

	September	October/November	December-March	April-June
READING and VOCABULARY	<ul style="list-style-type: none"> Paraphrasing Inferencing VIC Summarizing and Predicting Character Traits "The Horned Toad Prince" Read Aloud: <u>A Wrinkle in Time</u> 	<ul style="list-style-type: none"> Text: <u>Fourth Grade Rats</u> Author: Jerry Spinelli Genre: Realistic Fiction "Lewis and Clark and Me" Text: <u>Tales of a Fourth Grade Nothing</u> 	<ul style="list-style-type: none"> Text: <u>Bunnicula</u> Author: James and Deborah Howe Genre: Mystery and Suspense "The Houdini's Box" "Seeker of Knowledge" "Encyclopedia Brown" Text: <u>Dear Mr. Henshaw</u> Author: Beverly Cleary Genre: Realistic Fiction http://www.survivenature.com/desert.php NJProgress "Into the Grand Canyon" "Letters Home From Yosemite" "Antarctic Journal" Antarctic article http://www.timeforkids.com/news/antarctic-discovery/29416 	<ul style="list-style-type: none"> Text: <u>Holes</u> Author: Louis Sachar Genre: Adventure http://www.survivenature.com/desert.php NJProgress "Into the Grand Canyon" "Letters Home From Yosemite" "Antarctic Journal" Antarctic article http://www.timeforkids.com/news/antarctic-discovery/29416

WRITING and GRAMMAR	<ul style="list-style-type: none"> • Sentence structure (simple, compound, complex) • Run-on and sentence fragments • Capitalize appropriate words • Argument v. Evidence- First three steps 	<ul style="list-style-type: none"> • Form regular and irregular verbs • Abstract Nouns • Narrative Writing • Step four- OERS 	<ul style="list-style-type: none"> • Colon, Semicolon, Commas • Form and use possessives in writing • Literary Analysis • Open-Ended Responses • Letter Writing • Research Task 	<ul style="list-style-type: none"> • Research Task • Comparative and Superlative Adjectives • Comparative and Superlative Adverbs • Roots-Carn, sym/syn, stell, deci, auto,centro/i • Conjunctions • Roots-Hydro, mega, max, vac, anima, il • Write a Survival guide • Roots-in, self, tox, vis, astro, clar 	
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SPEAKING/ LISTENING	<ul style="list-style-type: none">• Oral Fluency• Reader's Theatre; "Grace and the Time Machine"• Turn and Talk• A Wrinkle in Time (read aloud)	<ul style="list-style-type: none">• Read Aloud: A Wrinkle in Time (256pgs)• The Phantom Tollbooth(read aloud)• Socratic Seminar	<ul style="list-style-type: none">• Reader's Theater "The King in the Kitchen"• The Phantom Tollbooth(read aloud)	<ul style="list-style-type: none">• Video on Antarctica• http://video.nationalgeographic.com/video/destinations/antarctica-overview-dest• Indian in the Cupboard (read aloud)• Socratic Seminar• Present survival guide	
TEST PREP	Annotating, Strategy, Highlighting what is important	Narrative Writing Process of Elimination Open-ended Responses ANET 1	Literary Analysis in Writing Open-Ended Responses ANET 2	Research Task Open-Ended Responses ANET 3 ANET 4	

UNIT #1 BIG IDEA(S): Reading Strategies: <ul style="list-style-type: none"> • Paraphrasing vs. Inference • Character Analysis • Summarizing and Predicting • Vocabulary in Context • Argument vs. Evidence-First 3 Steps Grammar Strategies: <ul style="list-style-type: none"> • Types of Sentences • Capitalize appropriate words 	TIMEFRAME: September 1- October 1 ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> • What strategies do good readers use to paraphrase and infer? • Should people follow "The Golden Rule"? • What does it mean to summarize? • What strategies do good readers use? • How do you distinguish between arguments and evidence? • Why is important to annotate? • What are the four types of sentences? • What types of words need to be capitalized?
ENDURING UNDERSTANDINGS: (Students will understand that...) <ul style="list-style-type: none"> • The four types of sentences are: 1) declarative 2) imperative 3) interrogative and 4) exclamatory • Good readers annotate, summarize and analyze details in a text. • Good readers ask questions to draw inferences from the text in order to figure out what the text means. • Good readers paraphrase as they read; they put sentences in their own words. • The main idea of a nonfiction passage is the argument. The main idea of a fictional text is the theme. • Evidence is needed to support main ideas. • Proper nouns, family names, titles of respect, the first and all important words in a title begin with a capital letter. • There are 4 key critical reading skills: Paraphrasing (literal comprehension), inference (extended reasoning), vocabulary in context, and finding the main idea/argument (summarizing). • Character's traits are displayed by how a character acts and speaks. • An argument is an opinion. • Evidence is needed to support an argument. 	
READING and VOCABULARY Tier 1 Activities/Strategies (Knowledge/Comprehension) <ul style="list-style-type: none"> • Define what it means to paraphrase and practice the bubblewrap and underline approach. • Define what it means to infer. • Define what a topic sentence is. • Read historic fiction passage and 	RELEVANT RESOURCES/MATERIALS/Standards Tier 1 Standards: <ul style="list-style-type: none"> • RL 4.1, RL 4.2, RL 4.3, RL 4.4, RL 4.10, RFS 4.3, RFS 4.3a, RFS 4.4, RFS 4.4a, RFS 4.4c, W 4.1a, W 4.1b, L 4.5, L 4.4, L 4.4.a, L 4.4.c Tier 1 Resources/Materials: <ul style="list-style-type: none"> • "The Horned Toad Prince" –Reading Street Unit 1 pp.92-105 • "On Board the Isaac Webb"-NJ Progress p18 • TLC: "How to Paraphrase" http://www.literacycookbook.com/login.

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<p>answer literal comprehension questions.</p> <ul style="list-style-type: none"> Read modern fairy tale and answer literal comprehension questions. Identify character traits of <u>Reba Jo</u>, main character of "The Horned Toad Prince," using D.DAT 	<p>http?back=%2Fdownload.php%3Fdid%3D58&</p> <ul style="list-style-type: none"> "Straight Up, and Straight Back Down"- NJ Progress p.24 "Moving to a New World"- NJ Progress p. 30 TLC: Characterization methods D.DAT organizer http://www.literacycookbook.com/download.php?did=90
Tier 2 Activities/Strategies (Application/Analysis)	<p>Tier 2 Standards:</p> <ul style="list-style-type: none"> RL 4.1, RL 4.2, RL 4.3, RL 4.4, RL 4.10, RFS 4.3, RFS 4.3a, RFS 4.4, RFS 4.4a, RFS 4.4c, W 4.1a, W 4.1b, L 4.5, L 4.4.a, L 4.4.c
<ul style="list-style-type: none"> Draw inferences from text. Read passages and answer inference and main idea questions. Infer the main idea of a story and then summarize. Determine the main idea of a text and explain how it is supported by key details. Infer the meaning of vocabulary words using context clues. Find main idea in text <u>NJ Progress short stories</u> and discuss how main ideas are arguments. Analyze character's motivations and traits. Analyze paragraphs with topic sentences and determine what the topic sentence of a paragraph is. 	<p>Tier 2 Resources/Materials:</p> <ul style="list-style-type: none"> "The Horned Toad Prince" –Reading Street Unit 1 pp.92-105 "On Board the <i>Isaac Webb</i>"-NJ Progress p18 "Straight Up, and Straight Back Down"- NJ Progress p.24 "Moving to a New World"- NJ Progress p. 30 TLC: Characterization methods D.DAT organizer http://www.literacycookbook.com/download.php?did=90 TLC: How to find the topic sentence http://www.literacycookbook.com/download.php?did=93
Tier 3 Activities/Strategies (Synthesis/Evaluation)	<p>Tier 3 Standards:</p> <ul style="list-style-type: none"> RL 4.1, RL 4.3, W 4.1.a, W 4.1.b, L 4.4.a, L 4.4.c
<ul style="list-style-type: none"> Evaluate how effectively someone else paraphrased a particular text. Provide inferences based on evidence from the text. Write effective paragraphs with topic sentences. Students will verify the preliminary determination of the 	<p>Tier 3 Resources/Materials:</p> <ul style="list-style-type: none"> In the News presentations <u>created by the students after reading a national news article (using online or printed news sources)</u>. In the News scoring rubric Read Works Lesson 1 (Topic Sentences) http://www.readworks.org/lessons/grade

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<p>meaning of a word or phrase (by checking the inferred meaning in context or in a dictionary).</p> <ul style="list-style-type: none"> Write sentences using vocabulary words to show meaning. Provide character traits for characters from "The Horned Toad Prince" based on evidence from the text. 	<p>4/main-idea/lesson-1</p> <ul style="list-style-type: none"> "The Horned Toad Prince" vocabulary list "The Horned Toad Prince" vocabulary hypothesis worksheet TLC: Character Traits Quotes and Explain Chart http://www.literacycookbook.com/download.php?did=90 TLC: Characterization methods D.DAT organizer http://www.literacycookbook.com/download.php?did=90
<p>STUDENT WORK PRODUCTS/ASSESSMENTS:</p> <ul style="list-style-type: none"> Reading and vocabulary tests Topic sentence paragraphs Character Traits: Quotes and Explain Chart Complete D.DAT chart Class participation and discussion 	<p>INTERDISCIPLINARY CONNECTIONS/USE OF TECHNOLOGY:</p> <ul style="list-style-type: none"> SMARTBoard Type topic sentence paragraphs in computers.
<p>WRITING and GRAMMAR</p>	<p>RELEVANT RESOURCES/MATERIALS/Standards</p>
<p>Tier 1 Activities/Strategies (Knowledge/Comprehension)</p>	<p>Tier 1 Standards:</p> <ul style="list-style-type: none"> W 4.10, W 4.4, W 4.5, W 4.1.c, L 4.1, L 4.1.f, L 4.2, L 4.2.a, L 4.2.c, L 4.2.d, L 4.3, L 4.3.a
<ul style="list-style-type: none"> Define and identify the four types of sentences. Define and identify simple, compound, and complex sentences. Identify types of words to capitalize. Recognize the differences between complete and incomplete sentences. Name the two parts of a complete sentence. Identify simple and compound subjects, predicates, and sentences. Define "fact" and "opinion." Identify arguments with evidence. 	<p>Tier 1 Resources/Materials:</p> <ul style="list-style-type: none"> Language Arts Text, Unit 1 p 2-26; 98-99 TLC Blog: Steps 1-3 argument vs. evidence https://theliteracycookbook.wordpress.com/?s=argument TLC: Main Idea/Argument http://www.literacycookbook.com/page.php?id=6 <u>Mechanically Inclined</u> by Jeff Anderson Section 1:The Sentence: A Way of Thinking
<p>Tier 2 Activities/Strategies (Application/Analysis)</p>	<p>Tier 2 Standards:</p> <ul style="list-style-type: none"> L 4.1.f, L 4.2.a, L 4.2.c, W 4.1, W 4.2.b, W 4.5

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<ul style="list-style-type: none"> Analyze sentences to determine if they are facts or opinions. Analyze passages to determine what the argument is and find evidence to support the argument. Write the four types of sentences. Write sentences with complete and simple sentences. Write sentences with nouns in the subject. Analyze sentences to determine if they are complete or incomplete sentences. Explain what a complete sentence is and includes. Analyze sentences to identify the subject and the predicate of a sentence. Explain what a subject is. Explain what a predicate is. Analyze sentences to determine if they are simple or compound sentences. Explain what a simple sentence is. Explain what a compound sentence is. 	<p>Tier 2 Resources/Materials:</p> <ul style="list-style-type: none"> Language Arts Text, Unit 1 p 2-26; 98-99 TLC Blog: Steps 1-3 argument vs. evidence https://theliteracycookbook.wordpress.com/?s=argument TLC: Main Idea/Argument http://www.literacycookbook.com/page.php?id=6 <u>Mechanically Inclined</u> by Jeff Anderson Section 1: The Sentence: A Way of Thinking
<p>Tier 3 Activities/Strategies (Synthesis/Evaluation)</p>	<p>Tier 3 Standards:</p> <ul style="list-style-type: none"> L 4.1.f, L 4.2.a, L 4.2.c, W 4.1, W 4.2.b, W 4.5
<ul style="list-style-type: none"> Write sentences of fact and opinion about the "The Horned Toad Prince". Write arguments with evidence about Reba Jo's treatment of the Horned Toad Prince. Correctly combine simple sentences into compound sentences. Evaluate sentences in order to identify the type of sentence. Evaluate sentences to determine which ones contain complete vs. simple subjects. Evaluate what the noun is in a sentence. Evaluate what the verb is in a 	<p>Tier 3 Resources/Materials:</p> <ul style="list-style-type: none"> "The Horned Toad Prince"-Reading Street Unit 1 pp.92-105 Language Arts Text, Unit 1 p 2-26; 98-99 TLC Blog: Steps 1-3 argument vs. evidence https://theliteracycookbook.wordpress.com/?s=argument TLC: Main Idea/Argument http://www.literacycookbook.com/page.php?id=6 <u>Mechanically Inclined</u> by Jeff Anderson Section 1: The Sentence: A Way of Thinking

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<p><u>sentence.</u></p> <ul style="list-style-type: none"> • Generate sentences containing a subject and underline the <u>subject</u>. • Generate sentences containing a predicate and underline the <u>predicate</u>. 	
<p>STUDENT WORK PRODUCTS/ ASSESSMENTS:</p> <ul style="list-style-type: none"> • <u>Write</u> Fact and Opinion Sentences about "The Horned Toad Prince". • <u>Write an argument</u> and <u>provide evidence to support their argument</u>. • Quizzes and Tests from Language Arts Text • Students will be given paragraphs and required to underline the subject and circle the predicate <u>in each sentence</u>. • Students will <u>write</u> simple sentences <u>and then combine them</u> <u>to</u> create compound sentences. 	<p>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</p>
<p>TEST PREP</p>	<p>RELEVANT RESOURCES/MATERIALS/Standards</p>
<p>Tier 1 Activities/Strategies (Knowledge/Comprehension)</p> <ul style="list-style-type: none"> • Students will practice a standardized annotation system for tracking main ideas in articles. • Define basic test-taking strategies such as: process of elimination, referring back to the passage, and using context clues to determine meanings of unknown words. • Identify home-row keys. • Identify highlighting tool on PARCC test prep sample test. 	<p>Tier 1 Standards:</p> <ul style="list-style-type: none"> • W 6.6, RL 4.1, RL 4.4, L 4.4 <p>Tier 1 Resources/Materials:</p> <ul style="list-style-type: none"> • Laptops for typing • PARCC website http://parcc.pearson.com/practice-tests/english/ • Articles from ReadWorks.org http://www.readworks.org/lessons/grade4/main-idea/lesson-2 • ANET materials https://my.achievementnetwork.org/quizzes.do?year=2014&grade=0&schoolId=60573&userId=11806&subjectId=2 • www.typingweb.com • TLC: Annotation rubric http://www.literacycookbook.com/download.php?did=76

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Tier 2 Activities/Strategies (Application/Analysis) <ul style="list-style-type: none"> Apply test-taking skills, such as process of elimination, annotating, referring back to the passage, and using context clues to determine meanings of unknown words in ReadWorks articles, ANET materials, and PARCC practice test. Draw inferences from ReadWorks articles, ANET materials, and PARCC practice test. Practice home-row keys on www.typingweb.com. 	Tier 2 Standards: <ul style="list-style-type: none"> W 6.6, RL 4.1, RL 4.4, L 4.4 Tier 2 Resources/Materials: <ul style="list-style-type: none"> Laptops for typing PARCC website http://parcc.pearson.com/practice-tests/english/ Articles from ReadWorks.org http://www.readworks.org/lessons/grade4/main-idea/lesson-2 ANET materials https://my.achievementnetwork.org/quiz.zes.do?year=2014&grade=0&schoolId=60573&userId=11806&subjectId=2 www.typingweb.com
Tier 3 Activities/Strategies (Synthesis/Evaluation) <ul style="list-style-type: none"> Provide inferences based on evidence from articles. Use annotations made on the articles and ANET materials to respond to inference and main idea questions. Demonstrate knowledge of home-row keys. 	Tier 3 Standards: <ul style="list-style-type: none"> W 6.6, RL 4.1, RL 4.4, L 4.4 Tier 3 Resources/Materials: <ul style="list-style-type: none"> Laptops for typing PARCC website http://parcc.pearson.com/practice-tests/english/ Articles from ReadWorks.org http://www.readworks.org/lessons/grade4/main-idea/lesson-2 ANET materials https://my.achievementnetwork.org/quiz.zes.do?year=2014&grade=0&schoolId=60573&userId=11806&subjectId=2 www.typingweb.com
STUDENT WORK PRODUCTS/ ASSESSMENTS: <ul style="list-style-type: none"> PARCC practice test ANET quizzes Typing web quiz 	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: <ul style="list-style-type: none"> Use online tools to annotate passages and questions. Laptops to practice typing.
SPEAKING/ LISTENING	RELEVANT RESOURCES/MATERIALS/Standards
Tier 1 Activities/Strategies (Knowledge/Comprehension) <ul style="list-style-type: none"> Listen to a Readers Theater and respond to questions about "Grace and the Time Machine." Identify the reasons and evidence a speaker provides to support 	Tier 1 Standards: <ul style="list-style-type: none"> SL 4.2, SL 4.3, SL 4.4 Tier 1 Resources/Materials: <ul style="list-style-type: none"> "Grace and the Time Machine"- Reading Street Unit 2 p.192 <u>A Wrinkle in Time</u> by Madeleine L'Engle

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<p>particular points.</p> <ul style="list-style-type: none"> • Paraphrase portions of a text read aloud. • Students will share their writings with the class. • Students will listen to the teacher read aloud <u>A Wrinkle in Time</u> by Madeleine L'Engle. Students will express any connections they might have to characters throughout the reading. 	
<p>Tier 2 Activities/Strategies (Application/Analysis)</p> <ul style="list-style-type: none"> • Act out a Readers Theater with feeling. • Infer what the message is in the Reader's Theater by providing evidence from "Grace and the Time Machine" to support the inference. • Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. • Students will participate in small group and one-on-one discussions. They will be required to come prepared with important materials and take notes during the discussion. • Students will write their reactions to <u>A Wrinkle in Time</u> as they listen to the read aloud. • Students will participate in group discussions about <u>A Wrinkle in Time</u> by Madeleine L'Engle. 	<p>Tier 2 Standards:</p> <ul style="list-style-type: none"> • SL 4.1 <p>Tier 2 Resources/Materials:</p> <ul style="list-style-type: none"> • "Grace and the Time Machine"- Reading Street Unit 2 p.192 • <u>A Wrinkle in Time</u> by Madeleine L'Engle • <u>Journals</u>
<p>Tier 3 Activities/Strategies (Synthesis/Evaluation)</p> <ul style="list-style-type: none"> • Judge classmates' performances in the Readers Theater using the performance rubric. • Speak clearly at an understandable pace during performance of Reader's Theater. 	<p>Tier 3 Standards:</p> <ul style="list-style-type: none"> • SL 4.1, SL 4.4 <p>Tier 3 Resources/Materials:</p> <ul style="list-style-type: none"> • "Grace and the Time Machine"- Reading Street Unit 2 p.192 • Performance Rubric http://www.lecs.org/pdf/spjoerg.pdf

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Curriculum for Grade: 4
Teacher: Bowden

Subject: ELA

8/10/17

<ul style="list-style-type: none">Students will share their -journal entries with the class and the teacher.	<ul style="list-style-type: none"><u>Journals</u>
STUDENT WORK PRODUCTS/ ASSESSMENTS: <ul style="list-style-type: none">Perform "Grace and the Time Machine."Complete performance rubric.	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: <ul style="list-style-type: none">Use SMARTBoard to project backgrounds for play.

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UNIT # 2 : Peer Pressure/Bullying/Sibling Rivalry <u>Tales of a Fourth Grade Nothing</u> <u>Fourth Grade Rats</u>	TIMEFRAME: October 1-December 1
BIG IDEA(S): Internal Conflict <u>Reading Strategies:</u> <ul style="list-style-type: none">• Comparing and contrasting multiple texts• Intro to realistic fiction• Reading non-fiction texts about peer-pressure, bullying and decision making• Character Analysis• Main Idea/Theme <u>Writing and Grammar Strategies:</u> <ul style="list-style-type: none">• Intro Narrative writing• Dialogue punctuation• Abstract Nouns• Regular and Irregular verbs <u>Speaking/Listening:</u> <ul style="list-style-type: none">• Point of View• Connections to self, text, world <u>Test Prep</u> <ul style="list-style-type: none">• Narrative Writing• Test taking strategies• Home row and top row keys• Point of view	ESSENTIAL QUESTIONS: <u>Content-based:</u> <ul style="list-style-type: none">• Should people follow others just to “fit in”?• Why do people bully others?• How/Should we have compassion/understanding for those who don’t treat us well? <u>Skill-based:</u> <ul style="list-style-type: none">• <u>Why does choosing the correct verb matter when writing/speaking? Why do authors write narratives?</u>• <u>How does dialogue add to a story?</u>• How do we correctly punctuate dialogue?• How do we structure a narrative?• What literary techniques can we use to write gripping, interesting narratives?• How can we make our writing more organized and effective?• How do we respond effectively to open-ended questions?• <u>Why do authors write realistic fiction?</u>
ENDURING UNDERSTANDINGS: (Students will understand that...) <ul style="list-style-type: none">• Narratives are stories aptly written with a Somebody Wanted But So Then Finally structure.• Realistic Fiction is a made-up story with events that could actually happen. In most stories, the main character undergoes some kind of transformation or change. This change usually helps us decipher the theme or message of the story.• Abstract nouns are nouns without tangibility.• Irregular verbs change stems as the subject changes; regular verbs do not change stems.• Written dialogue is a conversation within text that has quotation marks around what is said and uses a comma to separate dialogue from the character source of that dialogue.• Narratives need punchy insight, say-somethings, dialogue, and plot structure to make for a more gripping read.• <u>An open-ended response require a restatement of the question, along with.</u>	

evidence from the text to support its argument

READING and VOCABULARY	RELEVANT RESOURCES/MATERIALS/Standards
Tier 1 Activities/Strategies (Knowledge/Comprehension) <ul style="list-style-type: none"> Define realistic fiction. Identify character traits of Suds and Joey as they evolve in <u>Fourth Grade Rats</u>. Identify character traits of Fudge and Peter in <u>Tales of a Fourth Grade Nothing</u>. Identify and define vocabulary for <u>Fourth Grade Rats</u>. Identify and define vocabulary for <u>Tales of a Fourth Grade Nothing</u>. Define peer-pressure and bullying. Define and identify first and third person point of view. Identify Point of View in each <u>Fourth Grade Rats</u> and <u>Tales of a Fourth Grade Nothing</u>. 	Tier 1 Standards: <ul style="list-style-type: none"> RL 4.1, RL 4.3, RL 4.4, RL 4.6, RFS 4.3, RFS 4.3a, RFS 4.4, RFS 4.4a, RFS 4.4c, W 4.1a, W 4.1b, L 4.5, L 4.4.a, L 4.4.c Tier 1 Resources/Materials: <ul style="list-style-type: none"> <u>Tales of a Fourth Grade Nothing</u> by Judy Blume <u>Fourth Grade Rats</u> by Jerry Spinelli TLC: Characterization methods D.DAT organizer http://www.literacycookbook.com/download.php?did=90 D.DAT Chart with Evidence TLC: http://www.literacycookbook.com/login.php?back=%2Fdownload.php%3Fdid%3D90& TLC: Character Traits Quotes and Explain Chart http://www.literacycookbook.com/download.php?did=90
Tier 2 Activities/Strategies (Application/Analysis) <ul style="list-style-type: none"> Infer the meaning of vocabulary words using context clues Identify the Main Idea/Theme of both texts. Discuss peer-pressure, bullying, and standing up for others using background knowledge from own experiences. Compare/contrast how bullying/peer pressure is shown in <u>Fourth Grade Rats</u> as compared to <u>Tales of a Fourth Grade Nothing</u>. Read <u>Fourth Grade Rats</u> and discuss character traits of Suds and Joey using evidence from 	Tier 2 Standards: <ul style="list-style-type: none"> RL 4.3, RL 4.9, RFS 4.3, RFS 4.3a, RFS 4.4, RFS 4.4a, RFS 4.4c, W 4.1a, W 4.1b, L 4.5, L 4.4.a, L 4.4.c Tier 2 Resources/Materials: <ul style="list-style-type: none"> <u>Tales of a Fourth Grade Nothing</u> by Judy Blume <u>Fourth Grade Rats</u> by Jerry Spinelli TLC: Characterization methods D.DAT organizer http://www.literacycookbook.com/download.php?did=90 D.DAT Chart with Evidence TLC: http://www.literacycookbook.com/login.php?back=%2Fdownload.php%3Fdid%3D90& TLC: Character Traits Quotes and Explain Chart http://www.literacycookbook.com/do

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<p>text.</p> <ul style="list-style-type: none"> Read <u>Tales of a Fourth Grade Nothing</u> and discuss character traits of Fudge and Peter using evidence from text. Use a graphic organizer to keep track of the main characters, problems faced, and conclusion of both texts. Use post-it notes to mark all text vocabulary and page numbers. 	<p>wnload.php?did=90</p> <ul style="list-style-type: none"> Post-Its
<p>Tier 3 Activities/Strategies (Synthesis/Evaluation)</p>	<p>Tier 3 Standards:</p> <ul style="list-style-type: none"> RL 4.1, RL 4.3, RL 4.4, RL 4.6, W 4.1b, L 4.5, L 4.4.a, L 4.4.c
<ul style="list-style-type: none"> Write sentences using vocabulary words to show meaning. Provide character traits for 1 main character in <u>Fourth Grade Rats</u> using evidence from the text. Provide character traits for 1 main character in <u>Tales of a Fourth Grade Nothing</u>. Write an effective topic sentence that conveys the main idea/theme of both texts and provide evidence from the texts to support your idea. Evaluate sentences to find correct vocabulary word needed within context. Students will verify the preliminary determination of the meaning of a word or phrase (by checking the inferred meaning in context or in a dictionary). Evaluate <u>and compare</u> the character traits of the main character from <u>Tales of a Fourth Grade Nothing</u> to those of the main character in <u>Fourth Grade Rats</u> using a T-Chart. 	<p>Tier 3 Resources/Materials:</p> <ul style="list-style-type: none"> <u>Fourth Grade Rats</u> vocabulary list <u>Fourth Grade Rats</u> vocabulary hypothesis worksheet <u>Tales of a Fourth Grade Nothing</u> vocabulary list <u>Tales of a Fourth Grade Nothing</u> vocabulary hypothesis worksheet TLC: Character Traits Quotes and Explain Chart http://www.literacycookbook.com/do_wnload.php?did=90 TLC: Characterization methods D.DAT organizer http://www.literacycookbook.com/do_wnload.php?did=90 TLC: Paragraph Response http://www.literacycookbook.com/do_wnload.php?did=76 Socratic Seminar
<p>STUDENT WORK PRODUCTS/ ASSESSMENTS:</p> <ul style="list-style-type: none"> <u>Paragraph Responses</u> Reading and vocabulary tests 	<p>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</p> <ul style="list-style-type: none"> SMARTBoard

<ul style="list-style-type: none"> • Topic sentence paragraphs • Character Traits: Quotes and Explain Chart • Socratic Seminar score sheets • Complete D.DAT chart • Class participation and discussion 	
WRITING and GRAMMAR	RELEVANT RESOURCES/MATERIALS/Standards
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 Standards: <ul style="list-style-type: none"> • L 4.1, L 4.2, L 4.3, W 4.2, W 4.3, W 4.4
<ul style="list-style-type: none"> • Identify <u>and define</u> abstract nouns. • Identify <u>and define</u> regular verbs. • Identify <u>and define</u> irregular verbs. • Students will <u>identify and</u> define the basic pieces of an open-ended response question: claim, evidence, and justification. • Identify <u>and define</u> first and third person point of view. • Students will <u>identify and define</u> the elements of an argumentative sentence (debatable words, cause and effect relationships, raising “How” or “Why” questions). 	Tier 1 Resources/Materials: <ul style="list-style-type: none"> • “Lewis and Clark and Me” Reading Street Unit 1 • <u>Mechanically Inclined</u> by Jeff Anderson Section 4: Verbs • TLC Blog: Steps 1-4 argument vs. evidence https://theliteracycookbook.wordpress.com/?s=argument • <u>Tales of a Fourth Grade Nothing</u> by Judy Blume • <u>Fourth Grade Rats</u> by Jerry Spinelli • Language Arts Text, Verbs Unit and Abstract Nouns
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 Standards: <ul style="list-style-type: none"> • L 4.1, L 4.2, L 4.3, W 4.2, W 4.3, W 4.4
<ul style="list-style-type: none"> • Analyze different short stories to determine point of view. • Analyze sentences to determine which word is a regular verb. • Explain how to form irregular verbs. • Analyze sentences to determine which word is an abstract noun. • Explain what an abstract noun is. • Analyze different short stories in order to choose a character from whose point of view the stories could be retold. • Choose a different point of view from “Lewis and Clark and Me” to rewrite the story. • Students will build the strength of their argument sentences by 	Tier 2 Resources/Materials: <ul style="list-style-type: none"> • “Lewis and Clark and Me” Reading Street Unit 1 • <u>Mechanically Inclined</u> by Jeff Anderson Section 4: Verbs • TLC Blog: Steps 1-4 argument vs. evidence https://theliteracycookbook.wordpress.com/?s=argument • <u>Tales of a Fourth Grade Nothing</u> by Judy Blume • <u>Fourth Grade Rats</u> by Jerry Spinelli • Language Arts Text, Verbs Unit and Abstract Nouns • Short stories http://readmeastoryink.com/readnow.php • “Open-ended Response Rubric” on

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<p>writing argument sentences for an otherwise-complete paragraph. They will analyze the paragraph, determine the main idea, and craft a strong claim. Teacher will model this process, pointing out tips for finding main idea; <u>students will take notes.</u></p> <ul style="list-style-type: none"> • Students will be given claims/argument sentences and will write the rest of the OER using strong evidence and coherent justification. • <u>Explain how point of view can change information given to the reader by discussion how Tales of a Fourth Grade Nothing and Fourth Grade Rats might be different if told from a different point of view.</u> • 	<p>TLC: http://www.literacycookbook.com/login.php?back=%2Fdownload.php%3Fdid%3D66&</p>
<p>Tier 3 Activities/Strategies (Synthesis/Evaluation)</p>	<p>Tier 3 Standards:</p> <ul style="list-style-type: none"> • L 4.1, L 4.2, L 4.3, W 4.2, W 4.3, W 4.4
<ul style="list-style-type: none"> • Students will rewrite a section of a short story from a different point of view (<u>untimed narrative writing task</u>). • Students will form regular verbs correctly in sentences. • Students will correctly use abstract nouns in sentences. • Students will form irregular verbs. • Students will evaluate an OER looking specifically at the evidence—is it strong? Was it integrated into the paragraph properly? Students will use their text to find 1-2 other pieces of evidence that would also support the claim. Students will work together to evaluate which piece of evidence is strongest. • Students will write an OER using a strong argument statement with evidence to support. 	<p>Tier 3 Resources/Materials:</p> <ul style="list-style-type: none"> • “Lewis and Clark and Me” Reading Street Unit 1 • <u>Mechanically Inclined</u> by Jeff Anderson Section 4: Verbs • TLC Blog: Steps 1-4 argument vs. evidence https://theliteracycookbook.wordpress.com/?s=argument • <u>Tales of a Fourth Grade Nothing</u> by Judy Blume • <u>Fourth Grade Rats</u> by Jerry Spinelli • Language Arts Text, Verbs Unit and Abstract Nouns • Short stories http://readmeastoryink.com/readnow.php • “Open-ended Response Rubric” on TLC: http://www.literacycookbook.com/login.php?back=%2Fdownload.php%3Fdid%3D66&

<ul style="list-style-type: none"> • Rewrite “Lewis and Clark and Me” from a different point of view. • 	
STUDENT WORK PRODUCTS/ ASSESSMENTS: <ul style="list-style-type: none"> • OER writing • Language Arts/Grammar quizzes and tests • Class participation and discussion • Narrative writing: <u>Students will read a story containing multiple characters. Students will be instructed to rewrite the story from the point of view of a different character of their choosing. (Mirroring PARCC writing tasks, untimed). To be used as an assessment.</u> 	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: <ul style="list-style-type: none"> • Laptops to type OER and Narrative writing • SMARTBoard
TEST PREP	RELEVANT RESOURCES/MATERIALS/Standards
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 Standards: <ul style="list-style-type: none"> • W 6.6, RL 4.1, RL 4.4, L 4.4
<ul style="list-style-type: none"> • Define basic test-taking strategies such as: process of elimination, referring back to the passage, and using context clues to determine meanings of unknown words. • Identify home row keys. • Identify which fingers to use to type top row keys. • Review and identify the differences between a 4, 3, 2, and 1 point response on the open-ended response rubric. • Review the definition of “ample, relevant, and accurate” in order to understand the rubric. • Identify and define what narrative writing is. • Define point of view. • Identify first and third person point of view. • Define process of elimination. • Identify what a distractor is. 	Tier 1 Resources/Materials: <ul style="list-style-type: none"> • “Open-ended Response Rubric” on TLC: http://www.literacycookbook.com/login.php?back=%2Fdownload.php%3Fdid%3D66& • Laptops for typing • PARCC website http://parcc.pearson.com/practice-tests/english/ • Typing Web www.typingweb.com • ANET materials https://my.achievementnetwork.org/quizzes.do?year=2014&grade=0&schoolId=60573&userId=11806&subjectId=2

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Tier 2 Activities/Strategies (Application/Analysis) <ul style="list-style-type: none"> Practice using correct fingers to type home row keys. Practice using correct fingers to type top row keys. Analyze chapter books to determine point of view. Practice applying test-taking strategies such as: reading the questions first, process of elimination, referring back to the passage for evidence, and using context clues to determine meanings of unknown words. Analyze multiple-choice questions to determine which answers are distractors. Analyze <u>The True Story of the Three Little Pigs</u> to determine <u>and explain</u> how a story can change when point of view is changed. Analyze sample writing responses to determine why they received and 4, 3, 2, or 1. 	Tier 2 Standards: <ul style="list-style-type: none"> W 6.6, RL 4.1, RL 4.4, L 4.4 Tier 2 Resources/Materials: <ul style="list-style-type: none"> <u>The True Story of the Three Little Pigs</u> by Jon Scieszka and Lane Smith "Open-ended Response Rubric" on TLC: http://www.literacycookbook.com/login.php?back=%2Fdownload.php%3Fdid%3D66& Laptops for typing PARCC website http://parcc.pearson.com/practice-tests/english/ Typing Web www.typingweb.com ANET materials https://my.achievementnetwork.org/quizzes.do?year=2014&grade=0&schoolId=60573&userId=11806&subjectId=2 <u>Tales of a Fourth Grade Nothing</u> by Judy Blume <u>Fourth Grade Rats</u> by Jerry Spinelli
Tier 3 Activities/Strategies (Synthesis/Evaluation) <ul style="list-style-type: none"> Evaluate multiple-choice answer choices: explain why some choices are distractors/incorrect answer choices. Evaluate partner's narrative writing to determine point of view and how story changed. Evaluate partner's narrative writing to determine if the character's point of view was correctly represented. <u>Evaluate sample writing responses by using rubric to figure how they should be scored.</u> Demonstrate knowledge of fingers to use to strike top row keys. Students will use their analysis of the sample responses to assist 	Tier 3 Standards: <ul style="list-style-type: none"> W 6.6, RL 4.1, RL 4.4, L 4.4 Tier 3 Resources/Materials: <ul style="list-style-type: none"> "Open-ended Response Rubric" on TLC: http://www.literacycookbook.com/login.php?back=%2Fdownload.php%3Fdid%3D66& Laptops for typing PARCC website http://parcc.pearson.com/practice-tests/english/ Typing Web www.typingweb.com ANET materials https://my.achievementnetwork.org/quizzes.do?year=2014&grade=0&schoolId=60573&userId=11806&subjectId=2 ANET Assessment 1

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<p>them in answering a separate open-ended question on ANET assessment 1.</p>	
<p>STUDENT WORK PRODUCTS/ ASSESSMENTS:</p> <ul style="list-style-type: none"> • Typing web quiz • ANET 1 • Quizzes and tests • <u>Narrative writing: Students will read a story containing multiple characters. Students will be instructed to rewrite the story from the point of view of a different character of their choosing. (Mirroring PARCC writing tasks, untimed). To be used as an assessment.</u> 	<p>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</p> <ul style="list-style-type: none"> • Use online tools to annotate passages and questions. • Laptops to practice typing.
<p>SPEAKING/ LISTENING</p>	<p>RELEVANT RESOURCES/MATERIALS/Standards</p>
<p>Tier 1 Activities/Strategies (Knowledge/Comprehension)</p> <ul style="list-style-type: none"> • Identify the point of view from which <u>A Wrinkle in Time</u> by Madeleine L'Engle is written <u>while listening to the story being read aloud.</u> • Identify the point of view from which <u>The Phantom Tollbooth</u> by Norton Juster is written <u>while listening to the story being read aloud.</u> • Paraphrase portions of a text read aloud. • Students will share their writings with the class. • Students will listen to the teacher read aloud <u>A Wrinkle in Time</u> by Madeleine L'Engle. Students will express any connections they might have to characters throughout the reading. Students will listen to the teacher read aloud <u>The Phantom Tollbooth</u> by Norton Juster. Students will express any connections they might have to characters 	<p>Tier 1 Standards:</p> <ul style="list-style-type: none"> • SL 4.1, SL 4.2, SL 4.4, SL 4.6 <p>Tier 1 Resources/Materials:</p> <ul style="list-style-type: none"> • <u>A Wrinkle in Time</u> by Madeleine L'Engle • <u>The Phantom Tollbooth</u> by Norton Juster •

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throughout the reading.	
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 Standards: <ul style="list-style-type: none"> • SL 4.1 Tier 2 Resources/Materials: <ul style="list-style-type: none"> • <u>A Wrinkle in Time</u> by Madeleine L'Engle • <u>The Phantom Tollbooth</u> by Norton Juster • Journals
<ul style="list-style-type: none"> • Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. • Students will participate in small group and one-on-one discussions. They will be required to come prepared with important materials and take notes during the discussion. • Students will write their reactions to <u>A Wrinkle in Time</u> and <u>The Phantom Tollbooth</u> as they listen to the read aloud. • Students will participate in group discussions about <u>The Phantom Tollbooth</u> by Norton Juster. 	
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 Standards: <ul style="list-style-type: none"> • SL 4.1 Tier 3 Resources/Materials: <ul style="list-style-type: none"> • <u>A Wrinkle in Time</u> by Madeleine L'Engle • <u>The Phantom Tollbooth</u> by Norton Juster • Journals • Poster paper • Crayons/Markers • Laptops for creating poster (optional)
<ul style="list-style-type: none"> • Students will share their journal entries with the class and the teacher. • Report on their group discussions about <u>The Phantom Tollbooth</u>. • Create a new cover for <u>A Wrinkle in Time</u> depicting a major event from the story. • Write a paragraph explaining new cover for <u>A Wrinkle in Time</u>. 	
STUDENT WORK PRODUCTS/ ASSESSMENTS: <ul style="list-style-type: none"> • Participation in small group and one-on-one discussions. • Writing journal entries. • Book cover 	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: <ul style="list-style-type: none"> • Computer to create cover for <u>A Wrinkle in Time</u> (optional)

UNIT # 3 : Questioning Appearances/Animals as Characters Aging and Maturing <u><i>Bunnicula</i></u> <u><i>Dear Mr. Henshaw</i></u>	TIMEFRAME: December 1-March
BIG IDEA(S): Investigation/Mysteries Reading Strategies: <ul style="list-style-type: none"> • Types of characters • Setting • Mood • Foreshadowing Writing and Grammar Strategies: <ul style="list-style-type: none"> • Colon • Semicolon • Comma • Possessives • Literary analysis • Open-ended responses • Letter Writing Speaking and Listening Strategies: <ul style="list-style-type: none"> • Connections to self, text, and world • Oral fluency Test Prep Strategies: <ul style="list-style-type: none"> • PARCC Literary Analysis • Research Writing Task • Typing skills 	ESSENTIAL QUESTIONS: Content-Based: <ul style="list-style-type: none"> • Should people judge others based solely on appearances? • Why do people often judge others based on appearances? • What causes people to investigate? • How can you investigate a mystery? <u>What are some issues adolescents have to deal with while growing up?</u> Skills-Based: <ul style="list-style-type: none"> • How do you determine when to use a colon? Semicolon? Comma? • Why is important to use possessives correctly when writing/speaking? • Why do authors use foreshadowing? • How can an author convey mood? • How does a setting affect a story? • Why do people write letters?
ENDURING UNDERSTANDINGS: Students will understand that... <ul style="list-style-type: none"> • Colons are used only after complete sentences to introduce a series of items . • A colon means "that is to say" or "here's what I mean." • Semicolons are used to separate clauses, before such words and terms as <i>namely, however, therefore, that is, i.e., for example, e.g., for instance, etc.</i>, when they introduce a complete sentence, and to separate units of a series when one or more of the units contain commas • Commas are used after the first independent clause when you link two independent clauses with one of the following coordinating conjunctions: and, but, for, or, nor, so, yet. • Commas are used to separate the elements in a series (three or more things). • Good readers annotate and analyze details in texts. • The setting of the story, which includes time and place, plays an important role in effectively telling a story. A story would change if the setting was changed. • Foreshadowing is a way the author alludes to events that will happen later in a text; it is often used to create suspense. • When you write open-ended responses you should restate the question, 	

answer with specific information from the text, and provide a punchy insight.

- The **mystery genre** is a type of fiction in which a detective, other professional, or civilian, solves a crime or series of crimes. It can take the form of a novel or short story.

READING and VOCABULARY	RELEVANT RESOURCES/MATERIALS/Standards
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 Standards: <ul style="list-style-type: none"> • RL 4.1, RL 4.3, RL 4.4, RL 4.6, RFS 4.3, RFS 4.3a, RFS 4.4, RFS 4.4a, RFS 4.4c, W 4.1a, W 4.1b, L 4.5, L 4.4.a, L 4.4.c
<ul style="list-style-type: none"> • Identify and define “setting.” • Identify and define “foreshadowing.” • Identify and define “mood.” • Identify and define “mysteries.” • Identify and define “realistic fiction.” • Identify and define “theme.” • Identify and define vocabulary words for <u>Bunnicula</u>. • Identify and define vocabulary words for <u>Dear Mr. Henshaw</u>. 	Tier 1 Resources/Materials: <ul style="list-style-type: none"> • <u>Bunnicula</u> by James and Deborah Howe • <u>Dear Mr. Henshaw</u> by Beverly Cleary • Mystery genre http://www.scholastic.com/teachers/lesson-plan/exploring-mystery-genre • “The Houdini’s Box” Reading Street • “Seeker of Knowledge” Reading Street • “Encyclopedia Brown and the Case of the Slippery Salamander” Reading Street
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 Standards: <ul style="list-style-type: none"> • RL 4.3, RL 4.9, RFS 4.3, RFS 4.3a, RFS 4.4, RFS 4.4a, RFS 4.4c, W 4.1a, W 4.1b, L 4.5, L 4.4.a, L 4.4.c
<ul style="list-style-type: none"> • Infer the meaning of vocabulary words using context clues • Use post-it notes to mark all text vocabulary and page numbers. • Use a graphic organizer to keep track of the main characters, problems faced, and conclusion. • Discuss how setting plays an important role <u>in the events of a story</u>. • Discuss techniques the authors used to create a mood of 	Tier 2 Resources/Materials: <ul style="list-style-type: none"> • <u>Bunnicula</u> by James and Deborah Howe • <u>Dear Mr. Henshaw</u> by Beverly Cleary • Mystery genre http://www.scholastic.com/teachers/lesson-plan/exploring-mystery-genre • Character analysis chart http://www.literacycookbook.com/download.php?did=94

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<p>mystery.</p> <ul style="list-style-type: none"> • Discuss how/when the authors used foreshadowing to hint at events that will take place later in a text. • Discuss different themes that can be universally found throughout texts. • Analyze a literary analysis prompt to understand generic language used in these prompts. • Unpack a literary analysis prompt to create a clear question in order to know what to annotate while reading a text. • Correctly annotate two texts in order to answer a literary analysis prompt, with guidance from the teacher. • Analyze a research writing prompt to understand generic language used in these prompts. • Unpack a research writing prompt to turn the directions into a question to make it easier to answer the prompt. • Correctly annotate three pieces of information in order to answer a research writing prompt, with guidance from the teacher. • 	<ul style="list-style-type: none"> • “The Houdini’s Box” Reading Street • “Seeker of Knowledge” Reading Street • “Encyclopedia Brown and the Case of the Slippery Salamander” Reading Street • How to Infer Themes Organizer http://www.literacycookbook.com/download.php?did=156 • Writing Rubric http://www.literacycookbook.com/download.php?did=156 • https://theliteracycookbook.wordpress.com/2014/11/07/parcc-prep-how-to-unpack-literary-analysis-and-research-writing-prompts/
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 Standards: <ul style="list-style-type: none"> • RL 4.1, RL 4.3, RL 4.4, RL 4.6, W 4.1b, L 4.5, L 4.4.a, L 4.4.c
<ul style="list-style-type: none"> • Write sentences using vocabulary words to show meaning. • Compose a paragraph explaining how a story would be different if it took place in a different setting. Students will be given the different setting and have to explain how that setting would change the story. • Evaluate a short story to identify the mood of the story. Explain how the author conveyed the mood. 	Tier 3 Resources/Materials: <ul style="list-style-type: none"> • <u>Bunnicula</u> vocabulary list • <u>Dear Mr. Henshaw</u> vocabulary list • “The Houdini’s Box” Reading Street • “Seeker of Knowledge” Reading Street • “Encyclopedia Brown and the Case of the Slippery Salamander” Reading Street • <u>Bunnicula</u> by James and Deborah Howe • <u>Dear Mr. Henshaw</u> by Beverly

<ul style="list-style-type: none"> Evaluate a text to identify an example of foreshadowing. Explain the foreshadowing and identify the event to which the foreshadowing eluded. 	<p><u>Cleary</u></p> <ul style="list-style-type: none"> https://theliteracycookbook.wordpress.com/2014/11/07/parcc-prep-how-to-unpack-literary-analysis-and-research-writing-prompts/
STUDENT WORK PRODUCTS/ ASSESSMENTS: <ul style="list-style-type: none"> ANET 2 <u>Bunnicula vocab and comprehension tests and quizzes</u> <u>Dear Mr. Henshaw vocab and comprehension tests and quizzes</u> <u>Quizzes</u> Paragraph responses Vocabulary sentences 	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: <ul style="list-style-type: none"> SMARTBoard Laptops to type paragraph responses
WRITING and GRAMMAR	RELEVANT RESOURCES/MATERIALS/Standards
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 Standards: <ul style="list-style-type: none"> L 4.1, L 4.2, L 4.3, W 4.2, W 4.3, W 4.4, W 4.5, <u>W 4.7</u>, W 4.8, W 4.9, <u>W 4.10</u>
<ul style="list-style-type: none"> Identify and define what literary analysis writing is. Identify a prompt as a literary analysis prompt. <u>Identify an exemplary literary analysis response.</u> <u>Identify and define what a research writing task is.</u> <u>Identify a prompt as a research writing task.</u> <u>Identify an exemplary literary analysis response.</u> Review definition of "theme." Identify and define what a comma is. Identify and define what a semicolon is. Identify and define what a colon is. Identify and define what possessives are. 	Tier 1 Resources/Materials: <ul style="list-style-type: none"> http://www.middleweb.com/19489/parcc-prep-literary-analysis-writing-task/ Language Arts Text, Possessives Unit and Punctuation <u>Mechanically Inclined</u> by Jeff Anderson <u>Writing Rubric</u> http://www.literacycookbook.com/download.php?did=156 https://theliteracycookbook.wordpress.com/2014/11/07/parcc-prep-how-to-unpack-literary-analysis-and-research-writing-prompts/http://www.survivenature.com/desert.php <u>NJProgress "Into the Grand Canyon"</u> <u>"Letters Home From Yosemite" Reading Street</u> <u>"Antarctic Journal"</u> <u>Antarctic article</u> http://www.timeforkids.com/new/s/antarctic-discovery/29416

<p>prompt to understand generic language used in these prompts.</p> <ul style="list-style-type: none"> • Unpack a research writing prompt to turn the directions into a question to make it easier to answer the prompt. • Correctly annotate three pieces of information in order to answer a research writing prompt, with guidance from the teacher. • Explain when to correctly use a comparative adjective. • Explain when to correctly use a superlative adjective. • Explain when to correctly use a comparative adverb. • Explain when to correctly use a superlative adverb. • Explain when to correctly use a conjunction. 	<ul style="list-style-type: none"> • Language Arts Text, Comparative and Superlative Adjectives and Adverbs, Conjunctions • <u>Mechanically Inclined</u> by Jeff Anderson • Writing Rubric http://www.literacycookbook.com/download.php?did=156 • https://theliteracycookbook.wordpress.com/2014/11/07/parcc-prep-how-to-unpack-literary-analysis-and-research-writing-prompts/http://www.survivenature.com/desert.php • John Muir article https://my.achievementnetwork.org/addPassageToQuiz.do?schoolId=60573&year=2014&id=301642#passage-1-2424 • John Muir article #2 https://my.achievementnetwork.org/addPassageToQuiz.do?schoolId=60573&year=2014&id=301642#passage-1-1534 • Tiger Conservation video clip http://www.ndtv.com/video/player/news/top-tiger-conservationists-get-together-to-save-the-tiger/193097
<p>Tier 3 Activities/Strategies (Synthesis/Evaluation)</p>	<p>Tier 3 Standards: L 4.1, L 4.2, L 4.3, L 4.4, L 4.6, W 4.2, W 4.3, W 4.4, W 4.5, W 4.7, W 4.8, W 4.9, W 4.10</p>
<ul style="list-style-type: none"> • Read two texts and view one video about the same topic and compose a response to a research writing prompt. • Use conjunctions correctly in sentences. • Use comparative adjectives correctly in sentences. • Use superlative adjectives correctly in sentences. • Use comparative adverbs correctly in sentences. • Use superlative adverbs correctly in sentences. • Use words with roots correctly in sentences. 	<p>Tier 3 Resources/Materials:</p> <ul style="list-style-type: none"> • Writing Rubric http://www.literacycookbook.com/download.php?did=156 • https://theliteracycookbook.wordpress.com/2014/11/07/parcc-prep-how-to-unpack-literary-analysis-and-research-writing-prompts/ • http://www.survivenature.com/desert.php • John Muir article https://my.achievementnetwork.org/addPassageToQuiz.do?schoolId=60573&year=2014&id=301642#passage-1-2424 • John Muir article #2 https://my.achievementnetwork.org/addPassageToQuiz.do?schoolId=60573&year=2014&id=301642#passage-1-1534 • Tiger Conservation video clip http://www.ndtv.com/video/player/news

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	<p>/top-tiger-conservationists-get-together-to-save-the-tiger/193097</p> <ul style="list-style-type: none"> •
STUDENT WORK PRODUCTS/ ASSESSMENTS: <ul style="list-style-type: none"> • ANET3 • ANET4 • PARCC research writing where students will read two texts and view a video on the same topic and answer the research writing prompt. • Language Arts/Grammar quizzes and tests 	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: <ul style="list-style-type: none"> • SMARTBoard • Laptops to type research task
TEST PREP	RELEVANT RESOURCES/MATERIALS/Standards
Tier 1 Activities/Strategies (Knowledge/Comprehension) <ul style="list-style-type: none"> • Identify and define what a research writing task is. • Identify a prompt as a research writing task. • Identify an exemplary literary analysis response. • Review home row keys. • Review fingers to use for top row keys. • Review fingers to use for bottom row keys. 	Tier 1 Standards: <ul style="list-style-type: none"> • W 4.2, W 4.3, W 4.4, W 4.5, W 4.7, W 4.8, W 4.9, W 4.10, RL 4.1, RL 4.4 Tier 1 Resources/Materials: <ul style="list-style-type: none"> • Writing Rubric http://www.literacycookbook.com/download.php?did=156 • Typing Web www.typingweb.com • ANET Materials www.myanet.org • https://theliteracycookbook.wordpress.com/2014/11/07/parcc-prep-how-to-unpack-literary-analysis-and-research-writing-prompts/http://www.survivenature.com/desert.php • John Muir article https://my.achievementnetwork.org/addPassageToQuiz.do?schoolId=60573&year=2014&id=301642#passage-1-2424 • John Muir article #2 https://my.achievementnetwork.org/addPassageToQuiz.do?schoolId=60573&year=2014&id=301642#passage-1-1534 • Tiger Conservation video clip http://www.ndtv.com/video/player/news/top-tiger-conservationists-get-together-to-save-the-tiger/193097 •
Tier 2 Activities/Strategies (Application/Analysis) <ul style="list-style-type: none"> • Analyze a research writing prompt to understand generic 	Tier 2 Standards: <ul style="list-style-type: none"> • W 4.2, W 4.3, W 4.4, W 4.5, W 4.7, W 4.8, W 4.9, W 4.10, RL 4.1, RL 4.4 Tier 2 Resources/Materials: <ul style="list-style-type: none"> • Writing Rubric

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<p>language used in these prompts.</p> <ul style="list-style-type: none"> • Unpack a research writing prompt to turn the directions into a question to make it easier to answer the prompt. • Correctly annotate three pieces of information in order to answer a research writing prompt, with guidance from the teacher. • Practice using correct fingers to type home row keys. • Practice using correct fingers to type top row keys. • Practice using correct fingers to type bottom row keys. 	<p>http://www.literacycookbook.com/download.php?did=156</p> <ul style="list-style-type: none"> • Typing Web www.typingweb.com • ANET Materials www.myanet.org • https://theliteracycookbook.wordpress.com/2014/11/07/parcc-prep-how-to-unpack-literary-analysis-and-research-writing-prompts/http://www.survivenature.com/desert.php • John Muir article https://my.achievementnetwork.org/addPassageToQuiz.do?schoolId=60573&year=2014&id=301642#passage-1-2424 • John Muir article #2 https://my.achievementnetwork.org/addPassageToQuiz.do?schoolId=60573&year=2014&id=301642#passage-1-1534 • Tiger Conservation video clip http://www.ndtv.com/video/player/news/top-tiger-conservationists-get-together-to-save-the-tiger/193097
<p>Tier 3 Activities/Strategies (Synthesis/Evaluation)</p>	<p>Tier 3 Standards:</p> <ul style="list-style-type: none"> • W 4.2, W 4.3, W 4.4, W 4.5, W 4.7, W 4.8, W 4.9, W 4.10, RL 4.1, RL 4.4
<ul style="list-style-type: none"> • Read two texts and view one video about the same topic and compose a response to a research writing prompt. • Demonstrate knowledge of fingers to use to strike top row keys. 	<p>Tier 3 Resources/Materials:</p> <ul style="list-style-type: none"> • Writing Rubric http://www.literacycookbook.com/download.php?did=156 • Typing Web www.typingweb.com • ANET Materials www.myanet.org • PARCC practice tests
<p>STUDENT WORK PRODUCTS/ ASSESSMENTS:</p> <ul style="list-style-type: none"> • ANET3 • ANET4 • Typing Web quizzes • PARCC research writing where students will read two texts and view a video on the same topic and answer the research writing prompt. 	<p>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</p> <ul style="list-style-type: none"> • PARCC online practice tests • Laptops to access online tests, Typing Web, and type responses
<p>SPEAKING/ LISTENING</p>	<p>RELEVANT</p>

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	RESOURCES/MATERIALS/Standards
<p>Tier 1 Activities/Strategies (Knowledge/Comprehension)</p> <ul style="list-style-type: none"> • Identify the setting of <u>The Indian in the Cupboard</u> by Lynne Reid Banks while listening to the story being read aloud. • Paraphrase portions of a text read aloud. • Students will share their writings with the class. • Students will listen to the teacher read aloud <u>The Indian in the Cupboard</u> by Lynne Reid Banks. Students will express any connections they might have to characters throughout the reading. • Students will brainstorm and prepare notes (answer open-ended questions, or identify literary devices from a specific text) for discussion in the center of the circle (Socratic Seminar). • Students will take notes on the discussion or complete an Observation Checklist. 	<p>Tier 1 Standards:</p> <ul style="list-style-type: none"> • SL 4.1, SL 4.2, SL 4.4, SL 4.6 <p>Tier 1 Resources/Materials:</p> <ul style="list-style-type: none"> • <u>The Indian in the Cupboard</u> by Lynne Reid Banks • Journals • <u>Socratic Seminar Discussion Rubric from Literacy Cookbook</u> • <u>Observation Feedback Form from Literacy Cookbook</u> • <u>Holes</u> by Louis Sachar
<p>Tier 2 Activities/Strategies (Application/Analysis)</p> <ul style="list-style-type: none"> • Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. • Students will participate in small group and one-on-one discussions. They will be required to come prepared with important materials and take notes during the discussion. • Students will write their reactions to <u>The Indian in the Cupboard</u> as they listen to 	<p>Tier 2 Standards:</p> <ul style="list-style-type: none"> • SL 4.1 <p>Tier 2 Resources/Materials:</p> <ul style="list-style-type: none"> • <u>The Indian in the Cupboard</u> by Lynne Reid Banks • Journals • <u>Socratic Seminar Discussion Rubric from Literacy Cookbook</u> • <u>Observation Feedback Form from Literacy Cookbook</u> • <u>Holes</u> by Louis Sachar

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<p>the read aloud.</p> <ul style="list-style-type: none"> Students will participate in group discussions about <u>The Indian in the Cupboard</u> by Lynne Reid Banks. Students in the center will <u>provide evidence during the discussion to support their arguments.</u> Students on the outside of the circle will record evidence to support their peers' knowledge and participation. Students will analyze peer evidence and arguments and respond to the discussion topics. 	
<p>Tier 3 Activities/Strategies (Synthesis/Evaluation)</p>	<p>Tier 3 Standards:</p> <ul style="list-style-type: none"> SL 4.1
<ul style="list-style-type: none"> Students will share their journal entries with the class and the teacher. Report on their group discussions about <u>The Indian in the Cupboard.</u> Create a new cover for <u>The Indian in the Cupboard</u> depicting a major event from the story. Write a paragraph explaining new cover for <u>The Indian in the Cupboard.</u> Students will critique and debate the essential question from their text. <u>Holes (Does fate dertermine events or does free will/choice?)</u> Students will create original arguments using the original discussion topics. Observers will provide constructive feedback to their peers on how they performed in the Socratic Seminar. Students will defend their 	<p>Tier 3 Resources/Materials:</p> <ul style="list-style-type: none"> <u>The Indian in the Cupboard</u> by Lynne Reid Banks Journals Poster paper Crayons/Markers Laptops for creating poster (optional) <u>Socratic Seminar Discussion Rubric from Literacy Cookbook</u> <u>Observation Feedback Form from Literacy Cookbook</u> <u>Holes by Louis Sachar</u>

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<p><u>opinions using evidence from the text.</u></p> <ul style="list-style-type: none">• <u>Students will respond to each other's opinions, providing further evidence or a rebuttal.</u>• <u>Students will synthesize the arguments of their peers, providing an overview of the class's thoughts on the subject.</u>	
<p>STUDENT WORK PRODUCTS/ ASSESSMENTS:</p> <ul style="list-style-type: none">• Participation in small group and one-on-one discussions.• <u>Writing journal entries.</u>• <u>Socratic Seminar rubrics</u>• 	<p>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</p> <ul style="list-style-type: none">• Computer to create cover for <u>The Indian in the Cupboard</u> (optional)

UNIT # 4 : The Power of Fate/The Benefits of Friendship Holes	TIMEFRAME: April 1-June1
BIG IDEA(S): Fate Determining Events Benefits of Friendship Reading Strategies: <ul style="list-style-type: none">• Realistic Fiction• Character Relationships• Symbolism Writing and Grammar Strategies: <ul style="list-style-type: none">• Research Task• Comparative and Superlative Adjectives• Comparative and Superlative Adverbs• Roots-Carn, sym/syn, stell, deci, auto,centro/i• Conjunctions• Roots-Hydro, mega, max, vac, anima, il• Write a Survival guide• Roots-in, self, tox, vis, astro, clar Speaking and Listening Strategies: <ul style="list-style-type: none">• Connections to self, text, and world• Oral fluency Test Prep Strategies: <ul style="list-style-type: none">• Research Writing Task• Typing skills	ESSENTIAL QUESTIONS: Content-Based: <ul style="list-style-type: none">• How are friendships beneficial?• How do people build and maintain friendships?• How can fate determine events?• Why do people believe in fate? Skills -Based: <ul style="list-style-type: none">• Why is it important to use the correct comparative or superlative adjective when writing and speaking?• Why is it important to use the correct comparative or superlative adverb when writing and speaking?• Why are roots important to know?• Why do authors use objects to represent ideas in a text?
ENDURING UNDERSTANDINGS: Students will understand that... <ul style="list-style-type: none">• Comparative adjectives are used to compare two things.• Superlative adjectives are used to compare three or more things.• Comparative adverbs are used to compare the action of two things.• Superlative adverbs are used to compare the action of three or more things.• A conjunction is a word used to connect clauses or sentences or to coordinate words in the same clause.• Good readers annotate and analyze details in texts.• Roots of words can help determine the definition of unknown words.• Realistic fiction is a genre consisting of stories that could have actually occurred to people or animals in a believable setting. These stories resemble real life, and fictional characters within these stories react similarly to real people.	

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READING and VOCABULARY	RELEVANT RESOURCES/MATERIALS/Standards
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 Standards: <ul style="list-style-type: none"> RL 4.1, RL 4.3, RL 4.4, RL 4.6, RFS 4.3, RFS 4.3a, RFS 4.4, RFS 4.4a, RFS 4.4c, W 4.1a, W 4.1b, L 4.5, L 4.4.a, L 4.4.c
<ul style="list-style-type: none"> Identify and define “symbol.” Identify and define “character.” Identify and define “realistic fiction.” Identify and define vocabulary words for <u>Holes</u>. Identify and define Roots-<u>Carn. sym/syn. stell. deci. auto.centro/i</u> <u>Roots-Hydro. mega. max. vac. anima. il</u> <u>Roots-in. self. tox. vis. astro. clar</u> 	Tier 1 Resources/Materials: <ul style="list-style-type: none"> <u>Holes</u> by Louis Sachar Vocabulary list for <u>Holes</u> http://www.sparknotes.com/lit/holes/the_mes.html https://en.wikipedia.org/wiki/List_of_Greek_and_Latin_roots_in_English
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 Standards: <ul style="list-style-type: none"> RL 4.3, RL 4.9, RFS 4.3, RFS 4.3a, RFS 4.4, RFS 4.4a, RFS 4.4c, W 4.1a, W 4.1b, L 4.5, L 4.4.a, L 4.4.c
<ul style="list-style-type: none"> Analyze a research writing prompt to <u>paraphrase</u> generic language used in these prompts. Unpack a research writing prompt to turn the directions into a question to make it easier to answer the prompt. Correctly annotate three pieces of information in order to answer a research writing prompt, with guidance from the teacher. Infer the meaning of vocabulary words using context clues Use post-it notes to mark all text vocabulary and page numbers. Use a graphic organizer to 	Tier 2 Resources/Materials: <ul style="list-style-type: none"> <u>Holes</u> by Louis Sachar Vocabulary list for <u>Holes</u> http://www.sparknotes.com/lit/holes/the_mes.html Character analysis chart http://www.literacycookbook.com/download.php?did=94 Writing Rubric http://www.literacycookbook.com/download.php?did=156 https://theliteracycookbook.wordpress.com/2014/11/07/parcc-prep-how-to-unpack-literary-analysis-and-research-writing-prompts/ http://www.survivenature.com/desert.php https://en.wikipedia.org/wiki/List_of_Greek_and_Latin_roots_in_English

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<p>keep track of the main characters, problems faced, and conclusion.</p> <ul style="list-style-type: none"> • Discuss symbols and their meanings throughout <u>Holes</u>. • Explain possible definitions of words based on their roots. • 	<ul style="list-style-type: none"> • John Muir article https://my.achievementnetwork.org/addPassageToQuiz.do?schoolId=60573&year=2014&id=301642#passage-1-2424 • John Muir article #2 https://my.achievementnetwork.org/addPassageToQuiz.do?schoolId=60573&year=2014&id=301642#passage-1-1534 • Tiger Conservation video clip http://www.ndtv.com/video/player/news/top-tiger-conservationists-get-together-to-save-the-tiger/193097
<p>Tier 3 Activities/Strategies (Synthesis/Evaluation)</p>	<p>Tier 3 Standards:</p> <ul style="list-style-type: none"> • RL 4.1, RL 4.3, RL 4.4, RL 4.6, W 4.1b, L 4.5, L 4.4.a, L 4.4.c
<ul style="list-style-type: none"> • Read two texts and view one video about the same topic and compose a response to a research writing prompt. • Complete the character analysis chart for Stanley Yelnats and Zero to compare the characters. • Evaluate a text to identify an example of symbolism. Explain the symbolism and identify the meaning of the symbol. • Write sentences using vocabulary words to show meaning. • Use words with roots correctly in sentences. • 	<p>Tier 3 Resources/Materials:</p> <ul style="list-style-type: none"> • <u>Holes</u> by Louis Sachar • Vocabulary list for <u>Holes</u> • http://www.sparknotes.com/lit/holes/the-mes.html • Character analysis chart http://www.literacycookbook.com/download.php?did=94 • Writing Rubric http://www.literacycookbook.com/download.php?did=156 • https://theliteracycookbook.wordpress.com/2014/11/07/parcc-prep-how-to-unpack-literary-analysis-and-research-writing-prompts/ • http://www.survivenature.com/desert.php • https://en.wikipedia.org/wiki/List_of_Greek_and_Latin_roots_in_English • John Muir article https://my.achievementnetwork.org/addPassageToQuiz.do?schoolId=60573&year=2014&id=301642#passage-1-2424 • John Muir article #2 https://my.achievementnetwork.org/addPassageToQuiz.do?schoolId=60573&year=2014&id=301642#passage-1-1534 • Tiger Conservation video clip http://www.ndtv.com/video/player/news/top-tiger-conservationists-get-together-to-save-the-tiger/193097 •
<p>STUDENT WORK PRODUCTS/ ASSESSMENTS:</p>	<p>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</p>

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<ul style="list-style-type: none"> • ANET3 • ANET4 • <u>Holes</u> tests and quizzes • Vocabulary sentences • PARCC research writing where students will read two texts and view a video on the same topic and answer the research writing prompt. 	<ul style="list-style-type: none"> • SMARTBoard • Laptops to type vocabulary sentences (optional)
WRITING and GRAMMAR	RELEVANT RESOURCES/MATERIALS/Standards
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 Standards: <ul style="list-style-type: none"> • L 4.1, L 4.2, L 4.3, L 4.4, L 4.6, W 4.2, W 4.3, W 4.4, W 4.5, W 4.7, W 4.8, W 4.9, W 4.10
<ul style="list-style-type: none"> • Identify and define what a research writing task is. • Identify a prompt as a research writing task. • Identify an exemplary literary analysis response. • Identify and define “conjunction₁” • Identify and define “comparative adjective₂” • Identify and define “superlative adjective₂” • Identify and define “comparative adverb₂” • Identify and define “superlative adverb₂” 	Tier 1 Resources/Materials: <ul style="list-style-type: none"> • Language Arts Text, Comparative and Superlative Adjectives and Adverbs, Conjunctions • <u>Mechanically Inclined</u> by Jeff Anderson • Writing Rubric http://www.literacycookbook.com/download.php?did=156 • https://theliteracycookbook.wordpress.com/2014/11/07/parcc-prep-how-to-unpack-literary-analysis-and-research-writing-prompts/http://www.survivenature.com/desert.php • <u>John Muir article</u> https://my.achievementnetwork.org/addPassageToQuiz.do?schoolId=60573&year=2014&id=301642#passage-1-2424 • <u>John Muir article #2</u> https://my.achievementnetwork.org/addPassageToQuiz.do?schoolId=60573&year=2014&id=301642#passage-1-1534 • <u>Tiger Conservation video clip</u> http://www.ndtv.com/video/player/news/top-tiger-conservationists-get-together-to-save-the-tiger/193097 •
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 Standards: <ul style="list-style-type: none"> • L 4.1, L 4.2, L 4.3, L 4.4, L 4.6, W 4.2, W 4.3, W 4.4, W 4.5, W 4.7, W 4.8, W 4.9, W 4.10
<ul style="list-style-type: none"> • Analyze a research writing 	Tier 2 Resources/Materials:

Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 Standards: <ul style="list-style-type: none"> L 4.1, L 4.2, L 4.3, W 4.2, W 4.3, W 4.4, W 4.5, W 4.7, W 4.8, W 4.9, W 4.10
<ul style="list-style-type: none"> Analyze a literary analysis prompt to understand generic language used in these prompts. Unpack a literary analysis prompt to create a clear question in order to know what to annotate while reading a text. Correctly annotate two texts in order to answer a literary analysis prompt, with guidance from the teacher. Analyze a research writing prompt to understand generic language used in these prompts. Unpack a research writing prompt to turn the directions into a question to make it easier to answer the prompt. Correctly annotate three pieces of information in order to answer a research writing prompt, with guidance from the teacher. Explain when to correctly use a comma. Explain when to correctly use a semicolon. Explain when to correctly use a colon. Correctly infer themes from two similar texts. Create a response, with guidance from the teacher, to a literary analysis prompt. 	Tier 2 Resources/Materials: <ul style="list-style-type: none"> PARCC practice tests http://www.middleweb.com/19489/parcc-prep-literary-analysis-writing-task/ Common Core Progress book Language Arts Text, Possessives Unit and Punctuation <u>Mechanically Inclined</u> by Jeff Anderson How to Infer Themes Organizer http://www.literacycookbook.com/download.php?did=156 Writing Rubric http://www.literacycookbook.com/download.php?did=156 https://theliteracycookbook.wordpress.com/2014/11/07/parcc-prep-how-to-unpack-literary-analysis-and-research-writing-prompts/ http://www.survivenature.com/desktop.php NJProgress "Into the Grand Canyon" "Letters Home From Yosemite" Reading Street "Antarctic Journal" Antarctic article http://www.timeforkids.com/new/s/antarctic-discovery/29416
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 Standards: <ul style="list-style-type: none"> L 4.1, L 4.2, L 4.3, W 4.2, W 4.3, W 4.4, W 4.5, W 4.7, W 4.8, W 4.9, W 4.10
<ul style="list-style-type: none"> Read two texts with a similar theme and compose a response to a literary analysis prompt. Read two texts and view one video about the same topic and 	Tier 3 Resources/Materials: <ul style="list-style-type: none"> Common Core Progress book Language Arts Text, Possessives Unit and Punctuation ANET passages and writing

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<p><u>compose a response to a research writing propt.</u></p> <ul style="list-style-type: none"> • Form possessives correctly in sentences. • Use a colon correctly in sentences. • Use a semicolon correctly in sentences. • Use commas correctly in sentences. 	<p>prompt www.myanet.org</p>
<p>STUDENT WORK PRODUCTS/ ASSESSMENTS:</p> <ul style="list-style-type: none"> • ANET 2 • <u>PARCC literary analysis writing where students will read two texts with similar themes and have to identify and explain how the theme is shown through the words and actions of the characters in the texts.</u> • <u>PARCC research writing where students will read two texts and view a video on the same topic and answer the research writing prompt.</u> • Language Arts/Grammar quizzes and tests 	<p>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</p> <ul style="list-style-type: none"> • PARCC practice tests online • Laptops for PARCC practice tests and typing responses • SMARTBoard
<p>TEST PREP</p>	<p>RELEVANT RESOURCES/MATERIALS/Standards</p>
<p>Tier 1 Activities/Strategies (Knowledge/Comprehension)</p>	<p>Tier 1 Standards:</p> <ul style="list-style-type: none"> • W 4.2, W 4.3, W 4.4, W 4.5, <u>W 4.7</u>, W 4.8, W 4.9, <u>W 4.10</u>, RL 4.1, RL 4.4
<ul style="list-style-type: none"> • Identify and define what literary analysis writing is. • Identify a prompt as a literary analysis prompt. • <u>Identify an exemplary literary analysis response.</u> • <u>Identify and define what a research writing task is.</u> • <u>Identify a prompt as a research writing task.</u> • <u>Identify an exemplary literary analysis response.</u> • Review home row keys. • Review fingers to use for top 	<p>Tier 1 Resources/Materials:</p> <ul style="list-style-type: none"> • http://www.middleweb.com/19489/parcc-prep-literary-analysis-writing-task/ • Writing Rubric http://www.literacycookbook.com/download.php?did=156 • Typing Web www.typingweb.com • ANET Materials www.myanet.org • https://theliteracycookbook.wordpress.com/2014/11/07/parcc-prep-how-to-unpack-literary-analysis-and-research-writing-prompts/http://www.survivenature

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<p>row keys.</p> <ul style="list-style-type: none"> Identify fingers to use for bottom row keys. 	<p>com/desert.php</p> <ul style="list-style-type: none"> NJProgress "Into the Grand Canyon" "Letters Home From Yosemite" Reading Street "Antarctic Journal" Antarctic article http://www.timeforkids.com/new/s/antarctic-discovery/29416
<p>Tier 2 Activities/Strategies (Application/Analysis)</p>	<p>Tier 2 Standards:</p> <ul style="list-style-type: none"> W 4.2, W 4.3, W 4.4, W 4.5, W 4.7, W 4.8, W 4.9, W 4.10. RL 4.1, RL 4.4
<ul style="list-style-type: none"> Analyze a literary analysis prompt to understand generic language used in these prompts. Unpack a literary analysis prompt to create a clear question in order to know what to annotate while reading a text. Correctly annotate two texts in order to answer a literary analysis prompt, with guidance from the teacher. Correctly infer themes from two similar texts. Create a response, with guidance from the teacher, to a literary analysis prompt. Analyze a research writing prompt to understand generic language used in these prompts. Unpack a research writing prompt to turn the directions into a question to make it easier to answer the prompt. Correctly annotate three pieces of information in order to answer a research writing prompt, with guidance from the teacher. Practice using correct fingers to type home row keys. Practice using correct fingers to type top row keys. Practice using correct fingers to type bottom row keys. 	<p>Tier 2 Resources/Materials:</p> <ul style="list-style-type: none"> http://www.middleweb.com/19489/parcc-prep-literary-analysis-writing-task/ Writing Rubric http://www.literacycookbook.com/download.php?did=156 Typing Web www.typingweb.com ANET Materials www.myenet.org PARCC practice tests https://theliteracycookbook.wordpress.com/2014/11/07/parcc-prep-how-to-unpack-literary-analysis-and-research-writing-prompts/http://www.survivenature.com/desert.php NJProgress "Into the Grand Canyon" "Letters Home From Yosemite" Reading Street "Antarctic Journal" Antarctic article http://www.timeforkids.com/new/s/antarctic-discovery/29416
<p>Tier 3 Activities/Strategies</p>	<p>Tier 3 Standards:</p>

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(Synthesis/Evaluation)	<ul style="list-style-type: none"> W 4.2, W 4.3, W 4.4, W 4.5, W 4.7, W 4.8, W 4.9, W 4.10, RL 4.1, RL 4.4
<ul style="list-style-type: none"> Read two texts with a similar theme and compose a response to a literary analysis prompt. Evaluate sample writing responses by using rubric to figure how they should be scored. Demonstrate knowledge of fingers to use to strike top row keys. 	Tier 3 Resources/Materials: <ul style="list-style-type: none"> http://www.middleweb.com/19489/parcc-prep-literary-analysis-writing-task/ Writing Rubric http://www.literacycookbook.com/download.php?did=156 Typing Web www.typingweb.com ANET Materials www.myanet.org PARCC practice tests
STUDENT WORK PRODUCTS/ASSESSMENTS: <ul style="list-style-type: none"> ANET 2 Typing Web quizzes Literary Analysis writing <u>where students will read two texts with similar themes and have to identify and explain how the theme is shown through the words and actions of the characters in the texts.</u> PARCC research writing <u>where students will read two texts and view a video on the same topic and answer the research writing prompt.</u> 	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: <ul style="list-style-type: none"> PARCC online practice tests Laptops to access online tests, Typing Web, and type responses
SPEAKING/ LISTENING	RELEVANT RESOURCES/MATERIALS/Standards
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 Standards: <ul style="list-style-type: none"> SL 4.1, SL 4.2, SL 4.3, SL 4.4, SL 4.6
<ul style="list-style-type: none"> Identify the setting of <u>The Phantom Tollbooth</u> by Norton Juster while listening to the story being read aloud. Paraphrase portions of a text read aloud. Students will share their writings with the class. Students will listen to the teacher read aloud <u>The Phantom</u> 	Tier 1 Resources/Materials: <ul style="list-style-type: none"> "The King in the Kitchen"- Reading Street Journals <u>The Phantom Tollbooth</u> by Norton Juster

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<p><u>Tollbooth</u> by Norton Juster. Students will express any connections they might have to characters throughout the reading.</p> <ul style="list-style-type: none"> Listen to a Readers Theater and respond to questions about "The King in the Kitchen." 	
<p>Tier 2 Activities/Strategies (Application/Analysis)</p>	<p>Tier 2 Standards:</p> <ul style="list-style-type: none"> SL 4.1
<ul style="list-style-type: none"> Act out a Readers Theater with feeling. Infer what the message is in the Reader's Theater by providing evidence from "The King in the Kitchen" to support the inference. Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. Students will participate in small group and one-on-one discussions. They will be required to come prepared with important materials and take notes during the discussion. Students will write their reactions to <u>The Phantom Tollbooth</u> as they listen to the read aloud. Students will participate in group discussions about <u>The Phantom Tollbooth</u> by Norton Juster. 	<p>Tier 2 Resources/Materials:</p> <ul style="list-style-type: none"> "The King in the Kitchen"- Reading Street Journals <u>The Phantom Tollbooth</u> by Norton Juster
<p>Tier 3 Activities/Strategies (Synthesis/Evaluation)</p>	<p>Tier 3 Standards:</p> <ul style="list-style-type: none"> SL 4.1, SL 4.4
<ul style="list-style-type: none"> Students will share their journal entries with the class and the teacher. Report on their group discussions about <u>The Phantom Tollbooth</u>. Judge classmates' performances 	<p>Tier 3 Resources/Materials:</p> <ul style="list-style-type: none"> "The King in the Kitchen"- Reading Street Performance Rubric http://www.lecs.org/pdf/spioerg.pdf Journals

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<p>in the Readers Theater using the performance rubric.</p> <ul style="list-style-type: none">• Speak clearly at an understandable pace during performance of Reader's Theater.	<ul style="list-style-type: none">• <u>The Phantom Tollbooth</u> by Norton Juster
<p>STUDENT WORK PRODUCTS/ ASSESSMENTS:</p> <ul style="list-style-type: none">• Participation in small group and one-on-one discussions.• Writing journal entries.• Perform "The King in the Kitchen."• Complete performance rubric.	<p>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</p> <ul style="list-style-type: none">• Use SMARTBoard to project backgrounds for play.