

Our Place In the World

4th Grade Unit 2

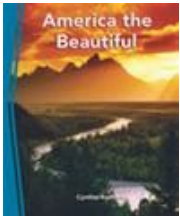
Through the topic of Our Place In the World, students will:

- Learn and practice effective ways to comprehend informational texts by determining the main idea and key details; and explaining the events, procedures ideas, and concepts in a text.
- Demonstrate their understanding of a text by writing a summary.
- Use knowledge of text structure to enhance their comprehension.
- Research a topic in order to write informative/explanatory essays.

Social Studies: Regions/Geography of Arkansas and the United States

Social Studies Module 2: The Geography of Arkansas and the United States

Reading Lesson R2-A:



[America the Beautiful](#)
by Cynthia Rothman



[The Appalachian Mountains](#)



[The Okefenokee Swamp](#)



[The World's Largest Ball of Twine](#)



[The Geological Story of the Grand Canyon](#)

Reading Lesson R2-C:



[Farmer's Face a Summer of Drought in Washington State](#)



[The Tallest Skyscraper in America Has the Fastest Elevator](#)



[Florida Fern Plants Are In Danger](#)



[Four Graves Uncovered in Jamestown, Virginia](#)



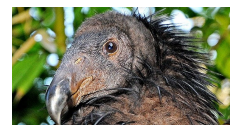
[Drought and Bugs in Utah](#)



[Volcano Made Lines in Wyoming's Devil's Tower](#)



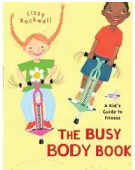
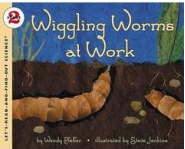
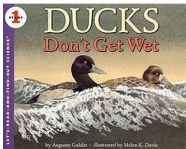
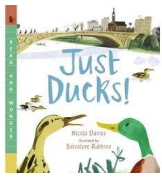


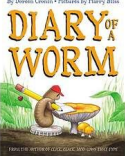
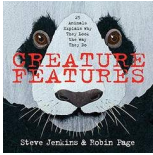
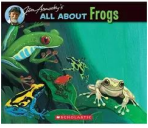
[Texas Preschooler Finds Dinosaur Bone](#)



[California Condor on Camera](#)

Introduction to Unit Topic: [Regions of Arkansas](#) [Regions of the United States](#) [This Land Is My Land](#)

Science: Structure, Functions, and Information Processing

 <p>The Busy Body Book by Lizzy Rockwell</p>	 <p>Wiggling Worms at Work by Wendy Pfeffer</p>	 <p>Ducks Don't Get Wet by Augusta Goldin</p>	 <p>Just Ducks! By Nicola Davies</p>
 <p>Bugs Are Insects by Anne Rockwell</p>	 <p>The Perfect Pet by Margie Palatini</p>	 <p>Diary of a Worm by Doreen Cronin</p>	 <p>Creature Features by Steve Jenkins and Robin Page</p>
<p>Reading Lesson R1-A:</p>			
 <p>All About Frogs by Jim Arnosky</p>	<p>The Skeleton Inside of You</p>	<p>Horns, Antlers, Fangs, and Tusks</p>	<p>Teeth</p>

Stage 1
Desired Results

These are the standards that should drive the lessons and assessments for Unit 2.
Text that is highlighted in **RED** reflects a change from CCSS to Arkansas ELA State Standards.

Focus Standards:

- RI.4.2** Determine the main idea of a text, and explain how it is supported by key details; summarize the text.
- RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical, text, including what happened and why, based on specific information in the text.
- RI.4.5** Describe the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.4.7** Conduct short research projects that build knowledge about a topic.
- W.4.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories

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 2. Specific language support for ELLs is embedded in stages 2 and 3 assessments and lessons.

[4th Grade Discussion Cards](#)

<u>Essential Questions:</u> <i>Students will keep considering....</i>	<u>Understandings:</u> <i>Students will understand that....</i>
<ul style="list-style-type: none"> • Which strategy should I use when I don't understand what I'm reading? • When should using more than one source of information be mandatory? When should it be optional? Why? 	<ul style="list-style-type: none"> • There are many strategies; including looking at overall text structure, and analyzing main idea that good readers use to understand difficult text. • Examining multiple sources of information helps deepen our knowledge and increases our awareness of multiple perspectives.

<u>Knowledge</u> <i>Students will know . . .</i>	<u>Skills</u> <i>During the unit, the students will practice and be able to...</i>	DOK Level
every text has a main idea.	determine the main idea of a text	2
authors use details to support the main idea of a text.	determine the key details that support the main idea of a text. explain how key details support the main idea of a text.	2 3
a summary is a brief description of a text that includes the main idea, and the most important ideas. A summary is written in the same text structure and sequence as the text that is being summarized.	summarize a text.	2
events in a historical text can tell what happened and why.	explain the events in a historical text answering the questions what happened and why.	2
text can be organized in many different ways to support the author's purpose and convey information most effectively.	describe the overall text structure in a text or part of a text.	2
information from two different texts about the same topic can be combined to deepen our understanding of that topic.	integrate information from two different texts to write or speak about a subject.	4
readers can collect information about a topic to build their knowledge.	use multiple sources to conduct short research projects that build knowledge about a topic	4

<p>writers can share information about topics and events through analytical/expository essay.</p>	<p>elaborate on a topic and convey the ideas of the topic information clearly. write informative explanatory text -introduce a topic clearly and group related information in paragraphs and sections; including formatting, illustrations, and multimedia when useful to aiding comprehension -develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic -link ideas within categories of information using words and phrases such as; <i>another, for example, also, and 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</p>	<p>4 4</p>
<p>a writer uses background knowledge from real life experiences and information from sources to inform their writing.</p>	<p>recall relevant information from experiences. gather information from print and digital sources.</p>	<p>2 2</p>
<p>the conventions of standard English grammar when writing or speaking.</p>	<p>form and use relative adverbs. form and use the progressive. use modal auxiliaries to convey conditions. produce complete sentences recognize and correct inappropriate fragments and run-ons.</p>	<p>1 1 1</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>how to determine or clarify the meaning of unknown words and phrases.</p>	<p>use glossaries and dictionaries, both print and digital to determine the meaning of words and phrases.</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 meanings of words and phrases as they are in a text, including those that allude to significant characters found in mythology (e.g. Herculean).

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****Research Assessment**

W.4.7 Conduct short research projects that build knowledge about a topic.

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

RI.4.1, RI.4.3, RI.4.9, RI.4.10

- This assessment needs to be completed before the Writing Assessment.
- Students will focus on a region of the United States and choose an animal from that region to research.
- They are to use two sources of information for their note gathering. One of those sources should be digital.
- Students collect their notes on a recording sheet.
- Teacher may choose to use the note taking sheet provided or one of their own. These notes will be used for the writing assessment.

- [note taking sheet](#) ● [note taking rubric](#) ● [Beginning ELL note-taker](#) ● [Intermediate ELL note-taker](#)
- [animal resources](#) (this is a possible resource- students are not required to choose from this incomplete list)

The note taking sheet has room for 4 categories, students may do a minimum of 3 categories.

Students will look for evidence in their sources of why this particular animal lives in the selected region. How does this animal contribute and benefit from the environment in which it lives?

Writing Assessment

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

W.4.4,W.4.9,L.4.2,L.4.3,

Students will use the notes they collected in the Research Assessment to write an informative essay in response to this prompt: **You are a biologist. The Little Rock Zoo has asked for information about an animal from one of the regions of the United States, that they would like to have in their zoo. Your job as a biologist is to use the information you collected in your research and write an informative article that tells everything the zoo should know about this animal. Be sure to explain why this animal could live in the Little Rock Zoo or what accommodations need to be made so that this animal could live in the zoo.**

- [analytical/expository rubric](#) ● [Informative/Explanatory Planner](#)
- [annotated student responses from 2015-2016](#)



[Extension Activity- The Digital Zoo](#) (Not Required)

ELL Writing Template

ELL Informative/Explanatory Writing Templates: [Beginning](#) [Intermediate](#) [teacher information](#)

Reading Assessment

RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.7, RI.4.9, W.4.2, W.4.4, W.4.5, W.4.7, W.4.8, W.4.9

This assessment can be found at www.edcite.com. You should search the assignment library for **Sdale 4th Grade Unit 2 Assessment**.

- [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

Suggested Learning Activities

- The following sample lesson plans and instructional moves are **suggested** reading and writing lessons for the 2nd 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.
- 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)**.
- 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.
- **In this unit, there are more resources than can be used in nine weeks; choose according to the needs of your students.**

Strategy Cards

These cards contain instructional strategies for teacher use within the Gradual Release of Responsibility model. Each card contains a brief description of the strategy and steps to follow when implementing in a lesson.

Introduction to Unit Topic: Our Place in the World



Play video of [This Land Is My Land](#)

Discuss with students the topic title and lead the discussion to our focus of Regions of Arkansas and Regions of the United States. This would be a good time to introduce essential question: To what extent does where you live influence how you live?

- [Regions of Arkansas](#)
- [Regions of the United States](#)

Introduction to Informational Text

Before students begin to read and write informative text they need to understand the genre of informational text. For most students in 4th grade this will be more of a review as they have been exposed to information/nonfiction text in K-3. This intro is not about *features/structure*, but about the general genre of informative text.

- The teacher should collect several informational texts- some that inform and some that instruct.
- Prepare a two-column anchor chart with the heading Informative/Explanatory Text. Underneath this title divide the chart into two columns; one titled instruct, the other titled inform.
- Define and develop synonyms for *instruct* and *inform*. The teacher should have one example of each and go through each one discussing the characteristics of each.
- Next elicit examples from students of informative text they encounter in their everyday lives.
- Finally pass out some of the mentor texts you have gathered. During this introduction you want to begin to develop an enthusiasm for informative texts- and what a diverse category it is (*Boys and girls I read lots of information everyday. Sometimes I read information on the computer, sometimes I read articles, sometimes I read nonfiction for fun. For example . . .*). Make sure you have a rich variety of informative text; magazines, cookbooks, brochures, science books, memos, biographies, etc.
- Have teams of students browse the texts and decide if the text instructs or informs.
- Throughout the unit as students read informative/explanatory text add to the anchor chart.

•[teacher information](#) •[sample anchor chart](#) •[sample anchor chart II](#)

Reading Module 1

<p>RI.4.5 Mastered Expectations</p>	<p>The Student will:</p> <ul style="list-style-type: none"> • Independently describe the overall structure (for example, chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a grade-appropriate text or part of a grade-appropriate text.
<p>Progressing</p>	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • <i>cause/effect, chronology, comparison, describe, description</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Recognize or recall grade-appropriate examples of text structure from teacher supplied choices.



RI.4.1, RI.4.4, RI.4.10, W.4.4, W.4.10, SL.4.1

- It is important think about the purpose of this standard.
- We believe it is to facilitate deep comprehension of informational/nonfiction text.
- The goal is not to memorize the types of structures but rather to activate knowledge of a particular structure in order to solve a comprehension problem.
- Comprehension requires that students use flexible strategies to understand text that is challenging.
- This module requires that students identify and describe several types of text structures because students can't use a tool they don't know about; however describing the tool isn't going to get the job done and is not our end goal.
- The teacher should make a point to model and discuss throughout the school year how to use this tool as a comprehension strategy.

Pretest

A pretest for focus standard RI.4.5 can be found at www.edcite.com. You will search the assignment library for **Sdale 4th Grade Unit 2 Pretest RI.4.5**

[Protocols and Scoring Suggestions](#)

<p>R1-A</p> 	<p>In this multi-week sample lesson plan students are introduced to types of text structure and practice identifying text structures.</p> <p>This flipchart is another way to introduce and/or provide more practice. There are three passages for each structure with several graphic organizers.</p> <p>PDF version of flipchart</p>  <p>SAMR Lesson Builder</p>	<p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> ● All About Frogs by Jim Arnosky ● Text Structure Note Taking Packet ● Text Structure graphic organizers ● Text Structure activity (collaborative practice #1) ● Text Structure Exit Out the Door (formative assessments) ● Dinosaur Time (description) ● The Skeleton Inside of You (description) ● Horns, Antlers, Fangs, and Tusks (compare & contrast) ● Teeth (compare & contrast) ● The Reason for a Flower (cause/effect) ● Zoo Makes a Difficult Decision (cause/effect) ● Drones Fly Into Wildfires (cause/effect) ● Can the Amazon Be Saved? (cause/effect) ● Walking Tall (chronology/sequence) ● Lava on the Way (chronology/sequence) ● What Happened on 9/11? (chronology/sequence) ● Tiny Inventor (problem/solution) ● Traveling the Underground Railroad (problem/solution) ● The Enhanced Greenhouse Effect ● Easy-Bake Oven ● Gourd Bird Feeder
<p>R1-B</p>	<ul style="list-style-type: none"> ● Students will independently read four pieces of text and determine the overall text structure of each piece (problem/solution, compare/contrast, chronology and cause/effect) and then choose the appropriate graphic organizer. ● Teachers shouldn't give the students the correct organizer. Each student should choose the organizer they feel best supports their claim about the type of text structure). ● Students may either copy and complete or just fill in a provided copy. ● Each organizer will require students to provide evidence from the text to support their choice. ● More advanced students could create their own graphic organizer and justify/explain their choice. ● One passage per day may be more appropriate instead of doing everything at once. 	<ul style="list-style-type: none"> ● cause effect organizer ● problem solution organizer ● compare contrast organizer ● chronology organizer ● In the Rain passage (cause/effect) ● Frogs At Risk passage (problem/solution) ● Return of the Grizzly passage (chronology) ● Alligators and Crocodiles passage (compare/contrast)
<p>Formative Assessment</p>	<p>A formative assessment for focus standard RI.4.5 can be found at www.edcite.com. You will search the assignment library for Sdale 4th Grade Unit 2 Formative RI.4.5</p> <p style="text-align: center;">Protocols and Scoring Suggestions</p>	

Additional Reading Module 1 Resources:

- [McGraw Hill eschool text structure](#)
- [List of Books that model text structure](#)
- [Analyzing Text structure](#)
- [Text Structure Cards](#)
- [Reference for text structure “signal words,” anchor charts, and mentor texts](#)

Reading Module Module 2



<p>RI.4.2 Mastered Expectations</p>	<p>The student will:</p> <ul style="list-style-type: none"> ● Independently describe the main idea of a grade-appropriate text using key details from the text. ● Independently explain how key details support a main idea. ● Independently summarize a grade-appropriate text.
<p>Progressing</p>	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> ● <i>main idea, detail, key detail, support, summarize</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> ● Identify the main idea of a grade-appropriate text from a teacher provided list. ● Identify details that support a teacher provided main idea. ● Summarize a grade-appropriate text using a teacher provided graphic organizer.
<p>RI.4.3 Mastered Expectations</p>	<p>The student will:</p> <ul style="list-style-type: none"> ● Independently explain events, procedures, ideas, or concepts in a historical, scientific, or technical grade-appropriate text, including what happened and why, based on specific information in the text.
<p>Progressing</p>	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> ● <i>Concept, event, historical, idea, information, procedure, scientific, technical</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> ● Recognize or recall events, procedures, ideas, or concepts in a grade-appropriate text from a teacher provided list. ● Map events, procedures, ideas, or concepts in grade-appropriate text using a teacher provided template or graphic organizer.

RI.4.1, RI.4.4, RI.4.10, W.4.4, W.4.10, SL.4.1

Pretest

A pretest for focus standard RI.4.2 & 3 can be found at www.edcite.com. You will search the assignment library for **Sdale 4th Grade Unit 2 Pretest RI.4.2&3**

[Protocols and Scoring Suggestions](#)


<p>R2-A</p>	<p>Sample lesson plan to introduce determining the main idea and key details of a text as well as writing a short summary of text.</p>	<p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> ● America the Beautiful book by Cynthia Rothman ● America the Beautiful song, sung by Ray Charles ● main idea questions ● ELL Main idea organizer ● main idea organizer ● ELL Main idea organizer II ● sample anchor chart: How to Describe the Key Details ● sample main idea organizer America's Song ● sample main idea organizer Rocky Mountains ● sample main idea organizer The Great Plains ● sample main idea organizer California's Fields ● sample main idea organizer The Mississippi River ● sample main idea organizer The Great Lakes ● sample main idea organizer Bustling Cities
<p>R2-B</p>	<p>Sample lesson plan to continue the work of determining main idea.</p>	<ul style="list-style-type: none"> ● main idea questions ● ELL Main idea organizer ● ELL Main idea organizer II ● main idea organizer ● anchor chart: How to Describe the Key Details ● The Appalachian Mountains ● sample organizer Appalachian mtns ● The Okefenokee Swamp ● sample organizer Okefenokee Swamp ● The World's Largest Ball of Twine ● sample organizer Largest Ball of Twine ● The Geological Story of the Grand Canyon ● sample organizer Grand Canyon <div style="text-align: center;">  <p>SAMR ideas from our eMINTS teachers</p> </div>
<p>R2-C</p> 	<p>Students will choose or be assigned an article or an excerpt from a book.</p> <ul style="list-style-type: none"> ● They will read the text and determine the main idea, supporting details and summarize the text. ● Student will then develop an “article audit” using google slides, Haiku Deck (web based slide presentations), or any other media presentation tool. ● The students will use student directions and a rubric to help develop their article audit. 	<ul style="list-style-type: none"> ● student directions ● rubric ● Farmer's Face a Summer of Drought in Washington State ● The Tallest Skyscraper in America Has the Fastest Elevator ● Florida Fern Plants Are In Danger ● Four Graves Uncovered in Jamestown, Virginia ● Drought and Bugs in Utah

	<ul style="list-style-type: none"> •After their presentations are complete put the students in groups based upon their article/book. Ex. If they chose to read article 1 they will be in a group with someone who has article 2-8, so that each group has someone who read each article in the group. •The students will present their article audit to their group and their group will grade their peers using a rubric. The teacher will also use the rubric to assess each student’s understanding. 	<ul style="list-style-type: none"> •Volcano Made Lines in Wyoming’s Devil’s Tower •Texas Preschooler Finds Dinosaur Bone •California Condor on Camera <p><i>These articles are all from Newsela so you can adjust the lexile level if needed. These are suggestions you may use any text you wish with this lesson.</i></p>
<p>Formative Assessment</p>	<p>A formative assessment for focus standard RI.4.5 can be found at www.edcite.com. You will search the assignment library for Sdale 4th Grade Unit 2 Formative RI.4.2&3 Protocols and Scoring Suggestions</p>	

<p>Additional Reading Module 2 Resources:</p> <ul style="list-style-type: none"> • McGraw Hill eschool: main idea and key details, summarizing, explain events in a historical text • Main Idea Flipchart PDF version of flipchart • Summary writing • Introduction to Reading skills: main idea and key details cartoon • Introduction to Reading skills: summarizing cartoon 	
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<p align="center">Writing Module 1</p>	
<p>W.4.2 Mastered Expectations</p>	<p>The student will:</p> <ul style="list-style-type: none"> • Independently write grade-appropriate informative/explanatory texts to examine a topic and convey ideas and information clearly. • Independently introduce a topic clearly and group related information in paragraphs and sections; include formatting (for example, headings), illustrations, and multimedia when useful to aiding comprehension. • Independently develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. • Independently discuss implications and complications of the subject (ACT Aspire). • Independently link ideas within categories of information using words and phrases (for example, another, for example, also, because). • Independently use precise language and domain-specific vocabulary to inform about or explain the topic. • Independently provide a concluding statement or section related to the information or explanation presented.
<p>Progressing</p>	<p>The students will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • <i>Category, complication, comprehension, concluding statement, concrete, convey, definition, detail, domain-specific vocabulary, example, explain, fact, formatting, heading, idea, illustration, implication, inform, information, informative/explanatory, introduce, link, multimedia, paragraph, phrase, precise, quotation, related, topic</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Write informative/explanatory pieces using a teacher-provided template or graphic organizer

<p>W.4.7 Mastered Expectations</p>	<p>The student will:</p> <ul style="list-style-type: none"> Independently conduct short research projects that build knowledge through investigation of different aspects of a topic.
<p>Progressing</p>	<p>The students will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> <i>Aspect, investigation, knowledge, question, research, research project, source, topic</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Use teacher-provided sources to answer grade-appropriate research questions. Demonstrate each step of the research process in isolation using a teacher-provided template (for example, generate appropriate keyword searches, locate appropriate sources, record information related to topic).
<p>W.4.8 Mastered Expectations</p>	<p>The student will:</p> <ul style="list-style-type: none"> Independently recall relevant information from experiences or gather relevant information from grade-appropriate print and digital sources.
<p>Progressing</p>	<p>The students will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> <i>Digital, experience, information, notes, print, recall, relevant, source</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Gather and record information from grade-appropriate print and digital sources using a teacher-provided template.
<p>W.4.9 Mastered Expectations</p>	<p>The student will:</p> <ul style="list-style-type: none"> Independently draw evidence from grade appropriate literary or informational texts to support analysis, reflection, and research.
<p>Progressing</p>	<p>The students will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> <i>Analysis, draw, evidence, reflection, research, support</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Provide evidence to support analysis, reflection and research using a teacher-provided template.
<p>RI.4.1, RI.4.4, RI.4.7, RI.4.9 RI.4.10, W.4.4, W.4.5, SL.4.1</p>	

<p>W1-A</p>	<p>In this sample lesson plan the teacher models for students how to take notes from a text and then students practice in guided and collaborative groups. <i>Two different texts have been provided for teachers to choose from. The lesson has been written for the topic of Dolphins, but an alternative topic could be used substituted.</i></p>	<ul style="list-style-type: none"> Face to Face With Dolphins by Flip and Linda Nicklin Dolphins by Melissa Stewart
<p>W1-B</p> 	<p>In this sample lesson plan the teacher models for students how to take notes from a video and then students practice in guided and collaborative groups.</p>	<ul style="list-style-type: none"> The Dolphin Pod (1:44) The Bottlenose Dolphin (2:34) Dolphins (3:16) Secrets of Dolphin Sonar (2:55) Talking to Dolphins (7:01) Are dolphins the earth's most intelligent animals? (6:42) Dolphins See Themselves In Mirror (5:08) Guardians of the Sea: Wild Dolphins (8:20)

W1-C	In this sample lesson plan the teacher models how to organize notes into similar categories and the students practice in guided and collaborative groups.	<ul style="list-style-type: none"> ● note taking sheet ● note taking rubric ● Beginning ELL note-taker ● Intermediate ELL note-taker
W1-D	<p>Together teacher and students take the organized notes from the Dolphin research and complete a research paper planner.</p> <ul style="list-style-type: none"> ● We have included an example of a planner that teachers could use with students. ● We do think however that students need to be taught to create a planner on a piece of paper of their own and then complete. ● When students are in a standardized testing situation they will not be “given” a planner, so we need students to be able to draw a planner on a piece of paper and then fill in. ● There are many variations of planners that students could use, the foursquare, I notes, number notes, etc. ● The teacher may want to show several options and let students choose which they prefer to use. <p>Have students leave the Why is this important? section after each paragraph blank until completing lesson W1-E.</p>	<ul style="list-style-type: none"> ● Elements of a Research Report-sample student paper ● sample informative/explanatory planner ● Informative/Explanatory Planner
W1-E	<ul style="list-style-type: none"> ● Ideas and analysis is an area in which our students need to grow. ● The students need to be able to generate ideas and analyze the implications and complications of a subject. ● This is similar to the reflection in a narrative. 3rd graders were taught how to reflect in their narrative writing; connect that learning to analysis in this informative writing. ● Make sure that you are modeling for students how to provide a reflection in their informative writing. Questions to help students are included on the note recording sheet. <p>This is sample lesson plan for adding implications and complications to research papers.</p>	<ul style="list-style-type: none"> ● Face to Face With Dolphins by Flip and Linda Nicklin ● Informative/Explanatory Planner from W1-D <p>Sample paragraphs with implications, complications and analysis.</p>
<p>Students may need some mini-lessons on writing a paragraph before the next lesson.</p> <ul style="list-style-type: none"> ● Create Better Paragraphs ● Expository Paragraphs from <i>Razzle Dazzle Writing</i> by Melissa Forney ● Organizing Paragraphs from <i>Step Up to Writing</i> ● The Paragraph Hamburger from Reading Rockets ● A Simple Way to Teach Paragraphs 		
W1-F	<ul style="list-style-type: none"> ● Together in a shared writing session the teacher and students use a research planner and create an essay. Teacher should model using transitions words and bumping up vocabulary as the shared writing progresses. ● After the class has a draft of their paper the teacher needs to lead a discussion about adding headings, illustrations and/or 	<p>LearnZillion lesson on adding text features</p>

	<p>links to multimedia. This might be the place for a discussion about how students want their final draft to look. Essay format? Book format? Googleslide?</p>	
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	<p>SAMR presentation ideas developed by emints teachers</p>
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- Additional Writing Module 1 Resources:**
- [Portland Public Schools Research Writing](#)
 - [Portland Public Schools Informative Writing](#)
 - [Anchor chart lessons/examples](#) from Chart Sense by Rozlyn Linder
 - McGraw Hill eschool: [info from two texts](#)
 - [LearnZillion Lessons](#) on writing a research paper

LANGUAGE STANDARDS

<p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Form and use the progressive (e.g. I was walking, I am walking, I will be walking) verb tenses. McGraw Hill eschool</p> <p>c. Use modal auxiliaries (e.g can, may, must) to convey various conditions.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Sentence Fragments flipchart</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).</p> <p>c. Consult reference materials (e.g dictionaries, glossaries, thesauruses) both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.</p> <p style="text-align: right;">Grade Level Progression for Prefixes/Suffixes/Root Words</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 fcrr.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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