines” to generate anticipation for this process (Core Ready Lesson 1) Ask what happened and why to research history (Core Ready Lesson 2) Take notes to better understand the time period (Core Ready Lesson 3) Organize their notes to come to their own conclusions (Core Ready Lesson 4) Plan diary entries that spotlight a historical “headline” to guide their writing (Core Ready Lesson 5) Shift between present and past tense to transition between narration and explanation/commentary (Language Feature 1) 	<ol style="list-style-type: none"> Use “Cause and Effect Talking Points” chart (Core Ready Lesson 6) Use “Summary Plan” sheet (Core Ready Lesson 7) Use “Poster/Trailer Plan Sheet” (Core Ready Lesson 8) Use “The Inquiring Minds Ask Questions” list (Core Ready Lesson 9) Use Core Questions (Core Ready Lesson 10) <p>Writing:</p> <ol style="list-style-type: none"> Use “Historical Headlines Leave Me Wondering” Sheet (Core Ready Lesson 1) Use “Research Roadmap” (Core Ready Lesson 2) Use “Research Roadmaps” (Core Ready Lesson 3) Use “Research Roadmaps” (Core Ready Lesson 4) Use “Point of View Planning Organizer”; Use “Research Roadmaps” (Core Ready Lesson 5) 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. (Language Feature 1) 	<ul style="list-style-type: none"> Visuals, e.g., graphic organizers, written instructions, etc. Movement Multiple means of representation and expression Alternate output and input options, e.g., audio and/or video text, technology Provide support for language features found in upcoming lessons, texts, etc., e.g., complicated sentence structures, passive voice, academic vocabulary, etc. Support for Executive Functioning, e.g., organization of work materials and time management, etc. 	<p>Professional Reading Texts:</p> <ul style="list-style-type: none"> <i>Core Ready Lesson Sets for Grades 3-5: A Staircase to Standards Success for English Language Arts, The Road to Knowledge</i> by Pam Allyn
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<p>Listening:</p> <ul style="list-style-type: none">What do we gain from collaborating with others about historical research projects?	<p>Formative assessment when used to inform instruction; Summative assessment when used for evaluating what has been learned.</p> <ul style="list-style-type: none">Pre-unit, on-demandEnd-of-unit/project/culminating taskInterimQuarterlyPortfolioBenchmarksPost-unit, on-demand <p>Long Cycle – Summative</p> <p>Annual, e.g.,</p> <ul style="list-style-type: none">CAASPPCELDTPortfolio	<p>7. Include factual information from a time period to help the reader understand why this event was so important. (Core Ready Lesson 6)</p> <p>8. Use five senses to vividly describe the event. (Core Ready Lesson 7)</p> <p>9. Use signal words to help readers identify cause and effects, including those that create subordinate clauses (Core Ready Lesson 8) (Language Feature 2)</p> <p>10. Revise for cause and effect (Core Ready Lesson 9)</p> <p>11. Edit for conventions (Core Ready Lesson 9)</p> <p>12. Present and reflect to display what they learned about research and writing (Core Ready Lesson 10)</p> <p>Speaking and Listening: Embedded above.</p>	<p>7. Use “Key Facts Sheet”; Use “Research Roadmaps” (Core Ready Lesson 6)</p> <p>8. Use sample diary entries; “Use Research Roadmaps” (Core Ready Lesson 7)</p> <p>9. Revisit “Cause and Effect Signals” chart (from Reading Lesson 3); “Use Research Roadmaps” (Core Ready Lesson 8) (Language Feature 2)</p> <p>10. Use “Research Wrap-Up” checklist; “Use Research Roadmaps” (Core Ready Lesson 9)</p> <p>11. Use an editing checklist working with a partner (Core Lesson 9)</p> <p>12. Use “How to Perform a Point of View” chart; “Use Research Roadmaps” (Core Ready Lesson 10)</p> <p>Speaking and Listening: Embedded above.</p>		
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Unit #4: Opinion/Argument – Reading Informational and Opinion Text and Writing Persuasive Essays
(Approximately 5 weeks)

ELA Common Core Content Standards:

Reading Standards for Informational Text:

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

Writing Standards:

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

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

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.

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.

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:

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 response 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.

4.6 – Speak in complete sentences when appropriate to task and situation in order to provide requested details or clarification.

Language Standards:

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

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

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

Foundational Skills & Additional Language Standards: See separate document.

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.

SEL Competencies:

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

ELD Standards:

Part 1: Interacting in Meaningful Ways

- 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.
- Negotiate with or persuade others in conversations using a variety of learned phrases, as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc.
- Demonstrate active listening to read-a louds and oral presentations by asking and answering detailed questions with minimal prompting and support.
- Describe ideas, phenomena, and text elements in detail based on close reading of a variety of grade-level texts with light support.
- Distinguish how different words with related meanings and figurative language produce shades of meaning and different effects on the audience.

Unit #4: Persuasive Letter					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
Reading: <ul style="list-style-type: none"> What do readers gain from reading opinion texts? What are the characteristics of opinion texts? How are opinion texts structured and crafted? Why? How should we read them as a result? What language features are used in opinion texts? Why? Writing: <ul style="list-style-type: none"> How do persuasive letter writers structure and craft their 	Types of assessment practices: Short Cycle Assessments - (minute-by-minute, daily, weekly) Formative assessment to inform <i>immediate</i> teaching and learning: <ul style="list-style-type: none"> Observations of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records) Inventories, such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests Checklists, completed by the teacher or the writer, in which targeted objectives are highlighted ("I 	Reading: <ol style="list-style-type: none"> Notice the similarities and differences in structure between a personal essay and a persuasive essay to understand the fundamental elements. (Language Feature 1) Develop and share their understanding of the purpose of persuasive essays toward understanding the genre. Draw evidence from the supportive details in an essay toward understanding the essayist's persuasive argument. Consider whether or not they agree or whether they differ with the argument in a persuasive essay to distinguish their own opinion from that of the essayist's. Identify the essayist's thesis statement and the supporting evidence used in the essay to understand the essayist's persuasive argument(Reading Outcome 5) Identify how the essayist used reasons and/or evidence for an effective persuasive argument. Understand how evidence/reasons are used to support the essayist's persuasive thesis. Learn others' perspectives on life by reading 	Reading: Start the work with pre-unit Immersion, e.g., read multiple examples of the genre for enjoyment, building content knowledge, and exposure to the genre's language features. <ol style="list-style-type: none"> Refer to a "Moves Persuasive Essay Writers Make That Are Also Used in Personal Essay Writing" chart and discuss partner/whole class how personal essays share the same foundational elements as a persuasive essay. (Language Feature 1) Discuss with a partner using academic conversation stems, e.g., "I disagree..." and "Is my thesis one that you would believe?" etc. List reasons and cite evidence in a reading response journal. Engage in a collaborative discussion and then record their agreement or disagreement in their reading response journal. Co-create a "Persuasive Thesis and Supporting Evidence" T-chart. Co-create a "Evidence for an Effective Persuasive Argument" chart. Work with a partner to circle the evidence/reasons used on sample essays and underline the supported thesis. Write reading response journal entries recording 	<ul style="list-style-type: none"> Know IEPs, 504s, CELDT level and history, GATE identification, where applicable Student choice Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest Frequent monitoring of progress and checking of understanding Compacting, i.e. accelerating students past known proficiencies Independent learning contracts Prompts for depth and complexity Tiered assignments 	OCR Selections: <i>TBD</i> CORE READY Trade books provided: TBD <i>Suggested:</i> Trade Books: <ul style="list-style-type: none"> <i>Hey, Little Ant</i> by Phyllip and Hannah Hoose <i>Can I Keep Him?</i> by Steven Kellogg <i>My Brother Dan's Delicious</i> by Steven L. Layne <i>Every Living Thing</i> by Cynthia Rylant <i>Baseball in April and Other Stories</i> by Gary Soto <i>The Tequila Worm</i> by Viola Canales <i>Suggested:</i>

Unit #4: Persuasive Letter					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
<p>letters? Why?</p> <ul style="list-style-type: none"> How do persuasive letter writers use language features to persuade our readers? Why? <p>Speaking and Listening:</p> <ul style="list-style-type: none"> What do we gain from collaborating with others about persuasive letter writing? 	<p>included a conclusion” or “I checked for capitalization at the beginning of sentences)</p> <ul style="list-style-type: none"> Conferences in which the student and the teacher discuss a single work, a collection of works, progress, and goals Rubrics constructed by the teacher and/or the students and completed by either or both Portfolios which include a large collection of artifacts selected by the student in consultation with the teacher <p>Medium Cycle Assessment- Formative assessment when used to inform instruction; Summative assessment when used for</p>	<p>persuasive essays to expand or confirm their own opinions.</p> <p>9. Reflect on the essential questions to identify and solidify what was learned.</p> <p>Writing:</p> <ol style="list-style-type: none"> Analyze the structure of persuasive essays, including a bold thesis statement that includes a persuasive argument that can be supported by reasons and evidence for ideas on how to write one. (Language Feature 1) Generate a focused persuasive thesis for their own essays toward creating a meaningful essay. Extend their initial thinking to develop their ideas and support their evidence and reasons(WO 3) Analyze their ideas and lives for insights to develop persuasive thesis statements. Develop different types of reasons that support their thesis statement to create essays strong in both form and content. Form complex sentences using a variety of subordinate conjunctions to make connections between ideas and to join ideas. (e.g., <i>although, since, despite</i>) (Language Feature 1) Use anecdotes that advance supporting reasons to strengthen the thesis. Organize for drafting to ensure evidence is 	<p>what was learned about views on the world by reading others’ essays.</p> <p>9. Reflect with a partner on the essential questions to identify and solidify what was learned.</p> <p>Writing:</p> <ol style="list-style-type: none"> Analyze several exemplar essays and use an “Essay Frame Outline” chart. (Language Feature 1) Co-create a “Strategies for Generating Essay Entries” chart. Free-write in order to develop ideas. Use a “Ways to push our thinking” chart. Model listing reasons to support a strong persuasive thesis. Co-create a “Possible Thesis” chart based on mentor texts. Provide students time to draft possible thesis statements that they would want others to believe. (Language Feature 1) Reread the Writer’s Notebook to search for previous entries that may be revised or pulled from to provide anecdotes. Work with a partner to check that all evidence/reasons selected make sense to support 	<ul style="list-style-type: none"> Visuals, e.g., graphic organizers, written instructions, etc. Movement Multiple means of representation and expression Alternate output and input options, e.g., audio and/or video text, technology Provide support for language features found in upcoming lessons, texts, etc., e.g., complicated sentence structures, passive voice, academic vocabulary, etc. Support for Executive Functioning, e.g., organization of work materials and time management, etc. 	<p>Professional Books for further study:</p>

Unit #4: Persuasive Letter					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
	<p>evaluating what has been learned.</p> <ul style="list-style-type: none"> Pre-unit, on-demand End-of-unit/project/culminating task Interim Quarterly Portfolio Benchmarks Post-unit, on-demand <p>Long Cycle – Summative</p> <p>Annual, e.g.,</p> <ul style="list-style-type: none"> CAASPP CELDT Portfolio 	<p>supportive and varied.</p> <p>9. Shift between present and past tense to transition between narration and explanation (Language Feature 2)</p> <p>10. Select convincing thesis starters to support your persuasive essay, while considering the audience in order to develop strong opinions that others could disagree with.</p> <p>11. Try out graphic organizers to focus on a topic and generate a list of reasons to support the thesis.</p> <p>12. Revise and consider a new approach when appropriate to clarify the argument for the reader.</p> <p>13. Edit for conventions of standard English to make the writing easy to read.</p> <p>14. Reflect on the essential questions to identify and solidify learning.</p> <p>Speaking and Listening: Embedded, above</p>	<p>the thesis statement.</p> <p>9. Highlight mentor text in specific colors where present and past tense verbs are used. Discuss patterns and purpose of each. Provide students time to analyze where they will use each in their own writing. (Language Feature 2)</p> <p>10. Co-create a chart of “Persuasive Thesis Starters” to generate a strong opinion thesis for a well-crafted persuasive essay.</p> <p>11. Use a web to generate several persuasive opinion starters and then work with a partner for feedback regarding effectiveness of argument.</p> <p>12. Read the draft essay out loud to a partner asking for feedback regarding clarity.</p> <p>13. Use an editing checklist.</p> <p>14. Reflect with in a collaborative group.</p> <p>Speaking and Listening: Embedded, above</p>		

Unit #5: Opinion/Argument –Reading Literature and Writing Literary Analysis Essay
(Approximately 7 weeks)

ELA Common Core State Standards:

Reading Standards for Literature:

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

Writing Standards:

- 4.1 – Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
 - b. Provide reasons that are supported by facts and details.
 - c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
 - d. Provide a concluding statement or section related to the opinion presented.
- 4.4 – Produce clear and coherent writing 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.
- 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.
- 4.8 – Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- 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].”).
- 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.

Writing, optional standards: W7

Speaking and Listening:

- 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 response 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.
- 4.4 - 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 - Speak in complete sentences when appropriate to task and situation in order to provide requested details or clarification.

Language Standards:

- 4.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 4.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 4.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 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.
- 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).

Foundational Skills & Additional Language Standards: see separate document (hyperlink)

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.

SEL Competencies:

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

ELD Standards:

Part 1: Interacting in Meaningful Ways

- 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.
- Negotiate with or persuade others in conversations using a variety of learned phrases, as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc.
- Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and support.
- Describe ideas, phenomena, and text elements in detail based on close reading of a variety of grade-level texts with light support.
- Distinguish how different words with related meanings and figurative language produce shades of meaning and different effects on the audience.

Part 2: Understanding How English Works

- Apply increasing understanding of language resources for referring the reader back or forward in text to comprehending texts and writing cohesive texts.
- Use various verbs/verb types and tenses appropriate for the task and text type for a variety of familiar and new topics.
- Combine clauses in a wide variety of ways to make connections between and join ideas, for example to express cause/effect, to make a concession, or to link two ideas that happen at the same time.

Unit #5: Response to Literature					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
Reading: <ul style="list-style-type: none"> How do readers develop ideas about the central message in a piece of literature? How does reading closely help us develop opinions about an author's work? How do we best utilize discussion groups to help us develop ideas about an author's work? How can writing about what we've read in a reading response 	<p>Refer to CORE READY by Pam Allyn Lesson Sets Binder for Formative and Summative Assessments: Milestone Performance Assessments and Rubrics which are also in the Core Ready PDtoolkit</p> <p>-----</p> <p>Types of assessment practices:</p> <p>Short Cycle Assessments - (minute-by-minute, daily, weekly) Formative assessment to inform <i>immediate</i> teaching and learning:</p> <ul style="list-style-type: none"> Observations of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records) 	Reading: <ol style="list-style-type: none"> Name and define traditional forms of literature so that they can connect it to larger world issues or human concerns and provide textual evidence to support thinking (Core Ready L1). Paraphrase traditional texts presented orally in order to practice incorporating text evidence into conversations, written responses, and summaries about traditional literature (Core Ready L2). Connect their reading of traditional texts to larger world issues or human concerns so that they can infer the themes in traditional literature and use text evidence to defend interpretations (Core Ready L3). Define <i>theme</i> and understand how to craft a theme statement in order to understand the purpose of various forms of traditional literature (Core Ready L4). Uncover the theme by gathering evidence about the main characters' actions, words, and relationships in order to compare and contrast the treatment of similar themes in traditional literature from various cultures (Core Ready L5). 	Reading: Start the work with pre-unit Immersion, e.g., read multiple examples of the genre for enjoyment, building content knowledge, and exposure to the genre's language features. <ol style="list-style-type: none"> Co-create a "Forms of Traditional Literature" chart. (Core Ready L1). Co-create a "How to Paraphrase" chart. (Core Ready L2). Co-create a T-chart titled, "Connecting to Traditional Texts." (Core Ready L3) Co-create a "Making Theme Statements" chart. (Core Ready L4) Co-create a "Thinking about Theme" chart. (Core Ready L5). 	<ul style="list-style-type: none"> Know IEPs, 504s, CELDT level and history, GATE identification, where applicable Student choice Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest Frequent monitoring of progress and checking of understanding Compacting, i.e. accelerating students past known proficiencies Independent learning contracts Prompts for depth and complexity Tiered assignments 	OCR Selections: <ul style="list-style-type: none"> <i>Daedalus and Icarus</i>, <i>A myth</i> by Geraldine McCaughrean <i>Escape, A fantasy</i> by E.B. White <i>Salt, A folktale</i> by Harve Zemach <i>The Milkmaid and Her Pail, A fable</i> by Aesop <i>McBroom and the Big Wind, A tall tale</i> by Sid Fleischman <i>My Two Drawings, A fantasy</i> by Antoine de Saint-Exupery <p>OCR Fine Art: (Close Read of Visual Art)</p> <ul style="list-style-type: none"> <i>"Saint George Killing the Dragon"</i> <p>Stories: From Appendix B:</p>

Unit #5: Response to Literature					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
<p>journal help us develop ideas about what we've read?</p> <p>Writing:</p> <ul style="list-style-type: none"> How does studying exemplars for our book review help us structure and craft well-written pieces? How does the writing process help us develop as writers? What does "citing evidence from the text" mean? How do we best cite evidence from the text? How do writers convey 	<ul style="list-style-type: none"> Inventories, such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests Checklists, completed by the teacher or the writer, in which targeted objectives are highlighted ("I included a conclusion" or "I checked for capitalization at the beginning of sentences) Conferences in which the student and the teacher discuss a single work, a collection of works, progress, and goals Rubrics constructed by the teacher and/or the students and completed by either or both Portfolios which include a large collection of artifacts selected by the student in consultation with the 	<p>6. Uncover the theme by gathering evidence from key events in the plot in order to refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text (Core Ready L6).</p> <p>7. Uncover the theme by gathering evidence from the author's craft in order to refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text (Core Ready L7).</p> <p>8. Explore how one theme is represented in traditional literature from different cultures in order to understand that similar themes appear in traditional literature from various cultures (Core Ready L8).</p> <p>9. Compare and contrast how a similar theme is presented in multiple texts in order to think about theme across a variety of texts from different cultures (Core Ready L9).</p> <p>10. Discuss how various themes are addressed across different cultures in order to recognize that different cultures may share a similar theme (Core Ready L10).</p> <p>Writing:</p> <p>1. Jot important thoughts while reading in order to both discuss and prepare to write traditional texts. (Core Ready L1)</p>	<p>6. Use the "Thinking about Theme: Events" graphic organizer with students. (Core Ready L6)</p> <p>7. Add "3. Think about author's craft" to the previous chart from Lesson 6, "Thinking about Theme." Use the "Thinking about Theme: Author's Craft" graphic organizer with students. (Core Ready L7)</p> <p>8. Provide traditional literature sets that cluster around a single theme. (Core Ready L8)</p> <p>9. Model a Venn Diagram graphic organizer. (Core Ready L9)</p> <p>10. Provide the opportunity for students to share their thinking about a particular theme by using their notes from Lesson 9. (Core Ready L10)</p> <p>Writing:</p> <p>1. Model writing down your thoughts as you read, as well as, how to take notes quickly.</p>	<ul style="list-style-type: none"> Visuals, e.g. graphic organizers, written instructions, etc. Movement Multiple means of representation and expression Alternate output and input options, e.g. audio and/or video text, technology Provide support for language features found in upcoming lessons, texts, etc., e.g. complicated sentence structures, passive voice, academic vocabulary, etc. Support for Executive Functioning, e.g. organization of work materials and time management, etc. 	<p>(hyperlink)</p> <p>Poetry: From Appendix B: (hyperlink)</p> <p>Core Ready Trade Books Provided: TBD</p> <p>Mentor Texts</p> <ul style="list-style-type: none"> Literary Analysis Essay exemplars (hyperlink) <p>Professional Reading Texts:</p> <ul style="list-style-type: none"> <i>Guiding Readers and Writers (Grades 3-6): Teaching, Comprehension, Genre, and Content Literacy</i> by Fountas & Pinnell <i>Core Ready Lesson</i>

Unit #5: Response to Literature					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
<p>their ideas about a piece of literature?</p> <ul style="list-style-type: none"> How do essayists structure and craft their essays for audience, task, and purpose? <p>Speaking and Listening:</p> <ul style="list-style-type: none"> What do we gain from collaborating with others about a literary essay? 	<p>teacher</p> <p>Medium Cycle Assessment-</p> <p>Formative assessment when used to inform instruction; Summative assessment when used for evaluating what has been learned.</p> <ul style="list-style-type: none"> Pre-unit, on-demand End-of-unit/project/culminating task Interim Quarterly Portfolio Benchmarks Post-unit, on-demand <p>Long Cycle – Summative</p> <p>Annual, e.g.,</p> <ul style="list-style-type: none"> CAASPP CELDT Portfolio 	<ol style="list-style-type: none"> 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.). (Language Feature 1) 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) (Core Ready L 2). Include text as evidence in order to craft a strong response to their reading. (Core Ready L 3) Use subordinate clauses beginning with when to refer to textual evidence (e.g., When Rachel's classmate betrays her, Rachel begins to lose herself...). (Language Feature 2) Craft a theme statement about a traditional text in order to prepare for a written argument about theme. (Core Ready L 4) 	<ol style="list-style-type: none"> Notice use of present tense verbs in mentor literary essays before asking students to use it in writing. (Language Feature 1) Review the paraphrased story, "The Story of Fruitless Mountain," from Reading Lesson 2 and model how to summarize the same story (Core Ready L2). Model how to write a strong response from a traditional text that includes: introduction to the character, description of the character using specific text as evidence, and a concluding statement that expresses thoughts about the character (Core Ready L3). Notice use of subordinate clauses beginning with when in mentor literary essays before asking students to use it in writing. Then, Teacher models how to develop a "when clause" to refer to textual evidence. Student develop their own sentences with "when clauses" to express the conclusions they've drawn about their textual evidence. (Language Feature 2) Review the "Making Theme Statements" chart and the "List of popular themes" from Reading Lesson 4 and guide students to choose a piece of literature and compose a written summary and a clear statement theme (Core Ready L4). 		<p><i>Sets for Grades 3-5: A Staircase to Standards Success for English Language Arts, The Shape of Story by Pam Allyn</i></p>

Unit #5: Response to Literature					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
		<p>7. In order to prove a theme statement, students will compose an argument piece that contains supporting details, transitional words and phrases, and a conclusion. (Core Ready L 5)</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 real friend will help you even if he or she has nothing to gain from doing so.... Charlotte is a true friend....Templeton is not a real friend.... Wilbur shows that he has learned the true meaning of friendship). (Language Feature 3)</p> <p>9. Include brief quotes in their writing in order to support their written argument about theme. (Core Ready L 6)</p> <p>10. In order to prepare for real-life situations that require written responses within a short time-period, students will craft a strong written response to their reading in a single sitting (Core Ready L 7)</p> <p>11. Edit written response so they are clear for the reader (Core Ready L8)</p> <p>12. Share their written responses in order to begin a conversation. (Core Ready L 8)</p>	<p>7. Model how to construct an argument about theme by adding reasons or examples from the text (Core Ready L5).</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. (Language Feature 3)</p> <p>9. Model and reread the argument about theme from Writing Lesson 5 while thinking aloud about how to add a brief quote from the text (Core Read L6).</p> <p>10. Review the process of writing a strong written response to a question about a reading and co-create a chart title, "How to Write about Our Reading" (Core Ready L7).</p> <p>11. Begin a chart titled, "Good Conversations: Rules and Behaviors" while discussing the speaking and listening skills: Come to the discussion prepared, Listen carefully to the speaker, Sit in a respectful and receptive way, and Stay on topic (Core Ready L8).</p> <p>12. Co-create a "Conversation Starter Sentence Frame" chart and practice using the frames (Core Ready L8).</p>		

Unit #5: Response to Literature					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
		<p>13. Construct notes in order to prepare for a discussion. (Core Ready L 9)</p> <p>14. 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. (Core Ready L 10)</p> <p>Speaking and Listening: Embedded, above</p>	<p>13. Model some of the significant tasks of the presentation type (Low-tech or High-tech option) you have chosen and provide students the opportunity to practice the task you modeled (Core Ready L9).</p> <p>14. Co-create a shared response to the question, “How can we recognize theme in literature?” (Core Ready L10).</p> <p>Speaking and Listening: Embedded, above</p>		

Unit #6: Poetry – Reading and Writing Poetry
(Approx. 3 weeks)

ELA Common Core State Standards:

Reading Standards for Literature:

- 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.
- 4.4 – 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.
- 4.7 – 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.
- 4.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently with scaffolding as needed at the high end of the range.

Writing Standards:

- 4.2 – 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 ideas are logically grouped to support the writer’s purpose.
 - b. Provide logically ordered reasons that are supported by facts and details.
 - c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).
 - d. Provide a concluding statement or section related to the opinion presented.
- 4.4 – Provide clear and coherent writing in which the development and organization are appropriate to the 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.
- 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 setting.
- 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:

- 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 provides to support particular points.

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.

Language Standards:

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

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

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

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.

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).

Foundational Skills & Additional Language Standards: see separate document ([hyperlink](#))

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.

SEL Competencies:

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

ELD Standards:

Part 1: Interacting in Meaningful Ways

- 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.
- Negotiate with or persuade others in conversations using a variety of learned phrases, as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc.

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| <ul style="list-style-type: none">• Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and support.• Describe ideas, phenomena, and text elements in detail based on close reading of a variety of grade-level texts with light support.• Distinguish how different words with related meanings and figurative language produce shades of meaning and different effects on the audience. |
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Draft

Unit #6: Poetry					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
Reading: <ul style="list-style-type: none"> How do readers of poems see the world through the poet's eyes, heart and mind? What are the characteristic s of poetry? How are poems structured and crafted? Why? How should we read them as a result? What language features are used in poems? Why? Writing: <ul style="list-style-type: none"> How do poets structure and 	<p>Refer to CORE READY by Pam Allyn Lesson Sets Binder for Formative and Summative Assessments: Milestone Performance Assessments and Rubrics which are also in the Core Ready PDtoolkit</p> <p>Types of assessment practices:</p> <p>Short Cycle Assessments - (minute-by-minute, daily, weekly) Formative assessment to inform <i>immediate</i> teaching and learning:</p> <ul style="list-style-type: none"> Observations of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records) Inventories, such as individual interviews 	Reading: <ol style="list-style-type: none"> Make connections to poems to grow more comfortable with poetry and thus be able to read it like a scholar (Core Ready Lesson 1). Answer the questions, "What is this poem saying to me?" and "What did the poet do to convey this?" in order to consider what poets do in their writing to keep us thinking long after we're done reading (Core Ready Lesson 2). Notice how a poet structures a poem in order to discuss how the structure is used to convey meaning (Core Ready Lesson 3). Focus on the poem's strong feelings or mood in order to interpret a poem's meaning (Core Ready Lesson 4). 	Reading: <p>Start the work with pre-unit Immersion, e.g., read multiple examples of the genre for enjoyment, building content knowledge, and exposure to the genre's language features.</p> <ol style="list-style-type: none"> Model for students what reading like a poetry scholar looks and sounds like; conduct a think-aloud while reading. Model using a "Reading Like a Poetry Scholar" chart (Core Ready Lesson 1). Conduct a think-aloud to respond to "What is this poem saying to me?" and "What did the poet do?" while reading aloud a poem. Model using "Reading Like a Poetry Scholar" chart. Point out specific elements/devices as needed (Core Ready Lesson 2). Conduct a think-aloud to respond to "What do I notice about the way the author structured this poem?" while reading aloud a poem. Point out specific structures as needed. Model using a chart to capture ideas (Core Ready Lesson 3). Conduct a read-aloud to model how to identify language that creates a particular mood, and to identify the mood. Model using a chart to capture ideas (Core Ready Lesson 4). 	<ul style="list-style-type: none"> Know IEPs, 504s, CELDT level and history, GATE identification, where applicable Student choice Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest Frequent monitoring of progress and checking of understanding Compacting, i.e. accelerating students past known proficiencies Independent learning contracts Prompts for depth and complexity Tiered assignments 	OCR Selections: <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 "Connections" by Diane Siebert "Prophecy in

Unit #6: Poetry					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
<p>craft their poems? Why?</p> <ul style="list-style-type: none"> How do poets use language features in their poems? Why? <p>Speaking and Listening:</p> <ul style="list-style-type: none"> What do we gain from collaborating with others about reading and writing poetry? 	<p>and written surveys, in which students identify their writing strengths, needs, and interests</p> <ul style="list-style-type: none"> Checklists, completed by the teacher or the writer, in which targeted objectives are highlighted (“I included a conclusion” or “I checked for capitalization at the beginning of sentences) Conferences in which the student and the teacher discuss a single work, a collection of works, progress, and goals Rubrics constructed by the teacher and/or the students and completed by either or both Portfolios which include a large collection of artifacts selected by the student in consultation with the teacher 	<p>5. Focus on the poem’s strong images in order to interpret a poem’s meaning (Core Ready Lesson 5).</p> <p>6. Focus on what the poem’s speaker or characters do and say in order to interpret a poem’s meaning (Core Ready Lesson 6).</p> <p>7. In order to consider the author’s purpose, readers interpret poems (Core Ready Lesson 7).</p> <p>8. Compare and contrast poems in order to make connections (e.g., about structure, meaning, style, sound) across texts (Core Ready Lesson 8).</p> <p>9. Orally read poems with a strong voice in order to convey the author’s message (Core Ready Lesson 9).</p>	<p>5. Conduct a read-aloud to guide students through the visualization of a poem’s imagery. Model how to identify words that evoke imagery and how to use a chart to capture these ideas (Core Ready Lesson 5).</p> <p>6. Conduct a read-aloud to guide students through visualizing what a poem’s speaker and/or characters are saying/doing Model how to identify words that help readers imagine what the speaker/characters are saying/doing; and how to use a chart to capture and frame these ideas (Core Ready Lesson 6).</p> <p>7. Conduct a read-aloud to guide students through the process of uncovering a poet’s purpose(s) for writing. Model how to use a “Poet’s Purpose” chart to capture these ideas (Core Ready Lesson 7).</p> <p>8. Conduct a read-aloud of two poems to guide students through a comparison of the poems’ content, structure, purpose. Model how to use highlighting and graphic organizers (e.g., Venn diagram, charts) to capture differences/similarities (Core Ready Lesson 8).</p> <p>9. Conduct a read-aloud/performance of a poem to model “How to Read Like a Poetry Performer” Model using a chart to collect ideas for performing poetry; and using a “Poetry Performer’s Key” (Core Ready Lesson 9).</p>	<ul style="list-style-type: none"> Visuals, e.g graphic organizers, written instructions, etc. Movement Multiple means of representation and expression Alternate output and input options, e.g. audio and/or video text, technology Provide support for language features found in upcoming lessons, texts, etc., e.g. complicated sentence structures, passive voice, academic vocabulary, etc. Support for Executive Functioning, e.g. organization of work materials and time management, etc. 	<p>Flame” by Frances Minturn Howard</p> <p>Core Ready Trade Books Provided: TBD</p> <p>Core Ready Poems Provided: TBD</p> <p>Appendix B to the CCSS</p> <p>OCR Fine Art: (Close Read of a visual art)</p> <ul style="list-style-type: none"> “Interior of a Hospital with Doctors Tending Patients” by Gaddiano Manuscript, p. 257 “The Old Plantation” by Artist Unknown, p. 405

Unit #6: Poetry					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
	<p>Medium Cycle Assessment- Formative assessment when used to inform instruction; Summative assessment when used for evaluating what has been learned.</p> <ul style="list-style-type: none"> Pre-unit, on-demand End-of-unit/project/culminating task Interim Quarterly Portfolio Benchmarks Post-unit, on-demand <p>Long Cycle – Summative</p> <p>Annual, e.g.,</p> <ul style="list-style-type: none"> CAASPP CELDT Portfolio 	<p>10. Reflect on core questions about reading poetry in order to consider and articulate their own learning processes (Core Ready Lesson 10).</p> <p>Writing:</p> <ol style="list-style-type: none"> Complete a poetry inventor in order to consider their feelings and beliefs about poetry (Core Ready Lesson 1). To find poetry mentors, writers look for poems that speak to them and that they can honor through tribute poetry writing (Core Ready Lesson 2). Use line breaks and white space to create impact (Core Ready Lesson 3). Use strong word choices to create strong images (Core Ready Lesson 4). Talk about what they notice in each other's tribute poems in order to see that poems have many possible interpretations (Core Ready Lesson 5). To find the deeper meaning of poetry, writers write an interpretation of a poem and support it with evidence from the poem (Core Ready Lesson 6). 	<p>10. Model the general structure of a written response to a core question about reading/interpreting poetry. Model language that might be used to begin paragraphs/sentences, and to transition between paragraphs/sentences (Core Ready Lesson 10).</p> <p>Writing:</p> <ol style="list-style-type: none"> Use “thumbs-up/down” questions to gauge students’ feelings toward poetry; read-aloud/guided-read of “Poetry Inventory” together with the class (before students respond to it individually) (Core Ready Lesson 1). Model process involved in writing a Tribute Poem (Core Ready Lesson 2). Model how to identify a poem’s line breaks and white space; and how to infer these features’ intended impact on readers (Core Ready Lesson 3). Model how to plan poetry-writing by using a Strong Images Plan (Core Ready Lesson 4). Model how to talk about poetry by using sentence starters and a “Ways to Talk about Poetry” chart (Core Ready Lesson 5). Model how to write an opinion statement about a poem using a student exemplar and “opinion phrases” (Core Ready Lesson 6). 		<p><i>Suggested:</i></p> <p>Trade Books:</p> <p>Professional Reading Texts:</p> <ul style="list-style-type: none"> <i>Core Ready Lesson Sets for Grades 3-5: A Staircase to Standards Success for English Language Arts, Opinion and Argument</i> by Pam Allyn

Unit #6: Poetry					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
		<div>7. To show that their opinions are well thought out and should be seriously considered, writers add to their interpretations by providing reasons supported by textual evidence (Core Ready Lesson 7).</div> <div>8. In order to defend others’ interpretations of their poem, writers plan a support for how to defend their poem (Core Ready Lesson 8).</div> <div>9. Debaters use the language of opinion and disagreement in order to defend their thinking (Core Ready Lesson 9).</div> <div>10. Writers revise their poetry inventories in order to reflect on their opinions of poetry, and thus consider and articulate their own learning processes (Core Ready Lesson 10).</div> <div>Speaking and Listening: Embedded, above</div>	<div>7. Model how to provide reasons and textual support by listing reasons, and using sentences-starters to turn reasons into sentences (Core Ready Lesson 7).</div> <div>8. Model how to prepare to defend a poem interpretation by using a “Defense Notes” organizer to anticipate counter-arguments (Core Ready Lesson 8).</div> <div>9. Model how to share a poem interpretation by using opinion-, agreement-, and disagreement-phrases (Core Ready Lesson 9).</div> <div>10. Model how to identify the changes in one’s feelings about poetry since initially completing the “Poetry Inventory” (Core Ready Lesson 10).</div> <div>Speaking and Listening: Embedded, above</div>		

Unit #7: Narrative – Reading Literature and Writing Drama or Play Script
(Approx. 4 weeks)

ELA Common Core State Standards:

Reading Standards for Literature:

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

Writing Standards:

- 4.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally
 - b. Use dialogue and description to develop experiences and events or show the responses of characters to situations
 - c. Use a variety of transitional words and phrases to manage the sequence of events.
 - d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - e. Provide a conclusion that follows from the narrated experiences or events
- 4.4 – Provide clear and coherent writing in which the development and organization are appropriate to the 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.
- 4.6 – With some guidance and support from adults, use technology, including the Internet, to produce ad publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding sills to type a minimum of one page in a single setting.
- 4.7- Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- 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].”

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:

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.

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

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.

Language Standards:

- 4.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 4.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 4.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 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).

Foundational Skills & Additional Language Standards: see separate document

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.

SEL Competencies:

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

<ul style="list-style-type: none">• Come to understand other perspectives and cultures. <p>ELD Standards:</p> <p>Part 1: Interacting in Meaningful Ways</p> <ul style="list-style-type: none">• 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.• Negotiate with or persuade others in conversations using a variety of learned phrases, as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc.• Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and support.• Describe ideas, phenomena, and text elements in detail based on close reading of a variety of grade-level texts with light support.• Distinguish how different words with related meanings and figurative language produce shades of meaning and different effects on the audience.•
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Unit #7: Drama					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources

<p>Reading:</p> <ul style="list-style-type: none"> What do we gain from reading traditional forms of literature? How do strong readers read traditional forms of literature? <p>Writing:</p> <ul style="list-style-type: none"> How do strong writers structure and craft traditional literature? <p>Speaking and Listening:</p> <ul style="list-style-type: none"> *What do we gain from collaborating with others about dramas and play scripts? 	<p>Refer to CORE READY by Pam Allyn Lesson Sets Binder for Formative and Summative Assessments: Milestone Performance Assessments and Rubrics which are also in the Core Ready PDtoolkit</p> <p>Types of assessment practices:</p> <p>Short Cycle Assessments - (minute-by-minute, daily, weekly) Formative assessment to inform <i>immediate</i> teaching and learning:</p> <ul style="list-style-type: none"> Observations of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records) Inventories, such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests 	<p>Reading:</p> <ol style="list-style-type: none"> Articulate the difference between drama and prose in order to demonstrate their understanding of both drama and prose (Core Ready Lesson 1). Compare and contrast the structures and conventions of drama and prose to illustrate that each has its own story elements (Core Ready Lesson 2). Think about point of view in order to shape a reader's response and add meaning to the text (Core Ready Lesson 3). 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 (Core Ready Lesson 4). Describe a key event in detail in order to think about the relationship between the characters and the plot (Core Ready Lesson 5). Reflect on their understanding of the characters and key events in order to help them determine the theme of a text (Core Ready Lesson 6). 	<p>Reading:</p> <p>Start the work with pre-unit Immersion, e.g., read multiple examples of the genre for enjoyment, building content knowledge, and exposure to the genre's language features.</p> <ol style="list-style-type: none"> Work collaboratively to create a T-chart titled "Drama and Prose." By close read dramas (e.g., scripts, screen-plays, etc.) and Close Read prose (e.g., stories, essays, novels, etc.). (Core Ready Lesson 1) Work collaboratively to create a T-chart titled "Story Elements in Fictional Prose versus Story Elements in Drama." Close Read a piece of prose for LitChat/LitCircles, (e.g., <u>Because of Winn-Dixie</u>, <u>Charlotte's Web</u>, <u>Fox</u>)(Core Ready Lesson 2). Work collaboratively to create a "Point of View" chart (Core Ready Lesson 3). Work collaboratively to create a "Tracing a Character Graphic Organizer" chart (Core Ready Lesson 4). Work collaboratively to create a "Significant Event Question Sheet" (Core Ready Lesson 5). Revisit "Significant Event Question Sheet" (from Core Ready Lesson 6). 	<ul style="list-style-type: none"> Know IEPs, 504s, CELDT level and history, GATE identification, where applicable Student choice Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest Frequent monitoring of progress and checking of understanding Compacting, i.e. accelerating students past known proficiencies Independent learning contracts Prompts for depth and complexity Tiered assignments Visuals e.g., graphic organizers, written instructions, etc. 	<p>OCR Selections:</p> <ul style="list-style-type: none"> "Martha Helps the Rebel," A play by Carole Charles <p>Core Ready Trade Books Provided: TBD</p> <p>Audio/Visual</p> <ul style="list-style-type: none"> Movie version of <i>Because of Winn-Dixie</i> <p>CORE READY Trade books provided: TBD</p> <p><i>Suggested:</i></p> <p>Trade Books:</p> <ul style="list-style-type: none"> A variety of plays, scripts or examples of reader's theater <p>Professional Reading Texts: <i>Core Ready Lesson Sets for Grades 3-5: A Staircase to Standards Success for English Language Arts, The Journey</i></p>
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	<ul style="list-style-type: none"> • Checklists, completed by the teacher or the writer, in which targeted objectives are highlighted (“I included a conclusion” or “I checked for capitalization at the beginning of sentences) • Conferences in which the student and the teacher discuss a single work, a collection of works, progress, and goals • Rubrics constructed by the teacher and/or the students and completed by either or both • Portfolios which include a large collection of artifacts selected by the student in consultation with the teacher <p>Medium Cycle Assessment- Formative assessment when used to inform instruction; Summative assessment when used for evaluating what has been</p>	<ol style="list-style-type: none"> 7. Become critical viewers who notice similarities and differences between a text and its dramatic representation in order to make connections. (Core Ready Lesson 7). 8. Compare the themes emphasized in the text and movie version in order to support their thinking in a written response (Core Ready Lesson 8). 9. Bring their reading to life so that readers can experience the differences of the same story as a reader and as a viewer (Core Ready Lesson 9). 10. Perform a piece of reader’s theater created from a common text so that readers can see the text come to life (Core Ready Lesson 10). <p>Writing:</p> <ol style="list-style-type: none"> 1. Use classic themes from literature to inspire their own writing (Core Ready Lesson 1). 2. Get started by planning event sequences, so that the play will unfold logically (Core Ready Lesson 2) 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 (Core Ready Lesson 3). 4. Use concrete words and sensory details to bring characters and settings to life (Core Ready Lesson 4). 	<ol style="list-style-type: none"> 7. 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” (Core Ready Lesson 7). 8. Use the “List of Popular Themes” sheet (Core Ready Lesson 8). 9. Work collaboratively to create a chart titled, “Make Your Own Reader’s Theater” (Core Ready Lesson 10). 10. Use LitChat/LitCircle groups’ reader’s theater scripts. <p>Writing:</p> <ol style="list-style-type: none"> 1. Display and read through the “List of Popular Themes,” while modeling how to stop and think about several themes (Core Ready Lesson 1). 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” graphic organizer (Core Ready Lesson 2). 3. Work collaboratively to create a chart titled, “Setting the Scene” and demonstrate how to answer the questions (Core Ready Lesson 3). 4. Work collaboratively to 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 (Core Ready Lesson 4). **A third word bank will be added in Lesson 6. 	<ul style="list-style-type: none"> • Movement • Multiple means of representation and expression • Alternate output and input options, e.g. audio and/or video text, technology • Provide support for language features found in upcoming lessons, texts, etc., e.g. complicated sentence structures, passive voice, academic vocabulary, etc. • Support for Executive Functioning, e.g. organization of work materials and time management, etc. 	<p><i>to Meaning by Pam Allyn</i></p>
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	<p>learned.</p> <ul style="list-style-type: none">• Pre-unit, on-demand• End-of-unit/project/culminating task• Interim• Quarterly• Portfolio• Benchmarks• Post-unit, on-demand <p>Long Cycle – Summative</p> <p>Annual, e.g.,</p> <ul style="list-style-type: none">• CAASPP• CELDT• Portfolio	<p>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 (Core Ready Lesson 5).</p> <p>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 (Core Ready Lesson 6).</p> <p>7. Convey the passage of time, so that their work comes to a natural conclusion (Core Ready Lesson 7).</p> <p>8. Revise their work with their critics to check for a developing theme and meaning (Core Ready Lesson 8).</p> <p>9. Edit their work with their critic to check for conventions of standard English (Core Ready Lesson 8).</p> <p>10. Create playbills in order to promote their work (Core Ready Lesson 9).</p> <p>11. Craft written responses to reflect on the Core Questions:</p> <ol style="list-style-type: none">1. What did you like about writing plays? Why?2. What did you find challenging? Why? (Core Ready Lesson 10). <p>Speaking and Listening: Embedded, above</p>	<p>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 (Core Ready Lesson 5).</p> <p>6. Add a new word bank titled, “Describing Feelings Through Actions” on the previous chart from Lesson 4. On it, you will 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” (Core Ready Lesson 6).</p> <p>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 (Core Ready Lesson 7).</p> <p>8. Introduce the “Is My Play Complete?” Checklist to students (Core Ready Lesson 8).</p> <p>9. Use an editing checklist</p> <p>10. Examine examples of playbills, deconstructing for structure and craft (Core Ready Lesson 9).</p> <p>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. (Core Ready Lesson 10).</p> <p>Speaking and Listening: Embedded, above</p>		
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Unit #8: Reflecting on Growth as Readers and Writers & Setting Goals
(Approx. 2 weeks)

ELA Common Core State Standards:

Reading Standards for Literature:

- 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).
- 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:

- 4.1 – Refer to details and examples in a text and explain how it is supported by key details; summarize the text.
- 4.2 – Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- 4.10 – By the end of the 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 Standards:

- 4.4 – Provide clear and coherent writing in which the development and organization are appropriate to the 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.
- 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 setting.
- 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.
- 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:

- 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.

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

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.

4.6 – 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 Standards:

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

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

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

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.

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 and that are basic to a particular topic.

Foundational Skills & Additional Language Standards: see separate document

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.

SEL Competencies:

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

ELD Standards:

Part 1: Interacting in Meaningful Ways

- 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.
- Negotiate with or persuade others in conversations using a variety of learned phrases, as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc.
- Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and support.

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| <ul style="list-style-type: none">• Describe ideas, phenomena, and text elements in detail based on close reading of a variety of grade-level texts with light support.• Distinguish how different words with related meanings and figurative language produce shades of meaning and different effects on the audience. |
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Unit #8: End-of-the-Year Reflection					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
Reading: <ul style="list-style-type: none"> How do we use reflection as a way to further our learning? How do we find evidence of our learning over time? Why do we find evidence of our learning over time? How do we find evidence of our work habits? Why do we find evidence of our work habits? Why do we reflect in a community setting? 	Types of assessment practices: Short Cycle Assessments - (minute-by-minute, daily, weekly) Formative assessment to inform <i>immediate</i> teaching and learning: <ul style="list-style-type: none"> Observations of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records) Inventories, such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests Checklists, completed by the teacher or the writer, in which targeted objectives are highlighted ("I included a conclusion" 	Students will be able to...why... Reading: <ol style="list-style-type: none"> Reflect on their year of reading to begin to understand how they have grown and changed as a reader. Reflect on their growth as readers to identify their personal successes and struggles. Reflect on book choices (e.g., number of books read, genre, author, series) to better understand their reading identity. Collaboratively reflect on class reading activities and genres studied to remember their reading journey. Understand how word attack skills and conventions helped work through challenging moments during reading. Understand how comprehension strategies sided in their reading this year. Revisit their reading identity to note changes. Understand how readers think about their reading lives in the future to make reading plans for future (e.g., summer, into next year) 	Start the work with pre-unit immersion, e.g., read multiple examples of reflective and goal-setting pieces to understand the purpose and for exposure to the genre's language features. Reading: <ol style="list-style-type: none"> Work with a partner and discuss their 3 favorite books read during the year; focusing on what they liked and did not like using "because" to support their thinking. Identify a time during the year when reading felt like a struggle and a time when they felt like strong readers; share reflections with a partner. Look over reading logs to identify the kinds of books they chose to read and discuss their findings with a partner. Share with a partner their favorite reading activity and genre using "because" to support their thinking. Co-create a class list of skills and conventions. Co-create a chart listing strategies that helped become better readers. Co-create a list of interview questions to ask a partner to help identify their reading identity. Discuss with a partner what they feel the most proud of in reading this year and what they will continue to work on. 	<ul style="list-style-type: none"> Know IEPs, 504s, CELDT level and history, GATE identification, where applicable Student choice Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest Frequent monitoring of progress and checking of understanding Compacting, i.e. accelerating students past known proficiencies Independent learning contracts Prompts for depth and complexity Tiered assignments 	OCR Selections: TBD CORE READY Trade books provided: TBD Suggested: Trade Books: <ul style="list-style-type: none"> <i>Oh, The Places You'll Go</i> by Dr. Seuss Teacher's Choice of applicable texts Suggested: Professional Books for further study:

Unit #8: End-of-the-Year Reflection					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
<ul style="list-style-type: none"> What are the characteristics and language features of reflective pieces? What is the purpose of those characteristics and language features? What does reflecting on our progress as readers tell us about ourselves as readers? What is the purpose of summer reading goals and how do we set and achieve our goals? 	<p>or “I checked for capitalization at the beginning of sentences)</p> <ul style="list-style-type: none"> Conferences in which the student and the teacher discuss a single work, a collection of works, progress, and goals Rubrics constructed by the teacher and/or the students and completed by either or both Portfolios which include a large collection of artifacts selected by the student in consultation with the teacher <p>Medium Cycle Assessments - Formative assessment when used to inform instruction; Summative assessment when used for evaluating</p>	<p>9. Commit to a realistic reading goal to continue their reading life.</p> <p>10. Use information gathered during reflection process to create a visual of their learning.</p> <p>Writing:</p> <ol style="list-style-type: none"> Reflect on their year of writing to begin to understand how they have grown and changed as a writer this school year. Reflect on their growth as writers to identify their personal successes and struggles. Reflect on past writing to better understand the progress they have made in writing. Collaboratively reflect on class writing activities and units of study to remember their writing journey. Understand how word attack skills and conventions helped work through challenging moments while writing. Revisit their writing habits to note changes, Understand how writers think about their writing lives in the future to make writing plans for future (e.g., summer, into next year). Commit to a realistic writing goal to continue their writing life. Use information gathered during reflection process to create a reflective piece. 	<p>9. Add goal to interview sheet.</p> <p>10. Create a collage that incorporates a written reflection with future plans and present.</p> <p>Writing:</p> <ol style="list-style-type: none"> Work with a partner and discuss their favorite piece they published; focusing on why using “because” to support their thinking. Identify a time during the year when writing felt like a struggle and a time when they felt like strong writer; share reflections with a partner. Reread old pieces and think about what they can now do as writers as compared with the beginning of the year; discuss their findings with a partner. Share with a partner their favorite writing activity and unit of study and why it meant something to them. Co- create a class list of skills and conventions used to power through writing. Co-create a chart listing strategies that helped become better writers. Co-create a list of interview questions to ask a partner to help identify their writing identity. Discuss with a partner what they feel the most proud of in reading this year and what they will continue to work on, add goal to interview sheet. Create a piece that incorporates a written reflection with future plans and present. 	<ul style="list-style-type: none"> Visuals, e.g. graphic organizers, written instructions, etc. Movement Multiple means of representation and expression Alternate output and input options, e.g. audio and/or video text, technology Provide support for language features found in upcoming lessons, texts, etc., e.g. complicated sentence structures, passive voice, academic vocabulary, etc. Support for Executive Functioning, e.g. organization of work materials and time management, etc. 	

Unit #8: End-of-the-Year Reflection					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
Writing: <ul style="list-style-type: none"> What does reflecting on our progress as writers tell us about ourselves as writers? How can we structure and craft a reflective piece? What is the purpose of summer writing goals and how do we set and achieve our goals? 	<p>what has been learned.</p> <ul style="list-style-type: none"> Pre-unit, on-demand End-of-unit/project/culminating task Interim Quarterly Portfolio Benchmarks Post-unit, on-demand <p>Long Cycle – Summative</p> <p>Annual, e.g.,</p> <ul style="list-style-type: none"> CAASPP CELDT Portfolio 	<p>Speaking and Listening:</p> <ol style="list-style-type: none"> Reflect on their year of speaking and listening to begin to understand how they have grown and changed as a participant in academic discussion this school year. Reflect on their growth and ability to articulate ideas, beliefs and thoughts to measure growth over the year. Identify their personal successes and struggles within group work to reflect on their growth as a group member. Understand how thinking about struggles and success regarding collaborative protocols can help set future goals to better themselves (e.g., summer, into next year). Use information gathered during reflection process to create a reflection paragraph. 	<p>Speaking and Listening:</p> <ol style="list-style-type: none"> Think about the different protocols that they have engaged in over the year. Discuss with a partner why. Have students revisit looks like sounds like feels like chart to guide critical friends circle. Revisit looks like sounds like feels like chart to guide critical friends circle. Remember a time when you felt success and a time when you felt struggle with in a group, discuss with a friend. Use reflection data gathered to write a reflection/goal paragraph. 		