

# CURRICULUM MAP

Subject: ELA

Grade: 4<sup>TH</sup>   

Quarter: 3<sup>rd</sup>   

Teacher(s): 4<sup>th</sup> Grade

Month <hr style="width: 50%; margin: auto;"/>	WEEK 1 <hr style="width: 50%; margin: auto;"/>	WEEK 2 <hr style="width: 50%; margin: auto;"/>	WEEK 3 <hr style="width: 50%; margin: auto;"/>	WEEK 4 <hr style="width: 50%; margin: auto;"/>	WEEK 5 <hr style="width: 50%; margin: auto;"/>
<p><b>Concept (CCSS Standards)</b> <i>Italic Information: Recursive standard – repeated in at least one other quarter</i></p> <p><b>BOLD information: Standards that should be emphasized</b></p>	<p><b>4.RL.6.</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. <b>(DOK 1) Which sentence is written in first person point of view?</b></p> <ol style="list-style-type: none"> <li>1. They are ready to be picked.</li> <li>2. She should come to the orchard with us.</li> <li>3. Billy was so glad he could buy apples</li> <li>4. I like to eat apples.</li> </ol> <p>Which sentence is written in first person point of view?</p> <ol style="list-style-type: none"> <li>A. “Go away, and leave me alone!” I screamed.</li> <li>B. Mary thought, “I can beat Henry this time.”</li> <li>C. “You need to think about it before you decide.” said Mom.</li> </ol> <p><b>(DOK 3) Passage 1</b> Katie looked everywhere for her pet lizard Leo. She could not find her anywhere. Where could Leo be? Katie hoped she was o.k.</p> <p><b>Passage 2</b> I went straight to my room to change my clothes and check Dribble. I ran to my dresser to check Dribble. His bowl with the rock was there, but Dribble was gone! I got really scared.</p> <ul style="list-style-type: none"> <li>• Is the first passage written in first person or third person? Explain how you know.</li> </ul> <p>The first passage is written in third person. I know because it uses the person’s name and the pronoun she in the text.</p>	<p><b>4.L.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). Precise Language: <b>(DOK 2) Select the more precise word in parenthesis that fits the sentence.</b></p> <ol style="list-style-type: none"> <li>1. Anne (dashed, ran) to catch the train before it left.</li> <li>2. The teacher (asked, quizzed) us about last night’s reading assignment.</li> </ol> <p><b>(DOK 2)</b> Define vocabulary words using context clues.</p> <p><b>(DOK 3)</b> Use a variety of precise language in written work.</p> <p><b>Domain (Content) Specific Vocabulary: (DOK 2)</b> Select the word that would not be found in a math book glossary:</p> <ol style="list-style-type: none"> <li>a. polygon</li> <li>b. parallel</li> <li>c. perpendicular d. precipitation</li> </ol> <p><b>(DOK 2) Define vocabulary words using context clues. (DOK 3)</b> Use a variety of domain (content) specific vocabulary in written work.</p>	<p><b>4.W.1 b &amp; c</b> Write opinion pieces on topics or texts, supporting a point of view with reason and information: b) Provide reasons that are supported by facts and details; c) Link opinion and reasons using words, phrases, and clauses (e.g., for instance, in order, in addition). <b>(DOK 4) Create an opinion piece and state about your favorite after school activity and state your reasons why it is your favorite.</b></p> <p><b>(DOK 4) Create an opinion piece after reading a text on your favorite part and why. (Use linking words such as because and also).</b></p> <p><b>4.W.2a</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly: Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. <b>(DOK 4)</b> Write an explanatory essay on how to make brownies.</p> <p><b>(DOK 4) Write an informative essay about the Chihuahuan Desert.</b></p>	<p><b>4.W.3a</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. <b>(DOK 2) The part of the writing that shows strong emotion and brings out the personality of the writer is called _____.</b></p> <ol style="list-style-type: none"> <li>a. organization b. dialogue</li> <li>c. voice</li> <li>d. purpose</li> </ol> <p><b>(DOK 2)</b> Which of the following topics would be the best for a narrative?</p> <ol style="list-style-type: none"> <li>A. Habitats of Frogs</li> <li>B. The Experience of Losing a Tooth</li> <li>C. Steps to Growing a Vegetable Garden</li> <li>D. The Planet Mercury</li> </ol> <p><b>(DOK 3) Revise a sentence to include transitional words.</b></p> <p><b>(DOK 4) Write a three paragraph essay using the following narrative prompt:</b></p> <p>The school bus I was riding in came to a sudden stop and smoke began to pour out from under the bus.</p> <p>Using a rubric specified for narrative writing, to include standard details (i.e. use of dialogue and description, use of a variety of transitional words, sensory details, and conclusion).</p> <p>Knowledge of narrative structure will include writing about real or imagined experiences that introduce a narrator, characters with descriptive details, and organized and clear event sequences that unfold naturally (4.W3a).</p>	<p><b>4.RI.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <b>(DOK 1)</b></p> <p>If you have a hard time telling an alligator and a crocodile apart, you are not the only one. The animals do look alike. They both belong to the same family.</p> <p>There are ways you can tell the two animals apart. An alligator has a wide jaw. A crocodile has a pointed jaw. On the crocodile, one of its teeth sticks up over its lip when its mouth is closed. An alligator doesn't show its teeth. A crocodile is found in saltwater. The glands in its tongue can get rid of extra salt. An alligator has these glands, too. However, they don't work very well, so the alligator lives in fresh water.</p> <p><b>(DOK 1) From the information in this selection, readers can infer that both alligators and crocodiles:</b></p> <ol style="list-style-type: none"> <li>A. live in water B. see at night C. hear well</li> <li>D. eat a lot of meat</li> </ol> <p><b>(DOK 3)</b> Do you think an alligator would be able to survive in salt water? Use evidence from the text to support your answer.</p> <p><b>4.RI.3</b> 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. <b>(DOK 3) A butterfly starts life as a very small, round, oval or cylindrical egg. When the egg finally hatches, a caterpillar merges. As soon as a caterpillar is done growing, it forms into a pupa, also known as a chrysalis. After the caterpillar has done all of its forming and changing inside the pupa, an adult butterfly emerges. A butterfly rests after emerging, flapping its wings slowly to pump blood into the wings.</b></p> <p>In your own words explain the life cycle of a butterfly.</p> <p>Describe the last stage of the butterfly life cycle. What do you think will happen next? Support your answer.</p>

	<ul style="list-style-type: none"> <li>Is the second passage written in first person or third person? Explain how you know.</li> </ul> <p>The second passage is written in first person. I know because it uses the pronoun I in the text.</p> <p><b>4.RI.6</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (DOK 1) Which of the following is a primary source?</p> <ol style="list-style-type: none"> <li>a newspaper report of a volcano erupting</li> <li>an eyewitness account of an earthquake</li> <li>an encyclopedia entry on volcanoes</li> </ol> <p>(DOK 3) Describe how the focus of a primary source probably differs from the focus of a secondary source on the same event?</p>	<p><b>4.L.5a</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings: Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>(DOK 1) Identify the simile/metaphor in a given sentence.</p> <p>(DOK 2) Similes Complete these sentences. Pick words that would help readers picture what is being described.</p> <ol style="list-style-type: none"> <li>The pillow was as soft as _____</li> <li>His heart pounded like _____</li> </ol> <p>Metaphors</p> <p>Write your own sentence using a metaphor to relate stars to diamonds.</p> <p>(DOK 3) Compare and contrast similes and metaphors. Write a simile and metaphor using the same idea:</p> <p>Example Simile: Jose is as fast as the wind. Metaphor: Jose is the wind when he runs.</p>			
<p><b>Skills Assessment</b></p> <p><b>VOCABULARY</b></p>	<ol style="list-style-type: none"> <li>Determine explicit causes or effects of events</li> <li>Draw conclusions from details</li> <li>Extract implicit theme or main idea</li> <li>Interpret character traits, motivation, or behavior</li> <li>Analyze author's tone</li> </ol>	<ol style="list-style-type: none"> <li>Distinguish between clearly written sentences and sentences that contain errors in expression or construction</li> <li>Identify correctly and effectively written sentences</li> <li>Determine extraneous information</li> <li>Determine topic relevance</li> </ol> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>Action</li> <li>Phrases</li> <li>States of being</li> <li>topic</li> </ul>	<ul style="list-style-type: none"> <li>Identify correctly and effectively written sentences</li> <li>Determine extraneous information</li> <li>Distinguish between clearly written sentences and sentences that contain errors in expression or construction</li> <li>Discern purpose for writing</li> </ul> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>Concluding statement/section</li> <li>Concrete detail</li> <li>Definition</li> <li>Explain</li> <li>Fact format</li> <li>Illustration</li> <li>Inform</li> <li>Informative/explanatory text</li> <li>Multimedia</li> </ul>	<ul style="list-style-type: none"> <li>Identify correctly and effectively written sentences</li> <li>Determine extraneous information</li> <li>Distinguish between clearly written sentences and sentences that contain errors in expression or construction</li> <li>Discern purpose for writing</li> </ul> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>figurative</li> <li>language,</li> <li>nuance</li> <li>idiom</li> <li>adage</li> </ul>	<ul style="list-style-type: none"> <li>Determine explicit causes or effects for events</li> <li>Determine explicit sequence or action</li> <li>Determine explicit supporting details</li> <li>Categorize, classify compare, or contrast</li> <li>Determine implicit supporting details</li> <li>Distinguish important from less-important ideas</li> <li>Extract implied theme or main idea</li> <li>Determine if needed information is within text</li> </ul> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>Article</li> <li>Concept</li> <li>Events</li> <li>Historical text</li> <li>Idea</li> </ul>

	<p>VOCABULARY:</p> <p><b>RI.6.</b> Compare, Contrast ,Event, Firsthand,Focus,Secondhand, topic</p> <p><b>4RL.6</b> Character, Compare, Contrast, First person, Narrate, Narrator, Point of view. Third person</p>		<ul style="list-style-type: none"> <li>• Paragraph</li> <li>• Quotation</li> <li>• Section</li> <li>• Concluding</li> <li>• Statement/ section</li> <li>• Fact</li> <li>• Opinion</li> <li>• Opinion piece</li> <li>• Organizational structure</li> <li>• Point of view</li> <li>• Supporting detail</li> <li>• Text</li> <li>• Topic</li> <li>• Writer’s purpose</li> </ul>	<ul style="list-style-type: none"> <li>• proverb</li> <li>• Statement/ section</li> <li>• Fact</li> <li>• Opinion</li> <li>• Opinion piece</li> <li>• Organizational structure</li> <li>• Point of view</li> <li>• Supporting detail</li> <li>• Text</li> <li>• Topic</li> <li>• Writer’s purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Procedure</li> <li>• Scientific text</li> <li>• Sequence</li> <li>• Supporting detail</li> <li>• Technical text</li> <li>• inferred text evidence</li> <li>• explicit text evidence</li> <li>• formal English</li> <li>• differentiate</li> </ul>
<p><b>Assessment Resources:</b></p>	<p><b>Resources &amp; Links to Technology</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.corestandards.org/ELA-Literacy">http://www.corestandards.org/ELA-Literacy</a> Appendix C – grade-level writing samples with annotation</li> <li>• <a href="http://www.kidskonnnect.com/343-figurative-language.html">http://www.kidskonnnect.com/343-figurative-language.html</a></li> <li>• <a href="http://www.studenthandouts.com">www.studenthandouts.com</a> keyword: graphic organizers</li> <li>• <a href="http://www.ereadingworksheet.com/pointofview">www.ereadingworksheet.com/pointofview</a> keywords: 4<sup>th</sup> grade text structure worksheets</li> <li>• Houghton Mifflin Fourth Grade, U.12, Writing to Express an Opinion, pp. 412–435</li> <li>• Houghton Mifflin Fourth Grade, U.13, Writing to Persuade, pp. 446–467.</li> </ul>	<p><b>Resources &amp; Links to Technology</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.corestandards.org/ELA-Literacy">http://www.corestandards.org/ELA-Literacy</a> Appendix C – grade-level writing samples with annotation</li> <li>• <a href="http://www.kidskonnnect.com/343-figurative-language.html">http://www.kidskonnnect.com/343-figurative-language.html</a></li> <li>• <a href="http://www.studenthandouts.com">www.studenthandouts.com</a> keyword: graphic organizers</li> <li>• <a href="http://www.ereadingworksheet.com/pointofview">www.ereadingworksheet.com/pointofview</a> w keywords: 4<sup>th</sup> grade text structure worksheets</li> <li>• Houghton Mifflin Fourth Grade, U.12, Writing to Express an Opinion, pp. 412–435</li> <li>• Houghton Mifflin Fourth Grade, U.13, Writing to Persuade, pp. 446–467.</li> </ul> <p><b>Common Core Workbook Pg. 442-468</b></p>	<p><b>Resources &amp; Links to Technology</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.corestandards.org/ELA-Literacy">http://www.corestandards.org/ELA-Literacy</a> Appendix C – grade-level writing samples with annotation</li> <li>• <a href="http://www.kidskonnnect.com/343-figurative-language.html">http://www.kidskonnnect.com/343-figurative-language.html</a></li> <li>• <a href="http://www.studenthandouts.com">www.studenthandouts.com</a> keyword: graphic organizers</li> <li>• <a href="http://www.ereadingworksheet.com/pointofview">www.ereadingworksheet.com/pointofview</a> keywords: 4<sup>th</sup> grade text structure worksheets</li> <li>• Houghton Mifflin Fourth Grade, U.12, Writing to Express an Opinion, pp. 412–435</li> <li>• Houghton Mifflin Fourth Grade, U.13, Writing to Persuade, pp. 446–467.</li> </ul>	<p><b>Resources &amp; Links to Technology</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.corestandards.org/ELA-Literacy">http://www.corestandards.org/ELA-Literacy</a> Appendix C – grade-level writing samples with annotation</li> <li>• <a href="http://www.kidskonnnect.com/343-figurative-language.html">http://www.kidskonnnect.com/343-figurative-language.html</a></li> <li>• <a href="http://www.studenthandouts.com">www.studenthandouts.com</a> keyword: graphic organizers</li> <li>• <a href="http://www.ereadingworksheet.com/pointofview">www.ereadingworksheet.com/pointofview</a> keywords: 4<sup>th</sup> grade text structure worksheets</li> <li>• Houghton Mifflin Fourth Grade, U.12, Writing to Express an Opinion, pp. 412–435</li> <li>• Houghton Mifflin Fourth Grade, U.13, Writing to Persuade, pp. 446–467.</li> </ul>	<p><b>Resources &amp; Links to Technology</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.corestandards.org/ELA-Literacy">http://www.corestandards.org/ELA-Literacy</a> Appendix C – grade-level writing samples with annotation</li> <li>• <a href="http://www.studenthandouts.com">www.studenthandouts.com</a> keyword: graphic organizers</li> <li>• <a href="http://www.ereadingworksheet.com">www.ereadingworksheet.com</a> keyword: poetry structure</li> <li>• <a href="http://www.ereadingworksheet.com">www.ereadingworksheet.com</a> keyword: text structure (informational text analysis of structures)</li> <li>• Houghton Mifflin Fourth Grade, U.12, Writing to Express an Opinion, pp. 412–435</li> <li>• Houghton Mifflin Fourth Grade, U.13, Writing to Persuade, pp. 446–467</li> </ul>
<p><b>ESSENTIAL QUESTIONS</b></p>	<p><b>4.RL.6 How does the point of view of a story affect the plot?</b></p> <ol style="list-style-type: none"> <li>1. What is <b>first person</b> point of view and can you locate an example of first person point of view in the text?</li> <li>2. What is <b>third person</b> point of view and can you locate an example of third person point of view in the text?</li> <li>3. Who is telling the Story?</li> <li>4. Think about what you read. Do you agree with the way the characters are thinking in this story?</li> <li>5. Do you agree with the way the</li> </ol>	<p><b>4.L.6 How do I find and accurately use grade-appropriate words and phrases to demonstrate my understanding of a topic?</b></p> <ol style="list-style-type: none"> <li>1. What words are grade – appropriate?</li> </ol> <p>How do words convey precise actions, emotions or states of being?</p>	<p><b>How do writers engage their readers by using opinion pieces to examine a topic and convey ideas and information? How does the audience influence the format of your writing? How does the purpose influence the format of your writing?</b></p> <ol style="list-style-type: none"> <li>1. What is an opinion/argumentative piece?</li> <li>2. Can I support my point of view using information I have collected?</li> <li>3. Can I use details to support my argumentative piece?</li> <li>4. What is a fact?</li> </ol>	<ol style="list-style-type: none"> <li>1. What are ways to keep readers engaged in your writing?</li> <li>2. What are ways to keep audiences engaged in your presentation?</li> </ol>	<p><b>Why is it necessary to refer to details and examples in a text when drawing inferences from the text?</b></p> <ol style="list-style-type: none"> <li>1. Based on the information in ____ (text title), which car is best for a large family? How do you know? Which details and/or examples from the article support your answer?</li> <li>2. Why are spiders important? How do you know? Which details and/or examples from the article support your answer?</li> <li>3. Which step is most important in constructing a bridge? How do you know? Which details and/or examples from the article support your answer?</li> <li>4. As a result of their work, what will most likely happen to the snow geese population? How do you know? Which details and/or examples</li> </ol>

	<p>narrator is thinking in this story?</p> <ol style="list-style-type: none"> <li>How is your thinking the same or different?</li> <li>What is the author's purpose by telling the story in the third-person point of view instead of the first-person point of view?</li> <li>How would the story be different if it had been told in the first-person point of view rather than the third-person point of view?</li> <li>Is telling the story from the first-person point of view effective? Why or Why not? Use examples from the story to support your answer.</li> <li>Which story is more effective-the one told from the first-person point of view or the one told from the third-person point of view? Why? Use examples from both texts in your answer.</li> </ol> <p>Can you compare and contrast the point of view from which _____ (text title) and _____ (text title) are narrated? Use examples.</p> <p><b>4.RI.6 How does point of view affect the recount of the focus and information of the same event or topic?</b></p> <ol style="list-style-type: none"> <li>What is a firsthand/secondhand account?</li> <li>What is the focus of the event or the topic?</li> </ol>		<p>What is an opinion?</p> <p><b>How do writers engage their readers by using informative/explanatory texts to examine a topic and convey ideas and information?</b></p> <p><b>How does the audience influence the format of your writing?</b></p> <ol style="list-style-type: none"> <li>What is an informative/explanatory piece?</li> <li>Can I write an opening, body, and closing to an informative/explanatory text?</li> <li>What is a topic sentence?</li> <li>How do I support my topic sentence with details?</li> </ol>		<p>from the article support your answer? How are insects and mammals alike and different? How do you know? Use details and/or examples from the article to support your answer.</p> <p><b>How can a speaker/writer differentiate between situations that call for the use of formal English vs situations that call for the use of informal English?</b></p> <ol style="list-style-type: none"> <li>What is formal English?</li> <li>When is formal English necessary?</li> <li>What is informal English?</li> </ol> <p>When is informal English appropriate?</p>
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Month _____	WEEK 6 _____	WEEK 7 _____	WEEK 8 _____	Instructional Strategies (District)	Instructional Strategies (District)
<p><b>Concept (CCSS Standards)</b></p>	<p><b>4.RL.5</b> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. <b>(DOK 1)</b> Just like books are divided into chapters, plays are traditionally organized into smaller units  <b>What are these units called?</b>  a. sketches c. acts  b. scripts d. playlets</p> <p><b>(DOK 2)</b>  There was an Old Lady of Chertsey, Who made a remarkable curtsey; She twirled round and round, till she sunk underground,  Which distressed all the people of Chertsey.</p> <p style="text-align: center;"><i>by Edward Lear</i></p> <p style="text-align: center;"><b>In this poem, which lines rhyme?</b></p> <p><b>(DOK 2)</b>  In poetry, rhythm is _____.  a. pattern of rhymes at the end of each line  b. pattern of stressed and unstressed syllables  c. a way of comparing two unlike things</p> <p><b>(DOK 2)</b>  Hickory, dickory, dock,  The mouse ran up the clock.</p> <p><b>In this nursery rhyme how many stressed beats are there in the first line?</b></p> <p><b>(DOK 2)</b>  In the script of a play, _____ are included as special instructions for the actors.  a. curtain calls  b. dress rehearsals c. stage directions d. intermissions</p>	<p><b>4.SL.6</b> Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. <b>(DOK 1)</b> Below is a formal letter. You must decide which of the phrases in bold you think are most appropriate.</p> <p>Dear Mr. Thorton,  I thought I'd write/ I am writing to complain about the state of the yard/condition of the playground. Over the last two weeks, I have noticed loads of rubbish/a great deal of litter. I reckon/It is my opinion that this litter is a health hazard. For example, yesterday a year 4 boy fell over and cut his hand on a broken bottle. The boy I'm talking about/The boy in question needed four stitches.</p> <p><b>(DOK 2)</b> Revise an informal paragraph to be formal.</p> <p><b>(DOK 3)</b>  Have students construct two presentations pertaining to the same topic and content. One presentation will be presented to a classmate (informal) and the second will be presented to the school's principal (formal).  Narrative topic: Weekend Family Fun</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Context</li> <li>• Formal english</li> <li>• Ideas</li> <li>• Informal discourse</li> <li>• Situation</li> <li>• task</li> </ul>	<p><b>4.W.1b-d</b> Write opinion pieces on topics or texts, supporting a point of view with reason and information: b) Provide reasons that are supported by facts and details; c) Link opinion and reasons using words, phrases, and clauses (e.g., for instance, in order, in addition); d) Provide a concluding statement or section related to the opinion presented. <b>(DOK 4)</b> Create an opinion piece and state about your favorite after school activity and state your reasons why it is your favorite.</p> <p><b>(DOK 4)</b> Create an opinion piece after reading a text on your favorite part and why. (Use linking words such as because and also).</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Concluding</li> <li>• Statement/ section</li> <li>• Fact</li> <li>• Opinion</li> <li>• Opinion piece</li> <li>• Organizational structure</li> <li>• Point of view</li> <li>• Supporting detail</li> <li>• Text</li> <li>• Topic</li> <li>• Writer's purpose</li> </ul>	<p><b>Instructional Strategies (EL, SIOP, SPED, Marzano)</b></p> <ul style="list-style-type: none"> <li>• Students create a resource of words, phrases, and clauses for linking opinions and reasons (e.g., for instance, in order, in addition) (4.W.1c).</li> <li>• Students in pairs or small groups can peer-review each other's writing samples. As they read, they will complete a graphic organizer to demonstrate their understanding (e.g., who is the narrator, main characters, details, events) and provide feedback to the writer (4.W.1b. c, 4.W.2a, 4.W.3a). Practicing in pairs or small groups is a Marzano cooperative learning and SIOP interaction strategy. Using graphic organizers assists students in visually categorizing information (SIOP and SPED) and supports note taking (Marzano).</li> <li>• Students in pairs or small groups may create a table in which they list characters and similes and metaphors that describe them (4.L.5a).</li> </ul> <p>Practicing in pairs or small groups is a Marzano cooperative learning and SIOP interaction strategy. Using graphic organizers assists students in visually categorizing information (SIOP and SPED) and supports note taking (Marzano).</p> <ul style="list-style-type: none"> <li>• Students in pairs or small groups may illustrate various similes and metaphors with captions that authors might use in descriptive text (4.L.5a). Practicing in pairs or small groups is a Marzano cooperative learning and SIOP interaction strategy. Using graphic organizers assists students in visually categorizing information (SIOP and SPED) and supports note taking (Marzano). Illustrations or nonlinguistic representations for vocabulary words or concepts strengthens the definition connection for students (Marzano, SIOP,</li> </ul>	<p><b>Instructional Strategies (EL, SIOP, SPED, Marzano)</b></p> <ul style="list-style-type: none"> <li>• Students in pairs or small groups create a table or chart to list the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., cast of characters, setting, descriptions, dialogue, stage directions) as a resource (4.RL.5). Practicing in pairs or small groups is a Marzano cooperative learning and SIOP interaction strategy. Using graphic organizers assists students in visually categorizing information (SIOP and SPED) and supports note taking (Marzano).</li> <li>• Model using a graphic organizer (e.g., cause and effect, problem and solution, flow chart) (4.RI.1, RI.3). Students can work in pairs or small groups to complete a graphic organizer on a similar topic modeled by the instructor. Thinking aloud while demonstrating is a scaffolding support strategy for SIOP and SPED students. Using graphic organizers assists students in visually categorizing information (SIOP and SPED) and supports note taking (Marzano). Practicing in pairs or small groups is a Marzano cooperative learning and SIOP interaction strategy.</li> <li>• Students in pairs or small groups compose a writing piece supporting a point of view with reason and information. They can peer-edit the work with a rubric focusing on linking the opinion and reasons using keywords or phrases (e.g., for instance, in order, in addition). They can check to make sure the concluding statement is logical and complete (4.W.1b. c. d). Practicing in pairs or small groups is a Marzano cooperative learning and SIOP interaction strategy.</li> </ul>

	<p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> <li>• <b>Cast</b></li> <li>• <b>Character</b></li> <li>• <b>Dialogue</b></li> <li>• <b>Drama</b></li> <li>• <b>Meter</b></li> <li>• <b>Poem/poetry</b></li> <li>• <b>Prose</b></li> <li>• <b>Rhythm</b></li> <li>• <b>Setting</b></li> <li>• <b>Stage direction</b></li> <li>• <b>Text</b></li> <li>• <b>verse</b></li> </ul>			<p>and SPED).</p> <ul style="list-style-type: none"> <li>• Students in pairs or small groups complete graphic organizers or charts comparing text with different points of view (e.g., first- and third-person narrations, firsthand and secondhand accounts (4.RL.6, 4.RI.6). Practicing in pairs or small groups is a Marzano cooperative learning and SIOP interaction strategy. Using graphic organizers assists students in visually categorizing information (SIOP and SPED) and supports note taking (Marzano).</li> </ul>	
<p><b>Skill (SAT-10)</b></p>	<ol style="list-style-type: none"> <li>1. Determine explicit causes or effects of events</li> <li>2. Draw conclusions from details</li> <li>3. Extract implicit theme or main idea</li> <li>4. Interpret character traits, motivation, or behavior</li> <li>5. Provide support for conclusions</li> <li>6. Analyze author's tone</li> <li>7. Interpret figurative language</li> <li>8. Determine background knowledge</li> </ol>	<ol style="list-style-type: none"> <li>1. Determine if needed information is within text</li> <li>2. Determine implicit causes or effects of events or ideas</li> <li>3. Select an appropriate strategy for a given situation</li> </ol>	<ol style="list-style-type: none"> <li>1. Organize information</li> <li>2. Identify correctly and effectively written sentences</li> <li>3. Determine explicit supporting details</li> </ol>		
<p><b>Assessment /Resources</b></p>	<p><b>Resources &amp; Links to Technology</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.corestandards.org/ELA-Literacy">http://www.corestandards.org/ELA-Literacy</a> Appendix C – grade-level writing samples with annotation</li> <li>• <a href="http://www.studenthandouts.com">www.studenthandouts.com</a> keyword: graphic organizers</li> <li>• <a href="http://www.ereadingworksheet.com">www.ereadingworksheet.com</a> keyword: poetry structure</li> <li>• <a href="http://www.ereadingworksheet.com">www.ereadingworksheet.com</a> keyword: text structure (informational text analysis of structures)</li> <li>• Houghton Mifflin Fourth Grade, U.12, Writing to Express an Opinion, pp. 412–435</li> <li>• Houghton Mifflin Fourth Grade, U.13, Writing to Persuade, pp. 446–467</li> </ul>	<p><b>Resources &amp; Links to Technology</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.corestandards.org/ELA-Literacy">http://www.corestandards.org/ELA-Literacy</a> Appendix C – grade-level writing samples with annotation</li> <li>• <a href="http://www.studenthandouts.com">www.studenthandouts.com</a> keyword: graphic organizers</li> <li>• <a href="http://www.ereadingworksheet.com">www.ereadingworksheet.com</a> keyword: poetry structure</li> <li>• <a href="http://www.ereadingworksheet.com">www.ereadingworksheet.com</a> keyword: text structure (informational text analysis of structures)</li> <li>• Houghton Mifflin Fourth Grade, U.12, Writing to Express an Opinion, pp. 412–435</li> <li>• Houghton Mifflin Fourth Grade, U.13, Writing to Persuade, pp. 446–467</li> </ul>	<p><b>Resources &amp; Links to Technology</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.corestandards.org/ELA-Literacy">http://www.corestandards.org/ELA-Literacy</a> Appendix C – grade-level writing samples with annotation</li> <li>• <a href="http://www.studenthandouts.com">www.studenthandouts.com</a> keyword: graphic organizers</li> <li>• <a href="http://www.ereadingworksheet.com">www.ereadingworksheet.com</a> keyword: poetry structure</li> <li>• <a href="http://www.ereadingworksheet.com">www.ereadingworksheet.com</a> keyword: text structure (informational text analysis of structures)</li> <li>• Houghton Mifflin Fourth Grade, U.12, Writing to Express an Opinion, pp. 412–435</li> <li>• Houghton Mifflin Fourth Grade, U.13, Writing to Persuade, pp. 446–467</li> </ul>		

# ESSENTIAL QUESTIONS

**How can text structure aid the reader in differentiating between poetry, prose and drama?**

1. What are the differences and similarities between poems, dramas, and prose?
2. What are the structural elements of a story?
3. How do the elements of a story contribute to the telling of a story or the relaying of a message?
4. How do story elements help the reader understand the story or message?
5. What are the structural elements of a poem?
6. How do the structural elements of a poem contribute to a poem?
7. How do the structural elements of a poem help the reader understand the poem or its message?
8. What are the structural elements of a drama?
9. How do they contribute to the drama?

How do they help the reader understand the drama or message?

**How can a speaker/writer differentiate between situations that call for the use of formal English vs situations that call for the use of informal English?**

1. What is formal English?
  2. When is formal English necessary?
  3. What is informal English?
- When is informal English appropriate?

**How do writers engage their readers by using opinion pieces to examine a topic and convey ideas and information?**

**How does the audience influence the format of your writing?**

**How does the purpose influence the format of your writing?**

1. What is an opinion/argumentative piece?
2. Can I support my point of view using information I have collected?
3. Can I use details to support my argumentative piece?
4. What is a fact?
5. What is an opinion?