

Stories From Here and There 4th Grade Unit 3

Using traditional literature from Arkansas and around the world, students will:




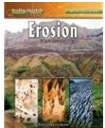
- Compare and contrast the structure of prose, poems, and drama.
- Compare and contrast the treatment of similar elements in traditional literature such as themes and patterns of events.
- Write analytical/expository essays.

Social Studies: **History**

Social Studies Module 2: Arkansas History

R1-B	R1-D	R2-B	R2-C	R3-A
<ul style="list-style-type: none"> ● Ode to the Ozarks 	<ul style="list-style-type: none"> ● The Arkansas Rubberworm ● The Arkansas Traveler ● A.R.K.A.N.S.A.S. Get There From Here ● Grandpa Skinned the Squirrels 	<ul style="list-style-type: none"> ● Coyote Stopped Imitating His Friends Caddo Pourquoi tale 	<ul style="list-style-type: none"> ● How Grandmother Spider Stole the Sun Caddo pourquoi tale 	<ul style="list-style-type: none"> ● Toltec Mounds State Park ● Arkansas State Parks ● Crowley’s Ridge

Science: **Processes That Shape the Earth**

 <p>Weirdest Wonders from National Geographic</p>	 <p>Arches National Park</p>	 <p>Grand Canyon A Trail Through Time by Linda Vieira</p>	 <p>Erosion by Virginia Castleman</p>
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Stage 1- Desired Results

These are the standards that should drive the lessons and assessments for Unit 3.

Text that is highlighted in **RED** reflects a change from CCSS to Arkansas ELA State Standards.

Focus Standards:

RL.4.5 Compare and contrast the structural elements of poems (e.g. verse, rhythm, meter), dramas (e.g. casts of characters, settings, descriptions, dialogue, stage directions) and prose.

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.

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

W.4.2 Write informative/explanatory (ACT: analytical/expository) texts to examine a topic and convey ideas and information clearly.

ELL Language Profile

This [Language Profile](#) provides a description of English Language Learners at each proficiency level, specific to this unit. This profile is based on the ELP and the focus standards of Unit 3. Specific language support for ELLs is embedded in stages 2 and 3 assessments and lessons.

[4th Grade Discussion Cards](#)

<p><u>Essential Questions:</u> <i>Students will keep considering....</i></p>	<p><u>Understandings:</u> <i>Students will understand that....</i></p>
<ul style="list-style-type: none"> ● What do stories reveal about a culture? ● What is the value of looking at the way things are the same and the way they are different? ● How do you decide what genre of writing is appropriate for your task? 	<ul style="list-style-type: none"> ● We can learn about a culture from the stories that are passed down through the generations. ● Comparing and contrasting leads to greater understanding. ● Knowing your purpose and audience helps a writer effectively communicate a message to the reader.

<p style="text-align: center;"><u>Knowledge</u></p> <p><i>Students will know . . .</i></p>	<p style="text-align: center;"><u>Skills</u></p> <p><i>During the unit, the students will practice and be able to...</i></p>	<p style="text-align: center;"><u>DOK Level</u></p>
poetry has a specific structure.	identify the stanzas, verse, rhythm and meter of a poem.	1
drama has a specific structure.	identify the scenes, cast of characters, settings, descriptions, and dialogue and stage directions in a drama.	1
stories have a specific structure.	identify the dialogue, paragraphs and chapters in a story.	1
there are similarities and differences in different styles of literature.	describe the similarities and differences between poetry, drama, and prose	2
there are common themes and topics in traditional literature.	describe common themes in traditional literature.	2
there are common patterns of events in traditional literature.	describe common patterns of events in traditional literature.	2
common themes, topics, and patterns of events can be presented in a variety of ways.	<p>compare and contrast the presentation of common themes and/or topics in traditional literature.</p> <p>compare and contrast the presentation of common themes and/or topics in traditional literature.</p>	3
information from charts, diagrams, maps, and hyperlinks can help us learn more about a topic.	use charts, diagrams, maps, and hyperlinks in informational text to increase comprehension of a topic.	2
effective analytical/expository paragraphs and essays convey precise information to a reader.	<p>Write analytical/expository text to a teacher provided prompt.</p> <p>-introduce a topic clearly and group related information in paragraphs and sections; including formatting, illustrations, and multimedia when useful to aiding comprehension</p> <p>-analyze the complications and implications of a topic.</p> <p>-develop the topic with facts, definitions, concrete details, quotations, or other</p>	4

	<p>information and examples related to the topic</p> <p>-elaborate on a topic and convey the ideas of the topic information clearly.</p> <p>-link ideas within categories of information using words and phrases such as; <i>another, for example, also, and because.</i></p> <p>-use precise language and domain-specific vocabulary to inform about or explain the topic</p> <p>-provide a concluding statement or section related to the information or explanation presented</p>	
<p>Greek and Latin roots can help us determine the meaning of unfamiliar words.</p>	<p>use Greek and Latin roots to determine meaning in a text.</p>	<p>1</p>
<p>figurative language, word relationships, and nuances in word meanings help deepen our understanding of a text.</p>	<p>demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical (synonyms).</p>	<p>1</p>

Supporting Standards: Supporting standards are those that are addressed throughout the unit in connection to daily practice and instruction.

Text that is **RED** reflects a change from CCSS to Arkansas ELA State Standards.

RL.4.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.4.4 Determine the meaning of words and phrases as they are used in a text, **including figurative language**.

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.

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

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

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

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.

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 or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Stage 2**District Formative Assessment****Writing Assessment**

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

- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- Develop the topic with facts, definitions, and details.
- Use linking words and phrases (e.g. also, another, and, more, but) to connect ideas within categories of information.
- Provide a concluding statement or section.

W.4.4, W.4.6, W.4.8, W.4.10, L.4.1, L.4.2, L.4.3

Students will choose which prompt they would like to write to:

You are going to write an **essay** to explain the qualities of a great place to live. Think about your favorite place to live. Think about the qualities that makes it a great place. Here are some questions to help you think about and plan your essay:

- What is your favorite place to live?
- What makes this a great place to live?
- What makes this place better than others?
- What kinds of things do all good places to live have in common?

Now write an essay in which you **describe** your favorite place and **explain** the qualities of a good place. Be sure to include reasons and details that help your reader understand what makes this a good place to live and what qualities all good places to live share.

You are going to write an **essay** to explain the qualities of a good school. Think about your favorite school. Think about the qualities that make it a good school. Here are some questions to help you think about and plan your essay:

- What is your favorite school?
- What is it that makes it good?
- What makes this school better than other schools?
- What kinds of things do all good schools have in common?

Now, write an essay in which you **describe** your school and **explain** the characteristics of a good school. Be sure to include reasons and details that help your reader understand what makes a school a place where students would like to come.

• [teacher protocols](#)

• [student writing prompt](#)

• [analytical/expository Rubric](#)

• [scored student samples](#)

ELL Writing Template

ELLs should **NOT** use templates independently. Students will require prompting and support when using the templates.

- [beginning ELL informative/explanatory](#)
- [intermediate/advanced informative/explanatory](#)

Reading Assessment

This assessment should be completed by the end of the second quarter after lesson module 3.

RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.5, RL.4.9, RL.4.10, L.4.4a, W.4.2, W.4.4, W.4.10

This assessment can be found at www.edcite.com. You should search the assignment library for **Sdale 4th Grade Unit 3 Assessment**. Make sure to choose the one that has Linda Odle as the author and has the most recent date. **If you are having trouble accessing the assessment, try selecting the filters to the right of the search box to “ALL.”**

[Teacher protocols and Scoring Suggestions](#)

Technology Integration

The following [SAMR](#) badges will be placed next to activities and assessments that include ideas and resources for enhancing learning through technology integration. The Substitution Augmentation Modification and Redefinition model, developed by Dr. Ruben Puentedura, shows a progression (or deepening, as the symbols on the badges suggest) of technology integration from enhancement to transformation of learning.



[eMINTS Tools for Schools](#)
[Springdale Schools Technology Integration](#)

Stage 3
Learning Activities

- The following lesson plans and instructional moves are **suggested** reading and writing lessons for the 3rd nine weeks.
- The modules do not have to be taught in the order presented;** however the lessons within each module are meant to build on each other.
- The writing module should not be left to the end of the unit but taught concurrently with the reading modules in a reading/writing workshop model.**
- Teachers are free to use these lessons as student need suggests. Teachers may substitute different text and videos if they desire and modify lessons to meet the needs of their students as **long as the rigor of the task is the same or higher and addresses the focus standard(s).**

Students will be doing a lot of comparing and contrasting in this unit. These resources may be helpful:

- [Read-Write-Think Compare and Contrast Guide](#)
- [Readwritethink.org](#) interactive essay
- [Compare/Contrast Time for Kids](#)
- [Compare/contrast paragraph Step Up to Writing](#)
- [compare/contrast topic sentences](#)
- [Compare/contrast video](#)

Reading Module 1

RL.4.5
Mastered
Expectations

The student will:

- Independently, **using** a grade-level text, **compare and contrast** the structural elements of poems, drama, and prose.
- Independently, **refer** to the structural elements of poems (for example, verse, rhythm, meter) and drama (for example, cast of characters, settings, descriptions, dialogue, stage directions) and prose (settings, dialogue, paragraphs, descriptions) when **writing** or **speaking** about grade-appropriate text.

Progressing

The student will recognize or recall specific vocabulary:

<ul style="list-style-type: none"> • <i>Cast of characters, description, dialogue, drama, meter, poem, prose, refer, rhythm, setting, stage direction, text, verse</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Recognize or recall grade-appropriate examples of poems, drama, or prose. • Recognize or recall characteristics of poems, dramas, and prose. 		
<p>RL.4.1, RL.4.2, RL.4.4, RL.4.10, SL.4.1, RF.4.3, RF.4.4, L.4.3, L.4.4</p>		
Pretest	<p>A pretest for focus standard RL.4.5 can be found at www.edcite.com. You will search the assignment library for Sdale 4th Grade Unit 3 Pretest RL.4.5</p> <p style="text-align: center;">Protocols and Scoring Suggestions</p>	
R1-A	<p>This flipchart introduces students to the parts of a drama, using the Cherokee pourquoi tale, <i>Possum’s Tale</i>. Students can take notes as the class works through the flipchart on the provided note taker.</p> <p>PDF version of flipchart</p> <p>Info for teachers about using the flipcharts can be found on notes browser in flipchart. Please click on this link if you need to learn about this feature.</p>	<p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> • Possum’s Tail (Cherokee pourquoi tale) • Guided Note Taker Structures of Drama
R1-B	<p>This flipchart introduces students to the structural elements of poetry using the poem <i>Ode to the Ozarks</i>. Students can take notes as the class works through the flipchart on the provided note taker.</p> <p>PDF version of flipchart</p>	<ul style="list-style-type: none"> • Ode to the Ozarks • Guided Note Taker Structures of Poetry
<p>Teachers may want to integrate Arkansas History with poetry writing. This lesson from Crafting Nonfiction by Linda Hoyt and Kelly Boswell gives an example of how to do this.</p>		
R1-C	<p>In this sample lesson plan students participate in an investigation about the characteristics of prose.</p>	<ul style="list-style-type: none"> • multiple genres of prose collected by the teacher for several small groups. • What is Prose? Investigation Record • sample anchor chart
R1-D	<p>In this sample lesson plan students will describe differences between dramas, poems, and prose.</p>	<ul style="list-style-type: none"> • The Arkansas Rubberworm (prose) • The Arkansas Traveler (drama) • A.R.K.A.N.S.A.S. Get There From Here (poem/song)

		<ul style="list-style-type: none"> ● Music video: A.R.K.A.N.S.A.S. Get There From Here (3:38) ● Grandpa Skinned the Squirrels (prose) ● poetry/prose/drama response sheet ● answer suggestions poetry/prose/drama response sheet ● independent practice response sheet ● answer suggestions independent practice
R1-E	<ul style="list-style-type: none"> ● Divide the class into partners or small teams. ● Assign each group (or let them select) poetry, prose, or drama. Make sure you have a good mix of each genre. ● Share a common scenario with the class (two friends are not getting along, the test was really hard, the class got a special surprise, etc.) ● Each team writes a poem, prose or drama depending on their assigned/selected genre on the common topic. ● Each team then compares and contrasts their piece with another team's piece. 	
Formative Assessment	<p>A formative assessment for focus standard RL.4.5 can be found at www.edcite.com. You will search the assignment library for Sdale 4th Grade Unit 3 Formative RL.4.5</p> <p style="text-align: center;">Protocols and Scoring Suggestions</p>	

Additional Module 1 Resources:

- [Glossary of Poetry terms](#)
- Interactive device at [ReadWriteThink](#) that lets students experiment with line breaks in a poem.
- [McGraw Hill eschool](#)
- Excerpt from [Brave Irene](#) by William Steig
- [Earthquake Terror](#) (prose)
- [The Shaking](#) (poem)
- [Earthquakes](#) (prose)
- [practice sheet](#)
- [quick-write prompt](#)
- [quick-write rubric](#)
- [sample quick-write](#)
- Video from [Learnzillion](#) (structure)
- [Guided Note Form](#)
- [Drama checklist](#)

Reading Module 2

<p>RL.4.9 Mastered Expectations</p>	<p>The student will:</p> <ul style="list-style-type: none"> Independently compare and contrast the treatment of similar themes and topics (for example, opposition of good and evil) and patterns of events (for example, the quest) in grade-appropriate stories, myths, and traditional literature from different cultures. 	
<p>Progressing</p>	<p>The student will recognize or recall specific vocabulary:</p> <ul style="list-style-type: none"> <i>Compare, contrast, culture, event, literature, myth, pattern, quest, similar, story, theme, topic, traditional, treatment</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Identify examples of themes, topics, and patterns of events in grade-appropriate stories, myths and traditional literature from different cultures. 	
<p>RL.4.7 Mastered Expectations</p>	<p>The student will:</p> <ul style="list-style-type: none"> Independently analyze the similarities and differences in a grade-appropriate story or drama and a visual or oral presentation of the same text citing specific details. 	
<p>Progressing</p>	<p>The student will recognize or recall specific vocabulary:</p> <ul style="list-style-type: none"> <i>Compare, description,, difference, drama, similarity, story, text,, version, visual,</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Recognize or recall similarities and differences between a written version and visual representation of the same grade appropriate story. 	
<p>RL.4.1, RL.4.2, RL.4.4, RL.4.10, W.4.2, W.4.10, SL.4.1, RF.4.3, RF.4.4, L.4.3, L.4.4</p>		
<p>Pretest</p>	<p>A pretest for focus standards RL.4.9 can be found at www.edcite.com. You will search the assignment library for Sdale 4th Grade Unit 3 Pretest RL.4.9 Protocols and Scoring Suggestions</p>	
<p>R2-A</p>	<p>Three CLOSE reads:</p> <ul style="list-style-type: none"> legend teacher page legend student page tall tale teacher page tall tale student page pourquoi tale teacher page pourquoi tale student page <p>These CLOSE reads will begin to build student background knowledge about different types of traditional literature.</p>	
<p>R2-B</p>	<p>Flipchart to introduce comparing and contrasting treatment of themes, topics, and patterns of events using text from an Arkansas Native American pourquoi tale and an African pourquoi tale. PDF version of flipchart</p> <p>*Note that the standard requires a comparison and contrast of the treatment of similar themes, topics, and patterns of events. This means we will compare and contrast how two</p>	<ul style="list-style-type: none"> ● Coyote Stopped Imitating His Friends Caddo Pourquoi tale ● How Turtle Flew South For the Winter African Pourquoi tale

	different stories present/show/tell a similar theme, topic and pattern of events.	
R2-C	<p>Multi day sample lesson plan that compares and contrasts the treatment of similar themes, topics, and patterns of events in pourquoi tales from Africa and the Arkansas Caddo; as well as making connections between a visual or oral presentation of a text.</p> <p>*Comparing and contrasting is one of the most effective ways to boost student achievement (Marzano, 2007) if it is used correctly. To use compare and contrast effectively consider the following practices:</p> <ul style="list-style-type: none"> • Use as a learning strategy, not an assessment. Comparison and contrast is about discovery and analysis not evaluation. • Students need to know the characteristics of what they are comparing, before they start comparing. • Students need to know what to look for. Any two things can be compared. Teachers need to provide clear criteria for students to focus on. • The completion of a comparing and contrasting task should not be the end, students need to apply or transfer their learning. 	<p>Resources</p> <ul style="list-style-type: none"> • Why the Sun and the Moon Live in the Sky African Pourquoi tale • How Grandmother Spider Stole the Sun Caddo pourquoi • Sun and Moon video (2:19) • compare and contrast student response sheet sun/moon and grandmother • answer suggestions compare and contrast student response sheet sun/moon and grandmother • sample anchor chart
R2-D	<p>Multi day sample lesson plan that compares and contrasts the treatment of similar themes, topics, and patterns of events in folktales from Hungary and India This lesson sequence mirrors the lesson sequence in 2-C. This is a pretty difficult standard for a 4th grader, we anticipate that students will need a lot of practice. At this point in the lesson sequence students and teachers should be doing a lot of work together.</p>	<ul style="list-style-type: none"> • Mother Holle text (Hungary) • Mother Holle video (7:25) • Munna and the Grain of Rice text (India) • One Grain of Rice video part 1 (2:53) • One Grain of Rice video part II (2:57) • One Grain of Rice video part III (1:09) • compare and contrast student response sheet for Mother Holle and Munna and the Grain of Rice • answer suggestions compare and contrast student response sheet for Mother Holle /Munna
R2-E	Use the text and compare/contrast student response sheet in the resource box, and the lesson sequences in R2-C and	<ul style="list-style-type: none"> • The Crane Wife text (Japan) retold by Ena Keo

	<p>R2-D to compare and contrast the treatment of similar themes, topics, and pattern of events in two folktales from Japan and Germany. The teacher will need to determine if the students are ready to do some of this work independently or if students need to continue with scaffolding and support.</p>	<p>The Crane Wife read aloud (7:48) based on a different version than the text provided.</p> <ul style="list-style-type: none"> • Rumpelstiltskin text (Germany) <p>Rumpelstiltskin read aloud (15:00) based on a different version than the text provided.</p> <p>Rumpelstiltskin cartoon with Spanish subtitles (24:00)</p> <ul style="list-style-type: none"> • compare and contrast student response sheet for The Crane Wife and Rumpelstiltskin • answer suggestions for The Crane Wife and Rumpelstiltskin
<p>Formative Assessment</p>	<p>A formative assessment for focus standard RL.4.9 can be found at www.edcite.com. You will search the assignment library for Sdale 4th Grade Unit 3 Formative RL.4.9</p> <p style="text-align: center;">Protocols and Scoring Suggestions</p>	
<p>Additional Module 2 Resources:</p> <ul style="list-style-type: none"> • Jack and the Old Tusk Arkansas Tall Tale • Finn MacCool and Oonagh Irish folktale • Gilgamesh’s Quest for Immortality Sumerian folktale • Tokoyo and the Sea Monster Japanese folktale • Pecos Bill and Slue-Foot Sue American tall tale • Pecos Bill video • Paul Bunyan American tall tale • Paul Bunyan video • Digital book: The Legend of John Henry • Sally Ann Thunder Ann Whirlwind American tall tale • Sally Ann video • The Spider and the People Osage pourquoi tale • Smiling Rabbit Mexican pourquoi tale • The Wisdom of the Willow Tree Osage legend • The Legend of First Fire Cherokee legend • The Legend of Keesh Inuit legend • Keesh video • McGraw Hill eschool 		

Reading Module 3	
<p>RI.4.7 Mastered Expectations</p>	<p>The student will:</p> <ul style="list-style-type: none"> • Explain how information presented visually, orally, or quantitatively (for example, in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) contributes to an understanding of the grade-appropriate text in which it appears.
<p>Progressing</p>	<p>The student will recognize or recall specific vocabulary:</p> <ul style="list-style-type: none"> • <i>Animation, chart, diagram, direction, graph, information, interactive element, oral, quantitative, timeline, visual, web page</i> <p>The student will perform basic processes, such as:</p>

<ul style="list-style-type: none"> ● Interpret information presented visually, orally, or quantitatively (for example, in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages). <p style="text-align: center;">RI.4.1, RI.4.4, RI.4.10, W.4.2, W.4.4, W.4.6, W.4.8, W.4.10, SL.4.1, L.4.1</p>			
Pretest	<p>A pretest for focus standards RI.4.7 can be found at www.edcite.com. You will search the assignment library for Sdale 4th Grade Unit 3 Pretest RI.4.7</p> <p style="text-align: center;"><u>Protocols and Scoring Suggestions</u></p>		
R3-A	<table border="1" style="width: 100%;"> <tr> <td style="width: 70%;"> <p>This <u>sample lesson plan</u> is tightly aligned to the Social Studies topic for this quarter. Students will read about Arkansas state parks and create a mini report on a park of their choice which requires them to understand and use information presented visually, orally, or quantitatively.</p> <p style="text-align: center;">OR</p> <p>There is a lesson in the <u>Science unit</u> (module 1) in which students create a travel brochure for a National Park. This would integrate nicely here.</p> </td> <td style="width: 30%; text-align: center;"> <p>Resources</p> <ul style="list-style-type: none"> ● <u>Toltec Mounds State Park</u> ● <u>Arkansas State Parks</u> ● <u>Crowley’s Ridge</u> ● <u>sample project checklist</u> ● <u>Grand Canyon Brochure</u> </td> </tr> </table>	<p>This <u>sample lesson plan</u> is tightly aligned to the Social Studies topic for this quarter. Students will read about Arkansas state parks and create a mini report on a park of their choice which requires them to understand and use information presented visually, orally, or quantitatively.</p> <p style="text-align: center;">OR</p> <p>There is a lesson in the <u>Science unit</u> (module 1) in which students create a travel brochure for a National Park. This would integrate nicely here.</p>	<p>Resources</p> <ul style="list-style-type: none"> ● <u>Toltec Mounds State Park</u> ● <u>Arkansas State Parks</u> ● <u>Crowley’s Ridge</u> ● <u>sample project checklist</u> ● <u>Grand Canyon Brochure</u>
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Formative Assessment	<p>A formative assessment for focus standard RI.4.7 can be found at www.edcite.com. You will search the assignment library for Sdale 4th Grade Unit 3 Formative RI.4.7</p> <p style="text-align: center;"><u>Protocols and Scoring Suggestions</u></p>		

<p>Additional Module 3 Resources:</p> <ul style="list-style-type: none"> ● Arkansas Info: www.arkansas.com/kids/map ● <u>McGraw Hill eschool</u>
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Writing Module 1	
W.4.2 Mastered Expectations	<p>The student will independently:</p> <ul style="list-style-type: none"> ● Write grade-appropriate analytical/expository text to examine a topic and convey ideas and information clearly. ● Introduce a topic clearly and group related information in paragraphs and sections. ● Develop the topic with facts, specific details, <u>reflections</u>, and <u>analysis</u>.* ● Link ideas within categories of information using words and phrases (<i>for example, another, also, because</i>) ● Use precise language and domain-specific vocabulary to inform about or explain the topic. ● Provide a concluding statement or section related to the information or explanation

	presented. *ACT standard
Progressing	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • <i>Analysis, category, concluding statement, convey, detail, example, explain, fact, general, introduce, paragraph, reflection, specific</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Write an analytical/expository essay using a teacher provided template or graphic organizer. • Write opinion pieces with teacher and/or peer support and scaffolding.

- In this writing module students will begin to prepare for their ACT Aspire by writing analytical/expository essays.
- **It is expected that students will be engaging with these writing lessons while concurrently engaged in reading lessons via a reading/writing workshop model.**
- Teacher will need to make sure that students are explicitly taught to add reflection and analysis to their essay.

Pretest	<ul style="list-style-type: none"> ● Choose a prompt from the list of prompts provided in the resource column (or develop one of your own as long as it follows the specific format of an ACT Aspire prompt). ● Each student should type a response to the prompt within a 45 minute time limit. Each writer may have a piece of paper, but only the typed response will be scored. This will simulate conditions during ACT Aspire Assessment. ● The teacher will need to score the papers using the analytical/expository rubric as soon as possible. The teacher may also want to review released scored samples from ACT and from Springdale Schools before scoring. ● From the information that is gathered during the scoring process the teacher should make a list of mini lessons that are warranted for the whole class and another list of mini lessons needed for small groups. Writing instruction for the remainder of the quarter should follow from this. See Writing Planner for Instructional Grouping for help. ● Teachers should use the resources in this module based on the needs of their students. 	<ul style="list-style-type: none"> ● ACT Style writing prompts ● ACT Sample scored papers ● Springdale Scored Papers (also in Stage 2 writing assessment) ● Analytical/Expository Rubric ● Writing Planner for Instructional Grouping
W1-A	In this short sample lesson plan students learn some strategies for analyzing a prompt.	● Understanding a prompt
W1-B	In this multi day sample lesson plan students will plan their response to a prompt using a graphic organizer. *A tip for transitioning students to planning on the ACT: Start out	<ul style="list-style-type: none"> ● Analytical/Expository Planner ● Sample planner

	<p>having students use a provided organizer and filling out all sections, then type their essay. Next post that organizer on the wall and have students sketch out the organizer on scratch paper and complete before proceeding to typing their essay. Finally, remove the posted organizer and have students sketch the organizer on scratch paper from memory, complete, and then move to typing their essay. Encourage students to keep their planning to about 5 minutes. It would be best to teach the students a simple sketch that reminds students of the important components of the organizer- they shouldn't be exactly replicating the organizer- there isn't enough time!</p>	<ul style="list-style-type: none"> ● Two sample essays
<p>W1-C</p>	<p>At this point students should have a completed organizer ready to turn into an essay. Use the mini lessons in the resource column based on the needs of your students.</p>	<ul style="list-style-type: none"> ● informational grabbers ● types of Introductions ● experimenting with leads ● establishing a setting or situation ● linking words and phrases ● infusing transition words and phrases ● sentences of varying length and rereading for sentence fluency ● combining sentences ● paragraphs and indentation ● paragraphs ● stopping to read as you write ● maintaining a main idea plan to write with imagery ● select words that evoke strong imagery ● tuning up concrete words and sensory images ● sweet and sour- adding implications/complications ● creating a conclusion ● crafting an ending ● checking the closing ● revising a lead ● revise to add precise details

		<ul style="list-style-type: none"> ● revising for sentence fluency ● revising with a writing partner
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<p>Additional Module 4 resources: McGraw Hill eschool</p> <ul style="list-style-type: none"> ● action verb topic sentences ● lists in topic/plan sentences ● Learn Zillion: Writing a draft in response to a prompt
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<p>Read Aloud Book Suggestions:</p> <ul style="list-style-type: none"> ● This Journal Belongs to Ratchet ● Pizza the Size of the Sun ● Between the Lines ● Falling In ● Mary of Aether by Jeffrey Miller ● The Lions of Little Rock ● Fire From the Rock by Sharon Draper ● Stella by Starlight by Sharon Draper

LANGUAGE STANDARDS

<p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>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.</p> <p>b. Use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g telegraph, photograph, autograph). Grade Level Progression for Prefixes/Suffixes/Root Words</p>	<p>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical (synonyms).</p>
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READING FOUNDATIONS

These reading standards should be integrated into the curriculum all year long.

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

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

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 with 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.

● [McGraw Hill eschool](#)

● [student center activities for Reading Foundations at FCRR](#) (scroll down for 4th grade)

www.fcrr.org - Direct links to the documents from ffr.org for Reading Center ideas and interventions based on student needs

[Balanced Literacy Diet](#)- Video and playlists that cover a wide variety of modeled lessons like **Writing Conventions, CAP Skills, Oral Language and ELLs, Phonemic Awareness, Vocabulary and so on.**

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We would love your feedback and great ideas! Please email any suggestions, concerns, resources, or lesson ideas to your 3-5 Literacy TOSA, Linda Odle at lodle@sdale.org

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