

THE HEART OF A STORY

4th Grade Unit 1

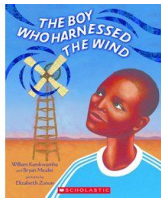
This unit is about the story. Students will be:

- Analyzing story elements in depth.
- Describing the theme of a story.
- Explaining the meaning of figurative language in a story.
- Writing personal narratives, fictional narratives based on true events, and fictional narrative based on text.

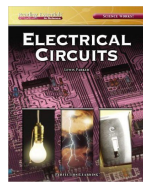
Social Studies: Citizenship and Government

Science: Energy

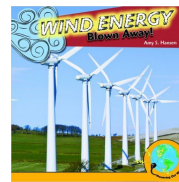
The text below correlate with lessons taught in Science Unit 1.



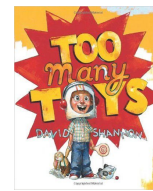
[The Boy Who Harnessed the Wind](#)
by William Kamkwamba
See Reading Module 1



[Electrical Circuits](#) by Lewis Parker
See Science Unit



[Wind Energy Blown Away!](#) By Amy S. Hansen
See Science Unit



[Too Many Toys](#) by David Shannon
See Science Unit

Stage 1- Desired Results
(required)

These are the standards that should drive the lessons and assessments for Unit 1.

Focus Standards:

RL.4.2 Examine a grade-appropriate literary text. Provide a summary. Determine a theme of a story, drama, or poem from details in the text.

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

L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, **as appropriate for the grade level**

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

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

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

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 1. 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"> ● What can we learn from a story? ● What makes a story worth reading? 	<ul style="list-style-type: none"> ● Stories teach us how people act and feel. ● Stories teach us important lessons.

Knowledge <i>Students will know ...</i>	Skills <i>During the unit, the students will practice and be able to...</i>	DOK Level
the thoughts feelings and actions of a character influence and are an important part of a story.	describe , in depth, the actions, thoughts, and feelings of a character. support the in depth description of a character with specific details from the story.	2 2
the setting plays a role in the story or a character's actions.	describe , in depth, the setting of a story support the in depth description of the setting of a story with specific details from the text.	2 2
how to identify the sequence of events	describe , in depth, the sequence of events in a story.	2
that every story has a message from the author that we call a theme.	identify and make inferences about explicit and implicit themes	3
the steps to writing a summary	summarize a text.	2
that language may have multiple meanings.	explain the meaning of similes, metaphors, common idioms, proverbs, and adages in context.	3
narratives are about real and imagined experiences or events and use figurative language, descriptive details, and clear event sequences to convey meaning	write a personal narrative. write a fictional narrative based on a true life event. write a fictional narrative based on a text. -establish a situation -introduce a narrator or character -organize a sequence of events -use dialogue and descriptions -use a variety of transitional words and phrases -use concrete words and sensory details -provide a conclusion	3 3 3
how to correctly order adjectives when writing or speaking	demonstrate correct order of adjectives.	1
that conjunctions and interjections are used to emphasize meaning in a text.	explain the function of conjunctions and interjections.	1
affixes and suffixes can change the meaning of words.	use affixes and suffixes to determine meaning in a text.	1
many words in English sound the same, but have different meanings and spellings.	spell frequently confused homonyms correctly.	1
Greek and Latin roots can help us determine the meaning of unfamiliar words.	use Greek and Latin roots to determine meaning in a text.	1

Supporting Standards: Supporting standards are those that are addressed throughout the unit in connection to daily practice and instruction. They are to be used and applied throughout the unit, however they are not explicitly assessed in Stage 2. Supporting standards will help guide your instruction to meet the focus standards. Additional formative assessments for these standards may be developed by teachers and some may be included as examples in Stage 3.

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 **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.4.10 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 information that is gained by means other than reading (e.g. texts read aloud; oral presentations of charts, graphs, or diagrams, speeches.)**

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.

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

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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

W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Stage 2 - Assessment Evidence

Writing Assessment

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

RL.4.1 RL.4.4, RL.4.10, W.4.4, W.4.9, W.4.10

Students will choose a story to read and then write to the prompt for that story.

Students will read the story “Space Station Alpha” and then write to the following prompt: **In Space Station Alpha, a girl has been waiting a long time for a friend. Think about the details the author used to create the characters, settings, and events. Imagine what it might be like for the two friends on Space Station Alpha. Write a story about Vianna and Jem’s first day together on the space station.**

- [Space Station Alpha](#)
- [annotated student responses from 2015-16](#)

Students will read the story “The Night the Lights Went Out” and then write to the following prompt: **In The Night the Lights Went Out, the narrator has a problem because the lights “went out”. Think about the details the author used to create the characters, settings, and events. Now write a story about another day the narrator has a problem when “the money went down the drain.”**

- [The Night the Lights Went Out](#)

Students will read the story, “Bad Pudding” and then write to the following prompt: **In Bad Pudding, the narrator has a very unusual problem with his aunt’s cooking. Think about the details the author used to create the characters, settings, and events. Now write a story about the next time the narrator has a problem with his aunt’s cooking.**

- [Bad Pudding](#)

- [narrative rubric](#)

ELL Writing Template

[teacher information](#) [ELL Narrative Writing Template](#) (3 different templates for level 2, level 3 and levels 4-5)

Reading Assessment

This assessment should be completed by the end of the first quarter

RL.4.1, RL.4.2, RL.4.3, RL.4.4, L.4.5

This assessment can be found at www.edcite.com. Search the assignment library for **Sdale 4th Grade**.

Look for **Sdale 4th Grade Unit 1 narrative**.

[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.



Springdale teachers can find tools for technology integration at these sites:

[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 1st 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 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).
- **It is understood that teachers will spend time at the beginning of the year establishing norms and procedures for reader's and writer's workshop (e.g. First Twenty Days).**
- **We also understand that there are more resources in stage 3 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.


Reading Module 1

RL.4.3 Mastered Expectations	The student will: <ul style="list-style-type: none"> Independently describe in depth a character, setting, or event in a grade-appropriate story or drama, drawing on specific details in the text (for example a character's thoughts words, and actions).
Progressing	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> <i>action, character, detail, drama, event, setting, story, support, text, thought</i> The student will perform basic processes, such as: <ul style="list-style-type: none"> Recognize and recall specific characters, setting, or events in a grade appropriate story or drama from a teacher provided list. Identify details that support the description of a character, setting, or event in a grade-appropriate story or drama from a teacher provided list.

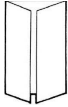

Supporting Standards: RL.4.1, RL.4.4, RL.4.7, RL.4.10, L.4.1a

It is suggested that students briefly review basic story elements of character, setting and events with a picture book(s) before moving on to this standard which focuses on describing characters, settings and events in depth.

Pretest	A pretest for focus standard RL.4.3 can be found at www.edcite.com . You will search the assignment library for Sdale 4th Grade Unit 1 Pretest RL.3 Protocols and Scoring Suggestions	
R1-A	<ul style="list-style-type: none"> Using the picture book, <u>The Boy Who Harnessed the Wind</u> by William Kamkwamba and Bryan Mealer this is a multi day sample lesson plan for describing a character using text and pictures. These lessons would be an excellent place to integrate adjective phrases (the small red purse) and past progressive (I was walking). When describing characters and settings we can use adjective phrases. When describing events we can use past progressive. Teachers may consider keeping a word wall to describe characters, settings, and events; recording descriptions using adjective phrases as well as past progressive adding to the word wall throughout the unit. 	<p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> The Boy Who Harnessed the Wind by William Kamkwamba and Bryan Mealer character chart character chart with language supports answer suggestions for character chart-William "The Bubble Gum Story" adapted excerpt from the adult book <u>The Boy Who Harnessed the Wind: Currents of Electricity and Hope</u> answer suggestions for character chart-William's Dad
R1-B	<ul style="list-style-type: none"> Continuing with <u>The Boy Who Harnessed the Wind</u> sample lesson plan for describing setting. This graphic organizer could be used to differentiate for your advanced learners. Answer suggestions. 	<ul style="list-style-type: none"> The Boy Who Harnessed the Wind by William Kamkwamba and Bryan Mealer The Bubble Gum Story an adapted excerpt from the adult book, <u>The Boy Who Harnessed the Wind: Currents of Electricity and Hope</u>.

	 <p>These SAMR progressions were created by instructional facilitators to show how technology could be integrated into this lesson.</p> <p>sample 1 sample 2</p>	<ul style="list-style-type: none"> • The Lion Story an adapted excerpt from the adult book, <i>The Boy Who Harnessed the Wind: Currents of Electricity and Hope</i>.
R1-C	<ul style="list-style-type: none"> • Continuing with The Boy Who Harnessed the Wind sample lesson plan for describing events. 	<ul style="list-style-type: none"> • The Boy Who Harnessed the Wind by William Kamkwamba and Bryan Mealer • answer suggestions for TBWHTW sequence chart • "The Bubble Gum Story" adapted excerpt from the adult book <i>The Boy Who Harnessed the Wind: Currents of Electricity and Hope</i> • "The Lion Story" adapted excerpt from the adult book <i>The Boy Who Harnessed the Wind: Currents of Electricity and Hope</i> • sequence of events chart • sequence of events chart with language support • teacher cheat sheet for transitions and figurative language • sample chunked text for the "Lion Story" • sample important sentences for "The Lion Story"
R1-D	<p>In third grade students described characters and explained how they contributed to the sequence of events. This sample lesson plan continues this learning.</p>	<ul style="list-style-type: none"> • The Boy Who Harnessed the Wind by William Kamkwamba and Bryan Mealer • "The Bubble Gum Story" adapted excerpt from the adult book <i>The Boy Who Harnessed the Wind: Currents of Electricity and Hope</i> • "The Lion Story" adapted excerpt from the adult book <i>The Boy Who Harnessed the Wind: Currents of Electricity and Hope</i> • graphic organizer • Answer suggestions
R1-F	<p>Additional Activity for Analyzing Setting:</p> <ul style="list-style-type: none"> • Students are grouped in teams of 2-4 students. • The teacher passes out three passages for each team to read. 	<ul style="list-style-type: none"> • Passage 1 • picture 1 • passage 2 • picture 2 • passage 3 • picture 3 • picture 4 • picture 5

	<ul style="list-style-type: none"> •The teams look at five pictures that have been opened on laptops, iPADS, and/or chromebooks around the room. •The team’s job is to read the passage and determine which passage goes with each picture (there will be two extra pictures that don’t match). •Teams will also choose one passage to use in order to explain how the setting influences a character’s behavior. •Each team will fill out a “voting” card with the text evidence from the passage that supports their vote. •After teams are done each team will share out the passage they chose and their thoughts about how the character’s behavior/actions/ thoughts are influenced by the setting. •When all teams are finished the teacher will collect all the cards and tally the votes, reading the evidence for each vote. •After this initial tally the students will have the opportunity to re-vote based on the evidence they have heard and the teacher will take a second tally. 	<ul style="list-style-type: none"> •team voting card
R1-G	<ul style="list-style-type: none"> •Students CLOSE read two excerpts from <u>Love That Dog</u> by Sharon Creech. •In both CLOSE readings text dependent questions will focus on characters, settings, events. •After completing the two readings students will complete a study sheet that requires them to use the text to describe ways the main character changed from the beginning of the story to the end of the story. •The first excerpt is from the beginning of <u>Love That Dog</u> the second is from the end. 	<ul style="list-style-type: none"> •CLOSE read I teacher page Love That Dog •CLOSE read I student page Love That Dog •CLOSE read II teacher page Love That Dog •CLOSE read II student page Love That Dog •reader response (save student responses for lesson module W1-L) •answer suggestions for reader response •reader response with language supports
R1-H	<ul style="list-style-type: none"> •Students CLOSE read an excerpt from <u>Tuck Everlasting</u> by Katherine Patterson. •The text dependent questions will focus on analyzing character, setting and events. •After the CLOSE read students will create a foldable that requires them to describe the characters, settings, and events from the passage. •Teachers should have language supports available for ELL students to use as they complete their foldable. 	<ul style="list-style-type: none"> •CLOSE read teacher page, Tuck Everlasting •CLOSE read student page, Tuck Everlasting •4 Tab Foldable template (fold on the solid lines, cut on the dotted lines) •front of foldable •inside of foldable •Language Supports

<p>R1-I</p>	 <ul style="list-style-type: none"> ● Students choose a character from a story they have read or the teacher has read. ● Fold a 12x18 piece of construction paper in “shutter style” ● On the front of the paper students write the character’s name and draw a picture of their character; labeling with the character’s physical traits or “outside traits” <p>On the inside of the paper students:</p> <ul style="list-style-type: none"> ○ write the title of the book ○ tell why they chose this character ○ make a list of character’s thoughts feeling, and actions ○ list few traits for the character and give the character a grade on that trait based on evidence from the text (this is the part of the activity that elevates it to a higher DOK Level). <div style="display: flex; justify-content: space-around;"> <div data-bbox="342 858 647 1291"> <p>jealous lunzy good messy neat disobeying impatient confident bad</p> </div> <div data-bbox="678 863 1000 1297"> <table border="1"> <thead> <tr> <th colspan="2">Character Report Card</th> <th>Grade</th> </tr> </thead> <tbody> <tr> <td>trait</td> <td>Comments <input type="checkbox"/> was/was not because he/she <input type="checkbox"/> When he/she showed she was not <input type="checkbox"/> I grew real she was/was't when</td> <td></td> </tr> <tr> <td>kind</td> <td>She was kind because she helped kids learn how to fix cars then when they were near to her</td> <td>A+</td> </tr> <tr> <td>honest</td> <td>Rocket was not honest because she stole a key she had dad's wallet and didn't tell him.</td> <td>F-</td> </tr> <tr> <td>hard working</td> <td>Rocket was hard working because she helped her dad fix cars.</td> <td>A-</td> </tr> <tr> <td>cooperative</td> <td>She was cooperative</td> <td></td> </tr> </tbody> </table> </div> </div> <p style="text-align: center;">DOK Level 1 (does not meet grade level target) DOK Level 3 (meets grade level target)</p>	Character Report Card		Grade	trait	Comments <input type="checkbox"/> was/was not because he/she <input type="checkbox"/> When he/she showed she was not <input type="checkbox"/> I grew real she was/was't when		kind	She was kind because she helped kids learn how to fix cars then when they were near to her	A+	honest	Rocket was not honest because she stole a key she had dad's wallet and didn't tell him.	F-	hard working	Rocket was hard working because she helped her dad fix cars.	A-	cooperative	She was cooperative		<ul style="list-style-type: none"> ● Inside middle template ● Inside middle template with language supports ● Inside left template ● Inside left template with language supports ● Inside right template the comments section of this template is what elevates this activity’s DOK level ● Inside right template with language supports ● sample character report card ● Rubric 
Character Report Card		Grade																		
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<p>Formative Assessment</p>	<p>A formative assessment for focus standard RL.4.3 can be found at www.edcite.com. You will search the assignment library for Sdale 4th Grade Unit 1 Formative RL.3. Protocols and Scoring Suggestions</p>																			

<p>Additional Module 1 Resources:</p> <ul style="list-style-type: none"> ● McGraw Hill eschool ● video of real life William Kamkwamba ● Introduction to Reading Skills Cartoon: Order of Events ● Introduction to Reading Skills Cartoon: Identifying major events ● Introduction to Reading Skills Cartoon: Pictures and text 	
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- [Introduction to Reading Skills Cartoon: Character analysis](#)
- [CLOSE read teacher page, The Bear](#)
- [CLOSE read student page, The Bear](#)

Reading Module 2

RL.4.2 Mastered Expectations	The student will: <ul style="list-style-type: none"> • Independently describe the theme of a grade-appropriate text from details in the text. • Summarize a grade appropriate text.
Progressing	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> • <i>Author, detail, drama, lesson, message, narrator, passage, poem, story, summarize, support, text, theme</i> The student will perform basic processes, such as: <ul style="list-style-type: none"> • Identify details that support a teacher-provided theme of a grade-appropriate text. • Identify a theme in a grade-appropriate text from a teacher-provided list. • Summarize a grade-appropriate text using a teacher-provided graphic organizer.


Supporting Standards: RL.4.1, RL.4.4, RL.4.10


Students need to be able to make inferences in order to begin determining the theme of a text. To introduce the concept of making inferences a fun and engaging activity is **Trash Bag Inferences**. In this activity the teacher tells the students that she has some bags of trash from different families.

- To prepare for this activity the teacher will need to collect trash (or create trash looking items) and possibly ask colleagues to save some trash (e.g. washed lean cuisine containers, magazines, letters, grocery lists, broken toys, etc). The teacher will then loosely organize the trash into 5 or 6 bags of discernible topics and place in paper bags.
- The teacher will model looking through a bag of trash and infer what she knows about the “family” based on their trash. For example if a bag had an empty container of tofu, a Vegetarian Times magazine, an empty bottle of vitamin C, and a shopping list with lots of vegetables on it, the team may infer that the family does not eat meat and is health conscious. If a bag contained a broken swim mask and a brochure for the Great Barrier Reef the team may infer that someone in the family has been on a trip, possibly involving scuba diving.
- The students will be divided into small groups and will examine the contents of the bag and make a few inferences using [discussion cards](#) to structure their talk about the “family” that the trash came from. Teacher should plan a [fishbowl](#) before this activity to teach/prepare the students to effectively use the discussion cards.
- Each group will share with the whole class their bag, their inferences, and evidence/justifications for their inference. Another variation is to have groups rotate through each bag of trash and compare and contrast each groups’ inferences.

*Teachers could also make “virtual trash bags” and have students access them on their Chromebooks.

R2-A	<ul style="list-style-type: none"> • This sample lesson plan introduces and practices the skill of making inferences from text. 	<p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> • Where Am I? Practice Passages
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		<ul style="list-style-type: none"> ● Inferring Practice I ● Inferring Practice II ● Inferring Practice II student response sheet ● Inferring Practice III (independent practice) ● Inferring Practice IV (formative assessment)
R2-B	 <p>Students can practice making inferences from short videos.</p> <ul style="list-style-type: none"> ● These short films are particularly effective because they have no words. ● Teachers may choose to have students use discussion cards for oral responses and/or written responses. 	<ul style="list-style-type: none"> ● One Man Band video 3:25 ● One Man Band Response Sheet ● Pigeon Impossible video 6:20 ● Pigeon Impossible Response Sheet ● Geri's Game video 4:52 ● Geri's Game Response Sheet ● Lifted video 5:06 ● Lifted Response Sheet ● For the Birds video 3:25 ● For the Birds Response Sheet
Pretest	<p>A pretest for focus standard RL.4.2 can be found at www.edcite.com. You will search the assignment library for Sdale 4th Grade Unit 1 Pretest RL4.2</p> <p style="text-align: center;">Protocols and Scoring Suggestions</p>	
R2-C	<ul style="list-style-type: none"> ● This standard requires students to summarize text as well as describe the theme. ● We feel students should summarize the text first and then determine the theme of a story. ● This sample lesson plan prepares students to write a summary about a text. 	<ul style="list-style-type: none"> ● Picture book, short story or story excerpt of teacher's choice. ● Literature summary template ● alternative organizer for writing a summary
R2-D	<ul style="list-style-type: none"> ● Flipchart to help introduce theme ● PDF of Theme flipchart ● Info on notes browser in flipchart 	
R2-E	<ul style="list-style-type: none"> ● This sample lesson plan has students practicing summarizing and determining the theme of a picture book. 	<ul style="list-style-type: none"> ● Chrysanthemum by Kevin Henkes (suggested text, teacher could easily substitute with a favorite picture book, short story or story excerpt) ● Chrysanthemum Read Aloud ● A Day's Work by Eve Bunting (suggested text, teacher could easily substitute with a favorite picture book, short story or story excerpt) ● Sample Topic Reference Poster ● Sample Topic Reference Poster II

		<ul style="list-style-type: none"> ● Sample Theme Reference Poster ● Literature summary template ● sample reference poster for summaries ● theme graphic organizer ● theme graphic organizer with language supports
R2-F	<ul style="list-style-type: none"> ● This sample lesson plan has students summarizing and describing the theme of a poem. 	<ul style="list-style-type: none"> ● 4th grade Discussion Cards ● 74th Street says/means.matters ● answer suggestions for 74th Street ● Invisible says/means/matters ● answer suggestions for Invisible ● 3x5 cards or other small piece of paper.
R2-G	 In this sample lesson plan students will practice summarizing and describing the theme of songs.	<ul style="list-style-type: none"> ● The House That Built Me by Miranda Lambert lyrics ● The House That Built Me video ● The Boys of Fall by Kenny Chesney lyrics ● The Boys of Fall by Kenny Chesney video ● Full House Theme Song lyrics ● The Full House Theme Song video ● Song summary template ● theme graphic organizer ● theme graphic organizer with language supports ● sample reference poster for summaries
R2-H	<ul style="list-style-type: none"> ● Students will CLOSE read the poem “Humanity” by Elma Stuckey and independently read “A Sudden Slice of Summer.” ● Students will complete a theme graphic organizer for each piece of text to demonstrate their ability to summarize and determine the theme of a text. ● Teachers will need to use their professional judgement as to which students still need to use the Summary Template and which students can use references posted in the classroom to write their summary directly on the graphic organizer. ● The teacher and students together will then compare and contrast the way the two authors presented their themes, completing a top hat organizer together. At the bottom of the top hat is a place for each student to independently draw 	<ul style="list-style-type: none"> ● “A Sudden Slice of Summer” from ReadWorks.org ● answer suggestions for “A Sudden Slice of Summer” ● CLOSE read teacher page, “Humanity” by Elma Stuckey ● CLOSE read student page, “Humanity” by Elma Stuckey ● answer suggestions for “Humanity” ● theme graphic organizer ● theme graphic organizer with language support ● Top Hat organizer

	a conclusion, which they should share with others in a structured student talk format.	
Formative Assessment	A formative assessment for focus standard RL.4.2 can be found at www.edcite.com . You will search the assignment library for Sdale 4th Grade Unit 1 Formative RL.2. Protocols and Scoring Suggestions	

Additional Module 2 Resources:	
<ul style="list-style-type: none"> • McGraw Hill eschool- theme • McGraw Hill eschool- summarize • Introduction To Reading Skills Cartoon: Inferencing • Introduction to Reading Skills Cartoon: Theme 	<ul style="list-style-type: none"> • Introduction to Reading Skills Cartoon: Theme 2 • Introduction to Reading Skills Cartoon: Summarizing • making inferences sample anchor chart • Picture Books for Teaching Theme

Reading Module 3	
L.4.5 Mastered Expectations	Students will: <ul style="list-style-type: none"> • Independently explain the meaning of simple similes and metaphors (for example, pretty as a picture) in grade-appropriate text. • Independently explain the meaning of common idioms, adages, and proverbs.
Progressing	Students will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> • <i>Adage, figurative, idiom, metaphor, nuance, proverb, simile</i> The student will perform basic processes, such as: <ul style="list-style-type: none"> • Recognize/Identify simple similes and metaphors in isolation or context. • Recognize/Identify common idioms, adages/proverbs.
Supporting Standards: RL.4.1, RL.4.4, RL.4.10	

Pretest	A pretest for focus standard L.4.5 can be found at www.edcite.com . You will search the assignment library for Sdale 4th Grade Unit 1 Pretest L.5 Protocols and Scoring Suggestions	
R3-A	<ul style="list-style-type: none"> • This sample lesson plan on similes and metaphors addresses the prerequisite learning students need to be able to meet the standard. • Students will need to apply these skills to a grade-appropriate text to meet the grade level target which is to explain the meaning of similes and metaphors in context. • This flipchart follows the sequence of the lesson plan. PDF of simile flipchart 	<p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> • simile video • Quick As A Cricket by Audrey Wood • Crazy Like a Fox by Loreen Leedy • Simile City (collaborative practice) • Plain sentences to turn into similes (collaborative practice) • Simile practice (independent practice)

R3-B	<ul style="list-style-type: none"> •This sample lesson plan requires students to recognize and explain the meaning of idioms. •This flipchart follows the sequence of the lesson plan. PDF of idiom flipchart •The teacher may consider creating an “Idiom Wall” that students could contribute to as they find idioms in their reading. •Many idioms are also similes. Teacher may want to consider how to blend lessons on idioms and similes. 	<ul style="list-style-type: none"> •Idiom song •More Parts by Tedd Arnold •Idiom sort •Idiom concentration: Body parts •Idiom concentration: Baseball •Idiom concentration: Animals •Idiom concentration: Food
R3-C	<ul style="list-style-type: none"> •In this sample lesson plan students will learn about proverbs and adages and use that knowledge to write and perform a short skit demonstrating a common adage or proverb. •There is a difference between proverbs and adages; but for 4th graders we don’t think it is important to dwell on the slight difference in definitions. We will be using the two terms synonymously. •We have researched the most commonly occurring adages/proverbs and divided them between 4th and 5th grade so you can narrow your teaching focus. 4th/5th grade proverbs and adages list •This flipchart follows the lesson sequence PDF of proverbs and adages flipchart 	<ul style="list-style-type: none"> •4th grade proverbs and adages cards •student directions for skit
R3-D	<ul style="list-style-type: none"> •Students CLOSE read Owl Moon by Jane Yolen focusing on figurative and descriptive language. •After the CLOSE read have students independently complete literal/nonliteral graphic organizer using Owl Moon text. • Two videos have been provided to provide background on the forests at night and owl sounds. 	<ul style="list-style-type: none"> •Owl Moon by Jane Yolen •CLOSE read teacher page •CLOSE read student page •graphic organizer •answer suggestions for graphic organizer •owl/forest video •forest video (<i>very long, you only need to show a short piece of this</i>)
Formative Assessment	<p>A formative assessment for focus standard L.4.5 can be found at www.edcite.com. You will search the assignment library for Sdale 4th Grade Unit 1 Formative L.5 Protocols and Scoring Suggestions</p>	

Additional Module 4 Resources:

- [McGraw Hill eschool](#)
- [10 Idioms About the Human Body](#)
- [Book list for Figurative language](#)
- [Picture Books That Model Similes](#)
- [Books That Model Metaphor](#)
- [Picture Books That Model Idioms](#)

Writing Module 1

W.4.3 Mastered Expectations	<p>The student will:</p> <ul style="list-style-type: none"> ● Independently write grade-appropriate narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. ● Independently orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. ● Independently use dialogue and description to develop experiences and events or show the responses of characters to situations. ● Independently use a variety of transitional words and phrases to manage the sequence of events. ● Independently use concrete words and phrases to manage the sequence of events. ● Independently provide a conclusion that follows from the narrated experience or events.
Progressing	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> ● <i>Character, conclusion, concrete, convey, description, detail, dialogue, event, experience, narrative, narrator, organize, orient, phrase, precise, response, sensory, sequence, situation, technique, transition</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> ● Write narrative pieces using a teacher-provided template or graphic organizer ● Identify examples of transitional words and phrases


Supporting Standards: W.4.5, W.4.6, W.4.9, L.4.5, L.4.6

These lessons should integrate well with the reading standards in this unit. Students have been reading and analyzing stories so it is a logical transfer to writing stories. It is assumed that students will be engaging with these writing lessons while concurrently engaged in reading lessons via a reading/writing workshop model. The mentor texts used in lesson modules 1-2 could be mentor texts for developing story structure. Lesson module 3 will work for your lessons on using sensory details in writing.


W1-A	<p>Pre-Assessment (adapted from Lucy Calkins Units of Study):</p> <p>You may be tempted to assess your students by giving them a fiction writing task rather than a personal narrative. In this situation (beginning of the year, on-demand prompt, 45 minute time limit) we feel children are much more apt to produce writing that accurately reflects their narrative writing skills when they are recalling a true story of their own. All the basic qualities of writing that make a strong narrative are the same ones that make a strong piece of fiction.</p> <ol style="list-style-type: none"> 1. Brainstorm with students what they remember from third grade about narrative writing and create an anchor chart of responses. 2. Post or pass out prompt and read aloud: Today you will write the best personal narrative, the best small moment story, that you can write. Make this be the story of one time in your life. You might focus on just a scene or two. You'll have only forty-five minutes to write this true story, so you'll need to plan, draft, revise, and edit in one sitting. Write in a way that allows you to show off all you know about narrative writing. In your writing, make sure you; <ul style="list-style-type: none"> ● Write a beginning for your story
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	<ul style="list-style-type: none"> ● Use transition words to tell what happened in order ● Elaborate to help readers picture your story ● Show what your story is really about ● Write an ending for your story <p>During the writing time, be sure you do not coach students. After the introduction do not remind students about any parts of the narrative process. You want to see what students can do independently. This piece of writing will become invaluable as you make plans about what your students already know and can do.</p> <p><i>Once this pre-assessment is complete, it will be helpful to sit with your grade level team to assess and calibrate.</i></p> <p>It is also suggested that you make copies of this assessment for students to paste onto one of the first pages in their writer's notebook. This writing will serve as a reminder of what each child's starting point was in narrative writing. As the unit progresses students can review this piece making sure they are doing work that is increasingly more developed and stronger than this start-of-the-year writing. This may also work as a piece to share at student led conferencing.</p>	
<p>Just as we do "Book Talks" to engage students in choosing books for themselves, we can do "Writer Talks." to help students learn from other writers. This excerpt from Guiding Readers and Writers 3-6 will help teachers implement Writer Talks in their classrooms.</p> <p>Learning About Writing From Writers</p>		
<p>W1-B</p>	<ul style="list-style-type: none"> ● This single session sample lesson plan introduces writer's notebook and expectations for its use. ● This is a sample of one way to roll out writer's notebook. Teachers will need to think about the structure of their writing workshop, what has worked well in the past and decide how best to implement this roll out. ● Information about the writer's notebook from Guiding Readers and Writers 3-6 by Fountas and Pinnell ● Teacher who have access to A Writer's Notebook by Ralph Fletcher may find it a great way to introduce and find topics for writer's notebooks. 	<ul style="list-style-type: none"> ● The Boy Who Loved Words by Roni Schotter ● Rebecca's notebook entry I ● Rebecca's notebook entry II ● Sample pages from Rebecca's writer's notebook ● Sample anchor chart for writer's notebook expectations ● A writer's notebook for each student. This could be a black/white composition book, a spiral notebook, etc. OR is it time to keep a digital notebook?
<p>W1-C</p>	<ul style="list-style-type: none"> ● This single session sample lesson plan requires students to set a goal for their writing this first nine weeks. ● This may be something to share during student led conferencing. 	<ul style="list-style-type: none"> ● Writer's notebook for each student. ● Third grade Narrative Writing Checklist
<p>W1-D</p>	<ul style="list-style-type: none"> ● This three day sample lesson plan gives students three strategies to use when they are thinking of a true story to write. ● During this lesson the teacher should create their own 1st draft of a personal narrative that they will use as a model in the remainder of the lessons in module. 	<ul style="list-style-type: none"> ● sample anchor chart, Finding Ideas for True Stories

	<ul style="list-style-type: none"> •After the three lessons in 4-D, students should spend their writing time for the next several days writing small moment stories (one per day). •Most of these stories will not go through the writing process. •The goal is threefold; students develop writing stamina (they should write one whole page each day), they practice “coming up” with stories using strategies if needed, and they build up a “seed bank” in their writer’s notebook. 	
W1-E	<ul style="list-style-type: none"> •This multi day sample lesson plan uses the book Mirette On The High Wire to review the elements of narrative (based on a-e of the standard). •This same lesson would work well with different books if the teacher has a favorite they would like to use. 	<ul style="list-style-type: none"> •Mirette on the High Wire by Emily Arnold McCully •sample narrative analysis chart •narrative analysis chart •6 or 7 short picture books •narrative transitions poster •using narrative transitions •Picture Books to Teach Elements of Fiction
W1-F	<ul style="list-style-type: none"> •This sample lesson plan will require students to take an idea from their writer’s notebook and turn it into a fictional narrative. •The draft of this fictional narrative will be used in the next few lessons as students revise for dialogue, sensory details, and a conclusion. 	<ul style="list-style-type: none"> • Railroad Bill (when you click on this link it will say there was a problem playing this audio file; click on download and the audio file <i>will</i> load; then you can click on open to play it) •Tar Beach by Faith Ringgold •Digital read aloud of Tar Beach The digital version of this book has a great intro that provides background info on rooftops in NYC. Ruby Dee does the read aloud. •narrative organizer I •narrative organizer II •narrative organizer III •narrative organizer IV •narrative template •ELL Narrative Writing Template •student personal narrative/fictional narrative •a personal narrative written by the teacher for modeling purposes.
W1-G	<ul style="list-style-type: none"> •This sample lesson plan has students look at the first draft they wrote in lesson 4-F and add dialogue. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Fun activity: Read aloud the book, Yertle the Turtle. Every time the class hears a synonym for “said” they should put their thumbs up. Have a student transcribe the words on a chart for future reference as you continue to read aloud.</p> </div>	<ul style="list-style-type: none"> •Dialogue sample •Writing Dialogue info •Punctuation Dialogue/Tags •Punctuating Dialogue •Planning and Using Dialogue •Writing Dialogue reference poster <p>Suggestions for picture books that model dialogue:</p>

		<ul style="list-style-type: none"> • One Cool Friend by Toni Buzzer • The Wolf Who Cried Boy by Bob Hartman • Brontorina by James Howe • Yertle the Turtle by Dr. Seuss
W1-H	Ideas for mini lessons on elaboration from The Writing Strategies Book by Jennifer Serravallo	
W1-I	<ul style="list-style-type: none"> • This sample lesson plan has students look at their draft fictional story and add sensory details.  <p>SAMR idea from our eMINTS teachers</p>	<ul style="list-style-type: none"> • a picture book with easily recognizable sensory details for teacher to use as a mentor text during focus lesson • a picture book with easily recognizable sensory details for the teacher to use as a mentor text during guided group practice • 9-10 picture books for small student groups to use during collaborative practice • sensory details note maker • Mentor texts for sensory writing • Using sensory details from Craft Lessons
W1-J	<ul style="list-style-type: none"> • Surprise Endings from Craft Lessons • Experiment With Endings from Craft Lessons • The Circular Ending from Craft Lessons • Emotional Endings from Craft Lessons • Ways to End a Narrative <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 10px auto; width: fit-content;"> Fun Activity: Connecting the Beginning with the End </div>	
W1-K	<ul style="list-style-type: none"> • For writing assessments in stage 2 students will be asked to read a short story and then write to a prompt based on the story. sample lesson plan. • These prompts ask students to create a “new adventure, next chapter, or new episode” based on characters, settings, and events of the original story. • Some students may know this style of writing as fan fiction. Fan fiction is an imagined story about characters or settings from an original work of fiction, created by fans of that work rather than by its creator. • This is a worthwhile endeavor in that it reinforces the learning of Reading standard R.3, which requires students to describe in depth character, setting, and events. If students are writing a story based on text, they need to analyze the character setting and events of the original story. In addition, many students (especially our ELL students) are more successful at writing an 	<ul style="list-style-type: none"> • Teacher and student favorite books and/or short stories • narrative organizer I • narrative organizer II • narrative organizer III • narrative organizer IV • narrative template

	imagined narrative when they have an anchor text to guide them.	
W1-L	<ul style="list-style-type: none"> • LearnZillion lesson on writing a narrative response to literature: The Story of Dr. Dolittle • narrative organizer I • narrative organizer II • ELL Narrative Writing Template 	
<p>These awesome resources are great ideas for mini lessons from The Big Book of Details by Rozlyn Linder:</p> <ul style="list-style-type: none"> • Set It Up (Orient the reader) • Just Like That (Use Dialogue and Description) • Act and Think, But, Why? (Manage the sequence of events) 		
W1-M	<p>Have students reread the excerpts from Love That Dog by Sharon Creech (lesson module R1-D) and then give the following prompt: In the story Love That Dog, Jack’s feelings about writing poetry change from the beginning of the school year to the end . Think about the details the author uses to create the characters, settings and events. Create a story in which a character, has had a change of heart. Write a story about a time this character’s feelings and/or opinion have changed. Make sure to include specific details about what changed, and the events that led up to the change. Note: This is not a personal narrative, the students are not writing about a time they have had a change of heart- they are making up a story about a character who has had a change of heart.</p> <ul style="list-style-type: none"> • narrative organizer I • narrative organizer II • ELL Narrative Writing Template <p>This link will take you to calibrated responses to this prompt from the 2014-2015 school year.</p>	

<p>Additional Module 4 Resources: From Portland Public Schools: Imagined Narrative, Personal Narrative, Launching Writer’s Workshop</p> <ul style="list-style-type: none"> • McGraw Hill eschool • Writing a Personal Narrative from Teacher Vision • punctuating dialogue: old school • “Children’s Books as Models to Teach Writing Skills” article from <i>The Reading Teacher</i> 	<p>Great Videos for teachers from the Teacher’s College at Columbia University.</p> <ul style="list-style-type: none"> • setting a goal • revising with a small group • mini lesson on revising dialogue • peer conferring • writing conference to raise the level of narrative writing 	
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 If a chart was created such as this [sample](#), and used whenever new vocabulary is introduced it, may help to integrate Language standards.

LANGUAGE STANDARDS

L.4.1 Demonstrate command of the conventions of standard English grammar	L.4.2 Demonstrate command of the conventions of standard English	L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words	L.4.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings,
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<p>and usage when writing or speaking.</p> <p>c. Form and use the progressive (e.g. I was walking, I am walking, I will be walking).</p> <p>● McGraw Hill school</p> <p>e. Order adjectives within sentences according to conventional patterns (e.g. a small red bag, rather than a red small bag).</p> <p>● McGraw Hill school</p> <p>f. Explain the function of conjunctions and interjections in general and their function in particular sentences.</p> <p>● McGraw Hill school</p>	<p>capitalization, punctuation, and spelling when writing.</p> <p>b. Use correct spelling of plurals and possessives in writing.</p> <p>● McGraw Hill school</p> <p>c. Use commas and quotation marks to direct speech quotations from a text.</p> <p>● McGraw Hill school</p> <p>d. Spell grade appropriate words correctly, consulting references as needed (e.g. to, too, two, there, their).</p> <p>● to, too, two flipchart -PDF of to, too, two flipchart</p> <p>● there, they're, their flipchart -PDF of they're, their, there flipchart</p> <p>● our, hour, are flipchart -PDF of our, hour, are flipchart</p>	<p>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>● Teaching and Learning about suffixes</p> <p>● McGraw Hill school</p>	<p>as appropriate for the grade level.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g as pretty as picture) in context.</p> <p>b. Recognize and explain the meaning of common idioms and proverbs (see lesson module 3)</p>
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8 question, ACT Aspire like assessment for L.1,2 and 4 is available at www.edcite.com. Search the assignment library for **Sdale 4th Grade Unit 1 Language**.

[Grade Level Progression for prefixes/suffixes/root words](#)

Supporting Language Standards

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

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

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

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

a. Choose words and phrases for effect.

b. Choose punctuation for effect.

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

L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

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

L.4.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g. *however, although,*

nevertheless, similarly, moreover, in addition).

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.

Read Aloud Suggestions:

Junkyard Wonders by Patricia Polacco

Tales of a Fourth Grade Nothing by Judy Blume

Love That Dog by Sharon Creech

James and the Giant Peach by Roald Dahl

The Ninth Ward by Jewell Parker Rhodes

The Story of Ferdinand the Bull by Munro Leaf

Holes by Louis Sachar

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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