

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

## **Fourth Grade**

# **PARCC Aligned Curriculum Guide Unit 1**



School Year 2015-2016

## Grade 4 Unit Plan

### Unit 1

Unit planning provides you with a sense of direction and organization that helps the teacher and the class to achieve significant academic gains within a particular time period. “It encourages alignment between teaching practice and three interrelated goals – **Acquisition** (of knowledge and skills), **Meaning Making** (understanding of “big ideas”) and **Transfer of learning.**” –Wiggins and McTighe



|                   |  |
|-------------------|--|
| <b>Grade</b>      | 4  |
| <b>Unit</b>       | 1  |
| <b>Unit Theme</b> | Making Your Mark   |
| <b>Unit Focus</b> | Students will read various texts inclusive of the theme “Making Your Mark”. Through the texts, students will analyze and discuss how characters overcome obstacles to make a difference in their lives or the lives of others. With these texts, students will study characters in ways that will build critical thinking skills. Students will concentrate on characters' thoughts, feelings, actions, traits, and motivations to make inferences and synthesize information. By analyzing characters, student will develop the ability to infer and synthesize information to understand how life’s obstacles are overcome and the effect they have on their own lives and the world. Students will support their ideas with specific information from the text. Understanding characters expands readers’ comprehension of texts and their understanding of themselves and the world. |

### **Grade Level Standards**

The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. While the Standards delineate specific expectations in reading, writing, speaking, listening, and language, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by a single rich task (Common Core State Standards adopted 2010).

### **Focus Standards**

#### **Reading: Literature**

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

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

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

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

RL.4.9 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.

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

### Writing

#### W.4.3

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

- a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c Use a variety of transitional words and phrases to manage the sequence of events.
- d Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e Provide a conclusion that follows from the narrated experiences or events.

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

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

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

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

### Language

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

- b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
- f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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

- a. Use correct capitalization.
- b. Use commas and quotation marks to mark direct speech and quotations from a text.
- d. Spell grade-appropriate words correctly, consulting references as needed.

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

- a. Choose words and phrases to convey ideas precisely.
- b. Choose punctuation for effect.
- c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

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

- a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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

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

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

### **Reading Foundations**

RF.4.3. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

- 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.

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

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

- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Pacing**

Marking Period 1: September 8-November 12

**Essential Questions**

What do **readers** do when they do not understand everything in a text?

How do **readers** construct meaning from text?

How do I figure out a **word** I do not know?

Why do readers need to pay attention to a writer’s choice of **words**?

How do good **writers** express themselves? How does process shape the writer’s product?

How do **writers** develop a well written product?

How can **discussion** increase our knowledge and understanding of an idea(s)?

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

**Enduring Understandings**

Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.

Good readers compare, infer, synthesize, and make connections (text to text / text to self / text to world) to make text relevant and useful.

Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.

Words powerfully affect meaning.

Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.

Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.

Oral discussion helps to build connections to others and create opportunities for making learning concrete.

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

**Learning Outcomes**

Student Goals:

To show proficiency, I will:

- Demonstrate independence
- Use the story elements, including setting, characters, theme, plot and so on, in order to analyze a text
- Use various strategies to understand the meaning of unfamiliar words, such as context clues, Latin & Greek prefixes/suffixes, root words, etc.
- Analyze characters to identify and understand theme in a text
- Produce writing appropriate to task, purpose, and audience
- Use a variety of strategies before, during, and after reading to construct, monitor, and confirm meaning, including
- Use reading strategies such as predicting, asking and answering text-dependent questions, inferring, summarize,
- Support reasons with evidence in order to understand and critically analyze the text.
- Use speaking and listening to interact with others for the purposes of contributing to a class discussion
- Use academic vocabulary when
  - sharing and explaining ideas, viewpoints, and opinions,
  - adjusting thinking/beliefs,
  - solving problems
  - completing tasks
  - presenting ideas and information
  - recounting experiences

**Assessments (see terms for definitions)**

| Screening  | Formative   | Summative  | Authentic  |
|--|---|--|--|
| <ul style="list-style-type: none"> <li>• Running Records</li> <li>• Unit Pretest</li> <li>• On Demand Writing</li> </ul> | <ul style="list-style-type: none"> <li>• Mid Unit Check-Point</li> <li>• Exit Tickets</li> <li>• Anecdotal Notes</li> <li>• Talk Moves</li> <li>• Quiz</li> <li>• Quick-Writes</li> <li>• Concept Map</li> <li>• Think-Pair-Share</li> <li>• Use of Individual Whiteboards</li> <li>• Summaries &amp; Reflections</li> <li>• Text Dependent Questions (TDQs)</li> </ul> | <ul style="list-style-type: none"> <li>• End of Unit Tests</li> <li>• Open-Ended Responses to Literature</li> <li>• Published Writing Pieces</li> <li>• On-Demand Writing</li> </ul> | <ul style="list-style-type: none"> <li>• Write and perform an ancient Greek Myth<br/><a href="http://teacher.scholastic.com/writewit/mff/myths_my myth.htm">http://teacher.scholastic.com/writewit/mff/myths_my myth.htm</a></li> <li>• Create a modern day myth using the classic characters from Roman and Greek mythology or create your own “superhero” characters<br/><a href="http://teacher.scholastic.com/writewit/mff/myths_my myth.htm">http://teacher.scholastic.com/writewit/mff/myths_my myth.htm</a></li> <li>• Design a mythology game</li> </ul> |

|  |  |  |  |
|--|--|--|--|
|  |  |  | <p>(either interactive or a board game)</p> <ul style="list-style-type: none"> <li>• Create a presentation showing how mythology has influenced our language (drawing upon myth-oriented adjectives and/or idioms) [i.e.: atlas, labyrinth, Midas, Achilles heel]</li> <li>Videotape a panel discussion on the nature of heroism.</li> <li>• Create a Greek or Roman mythology art exhibit:</li> <li>• Interview: <i>Have students videotape themselves or a peer conducting an interview with a god or goddess. Students must create engaging questions!</i></li> <li>• Mythology Comic Book: <i>Have students create an issue of a comic book centered around several favorite gods and/or goddesses</i></li> <li>• “A Mythical Obit”: <i>Students create obituaries of mythical characters ensuring to include details of the heroes’ lives and accomplishments.</i></li> </ul> |
|--|--|--|--|

**Integrated Standards**

**Reading Informational (incorporate using interactive read alouds)**

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

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



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

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

### Writing (incorporate using response to texts)

#### W.4.1

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

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

#### W4.2

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

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

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

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

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

- a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
- b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

### Speaking and Listening

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

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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

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

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

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

SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

### Sample Reader's Workshop Schedule

| Reader's Workshop with Mini Lesson (45 minutes)   |   | Reader's Workshop with Interactive Read Aloud (45 minutes)  |   |
|---|---|---|---|
| <b>Mini Lesson:</b><br>Connection<br>Teaching Point<br>Active engagement<br>Link  | <u>10 minutes</u>   | <b>Interactive Read Aloud</b>   | <u>20 minutes</u>   |
| <b>Practice:</b><br>Students practice the strategy from the mini lesson using whole group class novels. (individual, small group, center based)   | <u>20 minutes</u>   | <b>Independent Reading</b>  | <u>20 minutes</u>   |
| <b>Independent Reading:</b><br>Students read at the independent level using the strategies they have learned to work towards their <b>individual goal</b> .<br><u>Student role:</u> stop and jot, and or writing in reader's notebooks.<br><u>Teacher Role:</u> Reading conferences, guided reading and or small group instruction. | <u>10 minutes</u>   | <b>Share</b>  | <u>5 minutes</u>  |
| <b>Share:</b><br>Brief review of lesson, set up for tomorrow or share from student work.  | <u>5 minutes</u>  |   |   |
| Reading Materials   | Pacing  | Strategies<br>*teach through interactive read aloud or mini lesson  | Student Assessment/Evidence/Research  |
| <b>Extended Text(1)</b> (Grade appropriate text including but not limited to the texts listed below)<br><br><i>Because of Win Dixie</i> by Kate DiCamillo   | <b>Week of September 8-18</b><br><i>Launching Reader's Workshop</i> | <a href="#"><i>What Good Readers Do</i></a><br>How to Complete Your Book Logs<br><a href="#">Student Engagement</a> | -Student Interest , Reading Interest, and Engagement Inventories<br>- <a href="#">Book Logs</a> |

|  |  |   |  |
|--|--|---|--|
| <p>Guided Reading Level R; Lexile 610<br/>Themes:</p> <ul style="list-style-type: none"> <li>• Changes and New Experiences</li> <li>• Gratitude and Thanks</li> <li>• Loneliness</li> <li>• Understanding Self and Others</li> </ul> <p><i>J.T.</i> by Jane Wagner<br/>Guided Reading Level Q; Lexile 730<br/>Themes:</p> <ul style="list-style-type: none"> <li>• coming of age</li> <li>• kindness</li> <li>• compassion</li> </ul> <p><b><u>Short Texts (5-9)</u></b><br/>Favorite Greek Myths-Mary Pope Osborne<br/>Greek Myths for Children-Flora J. Cooke<br/>A Day's Work-Eve Bunting<br/>Train to Somewhere-Eve Bunting<br/>EveryLiving Thing-Cynthia Rylant<br/>The Other Side-Jaqueline Woodson<br/>First Day In Grapes-L.King Perez<br/>Junkyard Wonders-Patricia Polacco<br/>My Brother Martin – Christine King Farris</p> <p><b><u>Other Text Options</u></b><br/>Matilda-Roald Dahl<br/>Because of Mr. Terupt-Rob Buyea</p> <p><b><u>Journeys Texts:</u></b><br/>Langston Hughes: A Poet and a Dreamer (Bio &amp; Poetry) – L. Hughes<br/>The Power of W.O.W.! – Crystal Hubbard<br/>Stormalong (Tall Tale) – Mary Pope Osborne</p> <p><b><u>Social Studies</u></b><br/>Ancient Greece-Anne Pierson (DK Eyewitness Series)<br/><b><u>Journeys Texts:</u></b></p> | <p>-----</p> <p><b>Week of September 21-25</b><br/><i>Summarizing</i></p> <p>-----</p> <p><b>Week of September 28-October 9</b><br/><i>Describing Characters, Settings, and Events</i></p> | <p>-<i>Break Reads</i><br/>-<a href="#">Stamina Chart</a><br/>-<a href="#">Choosing the Right Book</a><br/>-<i>Reread to Get Back Into Your Book</i><br/>-Monitoring Student Engagement<br/><a href="#">Reading Conference</a><br/><a href="#">Interactive Read Alouds</a> (pg. 84)<br/>Setting Up Your Reader's Notebooks<br/>Stop &amp; Jots</p> <p>-----</p> <p><u>Summarizing</u><br/>-Story Mountain/Arc<br/>-Making Connections to the Problem<br/>-Angled Summaries<br/>-“Somebody...Wanted...But...So...Then”<br/>-Stop and Jot After Every Chapter</p> <p>-----</p> <p>Stop &amp; Jot<br/>Turn and Talk<br/><u>Setting</u><br/>-What impact does the setting have on the story?<br/>-How does the character get from one setting to the next? Explain the setting change.<br/><u>Setting and Character</u><br/>-How does the setting impact the character?<br/><u>Character and Events</u></p> | <p>-Reader’s Notebook Entries<br/>-Teachers will conduct short informal running records and fluency record<br/>-Beginning of the Year Assessment (<b>Pre-Test</b>)</p> <p>-----</p> <p>Stop and Jots<br/>Reader’s Notebook Entries<br/>Book Logs<br/>Responses to Literature<br/>Daily Reading Conferences</p> <p>-----</p> <p>Stop and Jots<br/>Reader’s Notebook Entries<br/>Book Logs<br/>Responses to Literature<br/>Daily Reading Conferences</p> |
|--|--|---|--|

*Knowing Noses* (by Ellen Gold)  
*Because of BookEnds* by John Korba

**Science**

Journeys Text:

*Pizza Pizzazz* by Peter Sylvia

**Language**

If You Were a Suffix-Marcie Aboff

If You Were a Prefix-Marcie Aboff

Under, Over, By the Clover-Brian Cleary

Quirky, jerky, Extra Perkey-Brian Cleary

Skin Like Milk, Hair of Silk-Brian Cleary

-Character's Action and trait that describes behavior (helpful and harmful traits)  
-What the character says/does/thinks and why (motivations)  
-Character, Trait, Trait, Trait, Theory  
--How the Character Acts Differently Before and After the conflict  
-How Secondary Characters Affect Main Characters

-----  
**October 12-October 16**  
*Theme*

-----  
-Plot Vs. Theme: *What happens/Big Idea About it*  
-What caused character's feelings to change? What did he or she learn in that moment?  
-Character/Action/Character/Response/Lesson  
-**Ask Yourself:** What did the character learn? How did the character(s) grow and change? Why did the character(s) act this way? **Think:** So What about the topic? (state theme as a sentence)

-----  
Stop and Jots  
Reader's Notebook Entries  
Book Logs  
Responses to Literature  
**Mid Unit Assessment**

-----  
**October 19-November 2**  
*Compare & Contrast*

-----  
*\*Use 2 myths or stories side by side that students have been exposed to*  
-Compare what the character learned in one text to what the character learned in

-----  
Stop and Jots  
Reader's Notebook Entries  
Book Logs  
Responses to Literature

|  |   |  |  |
|--|---|--|--|
|  |   | <p>another text.</p> <p>-Ongoing anchor chart:<br/>Text/Theme</p> <p>-Making connections with lessons: What lessons from this text can be applied to this one?</p> |  |
|  | <p>-----</p> <p><b>November 3-4</b><br/>End of Module Assessment</p> <p>-----</p> | <p>Administer Unit 1 Benchmark Assessment</p>  | <p>-----</p> <p>Administer Unit 1 Benchmark Assessment</p> <p>-----</p>  |
|  | <p>-----</p> <p><b>November 9-11</b><br/>Reflect and Reteach</p> <p>-----</p>     | <p>Reflect and Reteach using the same strategies during independent reading and reading conferences</p>  | <p>-----</p> <p>Stop and Jots<br/>Reader's Notebook Entries<br/>Book Logs<br/>Responses to Literature</p> <p>-----</p> |

**Sample Writer's Workshop Schedule (45 minutes)**

|   |                          |
|---|--------------------------|
| <p><b>Mini Lesson:</b><br/>Connection<br/>Teaching Point<br/>Active Engagement<br/>Link</p>   | <p><u>10 minutes</u></p> |
| <p><b>Independent Practice:</b><br/>Students work alone or with their writing partner, applying strategies learned to their own writing. Here, students will be at different stages of the writing process.</p> <p>The teacher's role is the facilitator...circulating the room, monitoring, encouraging, conferring, and providing help as needed. The teacher can confer with individual students or small groups. Peer conferring may also take place.</p> | <p><u>25 minutes</u></p> |
| <p><b>Share:</b><br/>Brief review of lesson, set up for tomorrow or students share work.</p>  | <p><u>10 minutes</u></p> |

| Writing Materials   | Pacing  | Strategies  | Student Assessment/Evidence  |
|---|---|---|--|
| <p><b>Text</b><br/> <u>Lucy Calkins Units of Study-Narrative Bends I,II, III</u><br/> <u>Writing Pathways</u><br/> <u>If...Then...Curriculum</u></p> <p><b>Genre</b></p> <ul style="list-style-type: none"> <li>• Narratives</li> <li>• Responses to Literature</li> <li>• Responses to informational text</li> </ul> <p><b>Sample Narrative Topics</b><br/> <b>For ideas, students can use:</b></p> <ul style="list-style-type: none"> <li>• heart maps</li> <li>• writing territories</li> <li>• writer’s notebooks</li> </ul> <p><b>Suggestions for Integrating Opinion and Informational Writing during Reader’s Workshop</b></p> <p><b>Sample Opinion Essay Topics (Response to texts)</b></p> <ul style="list-style-type: none"> <li>• A response to literature (i.e./ In the text, <u>Freckle Juice</u>, do you think Andrew learned a lesson? Do you think it was fair of Sharon to sell Andrew a recipe for Freckle Juice? )</li> <li>• <i>Storyworks</i> debates</li> </ul> <p><b>Sample Informative Topics (Response to informational text)</b></p> <ul style="list-style-type: none"> <li>• Animals</li> <li>• Biographies</li> </ul> | <p><b>September 8-18<sup>th</sup></b><br/> <i>Launching Writer’s Workshop</i></p> | <p>What is Writer's Workshop<br/> Establishing Rituals and Routines<br/> Introduce the writer’s notebook<br/> Generate lots of thinking, talking and writing<br/> What Good Writer’s Do<br/> Interactive Read Alouds<br/> Immersion Lessons<br/> <u>On Demand Writing:</u><br/> <i>“I’m really eager to understand what you can do as writers of narratives, of stories, so today, will you please write the best personal narrative, the best Small Moment story, that you can write? Make this be the story of one time in your life. You might focus on just a scene or two. You’ll have 45 minutes to write this true story, so you’ll need to plan, draft, revise, and edit in one sitting. Write in a way that allows you to show off all you know about narrative writing.”</i><br/> <u>In your writing, make sure you:</u><br/> -Write a beginning for your story.<br/> -Use transition words to tell what happened in order.<br/> -Elaborate to help readers picture your story.<br/> -Show what your story is really about.<br/> -Write an ending for your story.<br/> (Writing Pathways pg. 182-found in</p> | <p>Writer’s Workshop<br/> Independent writing<br/> Shared writing<br/> On demand writing<br/> Writer’s Notebook entries<br/> Reflection<br/> Response to Texts</p> |

- Life in Ancient Greece or Rome
- Historical Events
- Author Study

-----  
**Week of September 21**  
*Units of Study-Unit 1-The Arc of Story Writing-Bend I*  
 -----

-----  
**Week of September 28**  
*Units of Study-Unit 1-The Arc of Story Writing-Bend II*  
 -----

-----  
**Week of October 5**  
*Units of Study-Unit 1-The Arc of Story Writing-Bend II*  
 -----

-----  
**Week of October 12**  
*Units of Study-Unit 1-The Arc of Story Writing-Bends III*  
 -----

-----  
**Week of October 19**  
*Units of Study-Unit 1-The Arc of Story Writing-Bends III*  
 -----

-----  
**Week of October 26**  
*Units of Study-Unit 1-The Arc of Story Writing*  
 -----

-----  
**Week of November 2**  
 -----

-----  
**November 9-12**  
 On Demand Writing  
 -----

the Units of Study Kit)  
 -----

Sessions 1, 2, 3  
 -----

Sessions 4, 5, 6  
 -----

Sessions 7, 8, 9  
 -----

Sessions 10 (extend the share to include a celebration) 11, 12  
 -----

Sessions 13 and 14  
 -----

Using editing marks to edit my writing  
 Publishing my writing  
 -----

Publishing Party  
 -----

Administer a second on demand writing using the same prompt  
 Choosing Pieces from your Writing Folder to Place in Your Portfolio  
 Reflecting on Your Writing



| Type of Assessment     | Rubric                                     | Student Sample                        | Student Strengths   | Student Goals  |
|------------------------|--|---------------------------------------|---|--|
| Running Record         | <a href="#">Scoring the Running Record</a> | <a href="#">Sample Running Record</a> | <ul style="list-style-type: none"> <li>-Looks at beginnings of words</li> <li>-Uses all three cueing systems</li> </ul>   | <ul style="list-style-type: none"> <li>-Teach strategies to help read the whole word: <i>Slow down and think, "Does that make sense?; Does it sound right?; Does it look right?"</i> Check the beginning and end of the word.</li> </ul> |
| Fluency Record         | <a href="#">Oral Reading Rates Rubric</a>  | <a href="#">Fluency Record</a>        | <ul style="list-style-type: none"> <li>-Reads in two word phrases</li> <li>-Pauses at punctuations</li> </ul>   | <ul style="list-style-type: none"> <li>-Teach strategies to assist with phrasing: Rereading, scooping more than 2 words at a time, read with a partner, let your eyes preview what's coming next.</li> </ul>                             |
| Book Logs              | N/A  | <a href="#">Book Log</a>              | <ul style="list-style-type: none"> <li>-chooses books that are a good fit, and in a variety of genres</li> <li>-reads at an appropriate page per minute rate (3/4 of a page per minute)</li> <li>-reads for about 60 minutes per day</li> <li>-reads at home and at schools</li> <li>-reads an appropriate level</li> </ul> | <ul style="list-style-type: none"> <li>-teach to read when she is done, stop at a place that's good for the book, not when the timer goes off</li> <li>-focus on reading one book until completion before starting another</li> </ul>    |
| Engagement Inventories | N/A  | <a href="#">Engagement Inventory</a>  | <ul style="list-style-type: none"> <li>-Has strategies to get started reading</li> <li>-Can sustain reading for long periods of time</li> <li>-Jots about her reading to</li> </ul>   | <ul style="list-style-type: none"> <li>-Is she switching to a new book in the midst of another chapter book? If so, perhaps working to sustain on one book the</li> </ul>  |

|  |   |  |   |   |
|--|---|--|---|---|
|  |   |  | hold onto ideas   | entire time.  |
| Student Interest   | N/A   | <a href="#">Student Interest Inventory</a> | N/A   | N/A   |
| Reading Interest   | N/A   | <a href="#">Reading Interest</a>           | -reads 30 minutes a day<br>-reads a variety of books<br>-Enjoys reading   | -increase reading stamina   |
| Stop & Jot   | <a href="#">Character Continuum</a>   | <a href="#">Stop &amp; Jot</a>             | -named what was in the text and pictures  | -teach to think about the character's feelings and emotions.  |
| Notebook Entry/Writing About Reading   | <a href="#">PARCC Literary Analysis Task Rubric</a><br>(scroll to bottom of page) | <a href="#">Notebook Entry</a>             | -Makes interpretations<br>-Uses social issues a way to make interpretations<br>-empathizes with characters<br>-uses words to describe characters<br>-provide some text evidence | -develop interpretations that are less obvious<br>-see character in a complex way<br>-analyze secondary characters<br>-use more precise language when analyzing characters<br>--provide more detailed text evidence |
| <a href="#">Anecdotal Notes</a>  | N/A   | <a href="#">Teacher Sample</a>             | -stop & jots<br>-book log updated<br>-growth in reading stamina   | -Teach to think about why the character is saying and or doing certain things (character motivation)  |
| <b>Differentiation</b><br><b>(see Appendix for definitions and examples)</b> | Literacy Centers  | Graphic Organizers                         | Teacher Think-Alouds  | Double Entry Journals   |
|  | Scaffolded Questions  | Guided Reading                             | Modeling  | Role Playing  |
|  | Tiered Lessons  | Question Stems                             | Exemplars   | Text Coding   |

|                                      |   |
|--------------------------------------|---|
|                                      | <p>Flip Books    Comprehension Bookmarks    Vocabulary Maps    Written Conversations</p> <p>Cubing &amp; Think Dots    Choices (by intelligences)</p>   |
| <p><b>Skills and Definitions</b></p> | <p style="text-align: center;"><b><u>PARCC TERMS</u></b></p> <p><b>Performance Based Assessment</b>-Performance-based assessment is an alternative that is designed to encompass a better overall representation of student progress to gather a demonstration of the scope of knowledge a student has on a subject rather than simply testing the accuracy of their response on a selection of questions.</p> <p><b>Summative Assessment</b>-Summative assessments are cumulative evaluations used to measure student growth after instruction and are generally given at the end of a course in order to determine whether long term learning goals have been met.( State-mandated assessments ,District benchmark or interim assessments, End-of-unit or -chapter tests)</p> <p><b>Formative Assessment</b>-Formative assessment is a process used by teachers and students during instruction that provides explicit feedback to adjust ongoing teaching and learning to improve students’ achievement of intended instructional outcomes. Formative assessment is a method of continually evaluating students’ academic needs and development within the classroom and precedes local benchmark assessments and state-mandated summative assessments.</p> <p style="text-align: center;"><i>3 Types of Formative Assessments:</i></p> <ol style="list-style-type: none"> <li>1. <b>“In the Moment”</b> (those that happen during a lesson)</li> <li>2. <b>“planned-for-interaction”</b> (those decided before instruction)</li> <li>3. <b>“curriculum-embedded”</b> (embedded in the curriculum and used to gather data at significant points during the learning process).</li> </ol> <p><b>Authentic Assessment</b>- refers to assessment tasks that require students to demonstrate their knowledge, skills, and strategies by creating a response or a product (conducting research and writing a report, developing a character analysis, debating a character's motives, creating a mobile of important information they learned, dramatizing a favorite story, drawing and writing about a story).</p> <p><b>Literary Analysis Task (LAT)</b>-This task will allow students to carefully consider literature worthy of close study and compose an analytic essay.</p> <p><b>Research Simulation Task (RST)</b>-In this task students will analyze an informational topic presented through several articles or multimedia stimuli. Students will engage the text by answering a series of questions and synthesizing information from multiple sources in order to write two analytic essays.</p> <p><b>Narrative Task (NT)</b>-In this task, students may be asked to write a story, detail, a scientific process, write a historical account of important figures, or to describe an account of events, scenes or objects, for example.</p> |

**OTHER TERMS**

**reading strategies:** purposeful, cognitive actions that students take when they are reading to help them construct and maintain meaning. Reading successfully goes well beyond fluency and word recognition and relies heavily upon comprehension of text.

- **monitor:** is the ability of a reader to be aware, while reading, whether a text is making sense or not.
- **using and creating schema:** making connections between the new and the know, building and activating background knowledge
- **asking questions:** generating questions before, during, and after reading that lead you deeper into the text.
- **determining importance:** deciding what matters most, what is worth remembering
- **making inferences:** to figure out something the author does not say.
- **using sensory and emotional images:** creating mental images to deepen and stretch meaning
- **synthesizing:** creating an evolution of meaning by combining understanding with knowledge from other texts/sources

**plot-** the sequence of story events, including a problem and solution.

**conflict-** the story problem or struggle, which affects events in a plot.

**resolution-** the way the main character solves the problem.

**author's purpose-** the reason or reasons the author wrote the selection.

**infer-** to figure out something that is not stated directly.

**author's viewpoint-** the way the author thinks or feels about something; the author's attitude toward his or her writing.

**affix-** a suffix or prefix attached to a base word, stem, or root that changes the meaning of the word.

**theme-** the lesson or message of a story.

**analyze-** to study the parts of something.

**evaluate-** to think carefully about something.

**character traits-** show what a character is like.

**relationships-** ways characters act and feel toward each other.

**evidence:** evidence comes from within the text itself, not from the reader's opinion or experience.

**critically analyze:** to study the parts of something in-depth

|            |  |                   |
|------------|--|-------------------|
| Technology | <a href="http://www.readworks.org">www.readworks.org</a><br><a href="http://www.storyworks.scholastic.com">www.storyworks.scholastic.com</a><br><a href="http://www.spellingcity.com">www.spellingcity.com</a><br><a href="http://www.thinkcentral.com">www.thinkcentral.com</a> |                   |
| Resources  | Teacher Resources  | Student Resources |

[www.achievethecore.org](http://www.achievethecore.org)

This website is full of free content designed to help educators understand and implement the Common Core State Standards. It includes practical tools designed to help students and teachers see their hard work deliver results.

<http://edsitement.neh.gov>

The best of the humanities on the web!

<http://www.teachthought.com>

Integration of technology into learning to , include blended learning, project-based learning, self-directed learning, and the role of play in learning while also supporting existing K-20 educators as they seek to improve their own craft in practice today.

<http://www.sharemylesson.com/TaxonomySearchResults.aspx?area=resources&keywords=myths>

Engaging lessons on myths!

<http://greece.mrdonn.org/myths.html>

Collection of Greek myths

<http://www.readingrockets.org/article/root-words-roots-and-affixes> Greek and Latin roots

<http://www.ncte.ie/viking/less.htm>

Information on the Vikings (related to Norse mythology)

<https://www.teachingchannel.org/>

A video showcase—on the Internet and TV—of inspiring and effective teaching practices in America's schools.

<https://www-k6.thinkcentral.com>

Journeys companion website. Provides all Journeys materials including TEs, Student Editions, Reproducibles, Leveled Readers, Assessments, Interactive Whiteboard Lessons, etc.

[www.readwritethink.org](http://www.readwritethink.org)

<http://www.storynory.com/category/educational-and-entertaining-stories/norse/>

Collection of Norse Myths

<http://teacher.scholastic.com/writewit/mff/mythmachine.htm>

This machine was built to help you come up with ideas to write a myth of your own. Follow the directions, use your imagination, and have fun!

<http://www.newarkmuseum.org/SchoolTeacher/#16>

*Mysteries and Myths of the Ancient World – A 75 minute workshop at Newark Museum where students become archaeologists to discover what life was like in ancient Greece and Rome.*

<http://app.discoveryeducation.com/builders/boards/assetGuid/8F664206-07D5-BA37-E371-3DF56021613A/includeHeader/true/layout/default>

Get ready for a journey to Ancient Greece! On this board, you will spend 5 days exploring what life was like in Ancient Greece. You will explore the hills; find a job as a ship builder; tour the Parthenon; and visit the Birthplace of Democracy!

<http://www.mythologyteacher.com/GreekIntro.html>

Background knowledge on ancient Greece

<http://greece.mrdonn.org/myths.html>

Collection of Greek myths

<http://app.discoveryeducation.com/search?Ntt=Ancient+Greece&N=18341>

Go behind the scenes to see how the 45 foot statue of Zeus was created.

|  |  |   |
|--|--|---|
|  | <p>Classroom Resources, Professional Development, Parent &amp; Afterschool Resources, Learning Objectives, Lesson Plans, Resources by Grade Level/Genre/Theme/Topic<br/> <a href="http://school.discoveryeducation.com">http://school.discoveryeducation.com</a></p> <p>High quality, dynamic, digital content to accelerate student achievement by capturing the minds and imaginations of students<br/> <a href="http://www.patheos.com/blogs/homeschoolchronicles/curriculum/a-mythology-unit-for-elementary-students/">http://www.patheos.com/blogs/homeschoolchronicles/curriculum/a-mythology-unit-for-elementary-students/</a><br/>         (Activities to introduce the Greek gods. <i>Only week 1 activities recommended for grade 4</i>)<br/> <a href="http://www.factmonster.com/ipka/A0197622.html">http://www.factmonster.com/ipka/A0197622.html</a></p> <p>Dictionary of mythological characters<br/> <a href="http://www.factmonster.com/ipka/A0004429.html">http://www.factmonster.com/ipka/A0004429.html</a></p> <p>Birth and death of a star<br/> <a href="http://www.factmonster.com/ipka/A0004504.html">http://www.factmonster.com/ipka/A0004504.html</a></p> <p>The constellations<br/> <a href="http://worldbookonline.com/wb/products?ed=all&amp;gr=Welcome+Orange+Twp+School+District">http://worldbookonline.com/wb/products?ed=all&amp;gr=Welcome+Orange+Twp+School+District</a></p> <p>Offers an encyclopedia, dictionary, atlas, homework help, study aids, and curriculum guides.<br/> <a href="http://www.proquestk12.com/productinfo.shtml">http://www.proquestk12.com/productinfo.shtml</a></p> <p>Offers a complete lineup of classroom- and library-focused, subscription-based research tools. Many of these education solutions offer elementary, middle, and high schools content that is reading level-linked (lexiled), supports 21st-century information literacy, and helps differentiate instruction across all K-12 curriculum areas.</p> | <p><a href="http://app.discoveryeducation.com/search?Ntt=Greek+mythology&amp;N=18341">http://app.discoveryeducation.com/search?Ntt=Greek+mythology&amp;N=18341</a></p> <p>Various videos on Greek mythology</p> |
|--|--|---|

|                |   |
|----------------|---|
| <b>Authors</b> | Gianna Pasceri, Jenelle Stokes, Germaine Tarver, and Chanelle Wolfe |
| <b>Contact</b> |   |

**Evaluation/Reflection**

Module Reflection (Please email your responses to \_\_\_\_\_ at the end of the marking period)

When thinking about your practice:

- What worked?
- What do you think could have been done more effectively in your lessons and instruction?
- What do I need to learn more about?
- What resources were helpful?