Grade 4 English Language Arts, Quarter 1, Unit 1.1
Identifying and Understanding Story Elements

Overview

Number of instructional days: 18 days (1 day = 60 minutes)

Students will read a variety of stories, plays, or poems, learning how to describe story elements such as character, setting, plot events, and determine themes that appear. Students will complete several writing drafts demonstrating proper use of grammar and complete sentences. One writing draft will consist of another multi-paragraph narrative or a short research project. This draft will incorporate story elements of unit focus which will be expressed in clear and concise language.

After reading a variety of texts, students will identify a specific set of story elements (character, main idea, setting, plot event, etc). Students will be engaged in a range of discussions (one-on-one, in small groups, and teacher led groups) to describe in depth the stories characters, setting and plot events. During their discussions, students should have an opportunity to present their story elements visually, orally, or quantitatively (charts, graphs, diagrams, animations, time lines, or interactive elements, etc). Students will have extended time for reflection and revision while constructing multi-paragraph narratives. It is expected that students' writing will be periodically checked for 1) complete sentences, 2) capitalization, punctuation, and spelling.

This unit is taught in the first quarter because skills are relatively basic, being introduced, and will be used throughout the course of the year. These reading, comprehension and writing skills are the basis for building on higher level thinking skills. Collaboration is essential in establishing strategies to acquire vocabulary and understand concepts. Modeling story concepts will aid in acquiring reading, writing, grammar, and speaking skills for students.

As with all units aligned to the Common Core State Standards, students should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging for them, with support from the instructor as necessary, and texts that they can read fluently. Additionally, students should focus on details and evidence of the text to support their analysis of the reading and writing.

Concepts to Be Learned and Skills to Be Used

- READ with sufficient **accuracy** and **fluency** to SUPPORT **comprehension.**
- DESCRIBE in depth **story elements** in a variety of texts **and DRAW on specific details** in the text
- DETERMINE and CLARIFY the meaning of **multiple-meaning words** and **phrases.**
- REFER to **details** and **examples** in a text when EXPLAINING what the text says **explicitly** and when DRAWING **inferences** from the **text**.
- ENGAGE **effectively** in a range of **collaborative discussions** building on others' **ideas** and EXPRESSING their own clearly.
- PRODUCE **clear** and **coherent** writing in which the **development** and **organization** are appropriate to **task, purpose, audience**.
- DEMONSTRATE command of the **conventions** of Standard English **grammar** and **usage** when **writing or speaking** to PRODUCE **complete sentences**, RECOGNIZE and CORRECT inappropriate **fragments** and **run-ons**.

Essential Questions

- What story elements contribute to the plot of stories?
- How does each element affect a story?
- What is the role/purpose of each element?

Written Curriculum

Grade-Level Expectations

The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit's activities. There will most likely be standards from more than one strand in this section.

Standards that are the *Focus* in the Unit of Study:

RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Evidence Statements:

- **Provides an in-depth description of a character in a story or drama, drawing on specific details in the text (e.g, a character's thoughts, words, or actions). (1)**
- **Provides an in-depth description of a setting in a story or drama, drawing on specific details in the text. (2)**
- **Provides an in-depth description of an event in a story or drama, drawing on specific details in the text. (3)**

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

Evidence Statements:

- **Provides references to details and /or examples in a text when explaining what the text says explicitly and/or text when explaining inferences drawn from the text. (1)[2]**

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Evidence Statements:

Development of Ideas

- **The student response addresses the prompt and provided effective and comprehensive development of the topic and/or narrative elements[2] by using clear reasoning, details, and/or description; the development is consistently appropriate to the task, purpose, and audience.**

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on

that preparation and other information known about the topic to explore ideas under discussion.

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

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

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

f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*

L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.

b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).

Evidence Statement:

- **Demonstrate the ability to determine the meaning of words and phrases, using context (e.g., definitions, examples, or restatements in text). (1)**

Standards that *Reinforce or Support* the Unit of Study Focus Standards:

RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Evidence Statements:

- **Provides an interpretation of information presented visually (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages). (1)**
- **Provides an interpretation of information presented orally (e.g., animations or interactive elements on Web pages). (2)**
- **Provides an interpretation of information presented quantitatively (e.g., in charts, graphs, diagrams, or interactive elements on Web pages). (3)**
- **Provides an explanation of how the information presented visually, orally, or quantitatively contributes to an understanding of the text in which it appears. (4)**

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)

Evidence Statement:

Knowledge of Language and Conventions

- **The student response demonstrates command of the conventions of Standard English consistent with edited writing. There may be few distracting errors in grammar and usage, but meaning is clear.**

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

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

a. Use correct capitalization.

L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation*, and *endangered* when discussing animal preservation).

Evidence Statement:

- **Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases, including those that signal precise actions, emotions or states of being (e.g., *quizzed, whined, stammered*). (1)**

Standards that *Recur* through many/all of the Units of Study:

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

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

Evidence Statement

- **The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements by using clear reasoning, details, and/or descriptions; the development is consistently appropriate to the task, purpose, and audience.**
- **The student response demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion.**
- **The student response uses language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary effectively to clarify ideas.**
- **The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.**

Clarifying the Standards

Key: RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF= Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards

RL – In previous learning students described character traits and how actions contributed to sequence of events. **In fourth grade students draw on specific details from texts that include characters' thoughts, words, or actions**. In grade 5 students will be comparing and contrasting specific story elements with in depth detail.
From 3rd to 5th grades complexity of elements increases along with specific details.

RI – In previous learning students asked and answered questions to ensure comprehension using concrete details from the text. **In fourth grade students refer to details to draw inferences and directly quote text to explain and answer for fifth grade. Also, determine the main idea of the text and identify key details and summarize.** In grade 5 use direct details to explain explicitly what the text says and draw an inference.

RF – **Students read grade level text for deep understanding and purpose.**

W – **In grades 3-5 students produce clear and coherent writing in which the development and organization are appropriate narratives to task audience and purpose. With guidance from peers and adults students will strengthen their writing by planning, revising, and editing.**

SL – **Students engage effectively in discussions with groups having prepared and read the material to explore ideas and pose and respond to questions (grade 3-5).**

L – In grade 3 students ensure subject and verb and pronoun-antecedent agreement to write complete sentences. **In fourth grade students produce complete sentences to avoid writing run-on or fragment phrases. Students will use appropriate capitalization, commas, and other grammatical conventions. Students will use grade level appropriate conversational general academic and domain specific words and phrases.** In grade 3 students determine word meaning when an affix is added to the base word. **In fourth grade students use grade level affixes to determine word meaning.** In grade 5 students will use correct punctuation and spelling in the command of the conventions of standard English.

Resources:
References to Appendices A, B, and C and Other Resources

Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

Students need opportunities
to stretch their reading abilities but also to experience the satisfaction and pleasure of easy, fluent reading within them, both of which the Standards allow for. As noted above, such factors as students' motivation, knowledge, and experiences must also come into play in text selection. Students deeply interested in a given topic, for example, may engage with texts on that subject across a range of complexity. Particular tasks may also require students to read harder texts than they would normally be required to. Conversely, teachers who have had success using particular texts that are easier than those required for a given grade band should feel free to continue to use them so long as the general movement during a given school year is toward texts of higher levels of complexity.

Appendix B: Text Exemplars and Sample Performance Tasks

Stories
Students read Natalie Babbitt's *Tuck Everlasting* and *describe in depth* the idyllic *setting* of the story, *drawing on specific details in the text*, from the color of the sky to the sounds of the pond, to describe the scene. [RL.4.3]

Students *interpret* the visual *chart* that accompanies Steve Otfinoski's *The Kid's Guide to Money: Earning It, Saving It, Spending It, Growing It, Sharing It* and *explain how the information* found within it *contributes to an understanding of* how to create a budget. [RI.4.7]

Appendix C: Samples of Student Writing

orients the reader by establishing a situation and introducing the narrator and characters.
o *One quiet, Tuesday morning, I woke up to a pair of bright, dazzling shoes, lying right in front of my bedroom door.*
uses a variety of transitional words and phrases to manage the sequence of events.

Local Resources

http://www.teachervision.fen.com/skill-builder/reading-comprehension/48783.html?page=1&detoured=1

http://www.learner.org/interactives/assessment/testskills_print.html

http://everydaylife.globalpost.com/identify-plot-elements-after-reading-short-story-12600.html

http://blog.flocabulary.com/five-elements-of-a-story-lesson/

http://www.studyzone.org/testprep/ela4/h/storyelements.cfm

http://www.teachervision.fen.com/reading/printable/48405.html?detoured=1

Literature: **Story Elements**These sites have hands-on activities and graphic organizers to help students understand the different **story elements**, including plot .
ethemes.missouri.edu/resources/S00000236.shtml

The Seven Key Elements of Fiction
hrsbstaff.ednet.ns.ca/ldownie/...key_**elements**_of_**literature**.htm

Attachments:
Elements of a Story-4
Elements of a Story Booklet

The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.

http://corestandards.org/the-standards

The links below are from different states that have a wealth of information about the CCSS

New Mexico Department of Education: http://newmexicocommoncore.org/

Kansas Department of Education: (SBAC): http://www.ksde.org/Default.aspx?tabid=4778

Rhode Island Department of Education: (PARCC): http://www.ride.ri.gov/Division-EEIE/transition.aspx

New York Department of Education: (PARCC): http://engageny.org/common-core/

Other Websites with Common Core Information, Strategies, or Lessons:

PARCC Website: http://www.parcconline.org/

A resource for student writing samples: http://www.edsteps.org/CCSSO/Home.aspx

Links to several sites with Common Core Resources:
http://gettingsmart.com/cms/edreformer/10-common-core-resources/

Lessons and Assessments, some aligned to Common Core: http://learnzillion.com/overview

Common Core Tools from Student Achievement Partners, David Coleman's organization
http://www.achievethecore.org/steal-these-tools

Terminology
Character
Setting

Main idea
Plot

Challenging Concepts:

Grade 4 English Language Arts, Quarter 1, Unit 1.2
Understanding the Main Idea

Overview

Number of instructional days: 18 days(1 day = 60 minutes)

Students will read and comprehend stories that include drama and poetry. Students will use story details to identify the main idea of the story. They will be able to perform specific tasks targeted in the standards, from describing how focusing on different details affects a text to identifying both the main idea and supporting ideas, explaining what happened and why, and recognizing specific details in writing a narrative. Students will be able to produce a variety of written texts, including opinion pieces, explanations, narratives, and short research projects (at the end of the year) — each of which presents evidence in an organized fashion to clarify the topic and main idea under discussion for the intended audience.

Students will determine word meanings by focusing on general academic and domain-specific words and other phrases from the text. Using clear and concise language, students will plan, organize, revise, and edit narrative writing that includes experiences and events of characters or situations of the story.

This unit is taught in the first nine weeks following Unit 1.1 because students will build on story comprehension focusing on specific story element of main idea. Collaboration between teacher and students will be an integral part of identifying and expressing the main idea and writing with specific vocabulary to relate meaning in communication of the text.

As with all units aligned to the Common Core State Standards, students should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging for them, with support from the instructor as necessary, and texts that they can read fluently. Additionally, students should focus on details and evidence of the text to support their interpretation story.

Concepts to Be Learned and Skills to Be Used

- DETERMINE the **main idea** of a text and **explain** how it is supported by **key details**
- **Summarize the text**.
- WRITE **narratives** to develop real or imagined experiences or events using **effective techniques**, **descriptive details**, and **clear event sequences** to introduce the **narrator/characters**.
- DEMONSTRATE understanding of **figurative language**, **word relationships**, and **nuance**s in word meanings. RECOGNIZE and **explain** the meaning of **common idioms, adages, and proverbs**.
- 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.

Essential Questions

- What details of the story support the main idea?
- How does an author use a variety of details to keep a reader's interest?
- What techniques does a writer use to help a reader comprehend text?
- How does a reader use story details to describe text?
- What key points (main idea) should be included to effectively write a summary?

Written Curriculum

Grade-Level Expectations

Standards that are the *Focus* in the Unit of Study:

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

Evidence Statements:

- **Provides a statement of the main idea of a text. (1)**
- **Provides an explanation of how the main idea is supported by key details. (2)**
- **Provides a summary of the text. (3)**

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

a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

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

b. Recognize and explain the meaning of common idioms, adages, and proverbs.

Evidence Statements:

- **Demonstrates the ability to determine meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. (1)**
- **Demonstrates the ability to explain the meaning of common idioms, adages, and proverbs. (2)**
- **Demonstrates understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (3)**

Standards that *Reinforce or Support* the Unit of Study Focus Standards:

RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

Evidence Statement

- **Demonstrates the ability to 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*). (1)**

RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)

Evidence Statement:

Organization

- **The student response demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion.**

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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

b. Choose punctuation for effect.*

L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.

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

Standards that *Recur* through many/all of the Units of Study:

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

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

Evidence Statement

- **The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements by using clear reasoning, details, and/or descriptions; the development is consistently appropriate to the task, purpose, and audience.**
- **The student response demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion.**
- **The student response uses language well to attend to the norms and conventions of the**

discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary effectively to clarify ideas.

- **The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.**

Clarifying the Standards

Key: RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF= Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards

RL – Read and comprehend literature independently and proficiently according to grade level.

RI – In grade 3 students will have recounted stories to determine central message, lesson or moral, explain how it is conveyed through key details. In **current grade, students will determine theme of a story, drama, or poem from details in the text.** In grade 5 determine theme of a story, drama, or poem including how the characters respond to challenges. Determine meaning of general grade level texts and phrases.

RF – No standards in this unit

W – In grade 3-5 write informative/explanatory text to examine a topic, convey ideas, and information clearly in paragraph form using concrete details and examples.

SL – Engage effectively in a range of collaboration discussions. Express and explain own ideas (same across 3-5)

L – In grade 3 demonstrate understanding of literal and non-literal meanings of words and phrases to make real life connections. **In current grade and grade 5 demonstrate understanding of figurative language and word relationships and explain meaning. Use knowledge of language and word agreement when speaking, use punctuation for effect, and compare and contrast varieties of English.**

Resources:
References to Appendices A, B, and C and Other Resources

Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

Students need opportunities
to stretch their reading abilities but also to experience the satisfaction and pleasure of easy, fluent reading within them, both of which the Standards allow for. As noted above, such factors as students' motivation, knowledge, and experiences must also come into play in text selection. Students deeply interested in a given topic, for example, may engage with texts on that subject across a range of complexity. Particular tasks may also require students to read harder texts than they would normally be required to. Conversely, teachers who have had success using particular texts that are easier than those required for a given grade band should feel free to continue to use them so long as the general movement during a given school year is toward texts of higher levels of complexity.

Appendix B: Text Exemplars and Sample Performance Tasks

Students *determine the meaning of* the *metaphor* of a cat in Carl Sandburg's poem "Fog" and contrast that *figurative language* to the meaning of the *simile* in William Blake's "The Echoing Green." [RL.5.4]

Poetry

Sandburg, Carl. "Fog." *Chicago Poems*. New York: Henry Holt, 1916. (1916)

The fog comes
on little cat feet.
It sits looking
over harbor and city
on silent haunches
and then moves on.

Appendix C: Samples of Student Writing

demonstrates exemplary command of the conventions of standard written English.

o This piece has been edited by student response groups as well as by adults, so it is nearly flawless in terms of observing the conventions of standard written English.

Student Sample: Grade 4, Narrative (SPECIFIC TASK) Refer to page 27 "GLOWING SHOES"

This narrative was produced for an on-demand assessment. Students were asked to respond to the following prompt: "One morning you wake up and find a strange pair of shoes next to your bed. The shoes are glowing. In several paragraphs, write a story telling what happens."

Local Resources

http://www.k12reader.com/subject/main-idea-worksheets

- With handouts (planets, Ben Franklin, and Dolphins)

http://www.freeclubweb.com/powerpoints/languagearts/mainidea.html

- Powerpoint- Go to the Main Idea

https://www.teachingchannel.org/videos/3rd-grade-ela-lesson

http://www.brainpop.com/english/writing/mainidea/

http:/www.ereadingworksheets.com/reading-worksheets/main-idea.htm

- With Handout-Main Idea Worksheet I

Attachment:

- Main Idea and Details Reference Card 2

Story town Units:

- Lesson stories 21 and 22
- Lesson stories 26 and 27

The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.

http://corestandards.org/the-standards

The links below are from different states that have a wealth of information about the CCSS

New Mexico Department of Education: http://newmexicocommoncore.org/

Kansas Department of Education: (SBAC): http://www.ksde.org/Default.aspx?tabid=4778

Rhode Island Department of Education: (PARCC): http://www.ride.ri.gov/Division-EEIE/transition.aspx

New York Department of Education: (PARCC): http://engageny.org/common-core/

Other Websites with Common Core Information, Strategies, or Lessons:

PARCC Website: http://www.parcconline.org/

A resource for student writing samples: http://www.edsteps.org/CCSSO/Home.aspx

Links to several sites with Common Core Resources:

http://gettingsmart.com/cms/edreformer/10-common-core-resources/

Lessons and Assessments, some aligned to Common Core: http://learnzillion.com/overview

Common Core Tools from Student Achievement Partners, David Coleman's organization
http://www.achievethecore.org/steal-these-tools

Terminology

Drama
Poetry
Figurative language
Idiom
Adage
Proverb

Challenging Concepts:

Grade 4 English Language Arts, Quarter 2, Unit 2.1
Unit Title: Determining Theme or Main Idea

Overview

Number of instructional days: 11 days (1 day = 60 minutes)

This section contains a description of the standards covered in the unit that shows how the various strands interconnect with each other and what students should know and be able to do at the end of the unit. See the Written Curriculum section for a listing of all standards included in this Unit of Study.

Students will read and comprehend literature. Students will then determine the theme of a literary text and summarize the text. Students will examine text & use domain-specific words in their summaries as they write informative/explanatory texts to convey ideas and information in a clear & concise language. The teacher & peers will provide guidance to the student in the writing process.

Students will read and listen to various stories, poems, and dramas, determine the theme, and then summarize the text in a clear, concise language. Visuals that include, but not limited to charts, graphs and illustrations will be used when appropriate to help strengthen the student's understanding of the text. Teachers and peers will support the student in order to strengthen the writing process of planning, revising, and editing. Students will use grade appropriate vocabulary in their writing demonstrating a command of capitalization, punctuation, and spelling.

This unit is presented in the second quarter because it continues to build on comprehension by drawing on specific details in the text (characters, setting and events) and development and organization of writing skills. The story element focus for unit 2.1 is identifying the theme of a text. Guidance and assistance from the teacher and peers are essential for the student to grasp key concepts of comprehending text and identifying theme. Focusing on key words and phrases will aid students in this process also.

As with all units aligned to the Common Core State Standards, students should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging for them, with support from the instructor as necessary, and texts that they can read fluently. Additionally, students should focus on details and evidence of the text to support their interpretation of the story.

Concepts to Be Learned and Skills to Be Used

- DETERMINE a theme of a story, drama, or poem from details **in the text,**
- **summarize text**.
- WRITE informative/explanatory texts to **examine a topic** and **convey ideas and information**. Use **precise language** and **domain-specific vocabulary** and provide a **concluding statement or section** related to the information or explanation presented

Essential Questions

- How does the author clarify the theme using details from the story?
- How can audio recordings and visual displays help students understand the theme of the story?
- In Writing, how important is capitalization, spelling and punctuation to the English Language?

Written Curriculum

Grade-Level Expectations

The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit's activities. There will most likely be standards from more than one strand in this section.

Standards that are the *Focus* in the Unit of Study:

W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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.

Evidence Statements:

- **The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements by using clear reasoning, details, and/or description; the development is consistently appropriate to the task, purpose, and audience.**
- **The student response uses language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary effectively to clarify ideas.**

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

Evidence Statement:

- **Provides references to details and/or examples in a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text. (1)**

RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Evidence Statements:

- **Provides a statement of theme of a text. (1)**
- **Provides a summary of the text. (2)**

Standards that *Reinforce or Support* the Unit of Study Focus Standards:

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Evidence Statement:

- **The student response demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion.**

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)

Evidence Statement:

- **The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.**

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

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

g. Correctly use frequently confused words (e.g., *to, too, two; there, their*).*

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

d. Spell grade-appropriate words correctly, consulting references as needed.

L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation*, and *endangered* when discussing animal preservation).

Evidence Statement:

- **Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases, including those that signal precise actions, emotions or states of being (e.g., *quizzed, whines, stammered*). (1)**

Standards that *Recur* through many/all of the Units of Study:

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

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

Clarifying the Standards

Key: RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF= Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards

RL – In grade 3 determine the central message, lesson or moral and explain how it is conveyed though key details. **Determine the theme of the story, drama, or poem.** Grade 5 will include how the characters in the text respond to situations and challenges.

RI – No standards in this unit

RF – No standards in this unit

W – In grade 3 write informative/explanatory texts to examine a topic and convey ideas and information clearly. **Provide a concluding statement or section in multi-paragraph writing.** Grade 5 requires more details and information imbedded in the text. **Peer editing and providing clear and coherent writing routinely is also required.**

SL – Use multimedia to enhance development across grade levels

L – Determine or clarify the meaning of unknown and multiple-meaning words according to grade level. Use correct grammar and punctuation (commas, quotes, possessives, etc).

Resources:
References to Appendices A, B, and C and Other Resources

Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

Students need opportunities
to stretch their reading abilities but also to experience the satisfaction and pleasure of easy, fluent reading within them, both of which the Standards allow for. As noted above, such factors as students' motivation, knowledge, and experiences must also come into play in text selection. Students deeply interested in a given topic, for example, may engage with texts on that subject across a range of complexity. Particular tasks may also require students to read harder texts than they would normally be required to. Conversely, teachers who have had success using particular texts that are easier than those required for a given grade band should feel free to continue to use them so long as the general movement during a given school year is toward texts of higher levels of complexity.

Students reading well above and well below grade-band level need additional support. Students for whom texts within their text complexity grade band (or even from the next higher band) present insufficient challenge must be given the attention and resources necessary to develop their reading ability at an appropriately advanced pace. On the other hand, students who struggle greatly to read texts within (or even below) their text complexity grade band must be given the support needed to enable them to read at a grade-appropriate level of complexity.

Appendix B: Text Exemplars and Sample Performance Tasks

Students *determine the main idea* of Colin A. Ronan's "Telescopes" and create a *summary* by *explaining how key details support* his distinctions regarding different types of telescopes. [RI.4.2]

Ronan, Colin A. "**Telescopes.**" ***The New Book of Knowledge*. New York: Scholastic, 2010. (2010)**
You can see planets, stars, and other objects in space just by looking up on a clear night. But to really see them--to observe the craters on the moon, the rings around Saturn, and the countless other wonders in our sky--you must use a telescope.
A telescope is an instrument used to produce magnified (enlarged) images of distant objects. It does this by gathering and focusing the light or other forms of electromagnetic radiation emitted or reflected by those objects. The word "telescope" comes from two Greek words meaning "far" and "see."
Kinds of Telescopes
There are many different types of telescopes, both optical and non-optical. Optical telescopes are designed to focus visible light. Non-optical telescopes are designed to detect kinds of electromagnetic radiation that are invisible to the human eye. These include radio waves, infrared radiation, X rays, ultraviolet radiation, and gamma rays. The word "optical" means "making use of light."
Some telescopes are launched into space. These telescopes gain clearer views. And they can collect forms of electromagnetic radiation that are absorbed by the Earth's atmosphere and do not reach the ground.
Optical Telescopes
Different types of optical telescopes gather and focus light in different ways. Refracting telescopes, or refractors, use lenses. Reflecting telescopes, or reflectors, use mirrors. And catadioptric telescopes, or catadioptrics, use a combination of lenses and mirrors. The main lens or mirror in an optical telescope is called the objective.
Refracting Telescopes. A refracting telescope is typically a long, tube-shaped instrument. The objective is a system of lenses at the front end of the tube (the end facing the sky). When light strikes the lenses, it is bent and brought to a focus within the tube. This forms an image of a distant object. This image can be magnified by the eyepiece. This consists of a group of small lenses at the back of the tube. A camera can replace or be added to the eyepiece. Then photographs can be taken of celestial objects. For many years, these cameras used film. Today most are equipped with charge-coupled devices (CCD's). These devices use semiconductor chips to electronically capture images. CCD's are similar to the devices in home digital cameras and video camcorders. However, the CCD's used by astronomers are usually extremely sensitive to light.

Local Resources:

http://learnzillion.com/lessons/924-determine-the-theme-of-a-story

http://havefunteaching.com/activities/common-core-activities/

http://staff.fcps.net/mpoage/4th_grade_activities.htm

http://www.ereadingworksheets.com/free-reading-worksheets/theme-worksheets/

- Website above attached with Theme worksheets

Story town Lesson Stories:

- **Lesson Stories 18-19**

The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.

http://corestandards.org/the-standards

The links below are from different states that have a wealth of information about the CCSS

New Mexico Department of Education: http://newmexicocommoncore.org/

Kansas Department of Education: (SBAC): http://www.ksde.org/Default.aspx?tabid=4778

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Lessons and Assessments, some aligned to Common Core: http://learnzillion.com/overview

Common Core Tools from Student Achievement Partners, David Coleman's organization
http://www.achievethecore.org/steal-these-tools

Terminology

Theme
Summarize
Informative Text
Explanatory

Challenging Concepts:

Grade 4 English Language Arts, Quarter 2, Unit 2.2
Unit Title: Comparing and Contrasting (Themes and Topics)

Overview

Number of instructional days: 11 days (1 day = 60 minutes)

Students will read and comprehend stories. Students will then compare and contrast the treatment of similar themes and topics and establish a design of events while comparing and contrasting and, after reading various types of literature. Students will report on a specific literary topic in an organized order. While speaking, students will speak at an appropriate level and use correct pacing. Students will produce clear and coherent writing while planning, revising, and editing draft.

Students will read and comprehend myths and traditional literature from different cultures. Students will integrate information from two texts on the same topic and present an oral or written account of the events. Students will verbalize or write their point of view based on story details and facts. Students will demonstrate appropriate language and word meanings in both oral and written reports. Teachers and peers will provide guidance for the student in the planning, revising, and editing of the information.

This unit is taught the second quarter because students must first plan, revise, and edit a single piece of literature as provided in quarter one. This second quarter students compare two different stories after comprehending each piece of text. Students are now expected to present their knowledge verbally and in writing using appropriate voice and pacing. Students are still provided guidance and help from teacher and peers.

As with all units aligned to the Common Core State Standards, students should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging for them, with support from the instructor as necessary, and texts that they can read fluently. Additionally, students should focus on details and evidence of the text to support their interpretation of the story.

Concepts to Be Learned and Skills to Be Used

- Compare and CONTRAST the **treatment of similar themes and topics** (good and evil) and **patterns of events** (quest) in stories, myths, and traditional literature from different cultures

- INTEGRATE information from **two texts** on the **same topic in order to write or speak about the subject knowledgeably.**
- REPORT on a **topic or literary 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.

Essential Questions

- How do different authors treat similar themes?
- How does the author convey information through similes and metaphors?

Written Curriculum

Grade-Level Expectations

Standards that are the *Focus* in the Unit of Study:

RL.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.

Evidence Statements:

- **Provides a comparison and contrast of the treatment of similar themes and/or topics (e.g., opposition of good and evil) in stories, myths, and traditional literature from different cultures. (1)**
- **Provides a comparison and contrast of the treatment of similar patterns of events (e.g., the quest) in**

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

Evidence Statement:

- **Provides a statement that integrates information from two texts on the same topic. (1)**

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

Standards that *Reinforce or Support* the Unit of Study Focus Standards:

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

a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

b. Provide reasons that are supported by facts and details.

Evidence Statement:

- **The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements by using clear reasoning, details, and/or description; the development is consistently appropriate to the task, purpose, and audience.**

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Evidence Statement:

- **The student response demonstrates effective coherence, clarity, and cohesion and**

includes a strong introduction and conclusion.

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)

Evidence Statement:

- **The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.**

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

a. Choose words and phrases to convey ideas precisely.*

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

a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.

Evidence Statements:

- **Demonstrates the ability to determine meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. (1)**
- **Demonstrates the ability to explain the meaning of common idioms, adages, and proverbs. (2)**
- **Demonstrates understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (3)**

L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation*, and *endangered* when discussing animal preservation).

Evidence Statement:

- **Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases, including those that signal precise actions, emotions or states of being (e.g., *quizzed, whined, stammered*). (1)**
-

Standards that *Recur* through many/all of the Units of Study:

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

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

Clarifying the Standards

Key: RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF= Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards

RL – In grade 3, students will compare and contrast the themes, setting and plot of stories written by the same author or similar characters. **Grade 4 will compare and contrast the treatment of similar themes and topic events in stories and literature.** Grade 5, will perform the same standard, using more details from the text.

RI – In grade 3, students will compare and contrast the most important points or key details on the same topic. **In grade 4, students will combine information from two texts on the same topic in order to write or speak about the subject**, as well as in grade 5.

RF – No standards in this unit

W – Students will write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic, state an opinion and create organizational structure to relate ideas. Guidance from peers and adults will be used to produce clear and coherent writing through editing, revising, and planning.

NOTE: Grade 3-5 has the same standard.

SL – Students will report on a topic or text, tell a story, or recount an experience in an organized manner, using facts, details, and clearly to express information. In grade 5, students will report on a topic or text and present an opinion and use appropriate facts to support their opinion

L – Acquire grade appropriate academic words and phrases, including those that signal precise actions, emotions, or state of being.

Note: Grade 3-5 has the same standard

Resources:
References to Appendices A, B, and C and Other Resources

Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

Students need opportunities
to stretch their reading abilities but also to experience the satisfaction and pleasure of easy, fluent reading within them, both of which the Standards allow for. As noted above, such factors as students' motivation, knowledge, and experiences must also come into play in text selection. Students deeply interested in a given topic, for example, may engage with texts on that subject across a range of complexity. Particular tasks may also require students to read harder texts than they would normally be required to. Conversely, teachers who have had success using particular texts that are easier than those required for a given grade band should feel free to continue to use them so long as the general movement during a given school year is toward texts of higher levels of complexity.

Students reading well above and well below grade-band level need additional support. Students for whom texts within their text complexity grade band (or even from the next higher band) present insufficient challenge must be given the attention and resources necessary to develop their reading ability at an appropriately advanced pace. On the other hand, students who struggle greatly to read texts within (or even below) their text complexity grade band must be given the support needed to enable them to read at a grade-appropriate level of complexity.

Appendix B: Text Exemplars and Sample Performance Tasks

Informational Texts
Students *determine the main idea* of Colin A. Ronan's "Telescopes" and create a *summary* by *explaining how key details support* his distinctions regarding different types of telescopes. [RI.4.2]

Informational Texts
Students *compare and contrast a firsthand account* of African American ballplayers in the Negro Leagues to *a secondhand account* of their treatment found in books such as Kadir Nelson's *We Are the Ship: The Story of Negro League Baseball*, attending to the *focus* of each account *and the information provided* by each. [RI.4.6]

Stories
Students *determine the meaning of* the *metaphor* of a cat in Carl Sandburg's poem "Fog" and contrast that *figurative language* to the meaning of the *simile* in William Blake's "The Echoing Green." [RL.5.4]

Appendix C: Samples of Student Writing

Local Resources

http://www.studyzone.org/testprep/ela4/o/comparecontrastl.cfm

http://www.manatee.k12.fl.us/sites/elementary/samoset/rcccon1.htm

PDF Handouts Attached

- **Compare and Contrast Activity 1**
- **4th Dolphins-Compare and Contrast**

Story town Lesson stories:

- **Lesson Units 3 - 4**

The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B

includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.

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New York Department of Education: (PARCC): http://engageny.org/common-core/

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http://gettingsmart.com/cms/edreformer/10-common-core-resources/

Lessons and Assessments, some aligned to Common Core: http://learnzillion.com/overview

Common Core Tools from Student Achievement Partners, David Coleman's organization
http://www.achievethecore.org/steal-these-tools

Terminology

Compare
Contrast
Topics
Myths
Simile
Metaphor

Challenging Concepts:

Grade 4 English Language Arts, Quarter 2, Unit 3
Unit Title: Comparing and Contrasting (Points of View)

Overview

Number of instructional days: 11 days (1 day = 60 minutes)

Students will compare and contrast a firsthand and secondhand account of a topic or event while reading informational texts such as historical accounts and technical texts at grade level. Students will continue to compare and contrast two points of view on the same event or topic and describe the differences using words and phrases from the text. Students will write opinion pieces giving appropriate reasons to support their point of view. Students will write in a clear and concise language appropriate to the task and speak. Students will speak clearly at an understandable pace. Teachers and peers will provide guidance and help as needed.

Students will distinguish between first and third person narrations. Students will describe the differences using details. Students should link opinion and reasons using grade appropriate general academic and domain-specific words and phrases. Writing pieces will be clear and concise. Teachers and peers will provide help and assistance as needed in the writing process of researching, planning, writing, reflecting, and revising.

This unit is taught in the second quarter after writing on individual topics the first quarter and second quarter unit 2.1 and 2.2. Students will investigate topics and analyze them in order to communicate information. Students must use decoding skills of words and phrases that are grade appropriate in order to link two stories, find the difference, and report in two different points of view both verbally and written.

As with all units aligned to the Common Core State Standards, students should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging for them, with support from the instructor as necessary, and texts that they can read fluently. Additionally, students should focus on details and evidence of the text to support their interpretation of the story. Students should recognize that other sources are available to support their reasoning.

Concepts to Be Learned and Skills to Be Used

- COMPARE AND CONTRAST a **firsthand and secondhand** account of the same event or topic; **describe** the differences in focus and the information provided.
- WRITE **opinion pieces** on topics or texts, supporting a **point of view** with reasons and information
- LINK **opinion and reason** using words or phrases
- PROVIDE a **concluding** statement or section related to opinion presented

Essential Questions

- What is the purpose of reading multiple texts from different authors who have different points of view on a topic?

Written Curriculum

Grade-Level Expectations

Standards that are the *Focus* in the Unit of Study:

RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Evidence Statement:

- **Provides a comparison and contrast of the focus and information in a firsthand and secondhand account of the same event or topic. (1)**

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

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.

Evidence Statement:

- **The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements by using clear reasoning, details, and/or description; the development is consistently appropriate to the task, purpose, and audience.**

Standards that *Reinforce or Support* the Unit of Study Focus Standards:

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

Evidence Statement:

- **Provides a comparison and contrast of the focus of information in a firsthand and secondhand account of the same event or topic. (1)**

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Evidence Statement:

- **The student response demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion.**

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)

Evidence Statement:

- **The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.**

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

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

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.

a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

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

d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).

L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.

c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Evidence Statements:

- **Demonstrates the ability to determine the meaning of words and phrases, using context (e.g., definitions, examples, or restatements in text). (1)**
- **For diagnostic only: Demonstrates the ability to use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). (2)**

L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation*, and *endangered* when discussing animal preservation).

Evidence Statement:

- **Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases, including those that signal precise actions, emotions of states of being (e.g., *quizzed, whined, stammered*). (1)**

Standards that *Recur* through many/all of the Units of Study:

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

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

Clarifying the Standards

Key: RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF= Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards

RL – In grade 3, students will distinguish their own point of view from that of the narrator of those characters. **In grade 4, students will compare and contrast the point of view from which the different stories are narrated**. In grade 5, students will describe how a narrator's or speaker's point of view influences how events are described.

RI – In grade 3, students will distinguish their points of view from the narrator. In grade **4, students will compare and contrast an event or topic from the text.** In grade 5, students will analyze multiple points of view, noting similarities and differences.

RF –Identify and know meanings of words with common prefixes and suffixes. Also know and apply grade level phonics and word analysis skills in decoding words.

NOTE: Grade 3-5 has the same standard

W –Write opinion pieces using words and phrases to provide a concluding statement and reasons related to opinion

NOTE: Grade 3-5 has the same standard

SL – Engage effectively in a range of collaborative discussions with partners, building on other ideas and opinions.

NOTE: Grade 3-5 has the same standard

L – Acquire grade appropriate words and phrases including words that signal precise actions or state of being related to the topic. Use reference materials, both print and digital to find pronunciation and meaning.

NOTE: Grade 3-5 has the same standard

Resources:
References to Appendices A, B, and C and Other Resources

Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

Students need opportunities
to stretch their reading abilities but also to experience the satisfaction and pleasure of easy, fluent reading within them, both of which the Standards allow for. As noted above, such factors as students' motivation, knowledge, and experiences must also come into play in text selection. Students deeply interested in a given topic, for example, may engage with texts on that subject across a range of complexity. Particular tasks may also require students to read harder texts than they would normally be required to. Conversely, teachers who have had success using particular texts that are easier than those required for a given grade band should feel free to continue to use them so long as the general movement during a given school year is toward texts of higher levels of complexity.

Students reading well above and well below grade-band level need additional support. Students for whom texts within their text complexity grade band (or even from the next higher band) present insufficient challenge must be given the attention and resources necessary to develop their reading ability at an appropriately advanced pace. On the other hand, students who struggle greatly to read texts within (or even below) their text complexity grade band must be given the support needed to enable them to read at a grade-appropriate level of complexity.

Appendix B: Text Exemplars and Sample Performance Tasks

Informational Texts

Berger, Melvin. *Discovering Mars: The Amazing Story of the Red Planet*. New York: Scholastic, 1992. (1992)

Appendix C: Samples of Student Writing

Local Resources:

http://www.studyzone.org/testprep/ela4/o/pointofviewl.cfm

http://www.brainpop.com/english/writing/pointofview/preview.weml

http://www.ereadingworksheets.com/point-of-view/

http://www.ereadingworksheets.com/point-of-view/point-of-view-activities/simple-point-of-view-lesson/

- **With given power point lesson on point of view**

Story town Lesson Stories

- **Lesson stories 3 and 4**

The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B

includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.

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Terminology

Point of view
Phrase
Opinion
Event
Reason
Details
Evidence
Author's purpose

Challenging Concepts:

Grade 4 English Language Arts, Quarter 3, Unit 3.1
Determining Author's Purpose

Overview

Number of instructional days: 9 days (1 day = 60 minutes)

Students will read and comprehend informational/explanatory texts to explain how the author uses reasons, evidence and details to support his or her purpose in the text. Various types of text will be presented that includes history/social studies and technical texts. This explanation of all texts will be performed both orally and in writing, with scaffolding as needed.

Students will write clearly to inform and explain an idea or aspect of a text. This writing will include correct formatting, illustrations, and/or multimedia when necessary for clarity. Language and ideas expressed should be grade appropriate to the audience, task, and writing purpose. Students will write using proper capitalization, punctuation, and spelling in their writing. The final writing product should include facts, definitions, concrete details, quotations, and other related information appropriate to the topic. The teacher and peers will provide guidance to the student in the writing process.

Students will comprehend various texts by the end of unit 3. Students will identify evidence a speaker provides on particular points of the text. Students will then write routinely over extended time periods (time for research, reflection, and revision) and shorter time periods (a single sitting or a day or two).

As with all units aligned to the Common Core State Standards, students should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging to them, with support from the instructor as necessary, and texts that they can read fluently. Additionally, students should focus on details and evidence of the text to support their analysis of the reading and writing.

Concepts to Be Learned and Skills to Be Used

- READ and COMPREHEND **informational texts** with **scaffolding** as needed EXPLAIN how an author uses **reasons** and **evidence** to SUPPORT particular points in a text.
- IDENTIFY the **reasons** and **evidence** a speaker provides to SUPPORT particular points.
- WRITE **informative/explanatory** texts to EXAMINE a topic and CONVEY ideas and information clearly. A) INTRODUCE a topic and GROUP related information in **paragraphs** and **sections;** include **formatting, illustrations, and multimedia**; B) DEVELOP the topic with**; and** C) LINK ideas within categories of information using **words** and **phrases.**
- WRITE routinely over extended time frames (**research, reflection,** and **revision**) of discipline-specific **tasks, purposes,** and **audiences.**
- PRODUCE **clear** and **coherent** writing in which the **development** and **organization** are appropriate to **task, purpose,** and **audience**.
- DEVELOP and STRENTHEN **writing** by PLANNING, REVISING, and EDITING.
- DEMONSTRATE command of Standard English **capitalization, punctuation,** and **spelling** when **writing.**
- DEMONSTRATE understanding of words by relating them to their opposites (**antonyms**) and words with similar but not identical meanings (**synonyms**).

Essential Questions

- How can analyzing topic sentences help understand an author's purpose?
- How does an author use reasons and evidence to support his or her purpose?
- What literature elements can an author use to express ideas and information?
- What are some purposes in each of the three types of writing: narrative, explanatory, and argumentative?

Written Curriculum

Grade-Level Expectations

Standards that are the *Focus* in the Unit of Study:

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

Evidence Statements:

- **Provides references to details and /or examples in a text when explaining what the text says explicitly and/or text when explaining inferences drawn from the text. (1)2**

RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Evidence Statement

- **Provides an explanation of events in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (1)**
- **Provides an explanation of procedures in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (2)**
- **Provides an explanations of ideas or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (3)**

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

Evidence Statement

- **Provides an explanation of how an author uses reasons to support particular points in a text. (1)**
- **Provides an explanation of how an author uses evidence to support particular points in a text.(2)**

Standards that *Reinforce or Support* the Unit of Study Focus Standards:

W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)

Evidence Statement

- **The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements by using clear reasoning, details, and/or descriptions; the development is consistently appropriate to the task, purpose, and audience.**

- **The student response demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion.**
- **The student response uses language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary effectively to clarify ideas.**
- **The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.**

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

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

c. Use a comma before a coordinating conjunction in a compound sentence.

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

c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Evidence Statements:

- **Demonstrates the ability to determine meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. (1)**
- **Demonstrates the ability to explain the meaning of common idioms, adages, and proverbs. (2)**
- **Demonstrates understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (3)**

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

c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation*, and *endangered* when discussing animal preservation).

Evidence Statement:

- **Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases, including those that signal precise actions, emotions or states of being (e.g., quizzed, whined, stammered). (1)**

The following standards recur through many/all of the units

Standards that *Recur* through many/all of the Units of Study:

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

Evidence Statement

- **The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements by using clear reasoning, details, and/or descriptions; the development is consistently appropriate to the task, purpose, and audience.**
- **The student response demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion.**
- **The student response uses language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary effectively to clarify ideas.**
- **The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.**

Clarifying the Standards

Key: RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF= Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards

RL – No standards in this unit

RI – In grade 3, describe logical connections between particular sentences and paragraphs. In grade 4 and 5 students will explain how author uses reasons and evidence to support the text. By end of year students in grades 3-5 will read and comprehend informational texts (history, science and technical texts). Students will refer to details and examples in a text, explain how it is supported by key details; and including what happened and why, based on specific information in the text.

RF – No standards in this unit

W – In grades 3-5 students will write routinely over extended time frames using informative and explanatory texts to examine topics and convey ideas and information clearly. Students in grades 3-5 will have guidance and support from peers and adults during the writing process

SL – In grade3 students will ask and answer questions about information form the speaker. In grade 4 students will identify the reasons and evidence a speaker provides to support particular points. In grade 5 students will summarize the points a speaker makes and explains how each claim is supported by reasons and evidence.

L – In grades 3-5 by the end of the year students will demonstrate understanding of figurative language, acquire and use grade level-appropriate general academic and domain specific words and phrases, and use correct grammar according to their grade level.

Resources:
References to Appendices A, B, and C and Other Resources

Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and precis writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and resumes. As students advance through the grades, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains.

Although information is provided in both arguments and explanations, the two types of writing have different aims. Arguments =seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her to accept a certain point of view. In short, arguments are used for persuasion and explanations for clarification.

Appendix B: Text Exemplars and Sample Performance Tasks

- Students *explain how* Melvin Berger *uses reasons and evidence* in his book *Discovering Mars: The Amazing Story of the Red Planet* to *support particular points* regarding the topology of the planet. [RI.4.8]

- Students identify *the overall structure of ideas, concepts, and information* in Seymour Simon's *Horses* (based on factors such as their speed and color) and *compare and contrast* that scheme to the one employed by Patricia Lauber in her book *Hurricanes: Earth's Mightiest Storms*. [RI.5.5]

- Students *determine the meaning of domain-specific words or phrases*, such as *crust*, *mantle*, *magma*, and *lava*, and important *general academic words and phrases* that appear in Seymour Simon's Volcanoes. [RI.4.4]

Appendix C: Samples of Student Writing

http://www.ereadingworksheets.com/free-reading-worksheets/authors-purpose-worksheets/

- **Attachments: authors purpose worksheets 2-3**

Local Resources

Story town Lesson stories

- **Lesson stories 8 -9**

The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.

http://corestandards.org/the-standards

The links below are from different states that have a wealth of information about the CCSS

New Mexico Department of Education: http://newmexicocommoncore.org/

Kansas Department of Education: (SBAC): http://www.ksde.org/Default.aspx?tabid=4778

Rhode Island Department of Education: (PARCC): http://www.ride.ri.gov/Division-EEIE/transition.aspx

New York Department of Education: (PARCC): http://engageny.org/common-core/

Other Websites with Common Core Information, Strategies, or Lessons:

PARCC Website: http://www.parcconline.org/

A resource for student writing samples: http://www.edsteps.org/CCSSO/Home.aspx

Links to several sites with Common Core Resources:
http://gettingsmart.com/cms/edreformer/10-common-core-resources/

Lessons and Assessments, some aligned to Common Core: http://learnzillion.com/overview

Common Core Tools from Student Achievement Partners, David Coleman's organization
http://www.achievethecore.org/steal-these-tools

Terminology

Facts
Inform
Explain
Purpose

Research

Challenging Concepts:

Grade 4 English Language Arts, Quarter 3, Unit 3.2
Understanding Text Structure

Overview

Number of instructional days: 9 days (1 day = 60 minutes)

After students read and comprehend fourth grade-level informative/explanatory text with accuracy, fluency and expression, they will describe the overall structure (chronology, comparison, cause/effect, and problem/solution) of the text and differentiate the type of discourse (formal or informal language) appropriate to the task and situation. The teacher & peers will provide guidance to the student in this process.

By the end of this unit, students will comprehend informational/explanatory text of fourth-grade complexity with scaffolding as needed and with teacher and peer support. Students will then be able to write routinely over extended time periods (time for research, reflection, and revision) and shorter time periods (a single sitting or a day or two).

Students will produce clear and coherent writing after reading and comprehending various types of grade-level text (includes prose, poetry, drama). Students' will organize and develop this writing by planning, revising, and editing. This writing will refer to structural elements (e.g, verse, rhythm, meter) in order to explain major differences between poems, drama, and prose.

Students will acquire grade-appropriate general academic and domain-specific words and phrases. Students will demonstrate command of English grammar both writing and speaking. Students will use modal auxiliaries (e.g. can, may, must), use prepositional phrases. These words and phrases will include those that signal precise actions, emotions, states of being, and those basic to a particular topic.

As with all units aligned to the Common Core State Standards, students should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging for them, with support from the instructor as necessary, and texts that they can read fluently. Additionally, students should focus on details and evidence of the text to support their interpretation of the story.

Concepts to Be Learned and Skills to Be Used

- EXPLAIN major differences between **poems, drama,** and **prose** to **structural elements** of poems when **writing** or **speaking** about a **text**.
- MAKE **connections** between the **text** of a story and drama of the **text**.
- READ with sufficient **accuracy** and **fluency** to SUPPORT **comprehension**.
- DESCRIBE the overall structure **of events, ideas, concepts**, or **information** in a **text**.
- PRODUCE **clear and coherent writing** in which the development and organization are appropriate to **task, purpose** and **audience**.
- USE **guidance** and **support** from peers and adults to DEVELOP and STRENGTHEN **writing** as needed by **planning, revising** and **editing.**
- USE **modal auxiliaries** when **writing** or **speaking.**
- FORM and USE **prepositional phrases** when **writing** or **speaking**.
- WRITE routinely over an extended period of time for **purpose and audiences**.

Essential Questions

- What are common text structures of Informational text?
- How does/ can the structure of a text support an author's purpose?
- Why is it important to revise and edit text structure?

Written Curriculum

Grade-Level Expectations

Standards that are the *Focus* in the Unit of Study:

RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Evidence Statement:

- **Provides a description of the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts or information in a text or part of text.(1)**

SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)

Standards that *Reinforce or Support* the Unit of Study Focus Standards:

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)

Evidence Statement

- **The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements by using clear reasoning, details, and/or description; the development is consistently appropriate to task, purpose, and audience.**
- **The student response demonstrated effective coherence, clarity, and cohesion and includes a strong introduction and conclusion.**
- **The student response uses language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary effectively to clarify ideas.**
- **The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.**

RL.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.

Evidence Statement:

- **Provides a connection 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/or directions in the text. (1)**

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

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

e. Form and use prepositional phrases.

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

c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

L.4.6 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).

Evidence Statement

- **Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases, including those that signal precise actions, emotions or states of being (e.g., *quizzed, whined, stammered*). (1)**

Standards that *Recur* through many/all of the Units of Study:

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

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

Evidence Statement

- **The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements by using clear reasoning, details, and/or descriptions; the development is consistently appropriate to the task, purpose, and audience.**

- **The student response demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion.**
- **The student response uses language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary effectively to clarify ideas.**
- **The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.**

Clarifying the Standards

Key: RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF= Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards

RL – In grade 3 refer to parts of stories, dramas, and poems when writing or speaking about text and explain how specific aspects of a text's illustrations contribute to what is conveyed by the word structures in a story. **In grade 4 explain major differences between poems, drama, and prose and refer to the structural element of a poem, as well as make connections between text of a story or drama and a visual or oral presentations of a text**. In grade 5 explain how a series of chapters, scenes, or stanzas fit together to provide an overall structure to a story, poem or drama. Also, analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.

RI – In grade 3 use tools to locate information relevant to given topics. **In grade 4, describe the overall structure of events, ideas, concepts, or information in a text**. In grade 5 compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts. By the end of the year students will be able to read and comprehend informational texts, including history/social studies, science, and technical texts with scaffolding.

RF – In **grade 3-5** Read on level text orally with accuracy, appropriate rate and expression on successive readings.

W – In grade 3 with guidance from peers and adults produce writing in which the development and organization are appropriate to task. **In grade 4 and grade 5, students should produce clear and coherent writing in which development and organization are appropriate to task, purpose, and audience**. Grades **3-5** students should write routinely over extended time frames and shorter time frames for a range of discipline-specific to the tasks, purpose, and audiences.

SL – In grade 3, students should speak in complete sentences when appropriate to tasks and situations in order to provide details or clarification**. In grade 4 students should differentiate between context that call for formal English when appropriate.** In grade 5 students should adapt speech to a variety of contexts and tasks using formal English

L – In grade 3 use abstract nouns, **in grade 4 use modal auxiliaries to convey various conditions**, in grade 5, use verb tense to convey various times, sequences, states, and conditions. **Grades 3-5** students will differentiate between context that call for formal English and situations where formal discourse is appropriate as well as use grade level appropriate conversational, general academic and domain specific words and phrases.

Resources:
References to Appendices A, B, and C and Other Resources

Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

Students need opportunities
to stretch their reading abilities but also to experience the satisfaction and pleasure of easy, fluent reading within them, both of which the Standards allow for. As noted above, such factors as students' motivation, knowledge, and experiences must also come into play in text selection. Students deeply interested in a given topic, for example, may engage with texts on that subject across a range of complexity. Particular tasks may also require students to read harder texts than they would normally be required to. Conversely, teachers who have had success using particular texts that are easier than those required for a given grade band should feel free to continue to use them so long as the general movement during a given school year is toward texts of higher levels of complexity.

Students reading well above and well below grade-band level need additional support. Students for whom texts within their text complexity grade band (or even from the next higher band) present insufficient challenge must be given the attention and resources necessary to develop their reading ability at an appropriately advanced pace. On the other hand, students who struggle greatly to read texts within (or even below) their text complexity grade band must be given the support needed to enable them to read at a grade-appropriate level of complexity.

Appendix B: Text Exemplars and Sample Performance Tasks

Students *refer to the structural elements (e.g., verse, rhythm, meter) of* Ernest Lawrence Thayer's "Casey at the Bat" when analyzing the *poem* and contrasting the impact and *differences* of those *elements* to a *prose* summary of the *poem*. [RL.4.5]

Informational Text

Simon, Seymour. *Horses*. New York: HarperCollins, 2006. (2006)

Appendix C: Samples of Student Writing

Local Resources:

http://www.ereadingworksheets.com/text-structure/text-structure-activities/text-structure-lesson/

- **Go to website and click on first Text Structure powerpoint link**

http://www.ereadingworksheets.com/text-structure/

http://www.u-46.org/dbs/roadmap/files/comprehension/3expostext.pdf

Teaching Text Structure.ppt

- ****Please email Marisol Forrister or Amanda Laird if you want this power point.**

Attachments:

- **Sequence of Events –Plenty of Pancakes pages 18-19**
- **Sequence of Events –Ready for a New Friend pages 20-21**

Story town Lesson stories:

- **Lesson Stories 11-12**

The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.

http://corestandards.org/the-standards

The links below are from different states that have a wealth of information about the CCSS

New Mexico Department of Education: http://newmexicocommoncore.org/

Kansas Department of Education: (SBAC): http://www.ksde.org/Default.aspx?tabid=4778

Rhode Island Department of Education: (PARCC): http://www.ride.ri.gov/Division-EEIE/transition.aspx

New York Department of Education: (PARCC): http://engageny.org/common-core/

Other Websites with Common Core Information, Strategies, or Lessons:

PARCC Website: http://www.parcconline.org/

A resource for student writing samples: http://www.edsteps.org/CCSSO/Home.aspx

Links to several sites with Common Core Resources:
http://gettingsmart.com/cms/edreformer/10-common-core-resources/

Lessons and Assessments, some aligned to Common Core: http://learnzillion.com/overview

Common Core Tools from Student Achievement Partners, David Coleman's organization
http://www.achievethecore.org/steal-these-tools

Terminology
Text Structure
Prose
Scaffold
Research
Ideas
Concepts

Challenging Concepts:

Grade 4 English Language Arts, Quarter 3, Unit 3.3
Understanding Text Structure of Poetry

Overview

Number of instructional days: 9 days (1 day = 60 minutes)

By the end of this unit students will be able to apply their knowledge of structural elements of poetry in their reading, speaking, and writing. Structural elements that will be focused on in this unit include *verse*, *rhythm*, and *meter*. Students will learn how to identify these elements in poems, as well as use this knowledge to compare how elements different between poems. Throughout the unit, students will read on-level poetry with appropriate rate, accuracy, and expression, as well as produce clear and coherent writing that is appropriate to task, purpose, and audience. To wrap up this unit, students will then write their own poems that include each of the elements.

Teachers are encouraged to begin this unit by teaching the following structural elements of poetry: *verse, meter, and rhythm.* Given the short time frame for this unit, it is suggested that teachers focus on the structural elements of a limited number of poem types – e.g. haiku, limericks, villanelles, etc.. Additional activities for this unit include reading multiple poems and identifying the structural elements within and across each. A possible learning progression might be to 1) model the process of identifying and comparing the elements, 2) engaging students in group work doing the same, and then 3) having them practice on their own. Once students are proficient at identifying and comparing the elements, they can work on writing their own poems.

This unit is presented after unit 3.2 when students are able to comprehend informational/explanatory text. Students will be able to read texts that are challenging to them and write routinely over an extended time period. Students are focused on details and evidence of read and written text.

As with all units aligned to the Common Core State Standards, students should read and write texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging for them, with support from the instructor as necessary, and texts that they can read fluently. Additionally, students should focus on details and evidence of the text to support their interpretation of the story.

Concepts to Be Learned and Skills to Be Used

- READ on-level poetry **orally** with **accuracy, appropriately rate,** and **expression**
- READ with sufficient **accuracy** and **fluency** to SUPPORT **comprehension**
- EXPLAIN major **differences** between **poems** and **drama** when **writing** or **speaking** about a **text.**
- PRODUCE **clear** and **coherent writing** in which **development** and **organization** are appropriate to **task, purpose,** and **audience**.

Essential Questions

- How does knowledge of poetic elements help us read poetry?

Written Curriculum

Grade-Level Expectations

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RL.4.5 Explain major differences between poems 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.

Evidence Statement:

- **Provides an explanation of major differences between poems, drama, and prose with references to structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing about a text. (1)**

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Evidence Statement

- **The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements by using clear reasoning, details, and/or descriptions; the development is consistently appropriate to the task, purpose, and audience.**
- **The student response demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion.**
- **The student response uses language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and**

transitional words, and/or domain-specific vocabulary effectively to clarify ideas.

- **The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.**

Clarifying the Standards

Key: RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF= Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards

RL – In grade 3 students will refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms: Chapter, scene, and stanza. **In grade 4 students will refer to structural elements of poetry, verse, rhythm, and meter when writing or speaking.** In grade 5 student will explain how a series of chapters, scenes, or stanzas fit together to provide structure.

RI – No standards appear in this unit

RF – **In grades 3-5 students will read with sufficient accuracy and fluency to support comprehension.**

W – **In grades 3-5 students will produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**

SL - No standards appear in this unit,

L – No standards appear in this unit.

Resources:
References to Appendices A, B, and C and Other Resources

Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

Students need opportunities
to stretch their reading abilities but also to experience the satisfaction and pleasure of easy, fluent reading within them, both of which the Standards allow for. As noted above, such factors as students' motivation, knowledge, and experiences must also come into play in text selection. Students deeply interested in a given topic, for example, may engage with texts on that subject across a range of complexity. Particular tasks may also require students to read harder texts than they would normally be required to. Conversely, teachers who have had success using particular texts that are easier than those required for a given grade band should feel free to continue to use them so long as the general movement during a given school year is toward texts of higher levels of complexity.

Students reading well above and well below grade-band level need additional support. Students for whom texts within their text complexity grade band (or even from the next higher band) present insufficient challenge must be given the attention and resources necessary to develop their reading ability at an appropriately advanced pace. On the other hand, students who struggle greatly to read texts within (or even below) their text complexity grade band must be given the support needed to enable them to read at a grade-appropriate level of complexity.

Appendix B: Text Exemplars and Sample Performance Tasks

Students *refer to the structural elements (e.g., verse, rhythm, meter) of* Ernest Lawrence Thayer's "Casey at the Bat" when analyzing the *poem* and contrasting the impact and *differences* of those *elements* to a *prose* summary of the *poem*. [RL.4.5]

Appendix C: Samples of Student Writing

Local Resources

http://languagearts.pppst.com/poetry.html

http://learnzillion.com/lessons/1113-analyze-the-structure-of-a-poem

http://www.nku.edu/~rkdrury/poetryexplication.html

Text-Structure-Poetry-Prose-Drama.ppt

***Please email Marisol Forrister or Amanda Laird if you want this power point.

forristerm@hobbsschools.net or lairda@hobbsschools.net

The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.

http://corestandards.org/the-standards

The links below are from different states that have a wealth of information about the CCSS

New Mexico Department of Education: http://newmexicocommoncore.org/

Kansas Department of Education: (SBAC): http://www.ksde.org/Default.aspx?tabid=4778

Rhode Island Department of Education: (PARCC): http://www.ride.ri.gov/Division-EEIE/transition.aspx

New York Department of Education: (PARCC): http://engageny.org/common-core/

Other Websites with Common Core Information, Strategies, or Lessons:

PARCC Website: http://www.parcconline.org/

A resource for student writing samples: http://www.edsteps.org/CCSSO/Home.aspx

Links to several sites with Common Core Resources:
http://gettingsmart.com/cms/edreformer/10-common-core-resources/

Lessons and Assessments, some aligned to Common Core: http://learnzillion.com/overview

Common Core Tools from Student Achievement Partners, David Coleman's organization
http://www.achievethecore.org/steal-these-tools

Terminology

Challenging Concepts:

Grade 4 English Language Arts, Quarter 4, Unit 4.1
Comprehending Story Text

Overview

Number of instructional days: 13 days (1 day = 60 minutes)

By the end of this unit students will be able to read on-level text and then describe in depth a character, setting, or event in a story or drama using specific details of the text that include a character's thoughts, words, or actions. Students will be able to refer back to details and examples in the text and draw inferences from the text. After drawing an inference regarding the character, setting, or event, students will be able to produce a clear and coherent writing of their response by developing, organizing, and making sure the response is appropriate to the task, purpose, and audience.

Students will read with sufficient accuracy and fluency to support comprehension so they will be able to engage in discussions with other students and the teacher. Students will collaborate with teacher led groups and with peers in both one-on-one and small group settings as they develop and organize their responses so that the response will be appropriate to task, purpose, and audience. Students will also use collaboration with peers and teacher to help interpret information presented visually, orally, or quantitatively (e.g., charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages). This collaboration will guide the student in planning, revising, and editing his response to the task. The student will accurately use grade-appropriate general academic and domain-specific words and phrases in the response that are basic to a particular topic.
The teacher will provide scaffolding in the process of reading and comprehending text, planning, writing, and editing of text.

This unit is presented the last quarter after students have practiced reading comprehension skills and writing organization methods of various types of texts as presented in Quarter 3. Students will be able to read a text and write routinely over short periods of time or an extended period of time. Students focus on details and evidence of read and written text and apply various methods to interpret and explain text.

As with all units aligned to the Common Core State Standards, students should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging for them, with support from the instructor as necessary, and texts that they can read fluently. Additionally, students should focus on details and evidence of the text to support their interpretation of the story.

Concepts to Be Learned and Skills to Be Used

- Refer to **details** and **examples** in a text and when **drawing inferences** from the text
- READ with sufficient **accuracy** and **fluency** to support **comprehension**

- DRAW evidence from **literary** or **informational texts** to SUPPORT **analysis, reflection,** and **research**
- PARAPHRASE **portions of a text** read aloud presented in **diverse media** and **formats** USE a variety of **transitional** words, **concrete words** and **phrases** to convey experiences
- PROVIDE and PRODUCE **clear and coherent** writing in which **development** and **organization** are appropriate for conclusions
- DEVELOP and STRENGTHEN writing as needed by **PLANNING, REVISING,** and **EDITING**
- ACQUIRE and USE accurately **grade-appropriate** general **academic and domain-specific words** and **phrases**
- DEMONSTRATE **command** of the conventions of **standard English grammar**
- WRITE routinely over extended time frames for **research, reflection,** and **revision**

Essential Questions

1. How do we write about literature and informational text?
2. How do we communicate our understanding of other texts?

Written Curriculum

Grade-Level Expectations
Standards that are the *Focus* in the Unit of Study:

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

Evidence Statement

- **Provides references to details and/or examples in a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text. (1)**

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

a. Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

Evidence Statement

- **The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements by using clear reasoning, details, and/or descriptions; the development is consistently appropriate to the task, purpose, and audience.**
- **The student response demonstrates effective coherence, clarity, and cohesion and includes a**

strong introduction and conclusion.

- **The student response uses language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary effectively to clarify ideas.**
- **The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.**

Standards that *Reinforce or Support* the Unit of Study Focus Standards:

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)

Evidence Statement

- **The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements by using clear reasoning, details, and/or descriptions; the development is consistently appropriate to the task, purpose, and audience.**
- **The student response demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion.**
- **The student response uses language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary effectively to clarify ideas.**
- **The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.**

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

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

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

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

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

b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.

L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation*, and *endangered* when discussing animal preservation).

Evidence Statement

- **Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases, including those that signal precise actions, emotions or states of being (e.g., *quizzed, whined, stammered*). (1)**

Standards that *Recur* through many/all of the Units of Study:

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

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

Evidence Statement

- **The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements by using clear reasoning, details, and/or descriptions; the development is consistently appropriate to the task, purpose, and audience.**
- **The student response demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion.**
- **The student response uses language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary effectively to clarify ideas.**
- **The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.**

Clarifying the Standards

Key: RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF= Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards

RL – In grade 3 students will ask/answer questions to demonstrate understanding of texts and refer to the text for specific details. **In grade 4, students will refer to details and examples in a text when drawing inferences.** In grade 5 students will quote accurately from a text when explaining and drawing inferences. **Grades 3-5 by the end of the year, read and comprehend literature, including stories, dramas, and poetry.**

RI –

RF – In grade 3-5 **students will read with sufficient accuracy and fluency to support comprehension and use context to confirm word recognition and understand what was read. Reread as necessary.**

W – In grades 3-5 **students will write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear events. With guidance from adults and peers students will develop and strengthen writing as needed by planning, revising, editing where development and organization are appropriate. Students should write routinely over extended time frames and shorter time frames for a rand of discipline-specific tasks, purposes, and audiences.**

SL – In grade 3, students will determine the main and supporting details of a text read aloud or information presented in a diverse media and formats (visual, quantitatively, or orally). **In grade 4, students will paraphrase portions of a text read aloud or information presented in diverse media (visually, quantitatively, and orally)**. In grade 5, students will summarize a written text read aloud or information presented in diverse media (visually, quantitatively, and orally).

L – In grade 3 students will explain the function of nouns, pronouns, verbs, adjectives, and adverbs in sentences. Students will also form and use regular and irregular plural nouns when speaking and writing. **In grade 4 students will use relative pronouns (who, whose, whom, which, that) and adverbs (when, where, why). Students will also form and use progressive verb tenses (was, will, am) when speaking and writing.** In grade 5 students will explain the function of conjunctions, prepositions, and interjections in sentences. Students will also form and use the perfect verb tenses (had walked, have walked) when writing or speaking. **Grades 3-5 will aquire and use accurately grade appropriate general academic domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are based to a particular topic.**

Resources:
References to Appendices A, B, and C and Other Resources

Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

Students need opportunities
to stretch their reading abilities but also to experience the satisfaction and pleasure of easy, fluent reading within them, both of which the Standards allow for. As noted above, such factors as students' motivation, knowledge, and experiences must also come into play in text selection. Students deeply interested in a given topic, for example, may engage with texts on that subject across a range of complexity. Particular tasks may also require students to read harder texts than they would normally be required to. Conversely, teachers who have had success using particular texts that are easier than those required for a given grade band should feel free to continue to use them so long as the general movement during a given school year is toward texts of higher levels of complexity.

Students reading well above and well below grade-band level need additional support. Students for whom texts within

their text complexity grade band (or even from the next higher band) present insufficient challenge must be given the attention and resources necessary to develop their reading ability at an appropriately advanced pace. On the other hand, students who struggle greatly to read texts within (or even below) their text complexity grade band must be given the support needed to enable them to read at a grade-appropriate level of complexity.

Appendix B: Text Exemplars and Sample Performance Tasks

Text Structure
Students identify *the overall structure of ideas, concepts, and information* in Seymour Simon's *Horses* (based on factors such as their speed and color) and *compare and contrast* that scheme to the one employed by Patricia Lauber in her book *Hurricanes: Earth's Mightiest Storms*. [RI.5.5]

Appendix C: Samples of Student Writing

Local Resources

http://www.busyteacherscafe.com/literacy/comprehension_strategies.html

http://www.readingrockets.org/article/3479/

PDF documents (handouts)

- **Reading Comprehension Strats-attached**
- **KWL Chart**
- **Where on Earth are You?**

The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.

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Links to several sites with Common Core Resources:
http://gettingsmart.com/cms/edreformer/10-common-core-resources/

Lessons and Assessments, some aligned to Common Core: http://learnzillion.com/overview

Common Core Tools from Student Achievement Partners, David Coleman's organization
http://www.achievethecore.org/steal-these-tools

Terminology

Comprehension
Inferences
Literary texts

Challenging Concepts:

Grade 4 English Language Arts, Quarter 4, Unit 4.2
Engaging with Various Forms of Text

Overview

Number of instructional days: 13 days (1 day = 60 minutes)

By the end of this unit students will be able to explain events, procedures, ideas, or concepts in a historical, scientific, or technical text (These three types of text are drawn from literary or informational text). Students will also be able to write using a variety of transitional words and phrases, concrete words and phrases, and sensory details. Students will be able to recall relevant information from experiences or gather relevant information from print using digital resources in order to build and present a narrative. Students will be able to use standards conventions of the English language as they write their narrative (capitalization, punctuation, and spelling). Students will be able to provide a conclusion to the narrative. Students then will be able to produce and publish the writing with some guidance from teacher using a keyboard.

Teachers will provide time to engage students in a range of collaborative discussions (one-on-one, groups, teacher-led) in order for students to be able to express their ideas clearly regarding the text that was read or written texts being constructed. Teachers will guide students as they pose and respond to specific questions in order to clarify or follow up on information during the discussions. Teachers will assist students in linking other students' comments to the information being discussed to aid in students' comprehension of the text and task at hand.

This unit is presented the last quarter after students have practiced developing and organizing text in Unit 4.1. Students have practiced reading comprehension skills. Students now have experience in drawing evidence from literary and informational text. Students have experience in researching, analyzing, reflecting, and drawing inferences from a text. Students are now able to produce a clear and coherent writing piece.

As with all units aligned to the Common Core State Standards, students should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging for them, with support from the instructor as necessary, and texts that they can read fluently. Additionally, students should focus on details and evidence of the text to support their interpretation of the story.

Concepts to Be Learned and Skills to Be Used

- EXPLAIN **events, procedures, ideas, or concepts** based on specific **information** in the text
- ENGAGE effectively in a range of **collaborative discussions** to CLARIFY or FOLLOW UP on information that contributes to the **comments** of others
- USE a variety of **transitional and concrete words** to CONVEY **experiences and events**
- USE **technology** to PRODUCE and PUBLISH writing, CATEGORIZE information, and PROVIDE a **list** of **sources** to SUPPORT **analysis, reflection, and research**

Essential Questions

- How does the reader construct ideas from the text to support written text?
- How do readers adapt when text becomes more complex?

Written Curriculum

Grade-Level Expectations

Standards that are the *Focus* in the Unit of Study:

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

Evidence Statement

- **Provides references to details and/or examples in a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.**

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

Evidence Statement

- **Provides a statement of the main idea of a text. (1)**
- **Provides an explanation of how the main idea is supported by key details. (2)**
- **Provides a summary of the text. (3)**

RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Evidence Statement

- **Provides an explanation of events in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (1)**
- **Provides an explanation of procedures in a historical, scientific, or technical text, including**

what happened and why, based on specific information in the text. (2)

- **Provides an explanations of ideas or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (3)**

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

c. Use a variety of transitional words and phrases to manage the sequence of events.

d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

e. Provide a conclusion that follows from the narrated experiences or events.

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

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

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

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

Evidence Statement

- **The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements by using clear reasoning, details, and/or descriptions; the development is consistently appropriate to the task, purpose, and audience.**
- **The student response demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion.**
- **The student response uses language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary effectively to clarify ideas.**
- **The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.**

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

Evidence Statement

- **The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements by using clear reasoning, details, and/or descriptions; the development is consistently appropriate to the task, purpose, and audience.**

- **The student response demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion.**
- **The student response uses language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary effectively to clarify ideas.**
- **The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.**

*The following standards **reinforce and/or support** the unit of study focus standards:*

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

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.

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

b. Use commas and quotation marks to mark direct speech and quotations from a text.

L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation*, and *endangered* when discussing animal preservation).

Evidence Statement

- **Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases, including those that signal precise actions, emotions or states of being (e.g., *quizzed, whined, stammered*). (1)**

Clarifying the Standards

Key: RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF= Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards

RL None in this unit

RI – In grade 3, students will describe the relationship between a series of historical events, scientific ideas, or concepts or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. **In grade 4 students will 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.** In grade 5, students will explain the relationships or interactions between two or more individuals, events, ideas, or concepts in historical, scientific or technical text based on specific information in the text.

RF – None in this unit

W – **In grades 3-5 students will engage in various written texts to develop real or imagined experiences with guidance from adults use technology in including internet to produce and publish writing as well as collaborate with others. Students will also recall relevant information to enhance the narrative.** Specifically, grade 3 students will use temporal words and phrases to signal event order, **grade 4-5 students will use a variety of transitional words and phrases to manage the sequence of events, use concrete words and phrases and sensory details to convey experiences and events precisely, and provide a conclusion that follows the from the narrated experiences or events**

SL – **In grades 3-5 students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade level topics and texts, building on others ideas and expressing their own clearly.** In addition, grade 3 students will ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. In addition, **grades 4-5 students will 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.**

L – **In grades 3-5 students will 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.** Specifically grade 3 students will use commas to address, **grade 4 students will use commas and quotation marks to mark direct speech and quotes from text,** grade 5 students will use commas to separate an introductory element from the rest of the sentence.

Resources:
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Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

Students need opportunities
to stretch their reading abilities but also to experience the satisfaction and pleasure of easy, fluent reading within them, both of which the Standards allow for. As noted above, such factors as students' motivation, knowledge, and experiences must also come into play in text selection. Students deeply interested in a given topic, for example, may engage with texts on that subject across a range of complexity. Particular tasks may also require students to read harder texts than they would normally be required to. Conversely, teachers who have had success using particular texts that are easier than those required for a given grade band should feel free to continue to use them so long as the general movement during a given school year is toward texts of higher levels of complexity.

Students reading well above and well below grade-band level need additional support. Students for whom texts within their text complexity grade band (or even from the next higher band) present insufficient challenge must be given the attention and resources necessary to develop their reading ability at an appropriately advanced pace. On the other hand, students who struggle greatly to read texts within (or even below) their text complexity grade band must be given the support needed to enable them to read at a grade-appropriate level of complexity.

Appendix B: Text Exemplars and Sample Performance Tasks

Informational Text

Berger, Melvin. *Discovering Mars: The Amazing Story of the Red Planet*. New York: Scholastic, 1992. (1992)

Lauber, Patricia. *Hurricanes: Earth's Mightiest Storms.* New York: Scholastic, 1996. (1996)
From "The Making of a Hurricane"

Appendix C: Samples of Student Writing

Local Resources:

- **Eworkshop-Chart of Text Features, Forms, and Genres**
- **Types of Text**
- **Kagan Text Structure**
- **Examples of various texts power point**

The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.

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http://www.achievethecore.org/steal-these-tools

Terminology
Technology
Media

Challenging Concepts: