

- Big Ideas: Declarative statements that describe concepts that transcend grade levels. Big Ideas are essential to provide focus on specific content for all students.
- Concepts: Describe what students should know (key knowledge) as a result of this instruction specific to grade level.
- Competencies: Describe what students should be able to do (key skills) as a result of this instruction, specific to grade level.
- Essential Questions: Questions connected to the SAS framework and are specifically linked to the Big Ideas. They should frame student inquiry, promote critical thinking, and assist in learning transfer.

**Grade:** 4    **Subject:** ELA (Informational Text – Text Structure)    **Duration:** 120 min/day 5 weeks

|                            | <b>Reading Skills</b>  | I//D/M/<br>R | <b>Grammar</b>   | I/D/M/R | <b>Spelling</b>   | I/D/M/R | <b>Writing</b>   | I/D/M/R |
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| <b>Big Idea:</b>           | - Authors of informational text use various structures to share information.<br><br>- Good readers use text features to locate relevant information.   |              | - Writers will demonstrate command of the conventions of standard English grammar and usage when writing.<br><br>- Good writers understand the importance of capitalization and punctuation in their writing because it makes the writing easier to understand for the reader. |         | - Understand a variety of spelling patterns to improve reading and writing skills |         | - Writers will demonstrate command of the conventions of standard English grammar and usage when writing.<br><br>- Good writers understand the importance of capitalization and punctuation in their writing because it makes the writing easier to understand for the reader. |         |
| <b>Misconceptions :</b>    | - Key words always determine text structure.<br><br>- Text structure and text features are the same.   |              |  |         |   |         |  |         |
| <b>Proper Conceptions:</b> | - In reality, they are a guide not a rule when determining text structure.<br><br>- They are not the same. Text structure refers to the way the information in the text is organized eg. Chronological order or descriptive. Text features are different features that may be used in a text to help with understanding eg. Diagrams or glossary |              |  |         |   |         |  |         |

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| <p><b>Essential Question:</b></p> <p>- What are the characteristics of the chronological text structure?</p> <p>- What are the characteristics of the comparison text structure?</p> <p>- What are the characteristics of the cause and effect text structure?</p> <p>- What are the characteristics of the problem and solution text structure?</p> <p><b>Essential Questions: (Continued)</b></p> <p>- What are the characteristics of the descriptive text structure?</p> <p>- How does understanding a text's structure help me to interpret information from the text?</p> |  | <p>- What is the subject and the predicate of a complete sentence?</p> <p>- What type of sentences are presented and what punctuation should one use?</p> <p>- What are the characteristics of a complete sentence and how can I recognize a sentence fragment or run-on?</p> <p>- How can I write using simple, compound or complex sentences?</p> <p>- What are prepositional phrases and how are they formed and used?</p> <p>- How are commas used in a compound sentence?</p> |                   | <p>- How does mastering of spelling patterns assist with spelling accuracy?</p> |  | <p>- What are the characteristics of a complete sentence?</p> <p>- What does a paragraph look like?</p> <p>- How can I write using simple, compound or complex sentences?</p> |  |
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| <p><b>Concept:</b></p> <p>- Informational text (both literary nonfiction and expository/technical texts)</p> <p>- How to describe text</p>  |  | <p>- Complete Sentences</p> <p>- Identify the type of sentence presented.</p>  | <p>M</p> <p>M</p> | <p>- Vowel</p> <p>- Vowel teams</p> <p>- Silent letters</p>                     |  | <p>- Complete sentence</p> <p>- Sentence structure</p> <p>- Paragraph structure</p>   |  |

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|  | structure/patterns of organization (e.g., chronology, comparison, cause/effect, problem/solution)   |  | <ul style="list-style-type: none"> <li>- Fragments and run-on sentences</li> <li>- Simple, compound, and complex sentences</li> <li>- Prepositional Phrases</li> <li>- Conjunction Punctuation</li> </ul>  | <p>D</p> <p>D</p> <p>D</p> <p>D</p>          | - Inflectional endings   |  | - Simple, compound, and complex sentences  |  |
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| <p><b>Competency / Skills:</b></p>                           | <ul style="list-style-type: none"> <li>- Describe the overall structure of events in an informational text or part of a text</li> <li>- Describe the overall structure of ideas in an informational text or part of a text.</li> <li>- Describe the overall structure of concepts in an informational text or part of a text</li> <li>- Describe the overall structure of information in an informational text or part of a text</li> </ul> |  | <ul style="list-style-type: none"> <li>- Use beginning capitalization and ending punctuation correctly.</li> <li>- Identify the type of sentence including declarative, explanatory, interrogative, and imperative</li> <li>- Identify the components of and write a complete sentence</li> <li>- Identify and write prepositional phrases</li> <li>- Use punctuation correctly in front of a conjunction</li> </ul> | <p>M</p> <p>M</p> <p>M</p> <p>D</p> <p>D</p> | <ul style="list-style-type: none"> <li>- Words with short vowels</li> <li>- Long vowel and vowel digraphs</li> <li>- Variant vowel and diphthongs</li> <li>- Silent letters</li> <li>- Inflected endings –ed / -ing</li> </ul> |  | <ul style="list-style-type: none"> <li>- Use beginning capitalization and ending punctuation correctly</li> <li>- Use types of sentences including declarative, explanatory, interrogative, and imperative</li> <li>- Use indentation at the beginning of a paragraph</li> <li>- Identify and introduce the topic clearly</li> </ul> |  |
| <p><b>Competency / Skills:</b></p> <p><b>(Continued)</b></p> | <ul style="list-style-type: none"> <li>- Describe the overall text structure of events, ideas, concepts, or information in a text or part of a text</li> </ul>  |  |  |  |  |  |  |  |

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| <p><b>Eligible Content / Assessment:</b></p>                        | <p>- Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in a text or part of a text.</p> <p>- Explain events, procedures, ideas, steps, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>- Interpret text features (e.g., headings, graphics, charts, timelines, diagrams) and/or make connections between text and the content of text features.</p> | <p>M</p> <p>M</p> <p>M</p> | <p>- Formative</p> <p>- Summative</p> <p>- StoryTown: Grammar-Writing Connection Assessment</p> |  |  |  | <p>- Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences</p> <p>- Use correct capitalization</p> | <p>D</p> <p>M</p> |
| <p><b>Eligible Content / Assessment:</b><br/><b>(Continued)</b></p> | <p>- Explain the relationships or interactions between two or more individuals, events, ideas, steps, or concepts in a historical, scientific, or technical text based on specific information in text.</p>   | <p>I</p>                   |   |  |  |  |  |                   |

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|  | <ul style="list-style-type: none"> <li>- Analyze in detail how a key individual, event, or idea is introduced, illustrated, or elaborated in a text (e.g., through examples anecdotes, or sequence of steps).</li> <li>- Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in two or more texts.</li> <li>- Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</li> </ul> | I |  |  |   |  |   |
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| <b>Resources:</b><br>(Include extension and remediation) | <ul style="list-style-type: none"> <li>- Study Island</li> <li>-StoryTown Lessons:             <ul style="list-style-type: none"> <li>* Lesson 4 (compare/contrast)</li> <li>* Lesson 11 (cause/effect)</li> <li>* Lesson 24 (sequence)</li> <li>* Need outside source for problem/solution (Lesson 6</li> </ul> </li> </ul>   |   | <ul style="list-style-type: none"> <li>- Subject/ predicate: L3 Storytown grammar resource; studyisland; <a href="http://www.englishworksheetland.com">www.englishworksheetland.com</a></li> <li>- Types of sentences: L3 Storytown grammar resource; studyisland; <a href="http://www.englishworksheetland.com">www.englishworksheetland.com</a></li> </ul> |  | <ul style="list-style-type: none"> <li>- Lesson 1 (vowels)</li> <li>- Lesson 2 (vowel teams)</li> <li>- Lesson 3 (vowel teams)</li> <li>- Lesson 26 (silent letters)</li> </ul> |  | <ul style="list-style-type: none"> <li>- 6+1 Traits of Writing (Ruth Colham)</li> </ul> |

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|                   | is a historical fiction but deals with problem/solution)   |  | <ul style="list-style-type: none"> <li>- Fragment: L3/L4 grammar Storytown resource; studyisland; <a href="http://www.englishworksheetsland.com">www.englishworksheetsland.com</a></li> <li>- Comma conjunction: L6/L7: Storytown grammar resource; studyisland; <a href="http://www.englishworksheetsland.com">www.englishworksheetsland.com</a></li> <li>- Prepositional Phrase: L8 Storytown grammar resource; studyisland; <a href="http://www.englishworksheetsland.com">www.englishworksheetsland.com</a></li> <li>- Complex sentences: L9 Storytown grammar resource; studyisland; <a href="http://www.englishworksheetsland.com">www.englishworksheetsland.com</a></li> </ul> |  | - Lesson 4 (inflectional endings)  |  |   |  |
| <b>Standards:</b> | <p><b><u>CC.1.2.4.E</u></b><br/>- Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).</p> <p><b><u>C.C.1.2.4.C.</u></b><br/>- Explain events, procedures, ideas or concepts in a text, including what happened and</p> |  | <p><b><u>CC.1.4.4.R</u></b><br/>-Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p>   |  | <p><b><u>CC.1.1.4.D.</u></b><br/>-Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.</p> |  | <p><b><u>CC.1.4.4.R</u></b><br/>-Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p> |  |

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| <p>why, based on specific information in the text.</p> <p><b>CC.1.2.4.G</b><br/>- Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text which it appears.</p> <p><b>CC.1.2.4.H</b><br/>- Explain how an author uses reasons and evidence to support particular points in a text.</p> |  |  |  |  |  |  |  |
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Comments: If time, use the 5<sup>th</sup> week to review all 4 text structures. If time optional fiction reader's theatre lessons to reinforce these skills are: Lesson 5 (compare/contrast), Lesson 15 (cause/effect), Lesson 23 (sequencing)

**Grade:** 4    **Subject:** ELA (Informational Text / Module 2-3 – Main idea, details, drawing conclusions & inferences)    **Duration:** 5 Weeks

|                  | <b>Reading Skills</b>  | I/D/M/R | <b>Grammar</b>   | I/D/M/R | <b>Spelling</b>   | I/D/M/R | <b>Writing</b>   | I/D/M/R |
|------------------|--|---------|--|---------|---|---------|--|---------|
| <b>Big Idea:</b> | - Authors of informational text include key details in order to help readers make meaning of the text. |         | - Writers will demonstrate command of the conventions of standard English grammar and usage when writing.<br><br>- Good writers understand the |         | - Understand a variety of spelling patterns to improve reading and writing skills |         | - Good authors use informative/explanatory writing to communicate information related to real-world tasks. |         |

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| <p><b>Big Ideas:<br/>(Continued)</b></p> | <ul style="list-style-type: none"> <li>- Good readers use key details in an informational text to identify the main topic.</li> <li>- Good readers develop effective summaries that capture the main ideas of informational text(s).</li> <li>- Authors include key details in informational texts which can help a reader ask and answer questions.</li> <li>- Good readers use examples and details from the text to support their inferences.</li> <li>- Good readers use textual evidence connections to their own lives and their background knowledge to make inferences and draw conclusions about what they read.</li> <li>- Good readers make meaning using the details and examples in a text.</li> </ul> |  | <p>importance of capitalization and punctuation in their writing because it makes the writing easier to understand for the reader.</p> |  |  |  | <ul style="list-style-type: none"> <li>- Good authors use model/example texts to guide them as they compose informative/expository texts.</li> <li>- Good readers and writers write to make meaning of what they read.</li> </ul> |  |
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| <p><b>Misconceptions:</b></p>            | <p>- A summary is a full retelling of the text.</p>   |  |  |  |  |  |   |  |



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| <b>Proper Conceptions:</b>              | - In reality it only addresses the key ideas and/or details from the text and should be accomplished in only a few sentences.   |  |  |  |  |  |  |
| <b>Essential Question:</b>              | <ul style="list-style-type: none"> <li>- How do you determine the main idea of a text?</li> <li>- What is the difference between the main idea and details in a text?</li> <li>- How do the details support the main idea?</li> <li>- What are the characteristics of an effective summary?</li> <li>- How do I find explicit information in a story or a text?</li> <li>- What does it mean to make an inference?</li> <li>- What are the steps to making an inference?</li> <li>- How will making an inference help me to understand the story better?</li> <li>- Why is it important to use</li> </ul> |  | <ul style="list-style-type: none"> <li>- What is a noun?</li> <li>- When is capitalization needed in my writing?</li> <li>- How do I use commas and quotation marks to mark direct speech or quotations from text?</li> <li>-How do I recognize and appropriately use frequently confused words? (begin and continue throughout the year)</li> </ul> |  | <ul style="list-style-type: none"> <li>- How does mastering of spelling patterns assist with spelling accuracy?</li> </ul> |  | <ul style="list-style-type: none"> <li>- How do I choose one focus/topic for my writing?</li> <li>- How do I develop an effective introduction for an informational writing piece?</li> <li>- Why is it important to use facts, definitions, details and illustrations to support my topic?</li> <li>- How do I organize and connect my ideas in an effective manner?</li> <li>- How do I develop an effective conclusion for an informational writing piece?</li> </ul> |
| <b>Essential Questions: (Continued)</b> |   |  |  |  |  |  |  |

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|                 | information from the text to support my inference?  |  |  |                                     |   |  |  |
| <b>Concept:</b> | <ul style="list-style-type: none"> <li>- Informational text (both literary nonfiction and expository/ technical texts)</li> <li>- Main idea</li> <li>- Key details</li> <li>- Characteristics of explanation (e.g., what and why)</li> <li>- Difference between main ideas and key details in a text</li> <li>- Informational text features and/or structure(s) that help suggest main idea</li> <li>- Characteristics of an effective summary for informational text</li> <li>- Inference</li> <li>- Prediction</li> <li>- Details and examples</li> </ul> |  | <ul style="list-style-type: none"> <li>- Noun - explain functions of and their functions in a particular sentence.</li> <li>-Capitalization (proper nouns, titles...)</li> <li>- Dialogue Punctuation</li> <li>- Appropriate use of frequently confused words (ongoing)</li> </ul> | <p>M</p> <p>M</p> <p>D</p> <p>D</p> | <ul style="list-style-type: none"> <li>- Derivational Suffixes</li> <li>- Prefixes</li> </ul> | <ul style="list-style-type: none"> <li>- Informative/explanatory writing</li> <li>- Topic</li> <li>- Relevant information(e.g., facts, definitions, concrete details, personal experiences, quotations, observations, interviews)</li> <li>- Organizational patterns (e.g., definition, classification, comparison/contrast, and cause/effect)</li> <li>-Formatting devices (e.g., headings, paragraphs)</li> <li>- Domain-specific vocabulary</li> <li>- Style (e.g., formal, informal, specific to audience)</li> <li>- Effective introduction/ hook (e.g., one that is separate from the body and presents a simple thesis)</li> <li>- Awareness of audience</li> </ul> |  |

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| <p><b>Concepts:<br/>(Continued)</b></p> | <ul style="list-style-type: none"> <li>- Generalizations</li> <li>- Background knowledge</li> <li>- Explicitly stated information from the text</li> <li>- Author's decisions (e.g., paragraphing, quotations, organization of text, formatting devices)</li> </ul>   |  |  |  |   | <ul style="list-style-type: none"> <li>- Linking /Transition words, phrases, clauses (e.g., another, for example, also, because)</li> <li>- Forms (e.g., letters to appropriate individuals/organizations (editor, boards, business), summaries, reports (book, research), essays, articles (newspaper, magazine), messages/memos, notices, biography, autobiography, reviews)</li> <li>- Effective conclusion/concluding statement or section (e.g., one that moves beyond The End)</li> <li>- Primary sources</li> <li>- Secondary sources</li> </ul> |  |
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| <p><b>Competency /Skills:</b></p>       | <ul style="list-style-type: none"> <li>- Determine the main idea of an informational text</li> <li>-Recognize how ideas are organized in an informational text</li> <li>-Describe or graphically represent the relationship between main idea and details.</li> </ul> |  | <ul style="list-style-type: none"> <li>- Use nouns correctly (common, proper, singular, plural, possessive)</li> <li>- Use correct capitalization (proper nouns, titles...)</li> <li>- Use punctuation correctly within dialogue</li> <li>- Use frequently confused words correctly (ongoing)</li> </ul> |  | <ul style="list-style-type: none"> <li>- Suffix: -able, -ible, -ness, -ment, -less</li> <li>- Suffix: -ant, -ent, -eer, -ist, -ian</li> <li>- Suffix: -ation, -ition, -al, -ial</li> <li>- Suffix in combination</li> <li>- Prefix: re-, un-, non-</li> </ul> | <ul style="list-style-type: none"> <li>- Select an interesting, yet manageable, subject for writing or one that meets the requirements of the assignment</li> <li>- Analyze and use primary and secondary sources to locate, sort (categorize, classify) and select relevant facts, definitions, concrete details, quotations or other information and examples <ul style="list-style-type: none"> <li>• differentiating between relevant and irrelevant information</li> <li>• addressing the needs of the audience</li> </ul> </li> </ul>             |  |

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| <p><b>Competency / Skills: (Continued)</b></p> | <p>-Explain how the main idea is supported by key details</p> <p>-Summarize the main idea in an informational text, including the most important parts of the piece.</p> <p>- Make, test and revise predictions as they read</p> <p>- Use the combination of explicitly stated information , background knowledge, and connections to the text to answer questions they have as they read</p> <p>- Refer to details and examples from the text when explaining what the text says</p> <p>-Make implied inferences about author’s decisions and the content of the text</p> <p>Refer to details and examples from the text when drawing</p> |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|   | inferences   |   |  |  |  |  | section that follows from the information or explanation presented  |   |
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| <b>Eligible Content/ Assessment:</b>              | <ul style="list-style-type: none"> <li>- Determine the main idea of a text; explain how it is supported by key details; summarize the text.</li> <li>- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> </ul> | M | <ul style="list-style-type: none"> <li>- Formative</li> <li>- Summative</li> <li>- StoryTown: Grammar-Writing Connection Assessment</li> </ul> |  |  |  | <ul style="list-style-type: none"> <li>-Introduce a topic for the intended audience and group related information in paragraphs and/or sections to support the writer’s purpose.</li> </ul> | D |
|   | <ul style="list-style-type: none"> <li>- Explain how an author uses reasons and evidence to support particular points in a text.</li> </ul>  | M |  |  |  |  | <ul style="list-style-type: none"> <li>- Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.</li> </ul>         | D |
| <b>Eligible Content / Assessment: (Continued)</b> | <ul style="list-style-type: none"> <li>- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</li> </ul>  | M |  |  |  |  | <ul style="list-style-type: none"> <li>- Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</li> </ul>                        | D |
|   | <ul style="list-style-type: none"> <li>- Determine the central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.</li> </ul>  | I |  |  |  |  | <ul style="list-style-type: none"> <li>- Providing a concluding statement or section related to the information or explanation presented.</li> </ul>  | D |
|   | <ul style="list-style-type: none"> <li>- Determine two or more central ideas in a text and analyze their</li> </ul>  | I |  |  |  |  |   |   |

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| <p><b>Eligible Content / Assessment: (Continued)</b></p> | <p>development over the course of the text; provide an objective summary of the text.</p>  | I |  |  |  |  |  |
|  | <p>- Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> | I |  |  |  |  |  |
|  | <p>- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.</p>                                   | I |  |  |  |  |  |
|  | <p>- Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.</p>  | I |  |  |  |  |  |
|  | <p>- Cite several pieces of textual evidence to support analysis of what the text explicitly as well as inferences, conclusions, and/or generalizations drawn from the</p>                     | I |  |  |  |  |  |

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| <p>text.</p> <p>- Cite textual evidence that most strongly supports an analysis of what the text says explicitly of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>- Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims.</p> | <p>I</p> <p>I</p> <p>I</p> |  |  |  |  |  |  |  |
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| <p><b>Resources:</b><br/>(Include extension and remediation)</p> | <p>- Story/Town<br/>* Lesson 26 (main idea)<br/>* Lesson 27 (main idea)<br/>* Lesson 13 paired selection (Draw conc)<br/>* Lesson 14 paired selection (Draw conc)</p> |  | <p>- Frequently confused words – Study Island, ELA, Grade 4, #5, Language, G<br/>.<br/>- <a href="http://www.englishworksheetland.com">www.englishworksheetland.com</a><br/><br/>- Using commas: studyisland;<br/><a href="http://www.englishworksheetland.com">www.englishworksheetland.com</a><br/><br/>- Nouns: common and proper L11 Storytown grammar resource; studyisland;<br/><a href="http://www.englishworksheetland.com">www.englishworksheetland.com</a><br/><br/>- Singular/ plural nouns: L12 Storytown grammar resource; studyisland;<br/><a href="http://www.englishworksheetland.com">www.englishworksheetland.com</a><br/><br/>- Possessive nouns: L13 Storytown grammar resource; studyisland;<br/><a href="http://www.englishworksheetland.com">www.englishworksheetland.com</a></p> |  | <p>- Story/Town<br/>* Lesson 13<br/>* Lesson 21<br/>* Lesson 23<br/>* Lesson 24<br/>* Lesson 12</p>  |  | <p>- 6+1 Traits of Writing (Ruth Colham)</p>   |  |
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| <p><b>Standards:</b></p>   | <p><b><u>CC.1.2.4.A</u></b><br/><br/>- Determine the main idea of a text; explain how it is supported by key details; summarize the text</p>                          |  | <p><b><u>CC.1.4.4.R</u></b><br/><br/>-Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p>   |  | <p><b><u>CC.1.1.4.D.</u></b><br/><br/>-Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read</p> |  | <p><b><u>CC.1.4.4.A-D</u></b><br/><br/>- Write informative/explanatory texts to examine a topic, and convey ideas and information clearly.</p> |  |



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|  | <p><b><u>CC.1.2.4.B</u></b></p> <p>- Refer to details and examples in a text when explaining what the text says explicitly and make inferences.</p> |  |  |  | accurately unfamiliar multisyllabic words. |  |  |  |
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Comments: If time optional fiction reader's theatre lessons to reinforce these skills are Lesson 30 (main idea/details) and Lesson 15 (draw conclusions)

Grade: 4 Subject: ELA – Integrate information from two texts on same topic Duration: 2 week

|                             | Reading Skills  | I//D/M/R | Grammar  | I//D/M/R | Spelling  | I//D/M/R | Writing   | I//D/M/R |
|-----------------------------|---|----------|--|----------|---|----------|---|----------|
| <b>Big Idea</b>             | <ul style="list-style-type: none"> <li>- Authors of informational text provide information and key details on topics in different ways.</li> <li>- Good readers make meaning of informational texts by integrating important information presented in two texts in order to present it for a specific purpose.</li> </ul> |          | <ul style="list-style-type: none"> <li>- Writers will demonstrate command of the conventions of standard English grammar and usage when writing.</li> <li>- Good writers understand the importance of capitalization and punctuation in their writing because it makes the writing easier to understand for the reader.</li> </ul> |          | <ul style="list-style-type: none"> <li>- Understand a variety of spelling patterns to improve reading and writing skills</li> </ul> |          | <ul style="list-style-type: none"> <li>- Writers of informational text provide information and key details on topics in different ways.</li> <li>- Good writers make meaning of informational texts by integrating important information presented in two texts in order to present it for a specific purpose.</li> </ul> |          |
| <b>Misconceptions</b>       | - All sources can be trusted as facts   |          |  |          |   |          |   |          |
| <b>Proper Conceptions</b>   |   |          |  |          |   |          |   |          |
| <b>Essential Questions:</b> | <ul style="list-style-type: none"> <li>- How can I use information from two texts on the same topic to gain a better understanding of the topic?</li> </ul>   |          | <ul style="list-style-type: none"> <li>- What are pronouns and antecedents and when are they used?</li> <li>- How do I recognize and appropriately use frequently confused words? (begin and continue throughout the year)</li> </ul>  |          | <ul style="list-style-type: none"> <li>- How does mastering of spelling patterns assist with spelling accuracy?</li> </ul>          |          | <ul style="list-style-type: none"> <li>- How can I demonstrate my understanding of a topic learned about from two different texts?</li> <li>- How can I write using information from two texts on the same topic to gain a better understanding of the topic?</li> </ul>  |          |

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| <p><b>Essential Questions:</b><br/>(Continued)</p> | <p>- How can I demonstrate my understanding of a topic learned about from two different texts?</p>   |  |   |                            |                 |  |  |  |
|  |  |  |   |                            |                 |  |  |  |
| <p><b>Concept:</b></p>                             | <ul style="list-style-type: none"> <li>- Informational text (both literary nonfiction and expository texts)</li> <li>- Compare/contrast</li> <li>- Important points/main ideas</li> <li>- Most important vs. least important parts</li> <li>- Key/supporting details</li> <li>- Purpose for gathering information</li> <li>- Methods to manage and organize selected information (graphic organizers)</li> </ul> |  | <ul style="list-style-type: none"> <li>- Pronoun - explain functions of and their functions in a particular sentence.</li> <li>- Pronoun and Antecedent identification</li> <li>- Appropriate use of frequently confused words (ongoing)</li> </ul> | <p>M</p> <p>D</p> <p>D</p> | <p>Prefixes</p> |  | <ul style="list-style-type: none"> <li>- Compare / contrast</li> <li>- Main idea</li> <li>- Paragraph structure</li> <li>- Key / supporting details</li> <li>- Methods to manage and organize selected information (graphic organizer)</li> <li>- How to integrate information in a purpose way</li> </ul> |  |

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|  | - How to integrate information in a purposeful way   |  |   |  |  |  |  |
| <b>Competency/<br/>Skills:</b>                 | <ul style="list-style-type: none"> <li>- Establish a purpose for gathering information</li> <li>- Identify the most important points from two texts for a given purpose</li> <li>- Identify the key/supporting details from two texts for a given purpose</li> <li>- Use a method for managing and organizing elected information</li> </ul> |  | <ul style="list-style-type: none"> <li>- Use pronouns correctly (regular, possessive)</li> <li>- Use pronoun and antecedent correctly</li> <li>- Use frequently confused words correctly (ongoing)</li> </ul> |  | <ul style="list-style-type: none"> <li>- Prefixes: over-, under-, sub-</li> <li>- Prefixes: in-, out-, down-, up-</li> </ul> |  | <ul style="list-style-type: none"> <li>- Establish a purpose for gathering information</li> <li>- Identify the most important points from two texts for a given purpose</li> <li>- Identify the key/supporting details from two texts for a given purpose</li> <li>- Use a method for managing and organizing elected information</li> <li>- Integrate information for two texts on the same topic in order to write about the subject knowledgably</li> </ul> |
| <b>Competency/<br/>Skills:<br/>(Continued)</b> | <ul style="list-style-type: none"> <li>- Integrate information for two texts on the same topic in order to write or speak about the subject knowledgably</li> </ul>  |  |   |  |  |  |  |

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| <p><b>Eligible Content: Assessment:</b></p>                      | <p>- Integrate information from two texts on the same topic in order to demonstrate subject knowledge.</p> <p>- Integrate information from several texts on the same topic in order to demonstrate subject knowledge.</p> | <p>M</p> | <p>- Formative</p> <p>- Summative</p> <p>- StoryTown: Grammar-Writing Connection Assessment</p>  |  |  |  | <p>- Explain how an author uses reasons and evidence to support particular points in a text</p> <p>- Integrate information from texts on the same topic in order to demonstrate subject knowledge</p> <p>- Interpret text features (e.g., headings, graphics, charts, timelines, diagrams) and/or make connections between text and the content of text features</p> | <p><b>D</b></p> <p><b>D</b></p> <p><b>D</b></p> |
|  |   |          |  |  |  |  |  |   |
| <p><b>Eligible Content / Assessment: (Continued)</b></p>         | <p>- Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same).</p>   | <p>I</p> |  |  |  |  |  |   |
|  |   |          |  |  |  |  |  |   |
| <p><b>Resources:</b><br/>(Include extension and remediation)</p> | <p>- Study Island</p> <p>- StoryTown</p> <p>* Lesson 16 with outside source on inventors/inventions</p>   |          | <p>- Pronouns Antecedents L14 Storytown grammar resource; studyisland; <a href="http://www.englishworksheetsland.com">www.englishworksheetsland.com</a></p> <p>- Possessive Prounouns: L16 Storytown grammar resource; studyisland; <a href="http://www.englishworksheetsland.com">www.englishworksheetsland.com</a></p> |  | <p>StoryTown</p> <p>* Lesson 18</p> <p>* Lesson 22</p> |  | <p>- 6+1 Traits of Writing (Ruth Colham)</p>   |   |
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| <p><b>Standards:</b></p> | <p><b><u>CC.1.2.4.I</u></b></p> <p>– Integrate information from two texts on the same topic to demonstrate understanding of that topic.</p> |  | <p><b><u>CC.1.4.4.R</u></b></p> <p>-Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p> |  | <p><b><u>CC.1.1.4.D.</u></b></p> <p>-Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.</p> |  | <p><b><u>CC.1.2.4.I</u></b></p> <p>– Integrate information from two texts on the same topic to demonstrate understanding of that topic.</p> |  |
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Comments:

**Grade: 4    Subject: ELA** (Informational Text – Point of View)    **Duration:** 120 min/day 2 Weeks

|                            | <b>Reading Skills</b>  | I//D//M//R | <b>Grammar</b>   | I//D//M//R | <b>Spelling</b>   | I//D//M//R | <b>Writing</b>  | I//D//M//R |
|----------------------------|--|------------|--|------------|---|------------|---|------------|
| <b>Big Idea:</b>           | <ul style="list-style-type: none"> <li>- An author’s focus/viewpoint affects the choices he/she makes (e.g., style, word choice, content) in shaping a text.</li> <li>- Good readers look at first and secondhand account of the same event or topic to obtain different information.</li> <li>- Good readers recognize that the same event can be interpreted differently when told from different perspectives/viewpoints</li> </ul> |            | <ul style="list-style-type: none"> <li>- Writers will demonstrate command of the conventions of standard English grammar and usage when writing.</li> <li>- Good writers understand the importance of capitalization and punctuation in their writing because it makes the writing easier to understand for the reader.</li> </ul> |            | <ul style="list-style-type: none"> <li>- Understand a variety of spelling patterns to improve reading and writing skills</li> </ul> |            | <ul style="list-style-type: none"> <li>- Good persuasive writers address the needs of the audience and build a reasoned and logical case to support a clear position.</li> <li>- Good authors use model/examples texts to guide them as they compose their own persuasive pieces</li> </ul> |            |
| <b>Misconception:</b>      | - First person point of view is the same as a firsthand account and second person point of view is the same thing as a secondhand account.   |            |  |            |   |            |   |            |
| <b>Proper Conceptions:</b> |  |            |  |            |   |            |   |            |

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| <p><b>Essential Question:</b></p> <p><b>Essential Questions: (Continued)</b></p> | <ul style="list-style-type: none"> <li>- What is the difference between a first and second hand account of an event or subject?</li> <br/> <li>- What is the difference between a primary and secondary source?</li> <br/> <li>- Why is it important to know what viewpoint a story or text is told from?</li> <br/> <li>- How can I compare and contrast an event or topic told from two different points of view?</li> <br/> <li>- What is the benefit of comparing or contrasting an event or topic told from two different points of view?</li> </ul> |  | <ul style="list-style-type: none"> <li>- What are pronouns and when are they used?</li> <br/> <li>- What are relative pronouns and when are they used?  </li> <br/> <li>- How do I recognize and appropriately use frequently confused words? (continue throughout the year)</li> </ul> |  | <ul style="list-style-type: none"> <li>- How does mastering of spelling patterns assist with spelling accuracy?</li> </ul> |  | <ul style="list-style-type: none"> <li>- How do I support my topic with facts or proof?</li> <br/> <li>- Why is it important to support my topics with facts or proof?</li> <br/> <li>- How do I create an effective introduction to a persuasive/opinion writing piece?</li> <br/> <li>- How do I connect points in my writing as I support my opinion?</li> <br/> <li>- How do I appeal to my audience with my writing?</li> <br/> <li>- How do I develop a conclusion that states my points clearly?</li> </ul> |
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| <p><b>Concept:</b></p> <p><b>Concepts:<br/>(Continued)</b></p> | <ul style="list-style-type: none"> <li>- Informational text (both literary nonfiction and expository/ technical texts)</li> <li>- Compare</li> <li>- Contrast</li> <li>- Firsthand account (primary) of an event or topic</li> <li>- Secondhand (secondary) account of an event or topic</li> <li>- Author's viewpoint/focus/ attitude</li> <li>- Author's roles/purposes (to inform, to persuade, to explain how, to entertain) for writing a text</li> </ul> |  | <ul style="list-style-type: none"> <li>- Pronoun (subject and object).</li> <li>- Relative Pronouns</li> <li>- Appropriate use of frequently confused words (ongoing)</li> </ul> | <p>D</p> <p>I</p> <p>D</p> | <ul style="list-style-type: none"> <li>- Grammar within spelling</li> </ul> |  | <ul style="list-style-type: none"> <li>- Persuasion and argument</li> <li>- Difference between relevant and irrelevant reasons/facts/support/examples</li> <li>- Opinion/position</li> <li>- Reason(s) (e.g., claims, support)</li> <li>- Evidence (e.g., examples, facts)</li> <li>- Logical argument</li> <li>- Primary sources</li> <li>- Secondary sources (e.g., UDLib/Search)</li> <li>- Effective introduction (e.g., one that takes a clear position, clarifies the issue provides necessary background)</li> <li>- Logical order of supporting reasons (e.g., weakest to strongest argument, strongest to weakest argument)</li> <li>- Linking/transition words and phrases (e.g., for instance, in order to, in addition)</li> <li>- Awareness of audience</li> </ul> |  |
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|                          |   |  |  |  |   | <ul style="list-style-type: none"> <li>- Organizational pattern</li> <li>- Strategies for dealing with opposing point of view</li> <li>- How to use linking/transition words (e.g., on the other hand) to show relationship</li> <li>- Format choices (e.g., letters [business and friendly], simple editorials, advertisements)</li> <li>- Effective conclusion (e.g., one that begins to move beyond summary, call to action, next step)</li> </ul>         |  |
| <b>Competency/Skills</b> | <ul style="list-style-type: none"> <li>- Identify the author's purpose for writing a text</li> <li>- Identify a firsthand account</li> <li>- Identify a secondhand account</li> <li>- Explain how a firsthand and secondhand account</li> </ul> |  | <ul style="list-style-type: none"> <li>- Use pronouns (subject and object) correctly</li> <li>- Use a relative pronoun correctly</li> <li>- Use frequently confused words correctly (ongoing)</li> </ul> |  | <ul style="list-style-type: none"> <li>- Irregular plurals / possessives</li> <li>- Homophones</li> </ul> | <ul style="list-style-type: none"> <li>- Identify an issue in a topic or text</li> <li>- Distinguish the pros and cons</li> <li>- Select an opinion/ position</li> <li>- Develop opinion/position/claim(s)</li> <li>- Use primary and secondary sources to locate, sort, and select reasons based on facts, examples, and/or evidence for both sides <ul style="list-style-type: none"> <li>• acknowledging the opposing point of view</li> </ul> </li> </ul> |  |

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| <p><b>Competency/Skills<br/>(Continued)</b></p> | <p>are different</p> <ul style="list-style-type: none"> <li>- Compare and contrast a firsthand and secondhand account of an event or topic.</li> <li>- Describe differences in focus and information provided by firsthand and secondhand accounts of an event or topic.</li> <li>- Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided</li> </ul> |  |  |  |  |  | <ul style="list-style-type: none"> <li>• differentiating between relevant and irrelevant reasons/evidence</li> <li>• including an appropriate variety of reasons/evidence</li> <li>• addressing the needs of the audience,</li> <li>• prioritizing the reasons/evidence</li> </ul> <p>- Select an appropriate writing format</p> <p>- Write opinion/position pieces on topics or texts, supporting a point of view with reasons and information by:</p> <ul style="list-style-type: none"> <li>• introducing a topic or text</li> <li>• stating an opinion</li> <li>• creating an organizational structure in which related ideas are grouped to support the writer's purpose</li> <li>• providing reasons that are supported by facts and details</li> <li>• acknowledging alternate or opposing claim(s)</li> <li>• providing a concluding statement or section related to the opinion/position presented</li> </ul> <p>- Linking opinion/position and reasons using words and phrases</p> <p>- Using linking/transition words that show relationships</p> |  |
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|  |  |  |  |  | syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. |  |  |  |
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**Grade:** 4    **Subject:** ELA (Reading Literature – Point of View)    **Duration:** 120 min/day 2 Week

|                  | <b>Reading Skills</b>   | I/D/M/R | <b>Grammar</b>   | I/D/M/R | <b>Spelling</b>  | I/D/M/R | <b>Writing</b>                 | I/D/M/R |
|------------------|---|---------|--|---------|--|---------|--------------------------------|---------|
| <b>Big Idea:</b> | - An author's purpose for writing a piece of text affects the choices he/she makes in |         | - Writers will demonstrate command of the conventions of standard English grammar and usage when |         | - Understand a variety of spelling patterns to improve reading and |         | <b>- Continue previous map</b> |         |

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|                             | <p>constructing the text including the point of view selected.</p> <p>- Good readers recognize that there are some similarities and differences between first and third person point of view.</p>      |  | <p>writing.</p> <p>- Good writers understand the importance of capitalization and punctuation in their writing because it makes the writing easier to understand for the reader.</p> |  | <p>writing skills</p>   |  |  |  |
|                             |  |  |  |  |   |  |  |  |
| <b>Misconceptions :</b>     | - Second Person Point of View- (This does exist, a how-to, but is not discussed in this unit). Dialogue signals first person point of view. "I went to the store and you won't believe what happened!" |  |  |  |   |  |  |  |
|                             |  |  |  |  |   |  |  |  |
| <b>Proper Conceptions:</b>  |  |  |  |  |   |  |  |  |
|                             |  |  |  |  |   |  |  |  |
| <b>Essential Question:</b>  | <p>- What is the difference between first person and third person point of view?</p> <p>- Why is it important to know what viewpoint a story or text is being told from?</p>                           |  | <p>- What are adjectives and articles and when are they used?</p> <p>- How can I use multiple adjectives in a sentence?</p>  |  | <p>- How does mastering of spelling patterns assist with spelling accuracy?</p> |  |  |  |
| <b>Essential Questions:</b> | - How can I compare and  |  |  |  |   |  |  |  |

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| <b>(Continued)</b> | contrast an event or topic told from two different points of view?<br><br>- What is the benefit of comparing and contrasting an event or topic told from two different points of view?   |  |   |                     |                                |  |  |  |
|                    |  |  |   |                     |                                |  |  |  |
| <b>Concept:</b>    | <ul style="list-style-type: none"> <li>- Literary text</li> <li>- Compare</li> <li>- Contrast</li> <li>- Point of View (first-person, third-person)</li> <li>- Author's view point</li> <li>- Narrator/Narration</li> <li>- Speaker</li> <li>- Audience</li> <li>- Differences between first-person and third person narrations</li> </ul> |  | <ul style="list-style-type: none"> <li>- Adjectives: explain functions of and their functions in a particular sentence.</li> <li>- Articles</li> <li>- Order of adjectives (number, opinion, size, shape, age, condition, color, pattern, origin, material, purpose, NOUN)</li> </ul> | M<br><br>D<br><br>I | - Syllable / Morpheme patterns |  |  |  |

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| <p><b>Concepts:<br/>(Continued)</b></p> | <ul style="list-style-type: none"> <li>- Author's purpose (e.g., to inform, to persuade, to entertain, to describe, to explain how) for writing a text</li> </ul>   |  |   |  |  |  |  |  |
| <p><b>Competency/<br/>Skills:</b></p>   | <ul style="list-style-type: none"> <li>- Identify the author's purpose for writing a text.</li> <li>- Identify the point of view of text</li> <li>- Describe how point of view affects a literary text</li> <li>- Differentiate between first-person and third person narration</li> <li>- Identify the strengths and weaknesses of using first-person and third-person point of view.</li> <li>- Compare and contrast the point of view from which different stories are narrated, including the difference</li> </ul> |  | <ul style="list-style-type: none"> <li>- Use adjectives correctly</li> <li>- Use appropriate articles (the, an, a)</li> <li>- Order adjectives appropriately (number, opinion, size, shape, age, condition, color, pattern, origin, material, purpose, NOUN)</li> </ul> |  | <ul style="list-style-type: none"> <li>- Consonant -le</li> <li>- /el/ ending</li> </ul> |  |  |  |





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| <b>Standards:</b> | <b>CC.1.3.4.D</b><br>– Compare and contrast an event or topic told from two different points of view. |  | <b>CC.1.4.4.R</b><br>-Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling |  | <b>CC.1.1.4.D.</b><br>-Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns. |  |  |  |
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Comments: With time teach drama text structure. If time optional fiction reader's theatre lessons to reinforce these skills are Lesson 10 (author's perspective)

**Grade: 4**    **Subject:** ELA (Reading Literature – Character traits & motivations / setting / plot events / Making Inferences)    **Duration:** 4 Weeks

|                  | <b>Reading Skills</b>  | I/D/M/R | <b>Grammar</b>   | I/D/M/R | <b>Spelling</b>   | I/D/M/R | <b>Writing (Include Spelling)</b>   | I/D/M/R |
|------------------|--|---------|--|---------|---|---------|---|---------|
| <b>Big Idea:</b> | <ul style="list-style-type: none"> <li>- Authors use specific details in a story or drama to describe characters, settings, or events.</li> <li>- Good readers use specific details from a literary text to support their thinking about characters, settings or events.</li> <li>- Authors include key details in literary texts which can help a reader ask and answer questions.</li> </ul> |         | <ul style="list-style-type: none"> <li>- Writers will demonstrate command of the conventions of standard English grammar and usage when writing.</li> <li>- Good writers understand the importance of capitalization and punctuation in their writing because it makes the writing easier to understand for the reader.</li> </ul> |         | <ul style="list-style-type: none"> <li>- Understand a variety of spelling patterns to improve reading and writing skills</li> </ul> |         | <ul style="list-style-type: none"> <li>- Good authors of narrative writing effectively develop real or imagined experiences or events to tell a story that engages the reader.</li> <li>- Good authors use model/example texts to guide them as they compose their own narrative pieces.</li> <li>- Good authors use narrative elements to develop other kinds of writing such as argumentative and informational texts.</li> </ul> |         |

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| <p><b>Big Ideas:<br/>(Continued)</b></p> | <p>- Good readers use examples and details from the text to support their inferences.</p> <p>- Good readers use textual evidence, connections to their own lives and their background knowledge to make inferences and draw conclusions about what they read.</p> <p>- Good readers make meaning using the details and examples in a text.</p> |  |  |  |  |  | <p>- Good authors use sensory images to describe feelings, events, and/or characters.</p> |  |
| <p><b>Misconceptions:</b></p>            | <p>- The setting is the location of the story</p>  |  |  |  |  |  |   |  |

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|   | - Inferences are the same as predictions.   |  |  |  |  |  |  |  |
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| <b>Proper Conceptions:</b>              | <p>- In reality the setting includes location, time period and time</p> <p>- In reality, an inference is different in that it should be based on examples and details from the text. It cannot be a random guess.</p>   |  |  |  |  |  |  |  |
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| <b>Essential Question:</b>              | <ul style="list-style-type: none"> <li>- What are the essential elements of a story?</li> <li>- What are the essential elements of a drama?</li> </ul>  |  | <ul style="list-style-type: none"> <li>- What are verbs and when are they used?</li> </ul> |  | <ul style="list-style-type: none"> <li>- How does mastering of spelling patterns assist with spelling accuracy?</li> </ul> |  | <ul style="list-style-type: none"> <li>- How do I choose a “focused topic” for my narrative writing piece?</li> <li>- How do I establish a situation and introduce a narrator and/or characters?</li> <li>- Why is it important for me to show style in my writing?</li> <li>- Why is it important to sequence the events in my story to provide a sense of closure?</li> <li>- How can I use dialogue to enhance my writing?</li> </ul> |  |
| <b>Essential Questions: (Continued)</b> | <ul style="list-style-type: none"> <li>- What is the impact of a character, the setting, or event on the text?</li> <li>- How do I find explicit information in a story or text?</li> <li>- What does it mean to make an inference?</li> <li>- What are the steps to making an</li> </ul> |  |  |  |  |  |  |  |

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|  | <p>inference?</p> <ul style="list-style-type: none"> <li>- How will making an inference help me to understand the story better?</li> <li>- Why is it important to use information from the text to support my inference?</li> </ul> |   |   |  |   |  |  |
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| <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>- Literary texts</li> <li>- Key ideas</li> <li>- Important/ supporting key details</li> <li>- Story Elements <ul style="list-style-type: none"> <li>- Plot (e.g., events, climax/turning point, resolution,)</li> </ul> </li> <li>- Conflict (man vs. man, man vs. self, man vs. nature, etc.)</li> <li>- Characters and</li> </ul> <p><b>Concepts (Continued)</b></p> |   | <ul style="list-style-type: none"> <li>- Verbs: explain functions of and their functions in a particular sentence.</li> </ul> | M | <ul style="list-style-type: none"> <li>- Syllable / Morpheme patterns</li> </ul> | <ul style="list-style-type: none"> <li>- Narrative writing</li> <li>- Topic</li> <li>- Event(s) (topic and situation-what happened. For example, “my dog” is a topic; “my dog ate my homework” is an event)</li> <li>- Characters</li> <li>- Characters responses to situations</li> <li>- Narrator</li> <li>- Dialogue</li> <li>- Elaboration</li> </ul> |  |  |

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|                            | <ul style="list-style-type: none"> <li>character roles (hero/villain, major/ minor, protagonist/ antagonist)</li> <li>- Setting (e.g., time, place)</li> <li>- Drama Elements <ul style="list-style-type: none"> <li>- Scenes</li> <li>- Dialogue</li> <li>- Stage direction</li> </ul> </li> <li>- Character traits, actions, feelings, words</li> </ul> |  |  |  |                              | <ul style="list-style-type: none"> <li>- Awareness of audience</li> <li>- Description</li> <li>- Reaction/response (e.g., Why was the event important? How did the event make you feel?)</li> <li>- Organizational pattern(s) (e.g., chronological, reflective, flashback)</li> <li>- Relevant, concrete details/examples</li> <li>- Difference between relevant and irrelevant details</li> <li>- Sensory images (e.g., figurative language: descriptions of how things look, feel, smell, taste, sound)</li> <li>- Transitional words and phrases</li> <li>- Sequence of events</li> <li>- Closure/ending/conclusion</li> <li>- Forms (e.g., short stories, journals, poems, personal essays)</li> </ul> |  |  |
| <b>Competency/Skills</b> : | - Identify important, specific details that support key ideas   |  | - Use verbs correctly (main, helping, linking) |  | - VCCV same medial consonant |  | - Select/identify real or imagined experiences or event(s) to tell about |  |

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| <p><b>Competency/Skills</b><br/>:<br/><b>(Continued)</b></p> | <p>- Identify and describe the plot events in a story or drama, including the beginning, rising actions, climax, falling actions, and conclusion.</p> <p>- Describe or graphically represent characters (traits, thoughts, words, feelings and actions), including examples from the text regarding their thoughts, feelings, actions, statements, and/or the way other people react/talk about them.</p> <p>- Identify and describe the setting in</p> |  |  |  | <p>- VCCV different medial consonant</p> <p>- VCCCCV</p> <p>- VCV</p> |  | <p>- Select/identify details about an event(s) and people</p> <ul style="list-style-type: none"> <li>• differentiating between relevant and irrelevant details</li> <li>• addressing the needs of the audience</li> <li>• selecting an organizational pattern appropriate for the topic and purpose</li> </ul> <p>- Select an appropriate writing form</p> <p>- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences by</p> <p>- Orienting the reader by establishing a situation and introducing a narrator and/or characters;</p> <ul style="list-style-type: none"> <li>• organizing an event</li> <li>• sequence that unfolds naturally</li> <li>• using dialogue and description to develop experiences and events or show the response of characters to situations</li> <li>• using a variety of transitional words and phrases to manage the sequence of events</li> <li>• using concrete words and phrases and sensory details to convey experiences and events precisely</li> <li>• providing a conclusion that follows from the narrated experiences or events</li> </ul> |  |
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| <p><b>Competency/Skills</b><br/>:<br/><b>(Continued)</b></p> | <p>a story or drama, specifically the physical location and the time period. Include any progression/changes this setting.</p> <ul style="list-style-type: none"> <li>- Classify events as the beginning, rising actions, climax, falling actions, and conclusion.</li> <li>- Make test and revise predictions as they read.</li> <li>- Use the combination of background knowledge and explicitly stated information to answer questions read.</li> <li>-Refer to details and examples from the text when explaining what the text says.</li> </ul> |  |  |  |  |  |  |  |
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|  | <ul style="list-style-type: none"> <li>- Make implied inferences about literary elements and author's decisions in a text.</li> <li>- Refer to details and examples from the text when drawing inferences.</li> </ul>  |                   |  |  |  |   |                                     |
| <b>Eligible Content/<br/>Assessment:</b> | <ul style="list-style-type: none"> <li>- Describe in depth a character, setting or event in a story, drama or poem, drawing on the specific details in the text (e.g., a character's thoughts, words or actions).</li> <li>- Refer to details and examples in a text when explaining what the text explicitly says and when drawing inferences from the text.</li> </ul> | <p>M</p> <p>M</p> | <ul style="list-style-type: none"> <li>- Formative</li> <li>- Summative</li> <li>- StoryTown: Grammar-Writing Connection Assessment</li> </ul> |  |  | <ul style="list-style-type: none"> <li>- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose</li> <li>- Use narrative techniques, such as dialogue and description, to develop experiences and events or to show the responses of characters to situations.</li> <li>- Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>- Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> </ul> | <p>D</p> <p>D</p> <p>D</p> <p>D</p> |

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| <p><b>Eligible Content /<br/>Assessment:<br/>(Continued)</b></p> | <p>- Compare and contrast two or more characters, settings, or events in a story, drama, or poem, drawing on specific details in the text (e.g., how characters interact).</p> <p>- Describe how the plot of a particular story or drama unfolds, as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>- Quote accurately from a text when explaining what the text says explicitly and when drawing</p> | <p>I</p> <p>I</p> <p>I</p> |  |  |  |  | <p>- Provide a conclusion that follows from the narrated experiences or events.</p> | <p>D</p> |
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| <p><b>Eligible Content /<br/>Assessment:<br/>(Continued)</b></p> | <p>inferences and/or making generalizations from the text.</p> <p>- Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn</p> <p>- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.</p> <p>- Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> | <p>I</p> <p>I</p> <p>I</p> |  |  |  |  |  |  |
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| <p><b>Resources:</b><br/>(Include extension and remediation)</p> | <p>- StoryTown:<br/>* Lesson 1<br/>(character trait/motivation)<br/>* Lesson 21<br/>(character/setting/plot/events/inferencing)<br/>* Lesson 13 main selection (draw conclusions)</p>   |  | <p>- Verbs/main/helper- L21 Storytown grammar resource; studyisland;<br/><a href="http://www.englishworksheetsland.com">www.englishworksheetsland.com</a><br/><br/>- Action linking verbs- L22 Storytown grammar resource; studyisland;<br/><a href="http://www.englishworksheetsland.com">www.englishworksheetsland.com</a><br/><br/>- Verb tenses: studyisland;<br/><a href="http://www.englishworksheetsland.com">www.englishworksheetsland.com</a></p> |  | <p>StoryTown<br/>* Lesson 7<br/>* Lesson 8<br/>* Lesson 9<br/>* Lesson 11</p>   |  | <p>- 6+1 Traits of Writing (Ruth Colham)</p>  |  |
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| <p><b>Standards:</b></p>   | <p><b><u>CC.1.3.4.C</u></b><br/><br/>– Describe in depth a character, setting or event in a story or drama, drawing on the specific details in the text.<br/><br/><b><u>CC.1.3.4.B</u></b><br/><br/>- Cite relevant details from the text to support what the text says explicitly and make inferences.</p> |  | <p><b><u>CC.1.4.4.R</u></b><br/><br/>-Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p>   |  | <p><b><u>CC.1.1.4.D.</u></b><br/><br/>-Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.</p> |  | <p><b><u>CC.1.4.4.M-P</u></b><br/><br/>– Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.</p> |  |

Comments: If time – Lesson 2 could be used to reinforce this skill. If time optional fiction reader’s theatre lessons to reinforce these skills are Lesson 5 (character traits and motivations), Lesson 15

(draw conclusions), Lesson 25 (character, setting, plot events)

Grade: 4 Subject: ELA –Reading Literature – Theme Duration: 4 weeks

|                             | Reading Skills  | I//D/M/R | Grammar  | I/D/M/R | Spelling  | I//D/M/R | Writing   | I//D/M/R |
|-----------------------------|---|----------|--|---------|---|----------|---|----------|
| <b>Big Idea:</b>            | <ul style="list-style-type: none"> <li>- Authors of literary texts include details that help readers determine the theme or central idea(s).</li> <li>- Good readers create effective summaries that capture the central idea(s) or theme of the text.</li> </ul> |          | <ul style="list-style-type: none"> <li>- Writers will demonstrate command of the conventions of standard English grammar and usage when writing.</li> <li>- Good writers understand the importance of capitalization and punctuation in their writing because it makes the writing easier to understand for the reader.</li> </ul> |         | <ul style="list-style-type: none"> <li>- Understand a variety of spelling patterns to improve reading and writing skills</li> </ul> |          | <ul style="list-style-type: none"> <li>- Great readers/writers are able to go back to a text and find evidence to support their analysis, reflection or research</li> <li>- Great readers/writers know that in order to gain deep comprehension of a text, they must be able to write or speak about a text, drawing support from the text itself.</li> </ul> |          |
| <b>Misconceptions:</b>      | <ul style="list-style-type: none"> <li>- A summary is the same as retelling all events and details from the story</li> </ul>  |          |  |         |   |          |   |          |
| <b>Proper Conceptions:</b>  | <ul style="list-style-type: none"> <li>- In reality, a DRA summary is not an actual summary</li> </ul>  |          |  |         |   |          |   |          |
| <b>Essential Questions:</b> | <ul style="list-style-type: none"> <li>- How can the story details help me to determine the theme of a story?</li> <li>- What are the characteristics of a good</li> </ul>  |          | <ul style="list-style-type: none"> <li>- What are verb tenses and how do I use them?</li> <li>- What are progressive verb tenses and when are they used?</li> <li>- What are modal auxiliaries and how are</li> </ul>  |         | <ul style="list-style-type: none"> <li>- How does mastering of spelling patterns assist with spelling accuracy?</li> </ul>          |          | <ul style="list-style-type: none"> <li>- Why is it important to find evidence to support my analysis or reflection of a literary text?</li> <li>- How do I find appropriate evidence to support my analysis or reflections of a literary text?</li> </ul>   |          |

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|                          | summary?   |  | they used?  |                     |   |  | - Why is it important to find evidence to support my analysis, reflection or research of an informational text?<br><br>- How do I find appropriate evidence to support my analysis or reflections of a literary text? |  |
|                          |  |  |   |                     |   |  |   |  |
|                          | <b>Concept:</b><br>- Literary texts<br>- How to summarize<br>- Theme<br>- Characteristics of an effective summary for literary texts |  | - Verb tenses: explain functions of and their functions in a particular sentence.<br><br>- Progressive Verbs<br><br>- Modal auxiliaries (can/cannot, could/could have, may/might, do/does, is/are...)           | D<br><br>D<br><br>I | - Vowel –r<br><br>- Digraphs<br><br>- Welded words                  |  | -Analyze<br><br>- Reflect<br><br>- Evidence<br><br>- Support<br><br>- Fact<br><br>- Opinion   |  |
|                          |  |  |   |                     |   |  |   |  |
| <b>Competency/Skills</b> | - Determine the theme of literary text(s)<br><br>- Identify the characteristics of an effective summary for literary texts           |  | - Use verb tenses correctly<br><br>- Write and use progressive verb tenses correctly.<br><br>- Use auxiliary words to convey different conditions (can/cannot, could/could have, may/might, do/does, is/are...) |                     | - /en/ ending<br><br>- /er/ eding<br><br>- Greek / Latin word parts |  | - Read carefully to gain deep comprehension of text<br><br>- Reflect on what was read<br><br>- Analyze the text to find the big ideas, distinguish between fact and opinion and locate supporting details             |  |

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|   | -Summarize the text   |   |  |  |  |  | - Develop a reflection that contains text-based support<br><br>- Write with clarity and meaning   |  |
| <b>Eligible Content / Assessment:</b>             | - Determine the theme of a story, drama or poem from details in the text; summarize the text.<br><br>-Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. | M | - Formative<br><br>- Summative<br><br>- StoryTown: Grammar-Writing Connection Assessment |  |  |  | - Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which related ideas are logically grouped to support the writer’s purpose.<br><br>- Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas and inferences.<br><br>- Link ideas within categories of information using words and phrases (e.g., another, for example, also, because)<br><br>- Use precise language and domain specific vocabulary to inform about or explain the topic and/or convey the experience and events.<br><br>- Provide a concluding statement or section related to the analysis presented. | <b>D</b><br><br><b>D</b><br><br><b>D</b><br><br><b>D</b> |
| <b>Eligible Content / Assessment: (Continued)</b> | - Determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.<br><br>- Determine a theme or  | I |  |  |  |  |   |  |



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|  | central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. | I |  |  |   |  |  |
| <b>Resources:</b><br>(Include extension and remediation) | - Study Island<br>- StoryTown:<br>* Lesson 18<br>* Lesson 19  |   | - Studyisland<br><br>- <a href="http://www.englishworksheetsland.com">www.englishworksheetsland.com</a>  |  | StoryTown<br>* Lesson 14<br>* Lesson 17<br>* Lesson 27 (Two weeks)  |  | - 6+1 Traits of Writing (Ruth Colham)  |
| <b>Standards:</b>  | <u>CC.1.3.4.A</u><br>– Determine a theme of a text from details in the text; summarize the text.                          |   | <u>CC.1.4.4.R</u><br>-Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling |  | <u>CC.1.1.4.D.</u><br>-Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. |  | <u>CC.1.4.4. B-E, H-K &amp; S</u><br>- Draw evidence from literary or informational texts to support analysis, reflection and research |

Comments: If time optional fiction reader's theatre lessons to reinforce theme is lesson 20.

|                            | Reading Skills   | I//D/M/R | Grammar  | I/D/M/R | Spelling  | I//D/M/R | Writing   | I/D/M/R |
|----------------------------|--|----------|--|---------|---|----------|---|---------|
| <b>Big Idea:</b>           | <ul style="list-style-type: none"> <li>- Authors make purposeful language choices to create meaning in literary text(s).</li> <li>- Good readers actively seek the meaning of unknown words/phrases to clarify understanding of literary text(s).</li> </ul>   |          | <ul style="list-style-type: none"> <li>- Writers will demonstrate command of the conventions of standard English grammar and usage when writing.</li> <li>- Good writers understand the importance of capitalization and punctuation in their writing because it makes the writing easier to understand for the reader.</li> </ul> |         | <ul style="list-style-type: none"> <li>- Understand a variety of spelling patterns to improve reading and writing skills</li> </ul> |          | <ul style="list-style-type: none"> <li>- Continue previous map (TDA)</li> </ul> |         |
| <b>Misconceptions:</b>     | <ul style="list-style-type: none"> <li>- Like does not always signify a simile.</li> <li>- Idioms, proverbs and adages are the same thing.</li> <li>- Figurative language is not used in informational text.</li> </ul>  |          |  |         |   |          |   |         |
| <b>Proper Conceptions:</b> | <ul style="list-style-type: none"> <li>- Idioms are common expressions within a particular culture that have non-literal meanings that must be learned. Ex. Break a leg. Proverbs are statements of practical advice or wisdom simply stated ex. A stitch in time saves nine. Adages are proverbs that have been in common use for a long time</li> <li>- Figurative language in informational text is commonly used in advertising</li> </ul> |          |  |         |   |          |   |         |

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| <p><b>Essential Question:</b></p> <p>- How can I use context clues to determine the meaning of an unknown word?</p> <p>- What is the difference between a simile and metaphor?</p> <p>-How can I determine the meaning of idioms, adages and proverbs?</p> <p>- What tools can I use to help determine the meaning of unknown words?</p> <p>- How do I determine the relationship between words including synonyms and antonyms?</p> |  | <p>- What are adverbs and when are they used?</p> <p>- What is a relative adverb and when is it used?</p>      |                   | <p>- How does mastering of spelling patterns assist with spelling accuracy?</p> |  |  |  |
|  |  |  |                   |   |  |  |  |
| <p><b>Concept:</b></p> <p>- Literary text</p> <p>- Word choice</p> <p>- Context clues</p> <p>- Literal/ Denotative meaning</p>   |  | <p>- Adverbs: explain functions of and their functions in a particular sentence.</p> <p>- Relative Adverbs</p> | <p>M</p> <p>I</p> | <p>- Syllable / morpheme patterns</p>   |  |  |  |

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| <p><b>Concept:<br/>(Continued)</b></p> | <ul style="list-style-type: none"> <li>- Connotative meaning</li> <li>- Figurative language or non-literal meaning (e.g., simile, metaphor, idiom)</li> <li>- Words/phrases that reference well-known characters or stories (e.g., from well-known mythology, fairy tales, fables, legends)</li> <li>- Literary devices (e.g., alliteration, repetition, rhythm, rhyme, dialogue)</li> <li>- Mood</li> </ul> |  |  |  |  |  |  |  |
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| <p><b>Competency/Skills</b></p>        | <ul style="list-style-type: none"> <li>- Read and reread other sentences, paragraphs, and non-linguistic images in the text to identify context clues</li> <li>- Use context clues to help unlock the meaning of unknown words/phrases</li> <li>- Determine the</li> </ul>   |  | <ul style="list-style-type: none"> <li>- Use adverbs correctly.</li> <li>- Use relative adverbs correctly</li> </ul> |  | <ul style="list-style-type: none"> <li>- Prefix + Base + Suffix</li> </ul> |  |  |  |

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| <p><b>Competency/Skills<br/>(Continued)</b></p> | <p>appropriate definition of words that have more than one meaning</p> <ul style="list-style-type: none"> <li>- Differentiate between literal and non-literal Meaning</li> <li>- Identify and interpret figurative language and literary devices</li> <li>- Describe how figurative language, literary devices, and other language choices enhance meaning</li> <li>- Determine the meaning of words and phrases as they are used in a text, including those that allude to sig</li> </ul> |          |                                    |  |  |  |  |  |
| <p><b>Eligible Content/</b></p>                 | <p>- Determine or clarify the meaning of unknown and multiple-meaning words</p>  | <p>M</p> | <p>- Formative<br/>- Summative</p> |  |  |  |  |  |

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| <p><b>Assessment:</b></p>                                       | <p>and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>- Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., Herculean effort).</p> | <p>M</p>                   | <p>- StoryTown: Grammar-Writing Connection Assessment</p> |  |  |  |  |  |
| <p><b>Eligible Content/<br/>Assessment:<br/>(Continued)</b></p> | <p>- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>- Interpret figurative language in context.</p> <p>- Use relationship between particular words.</p>  | <p>M</p> <p>I</p> <p>I</p> |   |  |  |  |  |  |

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|  | <ul style="list-style-type: none"> <li>- Distinguish among the connotations (associations) of words with similar denotations (definitions).</li> <li>-Demonstrate understanding of words by relating them to their antonyms and synonyms.</li> <li>- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</li> </ul> | I |  |  |   |  |  |
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| <b>Resources:</b><br>(Include extension and remediation) | <ul style="list-style-type: none"> <li>- Study Island</li> <li>- StoryTown: <ul style="list-style-type: none"> <li>* Lesson 28</li> <li>* Lesson 29</li> </ul> </li> </ul>   |   | <ul style="list-style-type: none"> <li>- Studyisland</li> <li>- <a href="http://www.englishworksheetsland.com">www.englishworksheetsland.com</a></li> </ul>    |  | <ul style="list-style-type: none"> <li>StoryTown</li> <li>* Lesson 29 (Two weeks)</li> </ul>  |  |  |
| <b>Standards:</b>  | <b>CC.1.3.4.F</b><br>– Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.   |   | <b>CC.1.4.4.R</b><br>-Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling |  | <b>CC.1.1.4.D.</b><br>-Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, |  |  |

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|  | <p><b><u>CC.1.2.4.F</u></b><br/> – Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.</p> <p><b><u>CC.1.3.4 I</u></b><br/> - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.</p> |  |  |  | <p>syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.</p> |  |  |  |
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**Comments:** If time optional fiction reader’s theatre lesson is Lesson 30

\*There will be time to review for state assessments following Informational / Literature maps.



|                  | Reading Skills   | I//D/M/R | Grammar | I/D/M/R | Spelling  | I//D/M/R | Writing  | I/D/M/R |
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| <b>Big Idea:</b> | <ul style="list-style-type: none"> <li>- Authors use specific details in a story or drama to describe characters, settings, or events.</li> <li>-Good readers use specific details from a literary text to support their thinking about characters, settings or events.</li> <li>- An author’s purpose for writing a piece of text affects the choices he/she makes in constructing the text including the point of view selected.</li> <li>- Authors of literary texts include details that help readers determine the theme or central idea(s).</li> </ul> |          |         |         | <ul style="list-style-type: none"> <li>- Understand a variety of spelling patterns to improve reading and writing skills</li> </ul> |          | <ul style="list-style-type: none"> <li>- Connect to novel study</li> </ul> |         |
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| <b>Misconceptions:</b>     | - The setting is the location of the story  |  |  |  |  |  |  |  |
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| <b>Proper Conceptions:</b> | - In reality, setting includes location, time period, and time.   |  |  |  |  |  |  |  |
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| <b>Essential Question:</b> | <ul style="list-style-type: none"> <li>- What are the essential elements of a story?</li> <li>- What is the impact of a character, the setting, or event on the text?</li> <li>-How can the story details help me to determine the theme of a story?</li> <li>- Why is it important to know what viewpoint a story or text is being told from?</li> </ul> |  |  |  | - How does mastering of spelling patterns assist with spelling accuracy? |  |  |  |
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| <p><b>Concept:</b></p>                 | <ul style="list-style-type: none"> <li>- Literary texts</li> <li>- How to summarize</li> <li>- Theme</li> <li>- Characteristics of an effective summary for literary texts</li> <li>- Literary texts</li> <li>- Key ideas</li> <li>- Important/supporting key details</li> <li>- Story Elements <ul style="list-style-type: none"> <li>- Plot (e.g., events, climax/turning point, resolution,)</li> <li>- Conflict (man vs. man, man vs. self, man vs. nature, etc.)</li> <li>- Characters and character roles (hero/villain, major/minor, protagonist/antagonist)</li> <li>- Setting (e.g., time, place)</li> </ul> </li> </ul> |  |  |  |  |  |  |  |
| <p><b>Concept:<br/>(Continued)</b></p> | <ul style="list-style-type: none"> <li>- Character traits, actions,</li> </ul>  |  |  |  |  |  |  |  |

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| <p><b>Concept:<br/>(Continued)</b></p> | <p>feelings, words</p> <ul style="list-style-type: none"> <li>- Point of View (first-person, third-person)</li> <li>- Author's view point</li> <li>- Narrator/Narration</li> <li>- Speaker</li> <li>- Audience</li> <li>- Differences between first-person and third-person narrations</li> <li>- Author's purpose (e.g., to inform, to persuade, to entertain, to describe, to explain how) for writing a text</li> </ul> |  |  |  |  |  |  |  |
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| <p><b>Competency/Skills</b></p>        | <ul style="list-style-type: none"> <li>- Identify important, specific details that support key ideas</li> <li>- Identify and describe the plot events in a story or drama, including the beginning, rising actions,</li> </ul>   |  |  |  |  |  |  |  |

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| <p><b>Competency/Skills<br/>(Continued)</b></p> | <p>climax, falling actions, and conclusion.</p> <ul style="list-style-type: none"> <li>- Describe or graphically represent characters (traits, thoughts, words, feelings and actions), including examples from the text regarding their thoughts, feelings, actions, statements, and/or the way other people react/talk about them.</li> <li>- Identify and describe the setting in a story or drama, specifically the physical location and the time.</li> <li>- Determine the theme of literary text(s)</li> <li>- Identify the characteristics of an effective summary for literary texts</li> <li>-Summarize the text</li> </ul> |  |  |  |  |  |  |  |
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|  | <ul style="list-style-type: none"> <li>- Identify the author's purpose for writing a text</li> <li>- Identify the point of view of a text</li> </ul>  |                            |  |  |  |  |  |
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| <b>Eligible Content Assessment:</b>                      | <ul style="list-style-type: none"> <li>- Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third person narrations.</li> <li>- Describe in depth a character, setting or event in a story, drama or poem, drawing on the specific details in the text (e.g., a character's thoughts, words or actions).</li> <li>- Determine the theme of a story, from details in the text; summarize the text.</li> </ul> | <p>M</p> <p>M</p> <p>M</p> | <ul style="list-style-type: none"> <li>- Formative</li> <li>- Summative</li> <li>- StoryTown: Grammar-Writing Connection Assessment</li> </ul> |  |  |  |  |
|  |   |                            |  |  |  |  |  |
| <b>Resources:</b><br>(Include extension and remediation) | <ul style="list-style-type: none"> <li>- Study Island</li> <li>- Novel (TBD)</li> </ul>   |                            |  |  |  |  |  |
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| <p><b>Standards:</b></p> | <p><b><u>CC.1.3.4.A</u></b></p> <p>- Determine a theme of a text from details in the text; summarize the text.</p> <p><b><u>CC.1.3.4.C</u></b></p> <p>– Describe in depth a character, setting or event in a story or drama, drawing on the specific details in the text.</p> <p><b><u>CC.1.3.4.D</u></b></p> <p>– Compare and contrast an event or topic told from two different points of view.</p> | <p><b><u>CC.1.4.4.R</u></b></p> <p>-Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p> | <p><b><u>CC.1.1.4.D.</u></b></p> <p>-Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.</p> |  |  |  |
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