

**Kalamazoo Public Schools**

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Department of  
Teaching & Learning Services

**Fourth Grade  
English Language Arts  
Curriculum Guide**

August 2010

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# Kalamazoo Public Schools

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# Kalamazoo Public Schools

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## The Process of Curriculum Development

We are currently integrating three major approaches to curriculum work in our development model. This model recognizes that creating curriculum guides alone does not enhance student achievement; it is merely the first step. Curriculum work must funnel down to classroom instruction, assessment, and instructional improvement based on data in order to maximize student achievement. As such, the model is focused on the work of Ainsworth, Marzano, Wiggins, and Tomlinson specifically as related to using standards for curriculum development, unit design, lesson design, instruction, differentiated instruction, and assessment (formative and summative). Our current process is indicated below:

- Unpack and prioritize Michigan's grade level content standards
- Unpack expectations using Ainsworth model of identifying verbs, nouns, concepts, skills, big ideas, essential questions, identify level of Bloom's Taxonomy for each expectation, create assessment items aligned to each prioritized standard
- Prioritize expectations
- Group expectations to create measurement topics
- Create end of course assessment
- Create assessment map
- Chunk
- Create course map and common formative assessments\*
- Train team in data analysis
- Create units of instruction using the Understanding by Design (UbD) model
- Implement, assess, reflect, modify for improvement

\*Common formative assessments are defined as periodic or interim assessments, collaboratively designed by grade-level or course teams of teachers and administered to all students in a grade level or course several times during the quarter, semester, trimester, or entire school year (Ainsworth, 2006).

## *Characteristics of Schools in Which all Children Succeed*

According to the School Redesign Network (SRN) of Stanford University, the following ten features exist in schools in which all children succeed:

- Personalization
- Continuous Relationships
- High Standards and Performance-Based Assessments
- Authentic Curriculum
- Adaptive Pedagogy
- Multicultural and Anti-Racist Teaching
- Knowledgeable and Skilled Teachers
- Collaboration Planning and Professional Development
- Family and Community Connections
- Democratic Decision-Making

# Fourth Grade English Language Arts Description

The Fourth Grade English Language Arts Curriculum is based on four strands: reading, writing, speaking, and listening and viewing. Each strand consists of domains outlining the skills and strategies essential to achieving proficiency in language arts. In reading, students achieve higher levels of word recognition and word study by participating in focused lessons to teach the rules and principles of phonics, word analysis, syllabication, prefixes, suffixes, context clues. Fourth grade students continue to become fluent readers of narrative and informational text. Fluency is important because it provides a bridge between word recognition and comprehension. Fluency is the clear, rapid, and easy expression of ideas in reading, writing, or speaking.

Fourth grade students expand their comprehension proficiency to narrative and informational text by planning, monitoring, regulating, and evaluating skills; strategies; and processes to construct and convey meaning. Students must use effective strategies before, during and after reading to support and maximize comprehension. “Before-reading” strategies help students activate prior knowledge to aid comprehension. The strategies help students activate prior knowledge, make connections, form predictions and establish a purpose for reading. “During-reading” strategies aid students in comprehending text as they read. “During-reading” strategies help students make inferences, differentiate fact from opinion, and distinguish between essential and nonessential information aiding in the comprehension of the text as they read. “After-reading” strategies help students to discuss the content of the text by summarizing, evaluating, and analyzing the text. These strategies help readers determine the author’s purpose and effectiveness.

Within narrative and informational text, fourth grade students need to understand the importance of literary devices, literary elements, and text structure of various genres. Literary devices refer to the various sound techniques and figurative language used by the author to convey meaning. Literary devices can best be taught through a rich variety of literature that provides examples of simile, metaphor, rhyme, rhythm, alliteration, meter, personification, hyperbole, and allusion. Literary elements in narrative text refer to characters, setting, plot, theme, and point of view. Text structure in informational text refers to the organizational and graphic features of text; chapter titles, subtitles, and table of contents in a text. Text structures help the reader locate information in the text and represent information in some specific way. Students need to understand organizational structures in order to determine important information when reading nonfiction.

Students apply the writing process as they learn to write in different genres. Narration is the main tool of writers of fiction. Narrative writing tells a story and is organized into a sequential pattern that includes a beginning, middle, and end. In poems, students try to capture the essence of a person, memory, belief, feeling

or dream. Informational writing is used to share knowledge and convey messages, instructions or ideas by making connections between the familiar and unfamiliar. Informational writing has many functions: to present information through reporting, explaining, directing, summarizing and defining; to organize and analyze information through explaining, comparing and contrasting and relaying cause and effect; or to evaluate information through judging, ranking or deciding. Persuasive writing moves the reader to take action or to formulate an opinion and/or defend a position, opinion, or issue.

The writing process includes pre-writing, drafting, peer and self-evaluation, revising, proofreading/editing, publishing and presenting, and reflecting. Fourth grade students apply the qualities of writing: idea development, organization, word choice, sentence variety, voice, convention, and presentation. Writing needs to focus on the development of ideas through the use of facts, examples, anecdotes, opinions, statistics, reasons and explanations. Once students have made their writing plan and identified their focus, they select and organize the information. Organization refers to the order developed and sustained within and across paragraphs. It also refers to the smooth transitions within and between paragraphs. Student writing should contain a recognizable beginning, middle and end. The style of the piece must match the focus, content, and organization while maintaining an awareness of the audience for whom the piece is intended. Style refers to effective choices, use and arrangement of words, and sentence structures that create tone and voice. Voice in writing gives the reader a sense of the author's personality. Writing with voice sounds honest and authentic.

Students apply effective oral language techniques to engage in interactive, extended discourse to socially and academically construct meaning. Students will gain an understanding of content material through listening to and/or viewing oral language presentations for various purposes.

Beyond the English language arts curriculum, students will use the skills and processes learned in ELA to support learning in all content areas. Students must be able to apply knowledge learned in the classroom to new situations, by solving problems, generating new ideas, and by making connections to the world around them.

**Unit 1: 5 Weeks (3 weeks Review and MEAP Preparation, 2 weeks Realistic Fiction)**  
**Narrative Text**  
**GENRE: Realistic Fiction**

**DEFINITION:**

A classification of literature containing stories that *could* happen in the real world, in a time and setting that is possible, and with characters that are true to life, yet drawn from the writer's imagination. It is categorized as historical or contemporary based upon the time period of publication (Contemporary begins at 1960). Experts define categories of realistic fiction using aspects of *theme* (e.g., survival friendship diversity, tolerance, environmental preservation, courage, freedom, justice).

**PURPOSES:**

- To entertain or enlighten
- To help understand problems and issues that might be encountered in their own lives
- To empathize with characters engaged in resolving problems
- To recognize the complexity of human relationships

**CHARACTERISTICS:**

- Narrative elements: characters, setting, a plot involving conflict or tension revolving around a problem, and a resolution providing the conclusion
- Can be humorous, adventurous, romantic and/or imaginative

**Themes:**

- Reflect realistic human and life experiences

**Characters:**

- True to life, vivid, imaginary characters seem real and behave in realistic ways
- Fictional characters (animals, people) that are confronted with challenges
- Protagonist (main character's problem causes tension)
- Characters and conflict are interrelated
- Realistic fiction often includes antagonists, who are the opposing force in the main character's conflict
- Vivid, detailed descriptions and dialogue help the reader understand the thoughts, feelings, values and personalities of characters

**Setting:**

- Usually takes place in the present
- Location, season, weather, and time period are important to the plot, characters, problem, and theme
- Vivid, detailed descriptions help the reader envision the places encountered

**Plot:**

- Engages the reader in understanding universal human problems
- Reflects the character's problem (central to the plot)
- Progression through rising action: a conflict creates tension, which sparks a sequence of events (with roadblocks) culminating in a solution
- Various forms of conflict (person vs. person, etc.)
- True to life, vivid, imaginary events seem real
- Variations of plot include foreshadowing and flashback
- Commonly uses problem-solution pattern

**Author's craft:**

- Narrative structure and elements
- Use of humor
- Fictionalizing
- Developing character
- Creating an introduction which builds the story's background
- Developing imagery, figurative language, and author's style
- Depth of ideas, reflection or insight
- Developing implicit and explicit messages for the audience

<b>Grade Level Instructional Scope for COMPREHENDING the Genre and Text of</b>		
<b>Grade 1</b>	<b>Grade 3</b>	<b>Grade 8</b>
<p><b>Opportunities to Teach:</b></p> <ul style="list-style-type: none"> <li>• Basic form</li> <li>• Purpose</li> <li>• Sense of story (beginning, middle and end)</li> <li>• Sequence of events</li> <li>• Illustrations to support understanding of elements and events</li> <li>• Illustrations to support evidence of real life events</li> <li>• Key ideas and details</li> <li>• Real and make-believe</li> <li>• Story grammar</li> <li>• Asking questions</li> <li>• Relationships of characters, events and ideas</li> <li>• Time sequence words</li> <li>• Comprehension skills and strategies (connections to self and other texts, personal knowledge)</li> <li>• Personal response</li> </ul>	<p><b>Opportunities to teach:</b></p> <ul style="list-style-type: none"> <li>• Basic elements</li> <li>• Purpose</li> <li>• Story grammar</li> <li>• Characterization (attitudes, actions, motivations thoughts, traits, comparisons of relationships)</li> <li>• Compare events and key ideas</li> <li>• Fact versus fiction</li> <li>• Story level theme</li> <li>• Setting</li> <li>• Main idea</li> <li>• Prediction</li> <li>• Point of view</li> <li>• Comprehension skills and strategies (retell/sequence ideas and details; compare/contrast relationships, among characters, events and ideas across text types connect to themes/ perspectives; monitor understanding of organizational patterns; reread, summarize, predict, visualize, question, infer)</li> <li>• Personal response</li> </ul>	<p><b>Opportunities to teach:</b></p> <ul style="list-style-type: none"> <li>• Structure</li> <li>• Elements</li> <li>• Personal style</li> <li>• Purpose</li> <li>• Theme and sub-themes</li> <li>• Analyze distortion</li> <li>• Analyze stereotypes of gender, race, culture, age, class, religion and individual differences</li> <li>• Maturity of the textual ideas</li> <li>• Abstract theme</li> <li>• Analyze the plot (rising/falling action) and subplots</li> <li>• Role of minor characters in relation to conflict</li> <li>• Characterization in relation to conflict</li> <li>• Narrator's credibility</li> <li>• Symbolism</li> <li>• Imagery</li> <li>• Comprehension skills and strategies (predict, visualize, question, reread, interpret, summarize, conclude, infer, synthesize, connect knowledge to themes and perspectives)</li> <li>• Personal response</li> </ul>

**Fourth Grade  
Unit 1/ Genre: Realistic Fiction  
First Marking Period  
Duration: 7 Weeks**

**Science Connection** - View from the Earth  
**Social Studies Connection** - Ch. 1, 2, 4, 5, 3  
**Comprehension Strategies** - Monitor comprehension  
**3 Weeks Genre Study for ELA MEAP**

**Test Knowledge, Test Strategies, Test Setting**  
*The Gardener* [Theme 1 pg. 20] (Follow Your Inner Conversation)  
*Donovan's Word Jar* [Theme 1 pg. 50] (Notice When You Lose Your Way)  
**2 Weeks MEAP Testing**

**Stage 1: Identify Desired Results**

**Established Goals**

**Goals for Weeks 1, 2, and 3:**

A Genre Study for ELA MEAP:

Test Knowledge, Test Strategies, Test Setting

**R.CM.04.01** connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

**R.CM.04.02** retell through concise summarization grade-level narrative and informational text.

**R.CM.04.03** explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture.

**R.CM.04.04** apply significant knowledge from grade-level science, social studies, and mathematics texts.

**R.MT.04.01** self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.

**Week 4 and Week 5 Goals:**

**R.NT.04.03** - analyze characters' thoughts and motivation through dialogue, various character roles and functions including hero, anti-hero, or narrator; know first person point of view and identify conflict and resolution.

- Follow and remember multiple events in a story, often involving the stories of multiple characters, to understand plot.
- Understand how one event builds on another throughout the text.
- Notice and remember attributes and actions that will help in understanding character development.
- Infer character's feelings and motivation from description, what they do or say, and what others think about them (also meets R.MT.04.01)"
- Make connections between the lives and motivations of characters and their own lives, even if the setting is a fantasy world or in the past (also meets R.CM.04.01 and R.MT.04.01)"

- Hypothesize underlying motivations of characters that are not stated (also meets R.MT.04.01)"
- Hypothesize the significance of the setting in influencing characters decisions' and attitudes
- Recognize the narrator of the text and discuss how the choice of first or third person point-of view contributes to the effectiveness of the writing.
- Analyze an authors' characteristic way of writing- characters, plot, style.
- Analyze an author creates authentic characters.
- Recognize and discuss aspects of narrative structure (beginning, series of events, high point of the story, ending)"

**R.CM.04.01** connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

- Apply background knowledge gained from experience, content study, and wide reading (also meets R.NT.04.03)"
- Make predictions based on information in the text as to what will happen, what characters are likely to do, and how it will end. (also meets R.MT.04.01)
- Support thinking beyond the text with specific evidence based on personal experience or knowledge or evidence from the text. (also meets R.MT.04.01)
- Notice new information and ideas and revise ideas in response to it.
- Maintain memory of many different texts and use them as resources for making connections. (also meets R.MT.04.01)
- Form implicit questions and search for answers in the text while listening and during discussions. (also meets R.MT.04.01)

**R.MT.04.01 self-monitor comprehension** (leaving tracks of their thinking) when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.

- Self-monitor understanding and ask questions when meaning is lost.
- Ask questions about concepts.
- Make note of interesting new words and intentionally remember them to use in oral discussion or writing.
- Access prior information summarized from the text while hearing more.
- Summarize orally or in writing a text, including appropriate information.
- Notice and respond to stress and tone of voice while listening and afterward.
- Identify and discuss cultural and historical perspectives that are in conflict in the text or that are different from their own perspective.
- Derive and interpret the writer's underlying messages (themes)"

**R.MT.04.02** plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., decoding unknown words) and use graphic organizers to deepen their understanding of compare/contrast, and sequential organizational patterns.

- Add new vocabulary words to known words and use them in discussion and in writing.
- Remember important information from the text over several days of reading.
- Make connections to prior knowledge and use it to identify and incorporate new knowledge.
- Hypothesize the significance of events in a story.

- Recognize and discuss the differences between narrative and other structures.
- R.WS.04.01** explain how to use word structure, sentence structure and prediction to aid in decoding words and understanding the meaning of words encountered in context.
- Recognize and use suffixes that change verbs and nouns for different functions, such as adjectives and adverbs.
  - Recognize and use common prefixes.
  - Recognize base words and remove prefixes and suffixes to break them down and solve them.
  - Recognize and form various tenses by adding endings (-es, -e, -ing, -d, -ful) to verbs"
- R.WS.04.02** use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
1. Recognize and use vowel sounds in closed syllables (CVC and CVCe)"

***What understandings are desired?***

Students will understand that:

1. Comprehension strategies enable a deeper understanding of text.
2. Self monitoring reading through inner conversation and holding thinking, allow for the reader to expand understanding in reading and talking.
3. Structural, Syntactic, and Semantic cues can be used to determine the meaning of unknown words.
4. Characteristics are unique to different genres of text.
5. All text has supports and challenges.
6. Multiple choice test questions are sometimes written in very formal English"
7. Rereading on a test helps clear up confusions and notice details.
8. Using background knowledge and text information helps understand reading questions.

***What essential questions will be considered?***

1. How can I prepare for the challenges I face?
2. What features make a text realistic fiction?
3. How do I monitor my comprehension to demonstrate that I understand what I am reading?
4. How can I use structural, syntactic, and semantic cues to determine the meaning of words?

Essential Questions (Skill/Strategy Based)

**Monitor Comprehension:** How do I monitor my comprehension?

Scaffolding Questions (Skill/Strategy Based)

**Monitor Comprehension**

1. How do I listen to my inner voice when reading?
2. How do I leave tracks of my thinking?
3. How do I stop and refocus when my mind wanders?
4. How does rereading help me when the text doesn't make sense?
5. Did I try reading ahead when I was confused?
6. What fix-up strategy did I use to get back on track and why?
7. Did I remember to stop, think, and react while reading?
8. How do I set a purpose for reading a text?

**Word Study/Vocabulary**

How do I use a range of strategies to take words apart and understand what words mean while reading continuous text?

**Word Study/Vocabulary**

1. How do I recognize and use vowel sounds (C-V-C and C-V-C-e) in closed syllables? (The Gardener and Donovan's Word Jar)
2. What is a root word? How does that help me understand the word?
3. What is a prefix? How does that help me understand the word (re-, mis-, dis-, un-)?
4. What is a suffix? How does that help me understand the word (-er, -ing,)?
5. How does adding an ending to a word change the tense of the verb (-ing, -ful, -es, -e, -d)? (The Gardener and Donovan's Word Jar)

***What key knowledge and skills will students acquire as a result of this unit?***

Students will know:

**R.CM.04.01**

- Personal knowledge
- Experiences
- Themes
- Perspectives
- Oral and written response

**R.CM.04.02**

- Summarization
- Narrative text
- Informational text

**R.CM.04.03**

- Relationships
- Themes
- Ideas
- Characters
- Texts
- Understanding
- Parallels
- Time
- Culture

**R.CM.04.04**

- How to transfer comprehension strategies into content area reading materials

**R.MT.04.01**

- Summarization
- Narrative text
- Informational text
- Comprehension
- Strategies
- Mental images
- Ideas in text
- Meaning
- Interpretive discussions

Students will be able to:

**R.CM.04.01**

- (4) Connect personal knowledge, experiences, and understanding of the world

**R.CM.04.02**

- (2) Retell narrative and informational text

**R.CM.04.03**

- (2) Explain relationships among themes, ideas, and characters
- (6) Create a deeper understanding
  - (4) Categorize
  - (2) Classify within and across texts
  - (2) Compare within and across texts
  - (2) Contrast within and across texts
- (2) Draw parallels across and culture

**R.CM.04.04**

- (3) Apply comprehension strategies

**R.MT.04.01**

- (5) Self-monitor comprehension
- (5) Discuss comprehension strategies
  - (3) Use comprehension strategies
  - (2) Predict
  - (6) Construct mental images
  - (3) Represent idea
  - (4) Question
  - (2) Reread for meaning
  - (2) Listen for meaning
  - (4) Infer

<p><b>R.NT.04.03</b></p> <ul style="list-style-type: none"> <li>• Thoughts through dialogue</li> <li>• Motivation through dialogue</li> <li>• Character roles</li> <li>• Functions</li> <li>• hero/anti-hero</li> <li>• narrator</li> <li>• conflict/resolution</li> </ul> <p><b>R.MT.04.02</b></p> <ul style="list-style-type: none"> <li>• Skills to construct and convey meaning</li> <li>• Strategies to construct and convey meaning</li> <li>• Processes to construct and convey meaning</li> <li>• Compare and contrast</li> <li>• Sequential organizational patterns</li> </ul> <p><b>R.WS.04.01</b> <u>structure of words</u></p> <ul style="list-style-type: none"> <li>• word structure</li> <li>• sentence structure</li> <li>• decoding words</li> <li>• prediction</li> </ul>	<ul style="list-style-type: none"> <li>○ (2) Summarize</li> <li>• (4) Engage in interpretive discussions</li> </ul> <p><b>R.NT.04.03</b></p> <ul style="list-style-type: none"> <li>• (4) Analyze characters, thoughts, and motivation</li> <li>• (1) Identify conflict and resolution</li> <li>• (1) Know first person point of view</li> </ul> <p><b>R.MT.04.02</b></p> <ul style="list-style-type: none"> <li>• (3) Plan skills, strategies and processes</li> <li>• (5) Monitor skills, strategies and processes</li> <li>• (4) Regulate skills, strategies and processes</li> <li>• (5) Evaluate skills, strategies and processes</li> <li>• (3) Construct meaning</li> <li>• (3) Convey meaning</li> <li>• (3) Use graphic organizers</li> </ul> <p><b>R.WS.04.01</b></p> <ul style="list-style-type: none"> <li>• (2) Explain how to use word structure to aid in decoding and making meaning</li> <li>• (2) Explain how to use sentence structure to aid in decoding and making meaning</li> <li>• (2) Explain how to use prediction to aid in decoding and making meaning</li> </ul>
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## Stage 2: Determine acceptable evidence (Diagnostic, Formative, Summative Assessments)

*What evidence will show that students understand?*

Evidences of **Monitoring Comprehension** (3=Strong Evidence, 2=Some Evidence, 1=Little Evidence)

- Listens to inner conversation and leaves tracks to hold thinking, i.e., text coding
- Stops and goes back to refocus thinking when the mind wanders
- Rereads and reads on to clarify meaning and clear up confusion
- Stops and uses fix-up strategies when meaning breaks down, i.e., ask a question
- Remembers to stop, think, and react to learn information and expand thinking

Monitoring Comprehension: Use the rubric to record the student's scores on each set of questions using text. Circle the number corresponding to the statement that best reflects the student's response. Consider all three questions when scoring the student.

1	Little or no conscious awareness of reading process.
2	Identifies difficulties—problems are often at word level; little or not sense of the need to solve the problem; does not articulate strengths; identifies need to concentrate, talks about word-level solutions (i.e. sounding it out) for text-level comprehension problems.
3	Identifies problems at word, sentence, or schema level; can articulate use a strategy to solve problems, usually at the word or sentence level.
4	Articulates and uses more than one strategy for solving problems; focuses on problems at the whole-text level.
5	Identifies problems at all levels; uses a variety of word level and comprehension strategies flexibly and appropriately given the context and the problem.

### Monitoring Comprehension: Oral Assessment

**Directions:** Read the following instructions to the student. Record the student's responses below each question/statement.

- A. What problems did you have while you (or I) were reading this text? Did you have more difficulty reading the words or understanding the ideas? When you are reading at other times, what kinds of problems do you usually have?
- B. What did you do to solve any problems you had? How do you usually solve the problems you have when you read?
- C. How do you know when you understand a text? What would you tell another student to try if he or she has trouble understanding?
- D. Choose one of the questions below to ask the student:
  - We have just talked about the problems you have while reading and the ways in which you solve them. What is important to know when you have a problem while you are reading and (restate student's response)?
  - What are the different choices you can make to try to solve that problem?
  - What would you tell another reader who might not realize when a text doesn't make sense?

### Monitoring Comprehension: Written Assessment

**Directions:** Answer some questions about what you think about while you read. Use the space below each question to write your answer.

- A. What problems did you have while you were reading this text? Did you have more difficulty reading the words or understanding ideas? When you are reading at other times, what kinds of problems do you usually have?
- B. What did you do to solve any problems you had? How do you usually solve the problems you have when you read?
- C. How do you know that you completely understand a text? What would you tell another student to try if he or she is having trouble understanding?
- D. Choose one of the questions below to answer:
- What is important to know when you are reading and have a problem?
  - You have just written about problems you have during reading and the ways in which you solve them. What are the different choices you can make to try to solve those problems?

\*Complete a Performance Task Blueprint for each task

***Diagnostic Assessments:***

Benchmark Assessment System 2

Vocabulary pre-assessment (Marzano)

Running Record using instructional level text.

Spelling Inventory

Digging Deeper Assessments can be found in the Benchmark Assessment System 2

***Student Self-Assessment and Reflection: Teach and Reinforce***

- Rethink
- Revise
- Redo
- Rehearse
- Refine

## Stage 3: Learning Experiences Instructional Sequence

### *Gradual Release of Responsibility*

#### **Weeks 1, 2, 3: Genre Study MEAP**

See Unit entitled *The First Ten Days (Revised: Seven Lessons for Test Preparation)* for instructional sequence. Caution: TEST PREPARATION **MUST END** 10 DAYS PRIOR TO THE MEAP TEST. To access online see:

<http://www.oakland.k12.mi.us/Departments/LearningServices/MEAPWriting/tabid/855/Default.aspx>

A hard copy is found in your appendix.

LESSON	READING GENRE STUDY 45-60 minutes
1	<b>Test Knowledge</b> <ul style="list-style-type: none"> <li>• Genre Exploration</li> <li>• Test Exploration</li> <li>• Dense Text-Managing Long Text</li> </ul>
2	<b>Test Knowledge</b> <ul style="list-style-type: none"> <li>• MEAPish-The language of the Test Questions</li> </ul>
3	<b>Test Strategies</b> <ul style="list-style-type: none"> <li>• Anchor Selection in My Head</li> <li>• Purpose for Reading on a Test-Getting Answers Right</li> </ul>
4	<b>Test Strategies</b> <ul style="list-style-type: none"> <li>• Multiple Choice Question Answering Strategies</li> <li>• Scranton Sheets</li> </ul>
5	<b>Test Knowledge and Strategies</b> <ul style="list-style-type: none"> <li>• Reading for the 5 W's</li> <li>• Applying Question Management Strategies</li> <li>• Cross Text Questions</li> </ul>
6	<b>Test Knowledge</b> <ul style="list-style-type: none"> <li>• Constructed Response Questions</li> </ul>
7 (Optional)	<b>Test Setting</b> <ul style="list-style-type: none"> <li>• Building Independent Test Takers</li> <li>• Applying Questions Management Strategies</li> </ul>

#### **Experience 1 and 2: Follow Your Inner Conversation**

**Focus Question:** What is inner conversation? How can your inner conversation help you understand what you read? How did you develop and awareness of the inner conversation readers have as they read? How do you leave tracks of your thinking to hold thinking?

**Learning Target:** I can leave tracks of my thinking by questioning, connecting, and synthesizing what I read by jotting it down on post-its.

**Performance Indicator:** Student Post-its shows how the reader left tracks of their thinking by making a connection, asking/answering a question, using background knowledge and merging it

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with new ideas"

**Learning Activities:**

**Teach Lesson 1: Follow Your Inner Conversation (Comprehension Tab in Curriculum Binder)**

**Connect and Engage**

- Engage the kids and build background knowledge.
- Define reading comprehension and explain inner conversation.
- Explain why and how readers leave tracks of their thinking.

**Model**

- Model your inner conversation as you read aloud and leave tracks of your own thinking on post-its.
- Review your Post-its and label what you're thinking and doing as you read.

**Guide**

- Invite students to listen and talk about their own inner-conversation and jot down their thinking on post-its.
- Continue to read slowly while jotting down thinking, and then encourage students to write down their thoughts and talk to each other.
- Invite a few kids to share out after they have shared with a partner.

**Collaborate**

- Give directions for small group discussions.
- Confer with small groups to support them as they discuss the story.

**Share the Learning**

- Record student thinking on a class anchor chart to make their thinking visible to stimulate further discussion and study.
- Wrap up the lesson and synthesize the purpose.

**Strategies:** Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, constructed anchor chart, monitoring comprehension

**Experience 3: Profundity Fiction**

**Focus Question:** What is profundity? How do I categorize key ideas, concepts, and perspectives? How do I draw conclusions based on different views presented in the text? How can I find a deep meaning in and across different genre of narrative text?

**Learning Target:**

- I can explore and reflect on universal themes and substantive issues from oral, visual, and written texts.
- I can identify key ideas, concepts, and perspectives found in text.
- I can draw conclusions based on my understanding of different views presented in texts.
- I can draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts.
- I can support a position using ideas from text(s).

**Performance Indicator:** Review student graphic organizers to assess understanding of metaphorical thinking and ability to gain insight and deeper meaning in the text. Also, assess students through conferring.

## **Learning Activities:**

### **Connect and Engage**

- Build Background knowledge.
- Engage Readers with a shared reading or read aloud.

**Model (through an interactive read aloud or shared reading, start with the lowest level of the plane and continue modeling lessons to guide student thinking through the higher levels of the plane)"**

- Physical Plane
- Mental plane
- Moral plane
- Psychological Plane
- Philosophical Plane

### **Guide**

- Facilitate discussion with students through questioning.
- Pay special attention to strategies that readers may be struggling with at each level of thinking.

### **Collaborate/Independent Practice**

- In small groups, pairs, and independently work through the profundity scale with shared reading and independent reading to identify and connect to larger themes and ideas.

### **Share the learning**

- Gather students and discuss share new insights with the group.
- Chart student ideas across text.

**Strategies:** Read Aloud, Think Aloud, and Think, Pair, Share, Jigsaw, Construct Anchor Charts, Shared Reading, Independent Reading, Using Graphic Organizers, Writing in Response to Reading, Comprehension Strategies

### **Scripted example of learning experience 1:**

**Story:** *The Gardener*                      **Author:** Sarah Stewart

### **Interactive Read Aloud**

**Story:** *Back Home*                      **Author:** Gloria Jean Pinkney  
(Read Aloud entitled *Back Home* to build background knowledge )

Begin with *Back Home* by Gloria Jean Pinkney to **Listen for Enjoyment and Create Mental Images** (Listening Strategy). Found in Theme 1 on TE pg. 20 G.

**Connect and Engage:** Thank you for gathering up close with your clipboards and Post-its in hand. Today, we are going to read a realistic fiction story about a girl named Erenstine and her journey to the South. I want you to listen to the story for enjoyment. Before we begin, turn and talk to your partner about why we listen to stories for enjoyment. (Ask partners to share out with class.)

*Back Home* is a Realistic Fiction story. This week we will also be reading *The Gardner* and that is a Realistic Fiction story as well. Turn to your partner and come up with your own definitions for realistic fiction together (ask Partners to share out and create an anchor chart characteristics of realistic fiction)"

When we listen to stories for enjoyment it is important that we make an effort to listen closely so that we understand the story better. One way that we can do that is by creating mental images. While I am reading the story I want you to focus on what the narrator sees and feels. Periodically, I will stop and give you a moment to write down your mental image.

**Model:**

When I listen to a story and listen to how the narrator explains the characters feelings, or how the character did something it, creates a picture in my head. I put my thoughts on a post-it to make sure I don't forget my mental image.

Let me start reading *Back Home* and show you what I mean (read the first paragraph and stop) already I am thinking about what Uncle June's face looks like. I am imagining that he has bright eyes and shiny big cheeks. (Write it down on my post-it).

Continue reading the second, third, and fourth paragraph. I am imagining Erenstine being happy to have arrived to North Carolina (because she has a big smile on her face and she cried with excitement about seeing her Uncle), and she is probably tired (her legs were wobbly when she stood up) after a long trip. (Write it on my post-it).

**Guide:**

Now listen closely and I will continue to read the story. When I pause and ask for you to write your mental image I will give you a minute to write down what you are thinking. Remember to listen closely to what the narrator is saying because those details help your image.

Continue reading to the end of the first column. Tell students to write down their mental image. Have students turn and talk to their partners about their mental images. Have a couple of students share out their mental images. (The teacher should scaffold students that are struggling to write down their mental image).

Read half of the second column and stop Tell students to write down their mental image. Have students share their mental images with each other. (The teacher should scaffold students that are struggling to write down their mental image).

Read the rest of the story and have students write their mental image on the post-it. Have students share their mental images with each other.

Suggestion: Chart student mental images or have students place their post-its on chart titled: "Our mental Images about the story *Back Home* by Gloria Jean Pinkney"

**Building Background Knowledge for *The Gardner*:** T.E. pg. 20A

**Vocabulary Study/Vocabulary Power:** Words Worth Teaching see Vocabulary Study and TE pg. 20L (20-21)

***The Gardner*. Monitoring Comprehension-Follow Your Inner Conversation**

**Connect and Engage**

I'm glad that you are all gathered around me because I am going to read you the story "The Gardner" about a little girl named Lydia Grace who travels from the countryside to stay with her Uncle Jim in the city while her parents are out of work. She writes letters home, describing how she transforms her city environment by planting gardens. I can't imagine how hard it would be to leave my parents and the environment that I'm familiar with to go live with my Uncle who I've never met. I'm wondering if any of you have had a similar experience where you've had to leave your family or home to go live with someone else for a period of time? Think of an experience that you may have had where you had to go into an unfamiliar place. Turn and tell your neighbor about your experience.

There is nothing more important then the reader's thinking during a story. Many of you have heard the term reading comprehension. Reading comprehension is about understanding what we read. In order to comprehend, readers pay attention and think about the words and ideas as they read. They carry an inner conversation with the text. It happens to me all the time. I have an inner voice in my head that speaks to me as I read. Have you ever noticed a voice speaking to you while you read?

For instance, when I meet new information, I might hear something like "Wow, I never knew that before" or when I'm confused I might hear "Huh- I don't get this part." Or when I reread and suddenly understand, I

often hear Oh, now I get it!" As I read the story to you now, I'm going to share my inner conversation with you. I will read, stop for a moment and think aloud about the voice in my head. I'll even jot down some of my thinking on Post-its.

Have you ever seen fresh animal tracks in the snow or on the beach? Active readers leave tracks of their thinking just like that. They jot down quick notes to hold and remember their thoughts. These thinking tracks show us that the reader has been there even after the reading is over, in the same way that we can tell by the fresh tracks which critter has darted across the snow even after it has disappeared into the forest. When we really pay attention to the inner conversation and leave tracks of our thinking, we understand and learn much more from our reading. This helps us to really get hooked on the book.

### **Model**

Let me read a little. I'm going to think out loud, showing you my inner conversation. I want you to notice the thinking I'm doing. (read the first page of the story/ Lydia's letter)

Whoa, after reading the letter that Lydia wrote to her uncle, I already have a lot going on in my inner conversation. Often times my inner voice asks questions about what is going on in the story. First of all, I'm wondering if the whole story is written in the form of letters? I'm wondering why her parents are out of work? I notice the date on the letter and wonder if this story took place during the great depression?

#### **Sticky Note #1**

Is the whole story letters?

Why can't her parent find work?

Is this during the great depression?

From this first page, I also know that her family must have very little money and it must be hard for her parents to send Lydia away. I can tell that it is hard on her family because it says that they all cried. I can also tell that Lydia's family loves her a lot because they want to do what is best for her. They have a good attitude because mom makes them laugh with her stories and cheers everyone up.

#### **Sticky Note #2**

Hard for Lydia and her family

Her family loves her

Lydia is brave

They make the best of it

From the end of the letter I can tell that Lydia must be very curious about what her uncle is like.

#### **Sticky Note #3**

Wants to know more about her uncle

Sometimes my inner conversation reminds me of something that happened in my own personal life. This reminds me of the summer I went up north to live with my Grandparents. I'll jot that connection on a Post-it and mark it with an "R" for "Remind." Personal connections like these keep me engaged in the story and make me want to read on.

OK, let's look back at the tracks of my thinking to notice the kinds of things I wrote down. Notice that I didn't write everything I was thinking—If I did, I'd never get through the book! I just wrote down some thoughts that really mattered to me. I often have questions so I write those down also. I also record ideas I have as I read, like the fact that Lydia's family must love her and want what it best for her. Those are the kinds of things I think about in my inner conversation—my connections, questions, and big ideas—and that is the thinking that takes me deeper into my reading and helps me better understand.

Now turn to each other and talk about what we have read so far. What do you wonder? How would you feel in this situation? Does this remind you of anything?

### **Guided Practice**

OK, now I'm going to continue reading the story slowly, listening to the voice in my head, and stopping to leave written tracks of my thinking. You can do the same, jotting down your inner conversation as you listen to me read. I will read slowly and make sure to stop at the end of each page, so you have enough time to write down your thinking on Post-its. You don't need to write much, just some notes to hold your thinking.

Why am I asking you to write down your thinking?

We write our thinking down, so that we don't forget it. This is known as an Interactive Read Aloud. I do the reading while you guys jot down your thinking and talk to each other. By doing this, you are more likely to understand the big ideas and underlying issues in the story. Let's continue.

*Continue through story reading slowly while jotting down your thinking, and then encourage students to write down their thoughts and talk to each other along the way. Invite a few kids to share out after they have talked with a partner and jotted their thoughts down.*

### **Collaborate**

Now that we've finished reading the section, take a look at your Post-its. Read them over and think about any lingering questions or big ideas that you may have. If you have any more thoughts to jot down, do that now. We are going to get into small groups of four people to talk about the story. The writing on your Post-its can help you get your discussion started. You might want to star some of your most important or interesting thoughts so you don't forget to talk about those. While you are meeting with your small groups, I will be coming around to confer with you. (*The kids spread out in the room and get into groups of four to discuss the book. Their Post-its serve as a scaffold around which they can talk about the story. Move around the room listening in on conversations and sometimes checking in to guide their discussion to follow a line of thinking.*)

### **Share the Learning**

Pull students back together and record student thinking on a class Anchor Chart to make their thinking visible and to stimulate further discussion and study.

This chart is an important record of your thinking. It shows some of the bigger ideas and lingering questions in the story. These ideas got started with your inner conversations and then you expanded on them in your conversations with each other. When we share our inner conversation, we all learn and understand more. Reading, writing, and talking spur us to learn more than we could ever learn by just reading silently and going on. As you read, remember to listen to your inner voice and follow your inner conversation. Leave tracks of your thinking by jotting down thoughts you want to remember. And don't forget that there is nothing more important than your thinking when you read.

### **Sample of Learning Experience 3:**

#### **Experience 3-Introducing Profundity**

#### **Connect and Engage:**

Share with students that the theme of a story is the big idea of the story, the author's attitude about a significant human concern or a life lesson that can be learned. (Why) Understanding the theme of a story helps the reader transform or grow from what they have learned in the story, it allows the reader to learn from the actions of others. The reader can think about "What would I do in this situation?" Use several examples from literature your students would be familiar with to respond to the question "What would I do in this situation?"

**Model:** One part of understanding the theme of a story is to understand character motivation, **why** did the character behave the way he/she did? You will be able to complete a story map of a story and then take that information one step further to understand what motivated the character to act in the way that he/she did or what the character was feeling. Begin a chart of students' favorite stories and ask them to identify an action taken by the character and why the character might have acted that way. Model for students.

Title	Character	Action	Why?
Little Red Riding Hood	Red Riding Hood	Screamed	The wolf was going to eat her and she needed help.

**Guide:** Students add several different stories, name a character, an action and why the character might have acted that way.

**Collaborate:** In groups of two or three, students will write titles and additional information on student copies of the chart. Let students know that if they are not positive of the "why", to put down what they think the "why" might be.

**Share:** Students share additions to their charts with another group of two or three students. They can add the responses of the other group to their chart or change parts of their responses (students should not erase entire response but can add a "why" they like that another student wrote about the same story). Allow students to write their favorite example on 4 post it notes (title, character, action, why) and add to class chart.

**Practice Independently:** "Today as we practice "read to self" or "read to a partner" use post-its to mark places where you find a character's action and why you think the character acted that way. (Literacy Workstations-authentic practice during small group differentiated instruction)

\*\*Alternative suggestion-give each group of students one chart to allow for a recorder or allow a few students who have difficulty with written expression to act as a team with a more skilled student. Monitor student discussion while circulating among the groups. Using a transparency, write down excellent student examples and use for whole group discussion.

**Unit 2: 5 Weeks (1 Week Fantasy, 3 Weeks Folktale, 1 Week Tall Tale)  
Narrative Text**

**GENRE: Fantasy**

**DEFINITION:**

Fiction contains unrealistic or unworldly elements and magical adventure. Six basic motifs are covered: magic, secondary worlds, good versus evil, heroism, special character types, and fantastic objects.

**PURPOSES:**

- To transport the reader into an imaginary world
- To entertain and provide enjoyment
- To encourage thinking about reality and possibility
- To present a satirical view of an event or system
- To teach a life lesson
- To critically reflect upon actions, values and morals
- To extend the reader's horizons

**CHARACTERISTICS:**

- Highly imaginative narrative fiction in which any or all narrative elements are fictionalized
- High fantasy is characterized by conflict between good and evil
- Six basic motifs are covered: magic, secondary worlds, "perfect" worlds, good versus evil, heroism, special character types, and fantastic objects
- Involves imaginary characters in places, events and problems that may seem real
- Overlapping characteristics with the genres of science fiction and adventure
- Magic plays a key role
- Often realistic main characters experience fantastic places, events, time periods, and problems
- Example subcategories include:
  - Sword/sorcery or *Bestiary* (e.g. fairy, dragon or unicorn)
  - Saga, myth, legend, fairy tales
  - Humorous fantasy
  - Contemporary, alternate and/or parallel worlds
  - Time travel or paranormal powers
  - Dark or romantic fantasy

**Themes:**

- Provides perspectives related to a moral, life lesson, or universal truth
- Insight into enduring human struggles and values

**Characters:**

- **Fictionalized**
- **Magical/supernatural powers**
- Represent stereotypes of good/evil or extraterrestrial qualities
- Animals talk, feel, and act like people (anthropomorphism)
- Physical or character transformation
- Preposterous characters have some realistic characteristics but could not be real

**Setting:**

- Opening literary language such as “Once upon a time” sets the stage
- Imaginary, “enchanted” or other-worldly
- Often characterized in terms of possible future worlds
- Set in past, present or future
- May include ideal elements of political/societal systems

**Plot:**

- Narrative elements
- High levels of action that depend on magic, the supernatural, or imaginary circumstances
- Progressive plot
- May push science/physics principles
- Real world problem or conflict is solved in an unreal way
- Limited explanations for strange behaviors/events
- Happy endings (often, but not always)

**Author’s craft:**

- Illustrations to match imaginary mood
- Characteristics specific to subgenres: fairy tales, folk tales, science fiction (e.g., fairytales begin with “Once upon a time” and end with “happily ever after”)
- Developing imaginary settings, characters and events
- Developing manipulations to setting (e.g., flash forward, flashback), character, or time
- Fictionalizing and developing one or more fantastic elements
- Consistent/logical story despite elements of magic and supernatural
- Utilizing high levels of action in plot development
- Developing motif (a unifying idea that is a recurrent element in a literary work)
- Personification (metaphorical figure of speech in which animals, ideas, or things are represented as having human qualities) of characters
- Developing humor and using imagery
- Voice and style
- Depth of idea development, reflection and/or insight
- Details (elaborated, relevant, pertinent, engaging)

## Grade Level Instructional Scope for COMPREHENDING the Genre and Text of Fantasy

Grade 1	Grade 2	Grade 4	Grade 5
<b>Opportunities to teach:</b> <ul style="list-style-type: none"> <li>• Form</li> <li>• Purpose</li> <li>• Theme</li> <li>• Connecting and extending ideas in text grammar</li> <li>• Character development</li> <li>• How illustrations support the understanding of setting and characters</li> <li>• Personification</li> </ul>	<b>Opportunities to teach:</b> <ul style="list-style-type: none"> <li>• Form</li> <li>• Purpose</li> <li>• Theme</li> <li>• Connecting and extending ideas in text</li> <li>• Plot development: problem/solution and similarities of plot</li> <li>• Character actions, motivations, similarities</li> <li>• Setting</li> <li>• Personification</li> </ul>	<b>Opportunities to teach:</b> <ul style="list-style-type: none"> <li>• Structure</li> <li>• Purpose</li> <li>• Theme</li> <li>• Shared human experience</li> <li>• Plot development</li> <li>• Character development: thoughts, motivation</li> <li>• Roles of hero/anti-hero, narrator</li> <li>• How characters/communities reflect life</li> </ul>	<b>Opportunities to teach:</b> <ul style="list-style-type: none"> <li>• Structure</li> <li>• Purpose</li> <li>• Style</li> <li>• Global theme</li> <li>• Plot development: define plot, climax, role of dialogue and problem resolution</li> <li>• Character development: traits, exaggeration, and metaphors for roles</li> </ul>

### Fantasy Selections for fourth grade:

Book Title	Author	Guided Reading Level
I was a Rat!	Phillip Pullman	
A straw for Two	Eric Sanvoisin	P
Cat's Meow	Gary Soto	N
Little Wolf's Diary of Daring Deeds	Ian Whybrow	NR
I was a Third Grade Spy	Mary Jane Auch	N
Ereth's Birthday	Avi	
The Mayor of Central Park	Avi	R
The Door to Time	Piedomencio Baccalario	
Falcon's Egg	Luli Gray	
Great-Grandpa in the Litter Box	Dan Greenburg	M
Satch & Me: A Baseball Card Adventure	Dan Gutman	R
Emily Windsnap and the Monster from the Deep	Liz Kessler	N
Lady Lollipop	Dick King-Smith	O
Fairy Dust and the Quest for the Egg	Gail Carson Levine	Q
Three Swords for Granada	Walter Dean Myers	O
Archer's Quest	Linda Sue Park	P
Indian in the Cupboard	Lynn Reid Banks	R
Peter and the Shadow Thieves	Dave Barry	X
Pigsty	Mark Teague	M

**GENRE: Folktale****DEFINITION:**

Ancient stories originally composed and told for all age groups that have been passed down orally from generation to generation to explain the natural and spiritual worlds, as well as to entertain and to indoctrinate their members. Folktales express relationships among human beings and their fears and desires, reflecting the values and cultural patterns of the particular group from which they come. Folktales, also known as folklore, encompass fables, myth, legend, tall tales and fairy tales.

**PURPOSES:**

- To tell an entertaining story
- To reveal human nature
- To kindle imagination
- To understand universal qualities of humankind (how humans are alike)
- To convey morals and values
- To instill cultural beliefs, values and practices

**CHARACTERISTICS:**

- Short, predictable narratives
- Express deep, universal emotions such as joy, grief, fear, jealousy, and awe
- Intrigue developed through repetition of phrases
- Repetitive language and events often occur with additional or changed details
- Identical themes found in tales across cultures
- Multiple forms:
  - Cumulative, “pourquoi”, beast, noodlehead, numbskull, wonder, and trickster tales
  - Fables, fairytales, tall tales
  - Ghost stories, ballads, myths, legends, and epics

**Themes:**

- Reflective of the cultural values from which the tale originated
- Good (e.g., industrious, kind, patient, clever) triumphs over evil (e.g., selfish, greedy, lazy)
- Wishes come true after tests or struggles
- Values of humility, kindness, patience, sympathy, hard work, and courage are rewarded
- “Justice” themes
- Motifs: wishes, magical powers, transformations, magical objects, trickery, magical numbers (e.g., 3,7,12, etc.)

**Characters:**

- Underdeveloped
- Magical characters (e.g., fairies, elves, ogres, giants) and events
- Underdog triumphs
- Main character changes at conclusion
- Tricksters make up for physical weakness through cleverness or stupidity
- Incorporates colloquial and/or daily speech
- Stereotypical: entirely good, evil, obedient, lazy, and so on
- Duality that represents extremes in characters’ traits and appearance
- May be physically attractive with unattractive character traits and vice versa

**Setting:**

- Patterned beginnings and endings
- Setting in the distant past
- Setting may be make-believe, incorporating amazing places and things
- Often emphasizes a culture or country

**Plot:**

- Cumulative or linear plot structures
- Problem “tests” the main character (e.g., endurance, cleverness, survival)
- May include irony (e.g., the youngest is successful, the trickster is tricked)
- Characters, setting and problem revealed early
- Characters often engaged in outwitting one another
- Simple, direct, strong, linear plot
- Problem-solution pattern (including trickery and deception)
- “Quick”, magical transformation at resolution point
- Satisfying, definite conclusion

**Author’s craft:**

- Short or split into episodes
- Patterned beginnings
- Replication of simple sentence structure and concrete expressions
- Brisk, action-filled beginnings
- Humor
- Predictable ending
- Rhyme
- Using repetitions based upon magical numbers: characters/ chants/ verses/ main episodes/ attempts to solve problems
- Effective dialogue (expressing joy, grief, fear, jealousy, awe)
- High action throughout the narrative
- Instructive tone
- Evidence of reflection/insight regarding the cultural values

**Grade Level Instructional Scope for COMPREHENDING the Genre and Text of Folktales**

Grade 1	Grade 3	Grade 6
<p><b>Opportunities to teach:</b></p> <ul style="list-style-type: none"> <li>• How cultures and heritage are represented</li> <li>• Form</li> <li>• Purpose</li> <li>• Problem-solution</li> <li>• Prediction</li> <li>• Sequence of plot events</li> <li>• Sense of story</li> <li>• How illustrations are used to support the story elements</li> <li>• How transitional words are used to indicate sequence of events</li> <li>• Comprehension skills and strategies</li> <li>• Personal response</li> </ul>	<p><b>Opportunities to teach:</b></p> <ul style="list-style-type: none"> <li>• Basic elements</li> <li>• Purpose</li> <li>• Characterization: thoughts, motivations, actions, traits</li> <li>• How characters express attitudes about one another</li> <li>• Comparison of character relationships, events and key ideas</li> <li>• Perspectives</li> <li>• Setting</li> <li>• Story-level themes</li> <li>• Themes of good and evil</li> <li>• Main idea</li> <li>• Questioning</li> <li>• Personification</li> <li>• Lesson/moral</li> <li>• Author's use of prediction</li> <li>• Point of view</li> <li>• Interpretation</li> <li>• Comprehension skills/strategies (reread, question, summarize and infer)</li> <li>• Visualize</li> <li>• Personal response</li> </ul>	<p><b>Opportunities to teach:</b></p> <ul style="list-style-type: none"> <li>• Structure</li> <li>• Elements</li> <li>• Style</li> <li>• Analysis of purpose</li> <li>• Characterization/dialogue's role</li> <li>• Differentiation of major/minor characters</li> <li>• How dialogue builds climax</li> <li>• How characters form opinions that are fair or unfair</li> <li>• Imagery</li> <li>• Mood</li> <li>• Understatement</li> <li>• Point of view</li> <li>• Plot</li> <li>• Global theme/universal truth</li> <li>• Comprehension skills/strategies (question, infer, conclude, synthesize, interpret, summarize)</li> <li>• Connections to self, other texts, and world</li> <li>• Visualize</li> <li>• Personal response</li> </ul>

**GENRE: Tall Tale****DEFINITION:**

Humorous narrative folktales about adventures including impossible pioneering feats, which often portray swaggering heroes who do the impossible with nonchalance.

**PURPOSES:**

- To tell an entertaining story
- To record an exaggerated version of a real, imaginary heroic or humorous act or series of acts
- To kindle imagination
- To explain natural and social phenomena
- To reveal human nature

**CHARACTERISTICS:**

- Narrative elements and structure
- Conveyed in a realistic, matter-of fact and often humorous way
- Exaggerated characteristics of heroes and events using superlatives
- Events and resolutions often incorporate good humor or trickery
- Some are based on real characters
- Some are a stereotypical compilation or idealization of real people or real groups, e.g., lumberjacks, miners, railroad builders, cowboys, etc.
- Reasonably short

**Themes:**

- Adventures of the North American frontier
- Conveyed in a realistic, matter-of fact and often humorous way

**Characters:**

- Fictional and “colorful” but based in legend
- Exaggerated personality
- Focus on the pioneer “spirit” in adapting to a harsh environment
- Exaggerated physical traits
- Superhuman feats
- Specific to North American culture

**Setting:**

- Realistic settings which may have exaggerated qualities
- Settings are integral to the storyline
- Settings are regional, often based on the occupation of the hero/heroine

**Plot:**

- Invented events with exaggerated incidents designed to demonstrate heroic deeds
- Characterized by extreme exaggeration and superhuman feats in overcoming “historical” challenges
- Characters must adapt to harsh environments (man vs. nature)
- Problems or tussles solved with good humor

**Author’s craft:**

- Developing narrative elements (plot, complications, climax, rising/falling action)
- Replication of folktale structure
- Effective (direct) dialogue (often written in “dialect”)
- Fictional (heroic) characters
- Storyline based on effective use of research (historical feats)
- Exciting events and fast paced actions

- Metaphor, simile and dialogue used to present descriptions of impossible feats
- Duplicates “pioneer spirit” theme
- Characterized by extreme exaggeration and superhuman feats
- Use of superlatives
- Invented incidents follow planned sequence leading to predictions
- May use realistic events
- Setting manipulation (flashback)
- Humor, exaggeration
- Twists (problems solved with good humor—often including trickery)
- Narration
- Patterned introductory language

Grade Level Instructional Scope for COMPREHENDING the Genre and Text of Tall Tales
<b>Grade 5</b>
<p><b>Opportunities to teach:</b></p> <ul style="list-style-type: none"> <li>• Structure</li> <li>• Elements</li> <li>• Style</li> <li>• Purpose</li> <li>• Setting</li> <li>• Character traits</li> <li>• Dialogue in characterization</li> <li>• Function of the hero</li> <li>• Role of the narrator</li> <li>• Conflicts and resolutions</li> <li>• Comprehension skills and strategies (summarize, connect to themes/perspectives/other texts, analyze themes and universal truths, conclude, infer, synthesize)</li> </ul>

**Fourth Grade**  
**Unit 2/Genres: Fantasy, Folktales, and Tall Tales**  
**Second Marking Periods**  
**Duration: 5 Weeks**

**Science Connection** - View from the Earth/States of Matter

**Social Studies Connection** - Cont. Ch. 3, Ch 6, 7, 8

**Comprehension Strategies** - Activate and Connect and Ask Questions

**Suggested Stories:**

*The Cricket In Times Square* (Fantasy) [TE 326A, Theme 3] (Merge Your Thinking with New Learning)

*The Emperor and the Kite* (Chinese/Folktale) [TE 174A, Theme 2] (Connect the New to the Know)

*In the Days of King Adobe* (Hispanic/ Folktale) [TE 438A, Theme 4] (Question the Text)

*One Grain of Rice* (Indian/ Folktale) [TE 472A, Theme 4] (Read to Discover Answers)

*Paul Bunyan and Babe the Blue Ox* (Tall Tale) [TE 668A, Theme 6] (Ask Questions to Expand Thinking)

**Stage 1: Identify Desired Results**

**Established Goals:**

**R.NT.04.01** - describe the shared human experience depicted in classic, multicultural, and contemporary literature recognized for quality and literary merit.

- Identify and discuss cultural and historical perspectives that are in conflict in the text or that are different from their own perspective. (also meets R.CM.04.03 and R.MT.04.01)
- Evaluate the quality or authenticity of the text including the writer's qualifications.
- Recognize, understand, and discuss some obvious symbolism.
- Provide specific examples and evidence to support statements about the quality, accuracy, or craft or the text.

**R.NT.04.02** - identify and describe the structure, elements, and purpose of a variety of narrative genre including poetry, myths, legends, fantasy, and adventure.

- Understand how one event builds on another throughout the text. (also meets R.CM.04.03)
- Identify and discuss the problem, the events of the story, and the problem resolution.
- Notice and remember significant information from illustrations or graphics.
- Recognize the genre of a text and use it to form expectations.
- Recognize and discuss the artistic aspects of a text, including how illustrations and narrative form a cohesive whole.
- Recognize and discuss aspects of narrative structure (beginning, series of events, high point of the story, ending)"
- Understand and discuss how layout contributes to the meaning and effectiveness of both fiction and nonfiction texts.

**R.NT.04.03** - analyze characters' thoughts and motivation through dialogue, various character roles and functions including hero, anti- hero, or narrator; know first person point of view and identify conflict and resolution.

- Notice and remember attributes and actions that will help in understanding character development.
- Make connections between the lives and motivations of characters and their own lives, even if the setting is a fantasy world or in the past. (also meets R.MT.04.01)
- Infer characters' feelings and motivations from description, what they do or say, and what

others think about them. (also meets R.CM.04.03 and R.MT.04.01)

- Identify and discuss the problem, the events of the story, and the problem resolution.
- Recognize the narrator of the text and discuss how the choice of the first or third person point of view contributes to the effectiveness of the writing.
- Hypothesize the significance of the setting in influencing characters decisions' and attitudes.
- Apply background knowledge gained from experience, content study, and wide reading.

**R.NT.04.04** explain how authors use literary devices including flash-forward and flashback to depict time, setting, conflicts, and resolutions to enhance the plot and create suspense.

- Notice how the writer reveals the underlying messages or the theme of a text. (through character, through plot and events)"
- Follow and remember multiple events in a story, often involving the stories of multiple characters, to understand the plot. (also meets R.CM.04.03)
- Notice and understand the problem of a story and how it is solved.
- Notice and remember details of the setting and discuss the impact of the setting on characters and problem.
- Interpret the mood of the text, using illustrations in combination with the writer's tone.
- Hypothesize the significance of events in a story.
- Analyze an author's characteristic way of writing - characters, plot style.
- Notice and appreciate the author's use of figurative and literary language to evoke imagery, feeling, and mood.

**R.CM.04.03** - explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture.

- Derive and interpret the writer's underlying messages (themes). (also meets R.MT.04.01)
- Make connections to other text by topic, major ideas, authors' styles and genres. (also meets R.MT.04.01)
- Hypothesize underlying motivations of characters that are not stated. (also meets R.NT.04.03 and R.MT.04.01)
- Analyze the way an author creates authentic characters. (also meets R.NT.04.03)

**R.MT.04.01- self-monitor comprehension** when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, question, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.

- Self-monitor understanding and ask questions when meaning is lost.
- Ask questions about concepts.
- Support thinking beyond the text with specific evidence based on personal experience or knowledge or evidence from the text.
- Make predictions based on information in the text as to what will happen, what characters are likely to do, and how it will end.
- Interpret graphics and integrate information with the text.
- Maintain memory of many different texts and use them as resources for making connections.
- Form implicit questions and search for answers in the text while listening and during discussion.
- Make note of interesting new words and intentionally remember them to use in oral discussion or writing.
- Add new vocabulary to known words and use them in discussion and in writing.

**R.WS.04.01** explain how to use word structure, sentence structure, and prediction to aid in

decoding words and understanding the meanings of words encountered in context.

- Recognize and form various tenses by adding endings.
- Recognize and use suffixes that change verbs and nouns for different functions, such as adjectives and adverbs.

**R.WS.04.02** use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.

- Recognize and use vowel sounds in open syllables.
- Recognize and use vowel sounds in closed syllables.
- Recognize and use vowel sounds with “r”.
- Understand that some words have double consonants in the pattern.

**R.WS.04.04** know the meanings of words encountered frequently in grade-level reading and oral language contexts.

- Recognize and use a variety of complex compound words and hyphenated compound words.

*What understandings are desired?*

Students will understand that...

1. Common values exist across cultures and time and are passed on through oral and written stories.
2. Authors write for an audience and purpose.
3. Literature can be classified by common story elements and distinguishing genre features.
4. Structural, syntactic, and semantic cues can be used to determine the meaning of unknown words.

*What essential questions will be considered?*

How do I interact in the world around me?

1. Why are stories told?
2. How are the characteristics of folktales, fables, and realistic fiction different (literary genre)?
3. What common story elements are shared across narrative texts?
4. What features allow me to classify narrative text by genre?
5. How is culture revealed in text?
6. How are literary devices used to reveal characters’ motives and traits?
7. How can understanding genre, literary devices, and text structure aid comprehension?

Essential Question (Skill/ Strategy Based)

**Activate and Connect:** How do I use background knowledge to help me understand what I am reading?

Scaffolding Questions (Skill/ Strategy Based)

**Activate and Connect**

1. How do I pay attention to the elements of narrative text? What do I learn from narrative elements?
2. How do I pay attention to the features of informational text? What do I learn from informational text features?
3. How do I listen to the voice in my head as I read new information?
4. How do I connect what I already know to new information?
5. How do I merge my thinking with the information I am reading?
6. Did I learn something that changed my mind? How did what I learn change my mind?
7. How do I take notes to connect my background knowledge to new information?

<p><b>Activate and Connect:</b> How do I use background knowledge to help me understand what I am reading?</p>	<p><b>Ask Questions</b></p> <ol style="list-style-type: none"> <li>1. How do I pay attention to the elements of narrative text? What do I learn from narrative elements?</li> <li>2. How do I pay attention to the features of informational text? What do I learn from informational text features?</li> <li>3. How do I listen to the voice in my head as I read new information?</li> <li>4. How do I connect what I already know to new information?</li> <li>5. How do I merge my thinking with the information I am reading?</li> <li>6. Did I learn something that changed my mind? How did what I learn change my mind?</li> <li>7. How do I take notes to connect my background knowledge to new information?</li> </ol>
<p><b>Word Study/Vocabulary:</b> How do I use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words?</p>	<p><b>Word Study/Vocabulary (word structure):</b></p> <ol style="list-style-type: none"> <li>1. How do I notice and use frequently appearing long vowel patterns?</li> <li>2. How can I recognize a variety of compound words and hyphenated compound words? (The Emperor and the Kite)</li> <li>3. How do I recognize and form various tenses by adding endings (inflectional endings)? (The Cricket in Time Square)</li> <li>4. How can I recognize and use syllables: open syllable, closed syllables, syllables with vowel combinations, syllables with vowels and “r”, syllables with words with VV pattern, and syllables with double consonants? (In the Days of King Adobe &amp; Paul Bunyan and Babe the Blue Ox)</li> <li>5. How can I recognize and use suffixes that change verbs and nouns for different functions, such as adjectives and adverbs? (One Grain of Rice)</li> <li>6. How do I demonstrate understanding of a double consonant pattern (v-c-c-v)? (Paul Bunyan and Babe the Blue Ox)</li> </ol>

*What key knowledge and skills will students acquire as a result of this unit?*

<p>Students will know:</p> <p><b>R.NT.04.01</b></p> <ul style="list-style-type: none"> <li>• Common shared experiences in classical, multicultural, and contemporary literature</li> </ul> <p><b>R.NT.04.02</b></p> <ul style="list-style-type: none"> <li>• Structure, elements, and purpose of narrative genre <ul style="list-style-type: none"> <li>○ Poetry</li> <li>○ Myths</li> <li>○ Legends</li> </ul> </li> </ul>	<p>Students will be able to:</p> <p><b>R.NT.04.01</b></p> <ul style="list-style-type: none"> <li>• (1) Describe shared human experiences</li> <li>• (1) Recognize quality and literary merit</li> </ul> <p><b>R.NT.04.02</b></p> <ul style="list-style-type: none"> <li>• (1)Identify structure, elements, and purpose of narrative genre</li> <li>• (1)Describe structure, elements, and purpose of narrative genre</li> </ul>
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- Fantasy
- Adventure

**R.NT.04.03**

- Thoughts through dialogue
- Motivation through dialogue
- Character roles
- Functions
- hero/anti-hero
- narrator
- conflict/resolution

**R.NT.04.04**

- conflict/resolution
- literary devices
- flash forward/flashback
- time, setting, plot
- suspense

**R.CM.04.03**

- Relationships
- Themes
- Ideas
- Characters
- Texts
- Understanding
- Parallels
- Time
- Culture

**R.MT.04.01**

- Summarization
- Narrative text
- Informational text
- Comprehension
- Strategies
- Mental images
- Ideas in text
- Meaning
- Interpretive discussions

**R.WS.04.01**

- word structure
- sentence structure
- decoding words
- prediction

**R.WS.04.02**

- cues (semantic, structural, syntactic)
- base words
- affixes
- syllabication

**R.NT.04.03**

- (4)Analyze characters, thoughts, and motivation
- (1)Identify conflict and resolution
- (1)Know first person point of view

**R.NT.04.04**

- (2)Depict time, setting, conflicts, and resolutions
- (6)Create suspense
- (2)Explain use of literary devices
- (6)Enhance the plot

**R.CM.04.03**

- (2) Explain relationships among themes, ideas, and characters
- (6) Create a deeper understanding
  - (4) Categorize
  - (2) Classify within and across texts
  - (2) Compare within and across texts
  - (2) Contrast within and across texts
- (2) Draw parallels across and culture

**R.MT.04.01**

- (5) Self-monitor comprehension
- (5) Discuss comprehension strategies
  - (3) Use comprehension strategies
  - (2) Predict
  - (6) Construct mental images
  - (3) Represent idea
  - (4) Question
  - (2) Reread for meaning
  - (2) Listen for meaning
  - (4) Infer
  - (2) Summarize
  - (4) Engage in interpretive discussions

**R.WS.04.01**

- (2) Explain how to use word structure to aid in decoding and making meaning
- (2) Explain how to use sentence structure to aid in decoding and making meaning
- (2) Explain how to use prediction to aid in decoding and making meaning

**R.WS.04.02**

- (3) Use structural, syntactic, and semantic cues
- (2) Read high frequency words
- (2) Decode unknown words
- (4) Decide the meaning of words

**R.WS.04.04**

<ul style="list-style-type: none"><li>• frequently encountered words</li></ul> <b>R.WS.04.04</b> <ul style="list-style-type: none"><li>• words</li><li>• Oral language</li></ul>	<ul style="list-style-type: none"><li>• (2) Know meanings</li><li>• (2) Know context</li></ul>
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Stage 2: Determine acceptable evidence  
(Diagnostic, Formative, Summative Assessments)

*What evidence will show that students understand?*

**Performance Indicators:**

Monitoring Comprehension (Notice When You Lose Your Way): Assess the students based on the following questions and the graphic organizers and Post-its where they have written their thinking:

- Did your students notice when they stray from an inner conversation with the text and to use strategies to refocus and get back on track with the reading?
- Did you notice when meaning breaks down due to lack of understanding and to stop and repair it before reading on?
- Did you students notice and articulate what the teacher does as a reader to monitor and repair comprehension?

Monitoring Comprehension (Read, Write, and Talk): Assess the students based on the following questions and the graphic organizers where they have written their thinking:

- Did your students become aware of their thinking when reading: remember to stop, think, and react as they read; and jotting down quick thoughts they want to remember?
- Did your students expand their thinking by talking to teach other about what they read?
- Did your students focus on both the content and the process and understand that both are important to deepen understanding?

Profundity: Assess the students based on conferring with students about profundity and reviewing graphic organizers.

**Monitoring Comprehension: Rubric**

Use this rubric to record the student's scores on each set of questions. Circle the number corresponding to the statement that best reflects the student's response. Consider all three questions when scoring the student.

1	Little or no conscious awareness of reading process.
2	Identifies difficulties—problems are often at word level; little or no sense of the need to solve the problem; does not articulate strengths; identifies need to concentrate, talks about word-level solutions (i.e. sounding it out) for text-level comprehension problems.
3	Identifies problems at word, sentence, or schema level; can articulate and use a strategy to solve problems, usually at the word or sentence level.
4	Articulates and uses more than one strategy for solving problems; focuses on problems at the whole-text level.
5	Identifies problems at all levels; uses a variety of word level and comprehension strategies flexibly and appropriately given the context and the problem.

**Monitoring Comprehension: Written Assessment**

**Directions:** Answer some questions about what you think about while you read. Use the space

below each question to write your answer.

- A. What problems did you have while you were reading this text? Did you have more difficulty reading the words or understanding ideas? When you are reading at other times, what kinds of problems do you usually have?
- B. What did you do to solve any problems you had? How do you usually solve the problems you have when you read?
- C. How do you know that you completely understand a text? What would you tell another student to try if he or she is having trouble understanding?
- D. Choose one of the questions below to answer:
  - What is important to know when you are reading and have a problem?
  - You have just written about problems you have during reading and the ways in which you solve them. What are the different choices you can make to try to solve those problems?

**Monitoring Comprehension: Oral Assessment (for struggling writers or to use during guided reading)**

**Directions:** Read the following instructions to the student. Record the student's responses below each question/statement.

- A. What problems did you have while you (or I) were reading this text? Did you have more difficulty reading the words or understanding the ideas? When you are reading at other times, what kinds of problems do you usually have?
- B. What did you do to solve any problems you had? How do you usually solve the problems you have when you read?
- C. How do you know when you understand a text? What would you tell another student to try if he or she has trouble understanding?
- D. Choose one of the questions below to ask the student:
  - We have just talked about the problems you have while reading and the ways in which you solve them. What is important to know when you have a problem while you are reading and (restate student's response)?
  - What are the different choices you can make to try to solve that problem?
  - What would you tell another reader who might not realize when a text doesn't make sense?

**Evidence of Activating and Connecting (3=Strong Evidence, 2=Some Evidence, 1=Little Evidence):**

- Understands the purpose of text and visual features
- Uses features to gain information
- Merges thinking with new information and reacts to it (I never knew, I wonder, etc.)
- Connects background knowledge to learn new information
- Revises or changes thinking based on new information or evidence

### Using Schema (Activate and Connect): Rubric

Use this rubric to record the student's scores on each set of questions. Circle the number corresponding to the statement that best reflects the student's response. Consider all three questions when scoring the student.

1	No response/schematic connection.
2	Can talk about what text reminds him/her of but cannot explain; reference to schema may not be clearly connected to text.
3	Relates background knowledge/experience to text.
4	Expands interpretation of text using schema; may discuss schema related to author or text structure; may pose questions based on apparent discrepancies between text and background knowledge.
5	Explains how schema enriches interpretation of text; talks about use of schema to enhance interpretation and comprehension of other texts; connections extend beyond life experience and immediate text.

### Using Schema (Activate and Connect): Oral Assessment

**Directions:** Read the following instructions to the student. Record the student's responses below each question/statement.

Teacher:

**I want to ask you some questions about what you think about while you (or I) read.**

- A. When you read (or listened) to the text, did it remind you of anything you know about or believe? What? Why did it remind you of that? (If student's response is no, ask, "Did it remind you of any experiences or things that have happened before?")
- B. Are there things you know about your life, yourself as a reader, this author, or this type of text that help you to understand this book? How does that help you to understand better?
- C. Choose one of the questions below to ask the student:
  - We have just talked about what this book reminds you of. (Restate student's response.) What do you understand now that you did not understand before?
  - How does schema or background knowledge help a reader understand a text while reading?
  - How did thinking about your own schema or background knowledge help you understand this text?

### Using Schema (Activate and Connect): Written Assessment

**Directions:** Answer some questions about what you think about while you read. Use the space below each question to write your answer.

- A. When you read that text, that did it remind you of anything you know about or believe? What? Why do you think you remembered what you did?
- B. Are there things you know about your life, yourself as a reader, this author, or this type of text that help you to understand this book? How does that help?
- C. Choose one of the questions below to answer:

- You have just written about what this book reminds you of. What do you understand now that you didn't understand before?
- How does schema or background knowledge help a reader understand a text while reading?
- How did thinking about your own schema or background knowledge help you understand this text?

***Diagnostic Assessments:***

Use the assessment in Benchmark Assessment System 2 to know your students' instructional levels in order to group students for small group differentiated instruction.

Diagnostic Assessment for Word Study: Word Features (System 2) and the Words Their Way Spelling Inventory

Vocabulary Pre-test for suggested story vocabulary:

***Student Self-Assessment and Reflection: Teach and Reinforce***

- Rethink
- Revise
- Redo
- Rehearse
- Refine

Stage 3: Learning Experiences  
Instructional Sequence (Gradual Release of Responsibility)

“The Cricket In Times Square” (Fantasy)  
“The Emperor and the Kite” (Chinese Folktale/Social Studies)  
“In the Days of King Adobe” (Hispanic Folktale/Social Studies)  
“One Grain of Rice” (Indian Folktale/Math)  
“Paul Bunyan and Babe the Blue Ox” (Social Studies)

**What evidence shows that students are monitoring comprehension?**

*Gradual Release of Responsibility*

**Experience 1 and 2: Notice When You Lose Your Way**

**Focus Question:** How do I notice when I stray from my inner conversations? What strategies can I use to get back on track with reading? How do I notice when meaning breaks down due to my own lack of understanding? I do I fix it when meaning breaks down? What does my teacher do as a reader to monitor and repair comprehension?

**Learning Target:** I can notice when meaning breaks down due to lack of understanding and stop and repair it before reading on. I can notice when I stray from my inner conversation with the text and use strategies to refocus and get back on track with reading.

**Performance Indicator:** Using Post-its to mark points of confusion, Using some of the fix-up strategies to repair comprehension

**Learning Activities:**

**Connect and Engage**

- Preview your own personal reading, build background knowledge about the topic, and share some of the pictures to engage the kids.
- Explain how you can become confused while reading and how you stray from an inner conversation with the text.
- Share a personal example of when meaning breaks down for you and what action you take to get back on track.
- Ask kids to share examples of when they have strayed from an inner conversation when reading.
- Explain the purpose of and co-construct an Anchor Chart.

**Model**

- Read and reason through text
- Think aloud about the confusing parts to show what happens when meaning breaks down and what you can do to repair it.

**Guide**

- Invite kids to share what they noticed you doing and add Fix-up strategies to the Anchor Chart.
- Demonstrate and explain the distracting connection

**Practice Independently**

- Ask kids to read independently and note their inner conversation, how and when they stray from it, and what they can do to get back on track.

### **Share the Learning**

- Gather back as a whole group and ask kids to share the fix-up strategies they used as they read independently. Add these to the Anchor Chart.
- Wrap up the lesson

**Strategies:** Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, constructed anchor chart, monitoring comprehension, independent reading, student conferring with teacher, use a graphic organizer (T chart, labeled title and page # and problem on one side and fix-up strategy on the other side)

### **Experience 3 and 4: Think Your Way Through the Text:**

**Focus Question:** When do I need to remember to stop, think and react as I read? Why do I jot down thoughts that I want to remember? How does thinking and talking with others expand what I am thinking about a story? Why is it important to follow my inner conversation so that I can understand the content I am reading?

**Learning Target:** I can remember to stop, think, and react to my reading in order to show that I am aware of my thinking while I am reading.

**Performance Indicator:** Written reading response about their learning, and students will independently apply the read, write, and talk strategy.

### **Learning Activities:**

#### **Connect and Engage**

- Engage the kids in the lesson by asking them about traditional comprehension questions. Invite them to turn and talk about how they view such questions.
- Explain the Read, Write, and Talk practice and how readers need to stop, think, and react as they read.
- Review the article and have them talk with each other about it to generate more interest.

#### **Model**

- Read, stop, and record your inner conversation (your questions, connections, confusions, and new information) on the transparency of the article.
- Guide
- Invite kids to turn to each other and talk and capture their thinking in the margin
- Ask kids to share something they wrote down or talked about.

#### **Collaborate**

- Ask kids to have a conversation with a partner; while they talk, circulate and listen in.
- Ask them to reflect on the content, the process, and any lingering questions.

#### **Share the Learning**

- Invite kids to get in a circle and ask them to share what they discovered

#### **Practice Independently**

- Give a short book talk about three pieces of text, enthusiastically selling each.
- Send kids off to try Read, Write, and Talk independently.
- Ask kids to write down something they learned and how the conversation helped them. Also, give the option of writing down any lingering questions.

**Strategies:** Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, constructed anchor chart, monitoring comprehension, written response to reading, reflection, independent reading

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### **Experience 5 Activate and Connect Follow the Text Signposts (need nonfiction paired text)**

**Focus Question:** What are text features? What are the purposes of text features? How do text features help us understand information, concepts, and ideas? In what ways do text and visual features complement each other?

**Learning Target:** I can identify text features and explain their purposes.

**Performance Indicator:** Student completed feature/purpose chart from independent reading.

**Learning Activities:**

#### **Connect and Engage**

- Invite students to explore a range of captivating text.
- Notice two kinds of features, visual and text, and think about how they aid comprehension.
- List features we notice in books

#### **Model**

- Co-Construct a Feature/Purpose chart by listing different features and jotting down the purpose of each one.
- Instruct kids to keep track of features on their own Feature/Purpose chart.
- Discuss the idea of accuracy and how important it is to understanding nonfiction.
- Add new features and their purposes as you continue to read.
- Model how to use italicized text to gain accurate information and record it on a Post-it.

#### **Guide**

- Ask kids to work with you to notice features, determine their purposes, and focus on gaining accurate information.

#### **Practice Independently**

- Have kids read independently in an array of books and articles. They find features and record their purposes on their own Feature/Purpose charts.

#### **Share the Learning**

- Invite Partners to share with the whole group what they learned about how particular features support understanding.

**Strategies:** Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, constructed anchor chart, monitoring comprehension, independent reading, partner work, using a graphic organizer

### **Experience 6: Profundity Fiction**

**Focus Question:** What is profundity? How do I categorize key ideas, concepts, and perspectives? How do I draw conclusions based on different views presented in the text? How can I find a deep meaning in and across different genre of narrative text?

**Learning Target:**

- I can explore and reflect on universal themes and substantive issues from oral, visual, and written texts.
- I can identify key ideas, concepts, and perspectives found in text
- I can draw conclusions based on my understanding of different views presented in texts.
- I can draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts.
- I can support a position using ideas from text(s).

**Performance Indicator:** Review student graphic organizers to assess understanding of metaphorical thinking and ability to gain insight and deeper meaning in the text. Also, assess students through conferring.

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## **Learning Activities:**

### **Connect and Engage**

- Build Background knowledge
- Engage Readers with a shared reading or read aloud

**Model** (through an interactive read aloud or shared reading, start with the lowest level of the plane and continue modeling lessons to guide student thinking through the higher levels of the plane)

- Physical Plane
- Mental plane
- Moral plane
- Psychological Plane
- Philosophical Plane

### **Guide**

- Facilitate discussion with students through questioning
- Pay special attention to strategies that readers may be struggling with at each level of thinking

### **Collaborate/Independent Practice**

- In small groups, pairs, and independently work through the profundity scale with shared reading and independent reading to identify and connect to larger themes and ideas.

### **Share the learning**

- Gather students and discuss share new insights with the group.
- Chart student ideas across text

**Strategies:** Read Aloud, Think Aloud, and Think, Pair, Share, Jigsaw, Construct Anchor Charts, Shared Reading, Independent Reading, Using Graphic Organizers, Writing in Response to Reading, Comprehension Strategies

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### **Scripted example for experience 1:**

Author: Garth Williams

**Cricket** (Read Aloud entitled *Cricket* to build background knowledge)

Author: Jerry Booth

**Focus: Monitoring Comprehension-Notice When You Lose Your Way**

**Learning Target:** I can monitor my comprehension to know when what I am reading makes sense, when it does not, what does not make sense, and whether the unclear portions are critical to the overall understanding of the text.

**Performance Indicator:**

- Did your students notice when they stray from an inner conversation with the text and to use strategies to refocus and get back on track with the reading?
- Did you notice when meaning breaks down due to lack of understanding and to stop and repair it before reading on?
- Did you students notice and articulate what the teacher does as a reader to monitor and repair comprehension?

**A) Interactive Read Aloud:** Begin with *Cricket* by Jerry Booth to Build Background Knowledge for the story *Cricket in Time Square* (Strategy Activate and Connect). Use the *Read Aloud* on TE pg. 326G.

**Connect and Engage:** Thank you for gathering up close with your clipboards and Post-its in hand. Today, we are going to read a nonfiction selection to explore the real world of crickets. Turn and talk to your partner about what you know about crickets.

Nonfiction reading is reading to learn, and nonfiction writing is writing to teach. To understand and remember new learning, we need to merge our thinking with the new information we encounter in the text. Sometimes we read nonfiction to better understand something else we are going to read. We are going to read an information piece by Jerry Booth called *Crickets*.

Do you know what it means to merge? We combine our thinking with the words and ideas in the text to understand, learn, and remember new information. We don't merely memorize the information, but merge our thinking with it. In this way, we add the new information to our knowledge base so we can actually use what we have learned from our reading. Let me show you.

**Model:**

When I encounter new information as I read, the voice in my head might say something like "Wow, I never knew that before," or "No way! I can't believe that!" When I hear those words in my head, I know I've learned something new. Let me start reading *Cricket* and show you what I mean. As I read, I mark a Post-it with an "L" for "Learn" and I jot down my merged thinking on a Post-it as well.

*Begin reading the first paragraph of Crickets.* Possible places to "Read and think about new information":

"L" - I've learned something already. I didn't know there were different kinds of crickets. So, I place a Post-it next to that part of the selection and write "different kinds". I also learned the scientific name of crickets...Orthoptera. I'll write that on this Post-it.

"Wow!" - They have large compound eyes and two or three simple eyes!

"L" - I didn't know crickets lived in Alaska. I thought it would be too cold.

"L" - I didn't know some crickets could fly.

"I wonder" - I wonder...what is a compound eye and what kind of chewing tools they have?

Now take a minute and turn to your partner and talk about what you are thinking so far.

Sometimes when we learn new information, we might wonder about it. If you have a question after you learn something new you can draw a line under the new learning on the Post-it and then ask a question.

Let's create an Anchor Chart of the language we hear in our inner conversation when we learn something.

<b>Anchor Chart for Language That Signals New Learning</b>
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Language That Signals New Learning
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I was surprised...
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I never knew....
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Wow!
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I learned...
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Cool!
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I didn't know...
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I can't believe...
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Oh no, so sad...
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Hmmm, interesting...
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No way!
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Amazing!
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That's new to me!
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B. Building Background Knowledge for *Cricket in Time Square*: T.E. pg. 326K

C. Vocabulary Study/Vocabulary Power: Words Worth Teaching see Vocabulary Study and TE pg. 326L (326-327)

D. Interactive Read Aloud with the story: *The Cricket In Time Square*: Monitoring Comprehension- Notice When You Lose Your Way

### Connect and Engage

I will share my own reading with you so you can see how I construct meaning when I read. When I look at the pictures in this story I can tell it is a fantasy. I know that cats, mice, and crickets do not talk with each other. I know the events in this story could not happen in real life. This is a type of story that I would read for pleasure, but sometimes I may become confused or **lose my way as I am reading**.

But first I want to talk about my **inner conversation** that we have been discussing. You've been keeping track of your inner conversation when reading, talking to each other about your thinking, jotting down some notes, and leaving tracks of thinking.

Well, reading is a funny thing. There are times when I find myself reading the text but just not getting it. Maybe I can read the words, but I can't understand the concept. Or I come to a word I don't know and I can't figure it out in context. That's when I hear the voice in my head say something like, "Huh? I don't get this part." Or "Wait a minute. I'm confused here."

At other times I'll be reading along and I find myself straying from my inner conversation, not concentrating on the words and ideas in the text but thinking of something else. Has this ever happened to you? Turn and talk about that for a minute (After a few minutes of conversation have a few students share out).

Let me give you an example. Sometimes I read in bed, and before I got to sleep I slip in my bookmark and turn out the light. The next night when I pick up my book, I go to where I marked the page, but sometimes I have no clue what I was reading the night before. So I need to go back to a spot where I remember what I was thinking and start here. When I space out while reading, I need to stop and catch myself. Otherwise I just read on without thinking. Probably the

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reason I spaced out in this case was because I was too tired and I should have put my book down sooner. When these problems arise, we need to take action to fix them because there is no reason to read without thinking or without making sense of the text.

Think for a minute about what causes you to stray from your inner conversation with the text. What are you thinking about when you loose track of your reading? Turn to each other and talk. (Students talk to each other.)

Who has some thoughts about this?

A student shares their thinking. (e.g. “You’re not the first person that has happened to—believe me! It’s easy to stray from an inner conversation when we are not interested in what we are reading. That’s true for a lot of people, adults included. I know I have a lot of trouble thinking about the text if it doesn’t interest me.)

This is great thinking. Remember this is called an Anchor Chart (as you begin to construct the chart). We will be co-constructing many of these. Anchor Charts hold our thinking. We record our thoughts on these charts and then refer back to them to help us remember what we have already learned. Anchor Charts connect past teaching and learning to future teaching and learning.

I’ve entitled this Anchor Chart *Monitoring Comprehension*. That’s a phrase that means keeping track of your thinking while you read. This anchor chart has two columns—Why meaning breaks down and Fix-up strategies. As we go through the lesson, we will list some of the reasons that meaning breaks down and readers stray from the inner conversation in the first column. In the second column, we will list some of the strategies we use to fix up our comprehension problems.

Notice When You Lose Your Way	
Monitoring Comprehension	
Why meaning breaks down	Fix-up strategies
Not enough connections	Stop reading and refocus on text
Districting connection	Mark the place where I stray from meaning and mark it with a Post-it note
e.g. Fatigue	e.g. Reread
Disinterest	Read on
Stress	Ask a question
Too Hard	Use background knowledge
Can’t pronounce a word	Skip over unfamiliar names and places and find out their pronunciation after reading.

*Begin to record the students’ examples and your own.*

Does that make sense? I’m going to start this chart by writing down in the first column the reasons we just came up with for why we sometimes stray from the inner conversation and lose

the meaning of the text.

**Model:**

OK, I am going to read some of the story *The Cricket in Time Square*. When I come to a part that confuses me or causes me to space out, I am going to show you how I notice that, and what I do to try to fix the problem.

While I am thinking aloud, your job is to watch me carefully and notice what I do as a reader to get back on track and fix my understanding.

Begin reading on pg. 330. *“Tucker Mouse had been watching the Bellinis and listening to what they said. Next to scrounging, eavesdropping on human beings was what he enjoyed most.”*

Hum...the Bellinis. This is someone Tucker Mouse has been watching...I wonder who it is? There isn't enough information to let me know what is going on. Oh, you know what I forgot to read...the introduction. Let me go back and read the introduction to see if that will help me. I have to remember that *Cricket in Time Square* is a chapter book and our reading book only has a portion of the story. I need to make sure I read the introduction to know what has happened to this point in the story.

Read the introduction. Oh, Bellini is the last name of a family. Reading the introduction also lets me know the story setting which is Times Square in New York City. I now know that Mario wants to keep a cricket as a pet and Tucker has overheard this conversation. I didn't have enough connections to the text to know what was going on and realized I needed to read the introduction to get more background on the story.

Continue to read the story....

(Pg. 332 -8<sup>th</sup> paragraph)

“I do a lot of jumping you know.”

“Me too,” said Tucker Mouse, “Especially around the rush hour.”

Teacher: “Rush hour...that makes me think about leaving work at 5:00 and the traffic in Kalamazoo is crazy. Everyone is rushing home and the cars are backed up on Oakland Drive. Oh, that thought is distracting me from what I am reading.

Why would Tucker say this? What does he mean “especially around rush hour?”

Why would ‘rush hour’ have Tucker jumping? Let me go back and reread to refocus my thinking. Since he is scrounging for food, maybe he is crossing the street in his search for something to eat.

“And I had just finished jumping around when I smelled something.” Chester went on, “liverwurst, which I love.”

I've learned a lot about Tucker Mouse and Chester Cricket by listening to their conversation as I read and noticing their actions on the first two pages. Tucker seems to enjoy meeting new people and hearing their stories. He's very excitable and once something is on his mind he goes into action. Chester misses his home. I wonder how these two will partner up together?

**Guide:**

What did you notice me doing to make sense of my reading when I got confused or lost my way? (Students' think together and call on someone to respond) Yes, I begin to think about rush hour

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in Kalamazoo. I had to think about what rush hour might mean to this story. We can add “Distracting connection” to our Anchor Chart. I can mark this part with a Post-it note.

You all know that it is important to make connections when we read. But there is something we call a distracting connection that causes us to go off on a tangent to think about something else and stop paying attention to our inner conversation.

Other times, we can’t make connections—our inner conversation comes to a halt because we’re not connecting with the text.

Have you ever had a distracting connection?

To fix a distracting connection, we need to stop reading, go back to the spot where we were distracted, then refocus and continue reading.

What do you do when you space out and stray from your inner conversation?

What do you do when meaning breaks down and your not understanding what you’re reading?

*Continue to read and model...possible places to stop and model you own thinking when you notice you lose your way”:*

“Very logical,” said Tucker Mouse, munching with his cheeks full. “Exactly what I would have done.”

What does Tucker mean by logical? Things are logical when they make sense. Why was hopping down from a stump and going over to the smell logical? I guess if you spend you day *scrounging* for food seeking out the smell of food would be logical.

### **Practice Independently:**

“Today as we practice “read-to-self” or “read-to-a-partner” use post-its to mark places where you notice yourself straying from your inner conversation.” (Literacy Workstations-authentic practice during small group differentiated instruction)

Then think about a fix-up strategy to see if it helps you repair your comprehension.

Jot any new fix-up strategies on our Post-it and then we’ll add them to the Anchor Chart during the sharing session.

### **Scripted Example of Experience 6:** **Experience 6-Introducing Profundity**

#### **Connect and Engage:**

Share with students that the theme of a story is the big idea of the story, the author’s attitude about a significant human concern or a life lesson that can be learned. (Why) Understanding the theme of a story helps the reader transform or grow from what they have learned in the story, it allows the reader to learn from the actions of others. The reader can think about “What would I do in this situation?” Use several examples from literature your students would be familiar with to respond to the question “What would I do in this situation?”

**Model:** One part of understanding the theme of a story is to understand character motivation, **why** did the character behave the way he/she did? You will be able to complete a story map of a story and then take that information one step further to understand what motivated the character to act in the way that he/she did or what the character was feeling. Begin a chart of students’ favorite stories and ask them to identify an action taken by the character and why the character

might have acted that way. Model for students.

Title	Character	Action	Why?
Little Red Riding Hood	Red Riding Hood	Screamed	The wolf was going to eat her and she needed help.

**Guide:** Students add several different stories, name a character, an action and why the character might have acted that way.

**Collaborate:** In groups of two or three, students will write titles and additional information on student copies of the chart. Let students know that if they are not positive of the “why”, to put down what they think the “why” might be.

**Share:** Students share additions to their charts with another group of two or three students. They can add the responses of the other group to their chart or change parts of their responses (students should not erase entire response but can add a “why” they like that another student wrote about the same story). Allow students to write their favorite example on 4 post it notes (title, character, action, why) and add to class chart.

**Practice Independently:** “Today as we practice “read to self” or “read to partner ”use post-its to mark places where you find a character’s action and why you think the character acted that way. (Literacy Workstations-authentic practice during small group differentiated instruction)

\*\*Alternative suggestion-give each group of students one chart to allow for a recorder or allow a few students who have difficulty with written expression to act as a team with a more skilled student. Monitor student discussion while circulating among the groups. Using a transparency, write down excellent student examples and use for whole group discussion.

**At the conclusion of the lesson have students Share the Learning:**

Let’s share how you notice your inner conversation, when meaning breaks down for you, and what you do to get back on track and refocus.

Listening carefully to the inner conversation and noticing when meaning breaks down will make a huge difference for you when you read. You will stay more engaged and learn more from your reading. So keep checking out the monitoring chart if you need some fix-up strategies.

**Note to teacher: Over the course of the week, you may continue to read “Cricket in Time Square” to model other GLCEs such as:**

- Derive and interpret the writer’s underlying message
- Notice and understand the problem of the story and how it is solved.
- Notice and remember attributes and actions that will help in understanding character development.
- Examine the author’s word choice

**Continue to model Monitor Comprehension using:**

- Create Mental Images (T.E.pg. 331-333)
- Adjust Reading Rate (T.E. pg. 335)
- Can’t pronounce a word: Use Decoding/Phonics (T.E.p 337)
- Make and Confirm predictions (T.E. pg. 339)
- Self-Question (T.E. pg. 341)

**Unit 3: 3 Weeks (1 Week Newspaper, 1 Week Biography, 1 Week Autobiography)**  
**Informational Text**  
**GENRE: Newspaper, Biography, Autobiography**

**GENRE: Newspaper**

**DEFINITION:**

Publications typically printed on newsprint and issued at regular intervals, containing a journal of current news on a variety of topics.

**PURPOSE:**

- To inform readers of international, national and local events, services and opportunities
- To report current information and events factually and objectively
- To explore a range of topics in feature articles

**CHARACTERISTICS:**

- Daily or weekly publication
- Writing forms include editorials, feature articles (political events, crime, opinion and comment, sports stories), comic strips, want ads and advertisements, entertainment, obituaries, etc.
- Multiple editions
- Column layout; consistent, regular sections
- Majority printed on black and white newsprint
- Variety of typefaces and sizes
- Regular readership
- Home or electronic delivery
- 24 hour turnaround (commonly)
- Includes cooperation between: reporter, editor, subeditor, typesetter, proofreader, and designer
- Key or topic sentences contain most important details
- Edited for space limitations, leaving out details and explanations
- News reports: concise, factual writing identified by byline, headline, a lead, facts, summary statement answers questions as to who, what, when, where, why and how
- Feature articles identified by highlighting prominent aspects, qualities, or characteristics of persons, things, or events; include opinion, judgment, assumptions and background
- Editorial: a letter expressing an opinion about a timely topic which is intended for wide and public readership; often controversial or biased; involves a current issue; arguments/counter arguments
- Comics: illustrations sequentially framed with mainly dialogue, author/illustrator leaves much to the readers' interpretation; illustration or dialogue carries the action; text organized in frames; inferential reading required; characters are known through speech and action; reader decides the sequence of how to read the dialogue within each frame; humor related to daily life; characterization, satire
- Political cartoons: a topical issue, event or person satirically represented pictorially; illustrative exaggeration of characteristics or issues; captions or speech bubbles carry dialogue; assume background knowledge; inferential reading of illustrative material and caption required; often only of interest to a specific group; uses

exaggeration of peculiarities or defects for satiric effect; pictorial reflection on a topical issue, event, or person

- Obituaries: a partial recount of the significant experiences and events in the person's life
- Multiples sections (e.g. entertainment; deaths, births and marriages; houses, land, vehicles and products for sale; employment opportunities; financial information; transportation information; tourism information, reports of meetings, legislation, sports)

Grade Level Instructional Scope for COMPREHENDING the Genre and Text of a Newspaper	
Grade 4	Grade 8\
<p><b>Opportunities to teach:</b>  <b>Understanding the genre</b></p> <ul style="list-style-type: none"> <li>• Predictable format including use of columns, headlines, bold print, varied font sizes, sections of paper</li> <li>• Uses summary of pertinent information at beginning, short sentences, delivery of facts</li> </ul> <p><b>Understanding the text</b></p> <ul style="list-style-type: none"> <li>• Use to teach content areas</li> <li>• Vocabulary</li> <li>• Retell/summarize</li> <li>• Draw conclusions</li> <li>• Categorize, classify, compare, or draw parallels across time</li> <li>• Genre specific vocabulary, such as: byline, caption, editor, editorial, feature, headline, lead, obituary</li> <li>• Headlines contain keywords</li> </ul>	<p><b>Opportunities to teach:</b>  <b>Understanding the genre</b></p> <ul style="list-style-type: none"> <li>• Predictable format including use of columns, headlines, bold print, varied font sizes, sections of paper</li> <li>• Uses summary of pertinent information at beginning, short sentences, delivery of facts</li> <li>• Understand purpose of editorials, political cartoons, feature articles</li> </ul> <p><b>Understanding the text</b></p> <ul style="list-style-type: none"> <li>• Use to teach content areas</li> <li>• Vocabulary</li> <li>• Genre specific vocabulary, such as: banner byline, caption, edition, editor, editorial, feature, filler, headline, lead, News Service, obituary, review</li> <li>• Headlines contain keywords</li> <li>• Draw conclusions</li> <li>• Make inferences</li> <li>• Synthesize</li> </ul>

### Newspaper selections for fourth grade

Book Title	Author	Guided Reading Level
Furry News, The	Loreen Leedy	I
Deadline! From News To Newspaper	Gail Gibbons	N
Karen's Newspaper	Ann M. Martin	
See Curriculum Guide for suggested Links		

## **GENRE: Autobiography**

### **DEFINITION:**

A narrative first person account of all or part of a person's life (written by the subject of the work).

### **PURPOSES:**

- To share achievements
- To convey a personal view of events
- To make the person widely known
- To help readers come to understand big ideas, lessons and themes provided through the author's personal history
- To provide insights into personalities, interests and opinions
- To acknowledge those who have influenced the author's life
- To explore a period of time and offer insights into conditions, values, or beliefs of an era
- To help the author reflect on his/her life, correct misinformation, highlights best traits, or justify actions

### **CHARACTERISTICS:**

- Narrative structure and elements
- Provides a history or partial history of the person's life
- Diaries, memoirs, journals, personal letters, and annotated photographic albums of a variety of lengths
- Continuous narrative
- Disagreeable events are often glossed over
- Unreliable as a record of facts

### **Theme:**

- Reflects the author's perception of his/her life theme (s)
- Based upon what was learned from challenges in life
- Sub-themes, if present, are centered around milestones
- Evolution of the personal self
- Accomplishment
- Identity

### **Characters:**

- First person account
- Varies in length
- May be subdivided into chapters
- Author is the main character
- Emotion-eliciting and reflective language
- Negatives often glossed over
- Often describes relationships
- Feelings and opinions of the author expressed from the author's point of view
- Direct and indirect speech
- Biased focus on positive character traits
- Well developed character provides internal thought process and insights
- Author/subject portrayed as a whole person with strengths and weaknesses

**Setting:**

- Various settings fluctuate with the context of the author/main character’s experiences

**Plot:**

- The character may provide a setting in which s/he encounters problems through events and rising action leading to problem resolution
- May be divided into separate episodes, chapters, subplots
- May include flashback
- Often directly or indirectly implies cause and effect

**Author’s craft:**

- Narrative development and structure
- First person description
- Development of mood/tone, creation of tension, voice, point of view, imagery, figurative language (metaphors/similes) etc.
- Important elements related to history, characterization, literary artistry
- Accurately convey opinion
- Developing flashback
- Character is revealed through what is written, what is not written, and how it is written
- Includes narration
- Photos and illustrations augment meaning
- Includes some authentic, accurate, verifiable facts
- Subject
- Theme
- Unity

**AUTOBIOGRAPHY selections for fourth grade:**

<b>Book Title</b>	<b>Author</b>	<b>Guided Reading Level</b>
Zlata’s Diary	Zlata Filipovic	X
Little House in the Big Woods	Laura Ingalls Wilder	Q
On the Banks of Plum Creek	Laura Ingalls Wilder	Q
By The Shores of Silver Lake	Laura Ingalls Wilder	Q

Grade Level Instructional Scope for COMPREHENDING the Genre and Text of Autobiography	
Grade 4	Grade 7
<p><b>Opportunities to teach:</b></p> <p><b>Understanding the genre</b></p> <ul style="list-style-type: none"> <li>• Plot</li> <li>• Narrative structure and development of elements</li> <li>• Author’s perspective</li> <li>• First person point of view</li> <li>• Theme or lessons learned</li> <li>• Time period</li> <li>• Setting</li> <li>• Analysis of character roles and relationships (hero/antihero, major/minor, antagonists, internal/external conflict)</li> <li>• Analysis of how characters and communities reflect life</li> <li>• The impact of experiences</li> <li>• Flashback</li> <li>• Use of illustrations</li> <li>• Fact versus opinion</li> </ul> <p><b>Understanding the text</b></p> <p>Retell</p> <ul style="list-style-type: none"> <li>• Connect knowledge to text perspectives</li> <li>• Explain relationships between and among ideas by categorizing, classifying, comparing, contrasting or drawing time parallels</li> <li>• Predict, visualize, question, reread for meaning, infer, interpret, summarize, conclude</li> </ul>	<p><b>Opportunities to teach:</b></p> <p><b>Understanding the genre</b></p> <ul style="list-style-type: none"> <li>• Style</li> <li>• Plot</li> <li>• Narrative structure and development of elements</li> <li>• Conflicts, tension, rising/falling action</li> <li>• How characters/communities and themes/issues reflect life and connect to student experiences</li> <li>• The impact of experiences</li> <li>• Character roles and relationships (hero/antihero, major/minor, antagonists, internal/external conflict)</li> <li>• Overstatement/understatement</li> <li>• Exaggeration</li> <li>• Metaphor and simile</li> <li>• Captions</li> <li>• Diagrams</li> <li>• Fact versus opinion</li> <li>• Appraising historical accuracy</li> </ul> <p><b>Understanding the text</b></p> <ul style="list-style-type: none"> <li>• Retell</li> <li>• Connect knowledge to text perspectives</li> <li>• Interpret text structures and patterns</li> <li>• Predict, visualize, question, reread for meaning, infer, interpret, summarize, conclude</li> <li>• Central, key and supporting ideas</li> </ul>

## **GENRE: Biography**

### **DEFINITION:**

Biography is a factual third person account of a real person's life usually focusing on character, career, or achievements, and providing authentic representations of the time and place in which the individual lived. A biography is more than a list of impersonal facts like birth, education, work, relationships and death. It also delves into the emotions of experiencing such events.

### **PURPOSE:**

- To perpetuate the memory of a person
- To chronicle a person's life
- To share achievements, influences and incidents of the subject's life
- To dispel biased views
- To convey an accurate view of the person, make the person widely known, or reveal the significance of the person in relationship to influencing people or events
- To help readers come to understand big ideas, lessons and themes provided through understanding the subject's personal patterns throughout his/her history
- To reflect on aspects of historical or topical interest
- To acknowledge a person's influence on groups or causes
- To chronicle the most interesting and important events, usually with the aim of revealing character, personality, and social context.

### **CHARACTERISTICS:**

- Factual, verifiable nonfiction account attempts to provide an accurate history or partial history of the person's life
- Narrative structure and elements
- Based upon credible primary and secondary research sources: diaries, journals, newspaper clippings, official documents, subject's letters and memos to or from others, personal knowledge, public ledgers, genealogies, digital library articles; books, videos, the Internet, newspaper articles, official documents, land memories captured through journal writing or interviews can be used as research materials to substantiate the details of this form of writing
- Well-represented characterization of the person
- Statements or descriptions related to the subject's significant relationships
- Often includes quotes, anecdotes, or comments from other people
- Commentaries provide insights from various perspectives
- May be written when the subject is alive or after death
- Visuals contribute to understanding of character, events, and theme
- May include footnotes and an extensive bibliography

### **Theme:**

- Often based upon the subject's pattern of actions (reflecting feelings, values and beliefs)
- Sub-themes derive from shortcomings, virtues and milestones

### **Characters:**

- Understood through third person account
- Reliable descriptions based on a record of facts
- Developed characterization drawn from various sources/perspectives

- Facts about the individual are authentic and verifiable
- Subject portrayed as a whole individual with strengths and weaknesses
- Subject experiences events and conflicts when attempting to resolve problems
- Descriptions of “significant relationships”
- Focuses on events that illustrate character traits, beliefs, values, and personal philosophy

**Setting:**

- Various settings fluctuate with the chronological life experiences of the subject
- Authenticity of time and place in which the individual lived
- Often details family background, childhood experiences, education, personality and character, comments by critics, business ventures, contributions to field of work or interest and the effects of these

**Plot:**

- Characters within settings encounter problems through events and rising action leading to problem resolution
- Well represented history of pivotal influential events (defining moments)
- Chronological events
- May be divided into separate episodes, milestones or chapters

**Author’s craft:**

- Development of mood/tone, creation of tension, voice, point of view, imagery, figurative language (metaphors/similes) etc.
- Characterization
- Photos and illustrations to augment significant meaning
- Incorporates accurate, verifiable facts
- Theme
- Unity

**BIOGRAPHY selections for fourth grade:**

<b>Book Title</b>	<b>Author</b>	<b>Guided Reading Level</b>
Muhammad; Gandhi	Demi	N
Jesse Owens, Picture Book of	David A. Adler	M
Thurgood Marshall, A Picture Book of	David A. Adler	M
Martin Luther King, Jr., A Picture Book of	David A. Adler	M
Fredrick Douglass, A Picture Book of	David A. Adler	M
George Washington Carver, A Picture Book of	David A. Adler	N
Harriet Tubman, A Picture Book of	David A. Adler	M
Jackie Robinson: He was the First	David A. Adler	M
Go Fly a Kite, Ben Franklin	Peter and Connie Roop	N
Let's Fly, Wilbur and Orville	Peter and Connie Roop	N
Let's Dream, Martin Luther King, Jr.	Peter and Connie Roop	M
Let's Split Logs Abe Lincoln!	Peter and Connie Roop	N
Turn on the Light, Thomas Edison!	Peter and Connie Roop	N
Let's Play Soldier, George Washington!	Peter and Connie Roop	N
Give me a Sign, Helen Keller!	Peter and Connie Roop	L
Fredrick Douglass	Catherine A. Welch	O
Harriet Tubman; Rosa Parks	Maryann N. Weidt	T; R
Great Black Heroes: Five Bold Freedom Fighters	Wade Hudson	P
Five Notable Inventors; Five Brave Explorers	Wade Hudson	P
Great Black Heroes: Five Brilliant Scientists	Lynda Jones	P
Freedom Train: The Story of Harriet Tubman	Dorothy Sterling	T
Dare to Dream: 25 Extraordinary Lives	Sandra McLeod Humphrey	
Ordinary Genius: The Story of Albert Einstein	Stephanie Samartino McPherson	
The Story of Walt Disney's Maker of Magical Worlds	Bernice Selden	
Laura Ingalls Wilder: A Biography	William Anderson	
The Story of Benjamin Franklin: Amazing American	Margaret Davidson	
Dr. Seuss	Dana MeachenPon	

Grade Level Instructional Scope for COMPREHENDING the Genre and Text of Biography	
Grade 4	Grade 7
<p><b>Opportunities to teach:</b></p> <p><b>Understanding the genre</b></p> <ul style="list-style-type: none"> <li>• Third person narration and point of view</li> <li>• Narrative structure and development of elements</li> <li>• Types of conflict</li> <li>• Author’s perspective</li> <li>• Theme or lessons learned by subject</li> <li>• Time period</li> <li>• Setting</li> <li>• Analysis of character roles and relationships (hero/antihero, major/minor, antagonists, internal/external conflict)</li> <li>• Analysis of how characters and communities reflect life</li> <li>• The impact of experiences</li> <li>• Flashback</li> <li>• Use of illustrations</li> <li>• Fact versus opinion</li> </ul> <p><b>Understanding text</b></p> <ul style="list-style-type: none"> <li>• Summarize</li> <li>• Retell</li> <li>• Connect knowledge to text perspectives</li> <li>• Explain relationships between and among ideas by categorizing classifying, comparing , contrasting or drawing time parallels</li> <li>• Predict, visualize, question, re-read for meaning, analyze theme</li> <li>• Third person narration and point of view, question, reread for meaning</li> <li>• Infer</li> <li>• Interpret</li> </ul>	<p><b>Opportunities to teach:</b></p> <p><b>Understanding the genre</b></p> <ul style="list-style-type: none"> <li>• Narrative structure and development of elements</li> <li>• Character sketches</li> <li>• Chronological order</li> <li>• Flashback and other setting manipulations</li> <li>• Conflicts, tension, rising/falling action</li> <li>• How characters/communities and themes/issues reflect life and connect to student experiences</li> <li>• The impact of experiences</li> <li>• Analysis of character roles and relationships (hero/antihero, major/minor, antagonists, internal/external conflict)</li> <li>• Overstatement/understatement</li> <li>• Bibliography and footnotes</li> <li>• Fact versus opinion</li> <li>• Appraising historical accuracy</li> </ul> <p><b>Understanding text</b></p> <ul style="list-style-type: none"> <li>• Connect knowledge to text perspectives</li> <li>• Predict, visualize, question, re-read for meaning, analyze theme</li> <li>• Infer</li> <li>• Summarize</li> <li>• Conclude</li> <li>• Synthesize</li> <li>• Interpret</li> </ul>

Notes:

Fourth Grade  
Unit 3/Genre: Newspaper, Biography, Autobiography  
Second Marking Period  
Duration: 3 Weeks

Science Connection - States of Matter  
Social Studies Connection - Ch. 9, 10  
Comprehension Strategies - Infer Meaning

Suggested Readings:

**Kalamazoo Gazette**  
and

<http://stage30.scholastic.com/browse/article.jsp?id=3750886>

<http://stage30.scholastic.com/browse/article.jsp?id=3750379>

<http://www2.scholastic.com/browse/article.jsp?id=3750908>

<http://www2.scholastic.com/browse/article.jsp?id=3750919>

<http://www2.scholastic.com/browse/article.jsp?id=11964>

<http://stage30.scholastic.com/browse/article.jsp?id=3750886>

<http://stage30.scholastic.com/browse/article.jsp?id=3750379>

<http://www2.scholastic.com/browse/article.jsp?id=3750908>

<http://www2.scholastic.com/browse/article.jsp?id=3750919>

<http://www2.scholastic.com/browse/article.jsp?id=11964>

*Lou Gehrig: The Luckiest Man* [Theme 1 pg. 102] (Infer With Text Clues)

*In My Family* [Theme 5 pg. 590] (Tackle the Meaning of Language)

**Stage 1: Identify Desired Results**

**Established Goals**

**R.IT.04.01** - identify and describe the structure, elements, features and purpose of a variety of informational genre including autobiography/biography, personal essay, almanac, and newspaper.

- Hypothesize the significance of the setting in influencing characters decisions' and attitudes (fiction, biography).
- Recognize the genre of the text and use it to form expectations.
- Recognize and discuss the difference between narrative and other structures.
- Understand and discuss how layout contributes to the meaning and effectiveness of both fiction and nonfiction texts.
- Notice how the writer has organized an informational text (categories and subcategories, sequence, and others).
- Recognize the narrator of the text and discuss how the choice of first or third person point of view contributes to the effectiveness of the writing.

**R.IT.04.02** - identify and describe informational text patterns including compare/contrast, cause/effect, and problem/ solution.

- Notice and understand text structure including description, temporal sequence, comparison and contrast, cause and effect, and problem and solution.
- Notice and understand the problem of a story and how it is solved.
- Identify and discuss the problem, the events of the story, and the problem resolution.
- Identify and discuss cultural and historical perspectives that in conflict in the text or that are different from their own perspective. (also meets R.CM.04.03 and R.MT.04.01)

**R.IT.04.03** - explain how authors use text features including appendices, headings, subheadings, marginal notes, keys and legends, figures, and bibliographies to enhance the

understanding of key and supporting ideas.

- Notice and remember significant information from illustrations or graphics.
- Interpret graphics and integrate information with the text. (also meets R.MT.04.01)
- Notice and discuss the information provided in section titles, headings, and subheadings to predict information provided in a text.
- Access the important information in a text.
- Notice the writer's use of graphics and effective ways of placing them in the text.
- Use specific vocabulary to talk about texts: author, illustrator, cover, wordless picture book, character, problem, events, series book, dedication, endpapers, book jacket, title page, chapters, resolution, main character, setting, fiction, nonfiction, poetry, author's note, illustrator's note, double-page spread, names of fiction genres (for example, historical fiction, legend), character development, point of view, theme.

**R.CM.04.01** connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

- Apply background knowledge gained from experience, content study, and wide reading.
- Support thinking beyond the text with specific evidence based on personal experience or knowledge or evidence from the text. (also meets R.MT.04.01)
- Maintain memory of many different texts and use them as resources for making connections. (also meets R.MT.04.01)
- Form implicit questions and search for answers in the text while listening and during discussions. (also meets R.MT.04.01)

**R.CM.04.03** explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture.

- Derive and interpret the writer's underlying messages (themes). (also meets R.MT.04.01)
- Make connections to other text by topic, major ideas, authors' styles and genres. (also meets R.MT.04.01)
- Follow and remember multiple events in a story, often involving the stories of multiple characters, to understand the plot.
- Notice how the writer reveals the underlying messages or the theme of a text (through a character, through plot and events).

**R.CM.04.04** apply significant knowledge from grade-level science, social studies, and mathematics texts.

- Apply background knowledge gained from experience, content study, and wide reading. (also meets R.IT.04.03)
- Notice new information and ideas and revise ideas in response to it.

**R.MT.04.01** self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.

- Self-monitor understanding and ask questions when meaning is lost.
- Ask questions about concepts.
- Assess important information in the text.
- Support thinking beyond the text with specific evidence based on personal experience or knowledge or evidence from the text.
- Summarize orally or in writing a text, including appropriate information.
- Interpret graphics and integrate information with the text.
- Make note of interesting new words and intentionally remember them to use in oral discussion or writing.

**R.MT.04.02** plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., decoding unknown words) and use graphic organizers to deepen their understanding of compare/contrast, and sequential organizational patterns.

- Think critically about informational texts in terms of quality of writing, accuracy, and the logic of conclusion. (also meets R.IT.04.03)
- Make connections to prior knowledge and use it to identify and incorporate new knowledge.
- Hypothesize the significance of events in a story.

**R.WS.04.01** explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context.

- Recognize and use suffixes that change verbs and nouns for different functions, such as adjectives and adverbs.
- Recognize and use common prefixes.

**R.WS.04.02** use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.

- Recognize and use letters that represent no sound in words.
- Understand that some consonant sounds can be represented by several different letters or letter clusters.

**R.WS.04.04** know the meanings of words encountered frequently in grade-level reading and oral language contexts.

- Recognize and use a variety of complex compound words and hyphenated compound words.
- Recognize and use synonyms.

*What understandings are desired?*

Students will understand that:

1. Using background knowledge helps make connections and come to deeper understanding of information.
2. Questioning the text allows for problem solving and extended thinking.
3. Not all of our questions are answered when we read.
4. Inner conversation will help us understand new learning.
5. Structural, Syntactic, and Semantic cues can be used to determine the meaning of unknown words.

*What essential questions will be considered?*

1. How do I interact with my community to enhance my life and the lives of others?
2. What common elements are shared across nonfiction texts?
3. What distinguishing features allow me to classify nonfiction text by genre?
4. How can understanding genre and text structure aid comprehension?

<p><b>Infer Meaning:</b> How do I use background knowledge and text clues to infer the meaning of unfamiliar words? How do I use background knowledge and text clues to infer meaning when reading the text?</p>	<p><b>Infer Meaning</b></p> <ol style="list-style-type: none"> <li>1. How do I figure out the meaning of new words?</li> <li>2. How do I think about what I know and merge it with the information I am reading?</li> <li>3. How do I find evidence in the text to support my inference?</li> <li>4. What is the deeper meaning or lesson in the text? How do I know?</li> <li>5. How do I use text features to infer what the text is about?</li> <li>6. How do I use the elements of narrative text to infer what the text is about?</li> <li>7. How do I use text clues to infer the answers to questions when I couldn't find the answer in the text?</li> <li>8. How do I infer the theme from evidence and clues in the text?</li> </ol>
<p><b>Word Study/Vocabulary:</b> How do I use sentence structure, to determine the meaning of unfamiliar words</p>	<p><b>Word Study/ Vocabulary</b> See Unit 3 pg. 55.for <b>WK#13</b></p> <ol style="list-style-type: none"> <li>1. How do I recognize a variety of compound words and hyphenated compound words? (Lou Gehrig: The Luckiest Man)</li> <li>2. How do I recognize and use synonyms and antonyms? (Lou Gehrig: The Luckiest Man)</li> <li>3. How do I recognize and use suffixes that change verbs and nouns for different functions, such as adjectives and adverbs? (Lou Gehrig: The Luckiest Man)</li> <li>4. How do I recognize and use common prefixes? (Lou Gehrig: The Luckiest Man)</li> <li>5. How do I read and use letters that represent no sound in words? (In My Family)</li> <li>6. How do I demonstrate understanding that some consonant sounds can be represented by several different letters or letter clusters? (In My Family)</li> </ol>

*What key knowledge and skills will students acquire as a result of this unit?*

<p>Students will know:</p> <p><b>R.IT.04.01</b></p> <ul style="list-style-type: none"> <li>• Structure</li> <li>• Elements</li> <li>• Features</li> <li>• Purpose of variety of informational genre (autobiography/biography, personal essay, almanac, and newspaper)</li> </ul> <p><b>R.IT.04.02</b></p> <ul style="list-style-type: none"> <li>• Informational text patterns</li> <li>• Compare/contrast pattern</li> <li>• Cause/effect pattern</li> </ul>	<p>Students will be able to:</p> <p><b>R.IT.04.01</b></p> <ul style="list-style-type: none"> <li>• (1)Identify the structure, elements, features, and purpose of informational genre</li> <li>• (1)Describe the structure, elements, features, and purpose of informational genre</li> </ul> <p><b>R.IT.04.02</b></p> <ul style="list-style-type: none"> <li>• Identify informational text patterns</li> <li>• Describe informational text patterns</li> </ul>
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- Problem/solution pattern

### **R.IT.04.03**

#### Text Features

- Appendices
- Headings
- Subheadings
- Marginal notes
- Keys
- Legends
- Figures
- Bibliographies

### **R.CM.04.01**

- Personal knowledge
- Experiences
- Themes
- Perspectives
- Oral and written response

### **R.CM. 04.03**

- Relationships
- Themes
- Ideas
- Characters
- Texts
- Understanding
- Parallels
- Time
- Culture

### **R.CM.04.04**

- How to transfer comprehension strategies into content area reading materials

### **R.MT.04.01**

- Summarization
- Narrative text
- Informational text
- Comprehension
- Strategies
- Mental images
- Ideas in text
- Meaning
- Interpretive discussions

### **R.MT.04.02**

- Skills to construct and convey meaning
- Strategies to construct and convey meaning
- Processes to construct and convey meaning
- Compare and contrast
- Sequential organizational patterns

### **R.IT.04.03**

- (2) Explain how authors use text feature
- (4) Enhance understanding key and supporting ideas

### **R.CM.04.01**

- (4) Connect personal knowledge, experiences, and understanding of the world

### **R.CM. 04.03**

- (2) Explain relationships among themes, ideas, and characters
- (6) Create a deeper understanding
  - (4) Categorize
  - (2) Classify within and across texts
  - (2) Compare within and across texts
  - (2) Contrast within and across texts
- (2) Draw parallels across and culture

### **R.CM.04.04**

- (3) Apply comprehension strategies

### **R.MT.04.01**

- (5) Self-monitor comprehension
- (5) Discuss comprehension strategies
  - (3) Use comprehension strategies
  - (2) Predict
  - (6) Construct mental images
  - (3) Represent idea
  - (4) Question
  - (2) Reread for meaning
  - (2) Listen for meaning
  - (4) Infer
  - (2) Summarize
- (4) Engage in interpretive discussions

### **R.MT.04.02**

- (3) Plan skills, strategies and processes
- (5) Monitor skills, strategies and processes
- (4) Regulate skills, strategies and processes
- (5) Evaluate skills, strategies and processes
- (3) Construct meaning
- (3) Convey meaning

**R.WS.04.01**

**structure of words**

- word structure
- sentence structure
- decoding words
- prediction

**R.WS.04.02**

- cues (semantic, structural, syntactic)
- base words
- affixes
- syllabication
- frequently encountered words

**R.WS.04.04**

- words
- oral language

- (3) Use graphic organizers

**R.WS.04.01**

- (2) Explain how to use word structure to aid in decoding and making meaning
- (2) Explain how to use sentence structure to aid in decoding and making meaning
- (2) Explain how to use prediction to aid in decoding and making meaning
- **R.WS.04.02**(3) Use structural, syntactic, and semantic cues
- (2) Read high frequency words
- (2) Decode unknown words
- (4) Decide the meaning of words

**R.WS.04.04**

- (2) Know meanings
- (2) Know context

**Stage 2: Determine acceptable evidence  
(Diagnostic, Formative, Summative Assessments)**

*What evidence will show that students understand? **Summative Performance***

Evidence of **Activating and Connecting** (3=Strong Evidence, 2=Some Evidence, 1=Little Evidence):

- Understands the purpose of text and visual features
- Uses features to gain information
- Merges thinking with new information and reacts to it (I never knew, I wonder, etc.)
- Connects background knowledge to learn new information
- Revises or changes thinking based on new information or evidence

**Activate and Connect:**

1. Students will write their examples of new learning on Post-its to demonstrate learning of the strategy.
2. Students will complete a graphic organizer (T chart, one column labeled What I Know, the other What I learned)

**Ask Questions:**

1. The students will demonstrate understanding by using the questioning strategy in their independent reading (asking questions about what they are reading, moving post-its to the answers, or leaving them in their original spot if they are not answered).

**Profundity Assess by using the following student products and conferring.**

1. Review student graphic organizers to assess understanding of metaphorical thinking and ability to gain insight and deeper meaning in the text.

**Using Schema: Rubric**

Use this rubric to record the student's scores on each set of questions. Circle the number corresponding to the statement that best reflects the student's response. Consider all three questions when scoring the student.

1	No response/schematic connection.
2	Can talk about what text reminds him/her of but cannot explain; reference to schema may not be clearly connected to text.
3	Relates background knowledge/experience to text.
4	Expands interpretation of text using schema; may discuss schema related to author or text structure; may pose questions based on apparent discrepancies between text and background knowledge.
5	Explains how schema enriches interpretation of text; talks about use of schema to enhance interpretation and comprehension of other texts; connections extend beyond life experience and immediate text.

## Using Schema: Written Assessment

**Directions:** Answer some questions about what you think about while you read. Use the space below each question to write your answer.

- A. When you read that text, did it remind you of anything you know about or believe? What? Why do you think you remembered what you did?
- B. Are there things you know about your life, yourself as a reader, this author, or this type of text that help you to understand this book? How does that help?
- C. Choose one of the questions below to answer:
  - You have just written about what this book reminds you of. What do you understand now that you didn't understand before?
  - How does schema or background knowledge help a reader understand a text while reading?
  - How did thinking about your own schema or background knowledge help you understand this text?

## Using Schema: Oral Assessment

**Directions:** Read the following instructions to the student. Record the student's responses below each question/statement.

**Teacher:**

I want to ask you some questions about what you think about while you (or I) read.

- A. When you read (or listened) to the text, did it remind you of anything you know about or believe? What? Why did it remind you of that? (If student's response is no, ask, "Did it remind you of any experiences or things that have happened before?")
- B. Are there things you know about your life, yourself as a reader, this author, or this type of text that help you to understand this book? How does that help you to understand better?
- C. Choose one of the questions below to ask the student:
  - We have just talked about what this book reminds you of. (Restate student's response.) What do you understand now that you did not understand before?
  - How does schema or background knowledge help a reader understand a text while reading?
  - How did thinking about your own schema or background knowledge help you understand this text?

**Performance Indicators: Ask Questions (Strong=3, Some Evidence=2, Little Evidence=1)**

- Stops to ask questions to wonder about the information and better understand it.
- Recognizes that not all questions are answered in the text.
- Asks questions to clarify meaning or confusion.
- Reads with a question(s) in mind and uses a variety of strategies to try to answer it.
- Poses lingering questions about the information and big ideas to expand thinking.

## Asking Questions: Rubric

Use this rubric to record the student's scores on each set of questions. Circle the number corresponding to the statement that best reflects the student's response. Consider all three

questions when scoring the student.

1	No questions and/or poses irrelevant questions.
2	Poses literal question(s) that relate to the text.
3	Poses questions to clarify meaning.
4	Poses questions to enhance meaning of text (critical response, big idea); may explain how posing questions deepens comprehension.
5	Uses questions to challenge the validity of text or author's stance/motive or point of view and to enhance his/her understanding of the text; questions may be rhetorical and lead to interesting discussion. Can explain how asking questions enhances understanding.

### Asking Questions: Written Assessment

**Directions:** Answer some questions about what you think about while you read.

Use the space below each question to write your answer.

- A. What did you wonder about while you were reading this story/text?
- B. What questions do you have now about what you read?
- C. Choose one of the questions below to answer:
  - You have just written about the questions you asked while you were reading. How do questions help you understand more of what you're reading?
  - What do you do when you are reading and a question comes into your mind? Do questions help you understand some kinds of text better than other kinds?

### Asking Questions: Oral Assessment

**Directions:** Read the following instructions to the student. Record the student's responses below each question/statement.

- A. What did you wonder about while you (or I) read this text?
- B. What questions do you have now about what you (or I) read?
- C. Choose one of the questions below to ask the student:
  - We have just talked about the questions you asked during reading. (Restate student's response.) How do questions help you understand more of what you're reading?
  - What do you do when you are reading and a question comes into your mind? Do questions help you understand some kinds of text better than others? Tell me more about that.

\*Complete a Performance Task Blueprint for each task

### *Diagnostic Assessments:*

Benchmark Assessment System 2

Vocabulary pre-assessment (Marzano)

Pre-assessment

Formative Assessment

***Student Self-Assessment and Reflection: Teach and Reinforce***

- Rethink
- Revise
- Redo
- Rehearse
- Refine

**Stage 3: Learning Experiences**  
**Instructional Sequence**

Connect and Activate (Merge Your Thinking with New Learning and Connect the New to the Known), Ask Questions (Question the Text)  
**Genre** - Newspaper, Biography, Autobiography

**What Evidence will Show that Students are Activating and Connecting Knowledge and Asking Questions?**

*Gradual Release of Responsibility*

**Experience 1: Merge your Thinking With New Learning**

**Focus Question:** What language signals new learning? How do I merge my inner conversation with new information? How do I merge my thinking with new information?

**Learning Target:** I can use language to signal new learning.

**Performance Indicator:** Students will write their examples of new learning on Post-its to demonstrate learning of the strategy.

**Learning Activities:**

**Connect and Engage**

- Engage the kids in the nonfiction genre by sharing some well-written nonfiction and talking about the writing quality.
- Explain the strategy of noticing thinking about new learning and the idea of merged thinking.

**Model**

- Model how to merge thinking with new information.
- Share the language of new learning and think aloud about the words that signal new learning.
- Question new information.
- Record language that signals new learning on an Anchor Chart.

**Guide**

- Engage the kids in the process-have them merge their thinking with the information and write it down.
- Continue with the Interactive Read Aloud to guide their practice.

**Practice Independently**

- Flood the room with nonfiction books and circulate around the room listening in on kids conversations and reading their written responses.

**Share the Learning**

- Invite kids to share their new learning as well as any language that signals new learning.

**Strategies:** Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, constructed anchor chart, monitoring comprehension, independent reading, writing in response to reading.

**Experience 2: Connect the New to the Known**

**Focus Question:** How does my background knowledge help me understand new information? What can I do to clear up misconceptions in my background knowledge?

**Learning Target:** I can clear up misconceptions in my background knowledge by reading. I can use my background knowledge to help me understand new information.

**Performance Indicator:** Students will complete a graphic organizer (T chart, one column labeled What I Know, the other What I learned)

**Learning Activities:**

**Connect and Engage**

- Engage the kids and excite them about the topic; invite them to turn and talk to each other about what they know and what they think they might find out.

**Model**

- Share your thinking about how readers use their background knowledge to understand new information.
- Think aloud about how you notice and react to new information. Record new learning on the Anchor Chart.
- Explain the idea of misconceptions.
- Share how to clear up a prior misconception through reading and jot down your new learning.

**Guide**

- Ask kids to read and talk to each other about new learning, then record it on their two-column sheet.
- Show how to use what you know to better understand new information.

**Collaborate**

- Invite kids to pair up while you circulate and confer with paired students.

**Share the Learning**

- Share new information as a group and add to Anchor Chart.
- Have students write a response that you collect for review later
- Wrap up the lesson. Share notable responses from students. Emphasize that it is helpful to come up with some big ideas when we finish reading about a topic. Restate and review the lesson's purpose.

**Strategies:** Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, constructed anchor chart, monitoring comprehension, writing in response to reading, graphic organizer

**Experience 3: Question the Text: Learn to Ask Questions as You Read**

**Focus Question:** Why is it important to ask questions while I read? When should I stop and notice if my questions are answered? What should I do when my questions are not answered?

**Learning Target:** I can ask questions while I read and notice when my question are answered.

**Performance Indicator:** Students will demonstrate their ability to use the questioning strategy in their independent reading (asking questions about what they are reading, moving post-its to the answers, or leaving them in their original spot if they are not answered).

**Learning Activities:**

**Connect and Engage**

- Explain the questioning strategy.

**Model**

- Model the questioning strategy, sharing your questions and jotting them down.
- Explain that readers have different questions as well as similar ones that our questions are based on our background knowledge.

- Move the Post-it to the spot in the text that answers the question making explicit how some of our questions are answered and how our thinking evolves as we read.

#### **Guide**

- Invite kids to share their questions and notice if they were answered.
- Ask kids to jot down their questions and answers as you read.
- Begin to fill out an Anchor Chart headed Questions/Answers.

#### **Collaborate**

- Divide the class into groups of four to talk about the text and their thoughts and questions while you move around the classroom and listen in.

#### **Share the Learning**

- Gather as a large group and share the questions that the groups identified.
- Discuss strategies for answering questions such as rereading, reading on, using picture clues, and asking a friend.
- Explore ways to help figure out the meanings of unfamiliar words.
- Summarize the purpose of the lesson.

#### **Practice Independently**

- Send kids off to practice asking questions in their own text.

**Strategies:** Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, constructed anchor chart, questioning, independent reading

### **Experience 4: Profundity Nonfiction**

**Focus Question:** What is profundity? How do I categorize key ideas, concepts, and perspectives? How do I draw conclusions based on different views presented in the text? How can I find a deep meaning in and across different genre of nonfiction text?

#### **Learning Target:**

- I can explore and reflect on universal themes and substantive issues from oral, visual, and written texts.
- I can identify key ideas, concepts, and perspectives found in text
- I can draw conclusions based on my understanding of different views presented in texts.
- I can draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts.
- I can support a position using ideas from text(s).

**Performance Indicator:** Review student graphic organizers to assess understanding of metaphorical thinking and ability to gain insight and deeper meaning in the text. Also, assess students through conferring.

#### **Learning Activities:**

##### **Connect and Engage**

- Build Background knowledge
- Engage Readers with a shared reading or read aloud

**Model (through an interactive read aloud or shared reading, start with the lowest level of the plane and continue modeling lessons to guide student thinking through the higher levels of the plane)**

- Literal Plane
- Summary Plane
- Schema Plane
- Concept Plane
- Universal Plane

**Guide**

- Facilitate discussion with students through questioning
- Pay special attention to strategies that readers may be struggling with at each level of thinking

**Collaborate/ Independent Practice**

- In small groups, pairs, and independently work through the profundity scale with shared reading and independent reading to identify and connect to larger themes and ideas.

**Share the Learning**

- Gather students and discuss share new insights with the group.
- Chart student ideas across text

**Strategies:** Read Aloud, Think Aloud, and Think, Pair, Share, Jigsaw, Construct Anchor Charts, Shared Reading, Independent Reading, Using Graphic Organizers, Writing in Response to Reading, Comprehension Strategies

**Unit 4: 2 Weeks (Drama)**  
**Narrative Text**  
**GENRE: Drama**

**GENRE:** Drama

**DEFINITION:**

Literature written for performance.

**PURPOSES:**

- To entertain
- To reflect on life
- To enlighten or inform

**CHARACTERISTICS:**

- Exposition (explanation of the story line told by a narrator, announcer, or one of the characters)
- Scripts
- Dramatic monologue (composition in which the speaker reveals his or her character in relation to a critical situation or even-addressed to a reader or presumed listener)
- Stage directions
- Scenery, sound effects and lighting
- Narrative structure and elements

**Themes:**

- Dependent on content, purpose and genre type (dramas can be built around all types of narrative genres)

**Characters:**

- Often contrasted (e.g., hero versus villain)
- Purposeful dialogue reveals traits

**Setting:**

- Context helps the viewer understand the attitudes revealed in the play
- May have been written in a different time period, or be historical in nature

**Plot:**

- Opposition/conflict are often exaggerated
- Climax, decisive moment, and/or turning point are critical

**Author's craft:**

- Story expressed through dialogue or pantomime
- Writing effective stage directions
- Emphasis on conflict/climax
- Protagonist vs. antagonist
- Developing the turning point
- Developing subgenres (e.g., monologues, choral reading, musicals, skits, pantomimes, comedy, tragedy, audience participation, melodrama, one-act plays, reader's theater)
- Effectively conveying insight or information
- Detailing stage directions
- Coherent organization
- Presentation of performance cues
- Effective language

- Sound effects
- Symbolism
- Archetypes (characters developed following a pattern or prototype) and stereotypes (conventional, oversimplified, or lacking individuality)

<b>Grade Level Instructional Scope for COMPREHENDING the Genre and Text of Drama</b>	
<b>Grade 2</b>	<b>Grade 7</b>
<p><b>Opportunities to teach:</b></p> <ul style="list-style-type: none"> <li>• Basic elements</li> <li>• Purpose</li> <li>• Oral reading fluency</li> <li>• Expression</li> <li>• Reading stage directions</li> <li>• Assuming character's role</li> <li>• Critical listening</li> <li>• Problem/solution</li> <li>• Characterization through actions and words</li> <li>• Inferring motivations</li> <li>• Time and place</li> <li>• Sequence of events in plot</li> <li>• Sense of story (beginning, middle, end)</li> <li>• Theme</li> <li>• Story grammar</li> </ul>	<p><b>Opportunities to teach:</b></p> <ul style="list-style-type: none"> <li>• Identification with characters</li> <li>• Tensions among characters within communities</li> <li>• Abstract theme or universal truth</li> <li>• Structure</li> <li>• Elements</li> <li>• Style</li> <li>• Purpose</li> <li>• Characterization</li> <li>• Issues and tensions between characters and communities</li> <li>• Reading stage directions</li> <li>• Dialogue/monologue</li> <li>• Antagonists/protagonists</li> <li>• Internal/external conflict</li> <li>• Theme</li> <li>• Context (setting)</li> <li>• Overstatement</li> <li>• Exaggeration</li> <li>• Performance</li> </ul>

**Fourth Grade**  
**Unit 4/Genre: Drama**  
**Second Marking Period**  
**Duration: 2 Weeks**

**Science Connection** - 2nd Unit - States of Matter

**Social Studies Connection** - Social Studies not taught at this time.

**Comprehension Strategies** - Review of Comprehension Strategies/Assessment

*Baker's Neighbors* T.E. [Theme 2, pg. 150A]

*Red Writing Hood* T.E. [Theme 4, pg. 454A]

**Stage 1: Identify Desired Results**

**Established Goals**

**R.IT.04.01** Identify and describe the structure, elements, features, and purpose of a variety of informational genre including autobiography/biography, personal essay, almanac, and newspaper.

- Access the important information in a text. (also meets R.CM.04.02)
- Recognize the genre of the text and use it to form expectations.
- Recognize and discuss the difference between narrative and other structures.
- Understand and discuss how layout contributes to the meaning and effectiveness of both fiction and nonfiction texts.
- Notice how the writer has organized an informational text (categories and subcategories, sequence, and others).
- Recognize the narrator of the text and discuss how the choice of first or third person point of view contributes to the effectiveness of the writing.
- Evaluate the quality or authenticity of the text, including the writer's qualifications.

**R.IT.04.02** identify and describe informational text patterns including compare/contrast, cause/effect, and problem/solution.

- Notice and understand text structure including description, temporal sequence, comparison and contrast, cause and effect, and problem and solution.
- Notice and understand the problem of a story and how it is solved.
- Identify and discuss the problem, the events of the story, and the problem resolution.
- Identify and discuss cultural and historical perspectives that in conflict in the text or that are different from their own perspective. (also meets R.CM.04.03 and R.MT.04.01)

**R.IT.04.03** explain how authors use text features including appendices, headings, subheadings, marginal notes, keys and legends, figures, and bibliographies to enhance the understanding of key and supporting ideas.

- Notice and remember significant information from illustrations or graphics.
- Interpret graphics and integrate information with the text. (also meets R.MT.04.01)
- Notice and discuss the information provided in section titles, headings, and subheadings to predict information provided in a text.
- Notice the writer's use of graphics and effective ways of placing them in the text. (also meets R.CM.04.04)
- Use specific vocabulary to talk about texts: author, illustrator, cover, wordless picture book, character, problem, events, series book, dedication, endpapers, book jacket, title page, chapters, resolution, main character, setting, fiction, nonfiction, poetry, author's note,

illustrator's note, double-page spread, names of fiction genres (for example, historical fiction, legend), character development, point of view, theme.

**R.CM.04.01** connect personal knowledge, experiences, and understating of the world to themes and perspectives in text through oral and written responses

- Support thinking beyond the text with specific evidence based on personal experience or knowledge or evidence from the text. (also meets R.MT.04.01)
- Maintain memory of many different texts and use them as resources for making connections. (also meets R.MT.04.01)
- Form implicit questions and search for answers in the text while listening and during discussions. (also meets R.MT.04.01)

**R.CM.04.02** retell through concise summarization grade-level narrative and informational text.

- Summarize orally or in writing a text, including appropriate information. (also meets R.MT.04.01)
- Notice new information and ideas and revise ideas in response to it. (also meets R.CM.04.02)

**R.CM.04.04** apply significant knowledge from grade-level science, social studies, and mathematics texts.

- Apply background knowledge gained from experience, content study, and wide reading. (also meets R.IT.04.03)
- Make connections to prior knowledge and use to identify and incorporate new knowledge. (also meets R.MT.04.02)
- Apply background knowledge gained from experience, content study, and wide reading.

**R.MT.04.01** self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including predicting, constructing mental images, visually representing ideas in text, questioning, re-reading, listening again if uncertain about meaning, inferring, **summarizing**, and engaging in interpretive discussions

- Self-monitor understanding and ask questions when meaning is lost.
- Ask questions about concepts.
- Assess important information in the text.
- Interpret graphics and integrate information with the text.
- Make note of interesting new words and intentionally remember them to use in oral discussion or writing.
- Support thinking beyond the text with specific evidence based on personal experience or knowledge or evidence from the text.

**R.MT.04.02** plan, monitor, regulate, and evaluate skills, strategies, and processes to construct, and convey meaning (decoding unknown words) and use graphic organizers to deepen their understanding of compare/contrast, and sequential organizational patterns.

- Think critically about informational texts in terms of quality of writing, accuracy, and the logic of conclusion. (also meets R.IT.04.03)
- Hypothesize the significance of events in a story

**R.WS.04.02** use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.

- Recognize and use letters that represent the wide variety of vowel sounds (long, short)

**R.WS.04.04** know the meanings of words encountered frequently in grade-level reading and oral

language contexts.

- Recognize and use synonyms.
- Recognize and use homographs, homophones, and words with multiple meanings.
- Recognize and use words as metaphors and similes to make comparisons.

***What understandings are desired?***

Students will understand that:

1. Using a variety of strategies, such as skimming, scanning, inferring, sharing and discussing background knowledge, and doing further research lead to finding answers to our questions.
2. Asking questions lead to learning new information and further investigation.
3. Using Structural, Syntactic, and Semantic cues can help determine the meaning of unknown words.
4. Making inferences can be done by merging background knowledge with text clues.
5. Inferences can be made by merging background knowledge with text clues, using context clues to make meaning of unknown words, and visualizing from text features.
6. Using background knowledge and text clues help draw conclusions.
7. Structural, Syntactic, Semantic cues can be used to determine the meaning of unknown words.

***What Essential Questions will be considered?***

1. How is my perspective distinguished from characters in the play?
2. How does the genre of drama compare to other narrative text?
3. How does fluency impact the audience's understanding of the play?

**Word Study/ Vocabulary:** How does word structure and sentence structure determine the meaning of unfamiliar words?

**Word Study/Vocabulary**

1. How do I decode words with the letter patterns /s/c and /j/g? (The Baker's Neighbor)
2. How do I use prefixes, suffixes, and roots to decode words and understand their meanings? (The Baker's Neighbor, Red Writing Hood)
3. How do I use reference sources to determine meanings of homophones? (The Baker's Neighbor)
4. How do I apply knowledge of word origins to determine the meanings of words and phrases? (The Baker's Neighbor, Red Writing Hood)
5. How do I use syllable patterns to decode words? (V-V pattern) (Red Writing Hood)

***What key knowledge and skills will students acquire as a result of this unit?***

Students will know:

**R.IT.04.01**

- Structure
- Elements
- Features
- Purpose of variety of informational genre (autobiography/biography, personal essay, almanac, and newspaper)

Students will be able to:

**R.IT.04.01**

- (1)Identify the structure, elements, features, and purpose of informational genre
- (1)Describe the structure, elements, features, and purpose of informational genre

**R.IT.04.02**

- Informational text patterns
- Compare/contrast pattern
- Cause/effect pattern
- Problem/solution pattern

**R.IT.04.03**

## Text Features

- Appendices
- Headings
- Subheadings
- Marginal notes
- Keys
- Legends
- Figures
- Bibliographies

**R.CM.04.01**

- Personal knowledge
- Experiences
- Themes
- Perspectives
- Oral and written response

**R.CM. 04.02**

- Summarization
- Narrative text
- Informational text

**R.CM.04.04**

- How to transfer comprehension strategies into content area reading materials

**R.MT.04.01**

- Summarization
- Narrative text
- Informational text
- Comprehension
- Strategies
- Mental images
- Ideas in text
- Meaning
- Interpretive discussions

**R.MT.04.02**

- Skills to construct and convey meaning
- Strategies to construct and convey meaning
- Processes to construct and convey meaning
- Compare and contrast
- Sequential organizational patterns

**R.IT.04.02**

- (1) Identify informational text patterns
- (1) Describe informational text patterns

**R.IT.04.03**

- (2) Explain how authors use text feature
- (4) Enhance understanding key and supporting ideas

**R.CM.04.01**

- (4) Connect personal knowledge, experiences, and understanding of the world

**R.CM. 04.02**

- (2) Retell narrative and informational text

**R.CM.04.04**

- (3) Apply comprehension strategies

**R.MT.04.01**

- (5) Self-monitor comprehension
- (5) Discuss comprehension strategies
  - (3) Use comprehension strategies
  - (2) Predict
  - (6) Construct mental images
  - (3) Represent idea
  - (4) Question
  - (2) Reread for meaning
  - (2) Listen for meaning
  - (4) Infe
  - (2) Summarize

- (4) Engage in interpretive discussions

**R.MT.04.02**

- (3) Plan skills, strategies and processes
- (5) Monitor skills, strategies and processes
- (4) Regulate skills, strategies and processes
- (5) Evaluate skills, strategies and processes
- (3) Construct meaning

<p><b>R.WS.04.02</b></p> <ul style="list-style-type: none"> <li>• cues (semantic, structural, syntactic)</li> <li>• base words</li> <li>• affixes</li> <li>• syllabication</li> <li>• frequently encountered words</li> </ul> <p><b>R.WS.04.04</b></p> <ul style="list-style-type: none"> <li>• words</li> <li>• oral language</li> </ul>	<ul style="list-style-type: none"> <li>• (3) Convey meaning</li> <li>• (3) Use graphic organizers</li> </ul> <p><b>R.WS.04.02</b>(3) Use structural, syntactic, and semantic cues</p> <ul style="list-style-type: none"> <li>• (2) Read high frequency words</li> <li>• (2) Decode unknown words</li> <li>• (4) Decide the meaning of words</li> </ul> <p><b>R.WS.04.04</b></p> <ul style="list-style-type: none"> <li>• (2) Know meanings</li> <li>• (2) Know context</li> </ul>
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## Stage 2: Determine acceptable evidence (Diagnostic, Formative, Summative Assessments)

*What evidence will show that students understand? **Summative Performance***

### **Performance Indicators: Ask Questions (Strong=3, Some Evidence=2, Little Evidence=1)**

- Stops to ask questions to wonder about the information and better understand it.
- Recognizes that not all questions are answered in the text.
- Asks questions to clarify meaning or confusion.
- Reads with a question(s) in mind and uses a variety of strategies to try to answer it.
- Poses lingering questions about the information and big ideas to expand thinking.

### **Ask Questions: Assess by reviewing student Post-it notes, and conferring to check understanding.**

1. Use a three column chart with students that is labeled Questions/Answers/How I found my answers to check for student understanding.
2. As students read their Post-its should be reflective of what they learned, and their lingering questions.
3. The teacher should confer with students to assess and clarify student awareness of misconceptions or misunderstandings.

### **Asking Questions: Rubric**

Use this rubric to record the student's scores on each set of questions. Circle the number corresponding to the statement that best reflects the student's response. Consider all three questions when scoring the student.

1	No questions and/or poses irrelevant questions.
2	Poses literal question(s) that relate to the text.
3	Poses questions to clarify meaning.
4	Poses questions to enhance meaning of text (critical response, big idea); may explain how posing questions deepens comprehension.
5	Uses questions to challenge the validity of text or author's stance/motive or point of view and to enhance his/her understanding of the text; questions may be rhetorical and lead to interesting discussion. Can explain how asking questions enhances understanding.

### **Asking Questions: Written Assessment**

**Directions:** Answer some questions about what you think about while you read.

Use the space below each question to write your answer.

- A. What did you wonder about while you were reading this story/text?
- B. What questions do you have now about what you read?
- C. Choose one of the questions below to answer:
  - You have just written about the questions you asked while you were reading. How do questions help you understand more of what you're reading?
  - What do you do when you are reading and a question comes into your mind? Do questions help you understand some kinds of text better than other kinds?

## Asking Questions: Oral Assessment

**Directions:** Read the following instructions to the student. Record the student's responses below each question/statement.

- A. What did you wonder about while you (or I) read this text?
- B. What questions do you have now about what you (or I) read?
- C. Choose one of the questions below to ask the student:
  - We have just talked about the questions you asked during reading. (Restate student's response.) How do questions help you understand more of what you're reading?
  - What do you do when you are reading and a question comes into your mind? Do questions help you understand some kinds of text better than others? Tell me more about that.

### **Performance Indicators: Infer Meaning (Strong=3, Some Evidence=2, Little Evidence=1)**

- Uses the context to infer the meaning of unfamiliar words and concepts.
- Merges background knowledge with text clues to draw conclusions.
- Uses inferring to interpret the deeper meaning of language.
- Uses inferring/visualizing to gain meaning from text features and visuals.
- Uses text evidence to infer the answers to questions.
- Uses text evidence to infer big ideas and themes.

### **Infer Meaning: Performance indicators by reviewing student Graphic Organizers, and conferring to check for understanding.**

1. Review the four column form to see if students made reasonable inferences about word meaning, considered the clues that led them to infer the meaning, wrote sentences that demonstrated understanding.
2. Assess students' understanding by listening to their discussion through out the lesson.
3. Review the students' two column forms to see if they are making reasonable inferences from the text information, placing their facts and inferences in the correct columns, and if they are merging background knowledge with text clues to come up with inferences.

### **Profundity Assess by using the following student products and conferring.**

1. Review student graphic organizers to assess understanding of metaphorical thinking and ability to gain insight and deeper meaning in the text.

### **Inferring: Rubric**

Use this rubric to record the student's scores on each set of questions. Circle the number corresponding to the statement that best reflects the student's response. Consider all three questions when scoring the student.

1	No response/inference.
2	Attempts a prediction or conclusion that is inaccurate or unsubstantiated with text information.
3	Draws conclusions or makes predictions that are consistent with text or schema.
4	Draws conclusions and/or makes predictions and can explain the source of the conclusion or prediction in text.
5	Develops predictions, interpretations, and/or conclusions about the text that include connections between the text and the reader's background knowledge, ideas, or beliefs that enhance the overall meaning of the text

and make it more memorable to the reader. Discusses why/how inferences help him or her understand better.

### **Inferring: Written Assessment**

**Directions:** Answer some questions about what you think about while you read.

Use the space below each question to write your answer.

- A. For narrative text: Can you predict what is about to happen? Why did you make that prediction? Can you identify something in the book that helped you to make that prediction? What do you already know that helped you to make that prediction?
- B. For expository text: In addition to what you have read so far, what do you think the author wants you to know or learn at this point in the text?
- C. What do you know about this text that the author didn't write?
- D. Choose one of the questions below to answer:
  - You have just written about your inferences. What do you understand about this text now that you didn't understand before?
  - Why do readers understand better when they infer? Why should readers infer?
  - How does inferring help a reader understand a text better?

### **Inferring: Oral Assessment**

**Directions:** Read the following instructions to the student. Record the student's responses below each question/statement.

- A. Choose from narrative text or expository text for question A.
  - For narrative text: When you read (or heard me read) could you predict what was about to happen? Why did you make that prediction? Can you find something in the book that helped you to make that prediction? What do you already know that helped you make that prediction?
  - For expository text: In addition to what you have read (or heard me read) so far, what do you think the author wants you to know or learn at this point in the text?
- B. Select an event or fact from the text that calls for a conclusion, opinion, or interpretation. Refer to the event or fact when asking the following questions.
  - What did the author mean by \_\_\_\_\_? What details in the text help you to know that? What do you already know that helped you to decide that?
- C. What do you know about this text that the author didn't write?
- D. Choose one of the questions below to ask the students:
  - We have just talked about inferring. (Restate one of the child's conclusions, opinions, interpretations, or predictions and identify it as an inference.) What do you understand about this text now that you didn't understand before?
  - Why do readers understand better when they infer? Why should readers infer? How does inferring help a reader understand a text better?

Observation Notes

\*Complete a Performance Task Blueprint for each task

### ***Diagnostic Assessments:***

Benchmark Assessment System 2

Vocabulary pre-assessment (Marzano)

Last updated on 8/23/2010 4:56 PM

Pre-assessment

Formative Assessment

***Student Self-Assessment and Reflection: Teach and Reinforce***

- Rethink
- Revise
- Redo
- Rehearse
- Refine

### Stage 3: Learning experiences

#### Instructional Sequence:

Genre: Personal Essay Non-fiction/Essay

Two Lands, One Heart (TE 350A, Theme 3)

“Fly Traps! Plants That Bite Back” (Science) (Theme 6 pg. 690)

“Look to the North: A Wolf Pup Diary” (Theme 3 pg. 372)

“A Very Important Day” (Social Studies) (Theme 5 pg. 522)

**What Evidence will Show that Students are Asking Questions to Monitor Comprehension?**

**What Evidence will Show that Student are Inferring meaning?**

#### *Gradual Release of Responsibility*

#### **Experience 1: Read To Discover Answers**

**Focus Question:** What strategies can I use to arrive at answers to my questions? In what ways can I keep questions in my mind while I am reading?

#### **Learning Target:**

- I can arrive at answers to my questions by using a variety of strategies.
- I can keep questions in my mind as I read in order to search for information that extends my thinking.

**Performance Indicator:** Conferences with students are an ideal way to assess whether or not students are able to hold questions in their mind while they read to discover the answer. Use a three column chart with students that is labeled Questions/Answers/How I found my answers to check for student understanding.

#### **Learning Activities:**

##### **Connect and Engage**

- Engage students with a compelling topic and engaging text.
- Brainstorm reading strategies for finding answers to our questions. **Model**
- Model asking questions during reading.
- Introduce the Questions/Answers/Strategies for answering questions form. (Three column chart labeled Questions/ Answers/ How I found my answers)
- Demonstrate how to find answers by reading on.
- Show how to answer questions by inferring and merging thinking with text clues.
- Write the answer to the question and the strategy used on the chart.

##### **Guide**

- Review strategies for answering questions.
- Invite students to practice inferring to answer questions.
- Answer questions by sharing and discussing background knowledge.
- Discuss how to find answers by using other sources for researching.

##### **Practice Independently**

- Send the kids off to ask and answer their own questions.
- Confer with individuals and pairs to support them to use these strategies to answer their questions.

##### **Share the Learning**

- Gather the whole group and invite partners to share how they found answers.
- Review strategies for answering questions.

**Strategies:** Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, constructed anchor chart, Graphic Organizer

## **Experience 2: Ask Questions to Expand Thinking**

**Focus Question:** How does new information I am learning relate to my questions? What questions should I ask to resolve confusion and better understand ideas and issues? What types of questions can lead to more thoughtful investigation?

### **Learning Target:**

- I can learn new information and relate it to my questions.
- I can ask questions when I am confused so that I can better understand complicated ideas and issues.
- I can ask questions so that I deeper my understanding and come up with new ideas for further information.

**Performance Indicator:** As students read their Post-its should be reflective of what they learned, and their lingering questions. The teacher should confer with students to assess and clarify student awareness of misconceptions or misunderstandings.

### **Learning Activities:**

#### **Connect and Engage**

- Introduce the text and build kids' background knowledge.
- Incorporate kids' comments and background knowledge into the discussion.
- Think and talk about what we are learning and wondering to better understand the story.

#### **Model**

- Model learning and wondering using a two-column Anchor Chart.
- Model asking a question as a response to confusing information.
- Invite students to notice your thinking.
- Discuss answers to questions to clarify meaning and resolve confusion.

#### **Guide**

- Encourage students to write their own responses while you continue to read aloud.
- Ask kids to turn and talk before sharing their ideas. Add their responses and questions to the Anchor Chart.
- Introduce and define lingering questions.

#### **Collaborate**

- Ask students to gather in groups of four to discuss their responses.

#### **Share the Learning**

- Reassemble as a whole group, and ask students to share what they discussed in small groups.
- Encourage further investigation to answer lingering questions.
- Sum up the big ideas and the lessons learned.

**Strategies:** Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, constructed anchor chart, Post Its

## **Experience 3: Infer the Meaning of Unfamiliar Words**

**Focus Question:** What equation can I use to make an Inference? How can I use context and visual features to infer meaning?

### **Learning Target:**

- I can make inferences using  $BK+TC=I$ .
- I can visualize features to make an inference.
- I can use context to infer meaning of unfamiliar words.
- I can use new vocabulary in sentences to demonstrate my understanding.

**Performance Indicator:** Review the four column form to see if students made reasonable inferences about word meaning, considered the clues that led them to infer the meaning, wrote sentences that demonstrated understanding. Assess students' understanding by listening to their discussion through out the lesson.

**Learning Activities:**

**Connect and Engage**

- Explain Inferring.
- Teach an equation for inferring to make inferring concrete and to support kids as they try to make their own inferences.
- Explain how to use the strategy of inferring to figure out unfamiliar words in context.

**Model**

- Model how to infer the meaning of unfamiliar words and use a form to help kids understand and remember the meanings. (A four column chart labeled word/inferred meaning/clues/sentence)

**Guide**

- Support kids as they read and infer the meaning of unfamiliar words.
- Explain how readers use the features to visualize and infer meaning.
- Introduce and explain the idea of Word Keepers.

**Collaborate**

- Have kids work together in pairs to read through the text and practice inferring the meaning of words as they fill in their charts.
- Give away a word to remind students what it means to be a Word Keeper.

**Share the Learning**

- Invite kids to share their four-column forms with new words and concepts and explain the process for figuring them out.

**Strategies:** Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, constructed anchor chart, Graphic Organizer, Word Keepers, Word Keepers (See Appendix)

Word keepers is an active participation strategy. Give a child a 3x3 post-it with a word on it, the child is responsible for the spelling, meaning, and the part of speech. Give out words that you would use over and over again in literacy (i.e. background knowledge, synthesize, Inference, or content specific words.) This is a great active literacy strategy to use from the beginning of the year.

**Experience 4: Infer with Text Clues**

**Focus Question:** How can I read with a question in mind? How do I use the facts to infer the answer to specific questions?

**Learning Target:**

- I can use background knowledge and text clues to make inferences and draw conclusions.
- I can read with a question in mind.
- I can use the facts to infer and answer to a specific questions.

**Performance Indicator:** Review the students' two column forms to see if they are making reasonable inferences from the text information, placing their facts and inferences in the correct columns, and if they are merging background knowledge with text clues to come up with inferences. We also assess students' understanding by listening to their discussion throughout the lesson and sharing piece.

**Learning Activities:**

**Connect and Engage**

- Engage kids and build background knowledge.
- Show how to infer from features, photographs, and artifacts.
- Talk with students about making inferences based on insufficient information.
- Explain that the more text clues readers have, the better the inference is likely to be.

#### **Model**

- Think aloud about how we read with a focus question in mind and infer to come up with an answer.
- Model inferring by reading and recording facts and inferences on a Facts/Inferences form (a two column graphic organizer labeled Facts in the first column, and Inferences in the second column.).

#### **Guide**

- Continue to read and guide the discussion as kids talk and record their thinking on the Facts inferences form (T chart. On the left the kids write Facts and on the right side the kids write Inferences).

#### **Collaborate**

- Encourage students to work with a partner and respond to the article keeping our focus question in mind.

#### **Practice Independently**

- Encourage students to practice the strategy with their own reading

#### **Share the Learning**

- Wrap up the lesson and summarize the purpose.

**Strategies:** Read Aloud, Think Aloud, Think-Pair-Share, partner discussion, constructed anchor chart, Independent Reading, using a graphic organizer, conferring with students

### **Experience 5: Profundity Nonfiction**

**Focus Question:** What is profundity? How do I categorize key ideas, concepts, and perspectives? How do I draw conclusions based on different views presented in the text? How can I find a deep meaning in and across different genre of nonfiction text?

#### **Learning Target:**

- I can explore and reflect on universal themes and substantive issues from oral, visual, and written texts.
- I can identify key ideas, concepts, and perspectives found in text
- I can draw conclusions based on my understanding of different views presented in texts.
- I can draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts.
- I can support a position using ideas from text(s).

**Performance Indicator:** Review student graphic organizers to assess understanding of metaphorical thinking and ability to gain insight and deeper meaning in the text. Also, assess students through conferring.

#### **Learning Activities:**

##### **Connect and Engage**

- Build Background knowledge
- Engage Readers with a shared reading or read aloud

**Model (through an interactive read aloud or shared reading, start with the lowest level of the plane and continue modeling lessons to guide student thinking through the higher levels of the plane)**

- Literal Plane
- Summary Plane

- Schema Plane
- Concept Plane
- Universal Plane

#### **Guide**

- Facilitate discussion with students through questioning
- Pay special attention to strategies that readers may be struggling with at each level of thinking

#### **Collaborate/ Independent Practice**

- In small groups, pairs, and independently work through the profundity scale with shared reading and independent reading to identify and connect to larger themes and ideas.

#### **Share the Learning**

- Gather students and discuss share new insights with the group.
- Chart student ideas across text

**Strategies:** Read Aloud, Think Aloud, and Think, Pair, Share, Jigsaw, Construct Anchor Charts, Shared Reading, Independent Reading, Using Graphic Organizers, Writing in Response to Reading, Comprehension Strategies

**Unit 5: 4 Weeks (4 Weeks Personal essay)**  
**Informational Text**  
**GENRE: Personal Essay**

**GENRE:** Personal Essay

**DEFINITION:**

A first person, non-fiction story, usually a short composition, which illuminates a personal experience. It is similar to memoir but the emphasis is more on viewpoint and is more personal in nature.

**PURPOSE:**

- To connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text

**CHARACTERISTICS:**

- Non-fiction story; fully developed narrative
- Description, action, and dialogue
- Clear organizational pattern
- Elaboration of relevant supporting ideas
- Sequenced events/progression of ideas
- Focused
- Stream of consciousness
- Form based upon purpose
- Coherent development
- Unity
- Wrap-up resolution or reaction
- Grounded in reality
- Establishes a relationship between the reader and the writer
- Thoughtful, honest, reflective
- Intimate sharing of thoughts, memories, desires, complaints or whimsies
- Clear perspective on experiences
- Quoted language, speech elements
- Details of a specific event or time in life of author
- Precise, vivid language and imagery
- Sustained development of a single incident, often conveying emotion
- Can be humorous, serious, scolding, and meditative
- Can take the shape of a memoir or character sketch
- Use facts and personal experiences to support main point
- Strong topic sentences as transitions between paragraphs
- Opinion-based main point
- Utilizes structure, voice and style

<b>Grade Level Instructional Scope for COMPREHENDING the Genre and Text of a Personal Essay</b>
<b>Grade 4</b>
<b>Opportunities to teach:</b> <b>Understanding the genre</b> <ul style="list-style-type: none"> <li>• Structure</li> <li>• Elements</li> <li>• Purpose</li> </ul> <b>Understanding the text</b> <ul style="list-style-type: none"> <li>• Introduction (setting, time)</li> <li>• Author’s perspective and tone</li> <li>• Sequence</li> <li>• Closing statement or lesson learned</li> </ul>

**PERSONAL ESSAY selections for fourth grade:**

<b>Book Title</b>	<b>Author</b>	<b>Guided Reading Level</b>
The Milestones Project: Celebrating Childhood Around the World <a href="http://www.milestonesproject.com">www.milestonesproject.com</a>	Richard Steckel	NR
Food for Life	John D. Baines	
That’s Very Canadian! An Exceptionally Interesting Report About All Things Canadian, by Rachel	Vivien Bowers	

**COMPARATIVE ESSAY selections for fourth grade:**

<b>Book Title</b>	<b>Author</b>	<b>Guided Reading Level</b>
Food for Life	John D. Baines	
That’s Very Canadian!: An Exceptionally Interesting Report About All Things Canadian, by Rachel	Vivien Bowers	NR
It is suggested that after this genre is taught, teachers save examples of exemplary student work.		

**Fourth Grade**  
**Unit 5/ Genre: Nonfiction (Personal Essay)**  
**Second and Third Marking Periods**  
**Duration: 4 Weeks**

**Science Connection** - States of Matter/Energy Transfer

**Social Studies Connection** - Ch. 11, 14, 15

**Comprehension Strategies** - Infer Meaning and Determine Importance

**Recommended Readings:**

*Two Lands, One Heart* [TE 350A, Theme 3] (Crack Open Features)

*Fly Traps! Plants That Bite Back* (Science) [Theme 6 pg. 690] (Read with a Question in Mind)

*Look to the North: A Wolf Pup Diary* [Theme 3 pg. 372] (Wrap Your Mind Around the Big Ideas)

*A Very Important Day* (Social Studies) [Theme 5 pg. 522] (Spotlight New Thinking)

**Stage 1: Identify Desired Results**

**Established Goals**

**R.NT.04.01** describe the shared human experience depicted in classic, multicultural, and contemporary literature recognized for quality and literary merit.

- Identify and discuss cultural and historical perspectives that are in conflict in the text or that are different from their own perspective. (also meets R.CM.04.03 and R.MT.04.01)
- Evaluate the quality or authenticity of the text including the writer's qualifications.
- Recognize, understand, and discuss some obvious symbolism.
- Provide specific examples and evidence to support statements about the quality, accuracy, or craft or the text.

**R.NT.04.02** identify and describe the structure, elements, and purpose of a variety of narrative genre including poetry, myths, legends, fantasy, and adventure).

- Understand how one event builds on another throughout the text. (also meets R.CM.04.03)
- Identify and discuss the problem, the events of the story, and the problem resolution.
- Notice and remember significant information from illustrations or graphics.
- Recognize the genre of a text and use it to form expectations.
- Recognize and discuss the artistic aspects of a text, including how illustrations and narrative form a cohesive whole.
- Recognize and discuss aspects of narrative structure (beginning, series of events, high point of the story, ending)
- Understand and discuss how layout contributes to the meaning and effectiveness of both fiction and nonfiction texts.

**R.NT.04.03** analyze characters thoughts and motivation through dialogue, various character roles, and functions including hero and anti-hero, or narrator, know first person point of view and identify conflict and resolution.

- Notice and remember attributes and actions that will help in understanding character development.
- Make connections between the lives and motivations of characters and their own lives, even if the setting is a fantasy world or in the past. (also meets R.MT.04.01)
- Infer characters' feelings and motivations from description, what they do or say, and what others think about them. (also meets R.CM.04.03 and R.MT.04.01)
- Identify and discuss the problem, the events of the story, and the problem resolution.
- Recognize the narrator of the text and discuss how the choice of the first or third person point of

view contributes to the effectiveness of the writing.

- Hypothesize the significance of the setting in influencing characters decisions' and attitudes
- Apply background knowledge gained from experience, content study, and wide reading.

**R.NT.04.04** explain how authors use literary devices including flash-forward and flashback to depict time, setting, conflicts, and resolutions to enhance the plot and create suspense.

- Notice how the writer reveals the underlying messages or the theme of a text (through character, through plot and events) (also meets R.CM.04.03)
- Follow and remember multiple events in a story, often involving the stories of multiple characters, to understand the plot. (also meets R.CM.04.03)
- Notice and understand the problem of a story and how it is solved.
- Notice and remember details of the setting and discuss the impact of the setting on characters and problem
- Interpret the mood of the text, using illustrations in combination with the writer's tone.
- Hypothesize the significance of events in a story.
- Analyze an author's characteristic way of writing - characters, plot style.
- Notice and appreciate the author's use of figurative and literary language to evoke imagery, feeling, and mood

**R.CM.04.01** connect personal knowledge, experiences, and understating of the world to themes and perspectives in text through oral and written responses

- Apply background knowledge gained from experience, content study, and wide reading.
- Make predictions based on information in the text as to what will happen, what characters are likely to do, and how it will end. (also meets R.MT.04.01)
- Support thinking beyond the text with specific evidence based on personal experience or knowledge or evidence from the text. (also meets R.MT.04.01)
- Notice new information and ideas and revise ideas in response to it.
- Maintain memory of many different texts and use them as resources for making connections. (also meets R.MT.04.01)
- Form implicit questions and search for answers in the text while listening and during discussions. (also meets R.MT.04.01)

**R.CM.04.03** explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting or drawing parallels across time and culture

- Derive and interpret the writer's underlying messages (themes). (also meets R.MT.04.01)
- Make connections to other text by topic, major ideas, authors' styles and genres (also meets R.MT.04.01)
- Analyze the way an author creates authentic characters. (also meets R.NT.04.03)

**R.MT.04.01** self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, **inferring**, summarizing, and engaging in interpretive discussions.

- Self-monitor understanding and ask questions when meaning is lost.
- Ask questions about concepts.
- Make note of interesting new words and intentionally remember them to use in oral discussion or writing.
- Access prior information summarized from the text while hearing more.
- Summarize orally or in writing a text, including appropriate information.

- Notice and respond to stress and tone of voice while listening and afterward.
- Identify and discuss cultural and historical perspectives that are in conflict in the text or that are different from their own perspective.
- Derive and interpret the writer’s underlying messages (themes)

**R.WS.04.04** know the meanings of words encountered frequently in grade-level reading and oral language contexts.

- Recognize and use synonyms and antonyms.
- Recognize and use homographs, homophones, and words with multiple meanings.

**R.WS.04.05** acquire and apply strategies to identify unknown words or word parts; self-monitor, and construct meaning by engaging actively in reading a variety of genre, self-correcting, and using a thesaurus.

- Use the pronunciation guide in a dictionary.

*What understandings are desired?*

Students will understand that:

1. Background knowledge and context are essential to making inferences
2. Inferring can help move beyond a literal interpretation of text
3. Inferences can be made from Subheads and titles.
4. Structural, Syntactic, and Semantic cues can be used to determine the meaning of unknown words.

*What essential questions will be considered?*

1. How do I interact with the world around me?
2. What common elements are shared across nonfiction texts?
3. What distinguishing features allow me to classify nonfiction text by genre?
4. How can understanding genre and text structure aid comprehension?

<p><b>Infer Meaning:</b> How do I use background knowledge and text clues to infer the meaning of unfamiliar words? How do I use background knowledge and text clues to infer meaning when reading the text?</p>	<p><b>Infer Meaning (Skill/Strategy Based)</b></p> <ol style="list-style-type: none"> <li>1. How do I figure out the meaning of new words?</li> <li>2. How do I think about what I know and merge it with the information I am reading?</li> <li>3. How do I find evidence in the text to support my inference?</li> <li>4. What is the deeper meaning or lesson in the text? How do I know?</li> <li>5. How do I use text features to infer what the text is about?</li> <li>6. How do I use the elements of narrative text to infer what the text is about?</li> <li>7. How do I use text clues to infer the answers to questions when I couldn’t find the answer in the text?</li> <li>8. How do I infer the theme from evidence and clues in the text?</li> </ol>
<p><b>Determine Importance:</b> How do I use my background knowledge and my purpose for reading to evaluate what is important in a text?</p>	<p><b>Determine Importance</b></p> <ol style="list-style-type: none"> <li>1. How do I figure out the meaning of new words?</li> <li>2. How do I think about what I know and merge it with the information I am reading?</li> <li>3. How do I find evidence in the text to support my inference?</li> <li>4. What is the deeper meaning or lesson in the text? How do I know?</li> </ol>

	<ol style="list-style-type: none"> <li>5. How do I use text features to infer what the text is about?</li> <li>6. How do I use the elements of narrative text to infer what the text is about?</li> <li>7. How do I use text clues to infer the answers to questions when I couldn't find the answer in the text?</li> <li>8. How do I infer the theme from evidence and clues in the text?</li> </ol>
<p><b>Word Study/Vocabulary:</b> How do I use a range of strategies to break words into syllables, understand meaning of words, and notice patterns in words?</p>	<p><b>Word Study/ Vocabulary:</b></p> <ol style="list-style-type: none"> <li>1. How do I use letters that represent the wide variety of vowel sounds (long and short). (Fly Traps! Plants that Bite Back)</li> <li>2. How do I recognize and use synonyms and antonyms? Two Lands One Heart, A Very Important Day)</li> <li>3. How can I recognize and use homographs and homophones? (A Very Important Day)</li> <li>4. How can I recognize and use analogies, such as metaphors and similes, to make comparisons? (Fly Traps! Plants that Bite Back, Look To The North)</li> </ol>

*What key knowledge and skills will students acquire as a result of this unit?*

<p>Students will know:</p> <p><b>R.NT.04.01</b></p> <ul style="list-style-type: none"> <li>• Common shared experiences in classical, multicultural, and contemporary literature</li> </ul> <p><b>R.NT.04.02</b></p> <ul style="list-style-type: none"> <li>• Structure, elements, and purpose of narrative genre <ul style="list-style-type: none"> <li>○ Poetry</li> <li>○ Myths</li> <li>○ Legends</li> <li>○ Fantasy</li> <li>○ Adventure</li> </ul> </li> </ul> <p><b>R.NT.04.03</b></p> <ul style="list-style-type: none"> <li>• Thoughts through dialogue</li> <li>• Motivation through dialogue</li> <li>• Character roles</li> <li>• Functions</li> <li>• hero/anti-hero</li> <li>• narrator</li> <li>• conflict/resolution</li> </ul> <p><b>R.NT.04.04</b></p> <ul style="list-style-type: none"> <li>• conflict/resolution</li> <li>• literary devices</li> <li>• flash forward/flashback</li> <li>• time, setting, plot</li> <li>• suspense</li> </ul> <p><b>R.CM.04.01</b></p>	<p>Students will be able to:</p> <p><b>R.NT.04.01</b></p> <ul style="list-style-type: none"> <li>• (1) Describe shared human experiences</li> <li>• (1) Recognize quality and literary merit</li> </ul> <p><b>R.NT.04.02</b></p> <ul style="list-style-type: none"> <li>• (1)Identify structure, elements, and purpose of narrative genre</li> <li>• (1)Describe structure, elements, and purpose of narrative genre</li> </ul> <p><b>R.NT.04.03</b></p> <ul style="list-style-type: none"> <li>• (4)Analyze characters, thoughts, and motivation</li> <li>• (1)Identify conflict and resolution</li> <li>• (1)Know first person point of view</li> </ul> <p><b>R.NT.04.04</b></p> <ul style="list-style-type: none"> <li>• (2)Depict time, setting, conflicts, and resolutions</li> <li>• (6)Create suspense</li> <li>• (2)Explain use of literary devices</li> <li>• (6)Enhance the plot</li> </ul> <p><b>R.CM.04.01</b></p>
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<ul style="list-style-type: none"> <li>• Personal knowledge</li> <li>• Experiences</li> <li>• Themes</li> <li>• Perspectives</li> <li>• Oral and written response</li> </ul> <p><b>R.CM. 04.03</b></p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Themes</li> <li>• Ideas</li> <li>• Characters</li> <li>• Texts</li> <li>• Understanding</li> <li>• Parallels</li> <li>• Time</li> <li>• Culture</li> </ul> <p><b>R.MT.04.01</b></p> <ul style="list-style-type: none"> <li>• Summarization</li> <li>• Narrative text</li> <li>• Informational text</li> <li>• Comprehension</li> <li>• Strategies</li> <li>• Mental images</li> <li>• Ideas in text</li> <li>• Meaning</li> <li>• Interpretive discussions</li> </ul> <p><b>R.WS.04.04</b></p> <ul style="list-style-type: none"> <li>• words</li> <li>• oral language</li> </ul> <p><b>R.WS.04.05</b></p> <ul style="list-style-type: none"> <li>• Strategies</li> <li>• Unknown words</li> <li>• Word-parts</li> <li>• Genre</li> <li>• Thesaurus</li> </ul>	<ul style="list-style-type: none"> <li>• Personal knowledge</li> <li>• Experiences</li> <li>• Themes</li> <li>• Perspectives</li> <li>• Oral and written response</li> </ul> <p><b>R.CM. 04.03</b></p> <ul style="list-style-type: none"> <li>• (2) Explain relationships among themes, ideas, and characters</li> <li>• (6) Create a deeper understanding <ul style="list-style-type: none"> <li>○ (4) Categorize</li> <li>○ (2) Classify within and across texts</li> <li>○ (2) Compare within and across texts</li> <li>○ (2) Contrast within and across texts</li> </ul> </li> <li>• (2) Draw parallels across and culture</li> </ul> <p><b>R.MT.04.01</b></p> <ul style="list-style-type: none"> <li>• Summarization</li> <li>• Narrative text</li> <li>• Informational text</li> <li>• Comprehension</li> <li>• Strategies</li> <li>• Mental images</li> <li>• Ideas in text</li> <li>• Meaning</li> <li>• Interpretive discussions</li> </ul> <p><b>R.WS.04.04</b></p> <ul style="list-style-type: none"> <li>• words</li> <li>• oral language</li> </ul> <p><b>R.WS.04.05</b></p> <ul style="list-style-type: none"> <li>• (3) Acquire and apply strategies</li> <li>• Identify unknown words or word parts</li> <li>• (5) Self-monitor and correct</li> <li>• Construct meaning</li> <li>• Engage actively in reading</li> <li>• Use a thesaurus</li> </ul>
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**Stage 2: Determine acceptable evidence  
(Diagnostic, Formative, Summative Assessments)**

*What evidence will show that students understand? **Summative Performance***

**Performance Indicators: Infer Meaning (Strong=3, Some Evidence=2, Little Evidence=1)**

- Uses the context to infer the meaning of unfamiliar words and concepts.
- Merges background knowledge with text clues to draw conclusions.
- Uses inferring to interpret the deeper meaning of language.
- Uses inferring/visualizing to gain meaning from text features and visuals.
- Uses text evidence to infer the answers to questions.
- Uses text evidence to infer big ideas and themes.

**Infer Meaning: Assess by reviewing student Graphic Organizers, and conferring to check for understanding.**

1. Review the Comments/Strategies form to assess understanding.
2. Assess students' understanding by listening to their discussion through out the lesson.
3. Collect the books and magazines students used and read the post-its to see when they noticed inferential subheads and used them to get the idea of what the section would be about. In writing in response to reading ask them to write their own response and to put a subhead on it.
4. Ask students to write a brief response to something new they learned, or collect student Post-its to review questions they had in mind while reading.

**Profundity Assess by using the following student products and conferring.**

1. Review student graphic organizers to assess understanding of metaphorical thinking and ability to gain insight and deeper meaning in the text.

**Inferring: Rubric**

Use this rubric to record the student's scores on each set of questions. Circle the number corresponding to the statement that best reflects the student's response. Consider all three questions when scoring the student.

1	No response/inference.
2	Attempts a prediction or conclusion that is inaccurate or unsubstantiated with text information.
3	Draws conclusions or makes predictions that are consistent with text or schema.
4	Draws conclusions and/or makes predictions and can explain the source of the conclusion or prediction in text.
5	Develops predictions, interpretations, and/or conclusions about the text that include connections between the text and the reader's background knowledge, ideas, or beliefs that enhance the overall meaning of the text and make it more memorable to the reader. Discusses why/how inferences help him or her understand better.

**Inferring: Oral Assessment**

**Directions:** Read the following instructions to the student. Record the student's responses below each question/statement.

A. Choose from narrative text or expository text for question A.

- For narrative text: When you read (or heard me read) could you predict what was about to happen? Why did you make that prediction? Can you find something in the book that helped you to make that prediction? What do you already know that helped you make that prediction?
  - For expository text: In addition to what you have read (or heard me read) so far, what do you think the author wants you to know or learn at this point in the text?
- B. Select an event or fact from the text that calls for a conclusion, opinion, or interpretation. Refer to the event or fact when asking the following questions.
- What did the author mean by \_\_\_\_\_? What details in the text help you to know that? What do you already know that helped you to decide that?
- C. What do you know about this text that the author didn't write?
- D. Choose one of the questions below to ask the students:
- **We have just talked about inferring.** (Restate one of the child's conclusions, opinions, interpretations, or predictions and identify it as an inference.) **What do you understand about this text now that you didn't understand before?**
  - Why do readers understand better when they infer? Why should readers infer? How does inferring help a reader understand a text better?

### Inferring: Written Assessment

**Directions:** Answer some questions about what you think about while you read.

Use the space below each question to write your answer.

- A. For narrative text: Can you predict what is about to happen? Why did you make that prediction? Can you identify something in the book that helped you to make that prediction? What do you already know that helped you to make that prediction?
- B. For expository text: In addition to what you have read so far, what do you think the author wants you to know or learn at this point in the text?
- C. What do you know about this text that the author didn't write?
- D. Choose one of the questions below to answer:
- You have just written about your inferences. What do you understand about this text now that you didn't understand before?
  - Why do readers understand better when they infer? Why should readers infer?
  - How does inferring help a reader understand a text better?

\*Complete a Performance Task Blueprint for each task

### *Diagnostic Assessments:*

Benchmark Assessment System 2  
 Vocabulary pre-assessment (Marzano)  
 Pre-assessment  
 Formative Assessment

### *Student Self-Assessment and Reflection: Teach and Reinforce*

- Rethink
- Revise
- Redo
- Rehearse
- Refine

### Stage 3: Learning Experiences

#### Instructional Sequence

“Amelia and Eleanor Go For A Ride” (Social Studies)

“Sarah, Plain and Tall” (Social Studies)

“I Have Heard of A Land” (Social Studies)

#### What Evidence will Show that Students are Inferring Meaning?

##### *Gradual Release of Responsibility*

#### **Experience 1: Tackle the Meaning of Language**

**Focus Question:** How can I use context and background knowledge to infer meaning from a poem’s words, lines, and phrases? What does it mean to move beyond the literal interpretation of a poem? How do I share my understanding of a poem’s deeper understanding?

#### **Learning Target:**

- I can use context and background knowledge to infer the meaning of a poem’s words, lines, and phrases.
- I can apply the strategy of inferring to move beyond the literal interpretation of a poem.
- I can articulate my understanding about the poem’s deeper meaning by sharing my inferences, questions, and interpretations.

**Performance Indicator:** It is important to record student conversations during this lesson because it is important for developing readers to read, write, and talk about thinking. Also use the Comments/Strategies form to assess understanding.

#### **Learning Activities:**

##### **Connect and Engage**

- Discuss the idea that poems can be nonfiction. Share background knowledge about the topic.
- State the purpose of the lesson: to infer meaning from the poem’s language.

##### **Model**

- Ask a question and infer meaning using background knowledge.
- Think back to answer the original question.

##### **Guide**

- Think through the poem together.
- Record thinking on the Comments/Strategies chart, (a two column graphic organizer that has the first column labeled student comments, and the second column labeled strategies).
- Sum up big ideas and share.

##### **Practice Independently**

- Provide another poem for students to interpret on their own.

##### **Share the Learning**

- Share thinking and interpretations in small groups.
- Small groups share their thinking and interpretations with the entire class.

**Strategies:** Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, Independent Reading, constructed anchor chart

## **Experience 2: Crack Open Features**

**Focus Question:** What is the purpose of subheads and titles? How can I infer the meaning of subheads and titles? What is the difference between standard and inferential subheads and titles?

### **Learning Target:**

- I can use my background knowledge to infer the meaning of inferential subheads and titles.
- I can distinguish between standard and inferential subheads and titles.

**Performance Indicator:** Collect the books and magazines students used and read the post-its to see when they noticed inferential subheads and used them to get the idea of what the section would be about. In writing in response to reading ask them to write their own response and to put a subhead on it.

### **Learning Activities:**

#### **Connect and Engage**

- Engage kids in a study of subheads and titles.

#### **Model**

- Explain subheads and model your thinking using an overhead transparency of text with different types of subheads.
- Show how to distinguish between standard subheads and inferential ones.
- Invite kids to turn and talk about the differences between these two types of subheads.

#### **Guide**

- Lift the text for shared reading to contrast standard subheads with inferential ones.
- Invite the kids to talk together as you circulate and listen in.

#### **Practice Independently**

- Give kids directions so that they can independently find both standard and inferential subheads and titles and define them on Post-its.
- Share your own Post-it as a model.

#### **Share the Learning**

- Gather the kids back together to share their thinking.

**Strategies:** Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, constructed anchor chart, Shared Reading, Independent Reading, Post-its

## **Experience 3: Read with a Question in Mind**

**Focus Question:** What is an authentic question? What strategies do I use to answer my questions?

### **Learning Target:**

- I can ask authentic questions.
- I can read and make inferences to answer my questions.
- I can discuss the strategies I used to answer my questions.

**Performance Indicator:** Assess students by conferring with them about their thinking as you go. Clarify and extend student thinking in their small group discussions so that they realize that there can often be more than one answer to a question, that headings can help them make inferences to answer their questions, that illustrations help navigate text, and that new information should lead to new thinking. Ask students to write a brief response to something new they learned, or collect student Post-its to review questions they had in mind while reading.

### **Learning Activities:**

### **Connect and Engage**

- Get kids engaged with the topic.
- Discuss background knowledge.
- Wonder about the text.
- Ask kids to turn and talk about what they think.
- Share and list kids' questions.

### **Model**

- Model how to answer the original questions.
- Skim and scan headings, confirm inferences.
- Put information into own words.

### **Guide**

- Work together to read the text and answer questions.
- Review the strategies I notice the kids using to answer questions.
- Note that there can be more than one answer to a question.

### **Practice Independently**

- Guide and confer with students as they work in small groups to answer their questions.

### **Share the Learning**

- Create and Anchor Chart to recap the strategies we used to answer our questions.

**Strategies:** Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, constructed anchor chart, Independent Reading, Post-its

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### **Experience 4: Profundity Fiction**

**Focus Question:** What is profundity? How do I categorize key ideas, concepts, and perspectives? How do I draw conclusions based on different views presented in the text? How can I find a deep meaning in and across different genre of narrative text?

### **Learning Target:**

- I can explore and reflect on universal themes and substantive issues from oral, visual, and written texts.
- I can identify key ideas, concepts, and perspectives found in text
- I can draw conclusions based on my understanding of different views presented in texts.
- I can draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts.
- I can support a position using ideas from text(s).

**Performance Indicator:** Review student graphic organizers to assess understanding of metaphorical thinking and ability to gain insight and deeper meaning in the text. Also, assess students through conferring.

### **Learning Activities:**

#### **Connect and Engage**

- Build Background knowledge
- Engage Readers with a shared reading or read aloud

**Model (through an interactive read aloud or shared reading, start with the lowest level of the plane and continue modeling lessons to guide student thinking through the higher levels of the plane)**

- Physical Plane
- Mental plane
- Moral plane
- Psychological Plane

- Philosophical Plane

#### **Guide**

- Facilitate discussion with students through questioning
- Pay special attention to strategies that readers may be struggling with at each level of thinking

#### **Collaborate/Independent Practice**

- In small groups, pairs, and independently work through the profundity scale with shared reading and independent reading to identify and connect to larger themes and ideas.

#### **Share the learning**

- Gather students and discuss share new insights with the group.
- Chart student ideas across text

**Strategies:** Read Aloud, Think Aloud, and Think, Pair, Share, Jigsaw, Construct Anchor Charts, Shared Reading, Independent Reading, Using Graphic Organizers, Writing in Response to Reading, Comprehension Strategies

**Unit 6: 3 Weeks (3 Weeks Adventure/Historical Fiction)**  
**Narrative Text**  
**GENRE: Adventure/Historical Fiction**

**GENRE:** Adventure

**DEFINITION:**

Narrative (usually fiction) in which the main character engages in a difficult, risky or unexpected venture in an exotic setting culminating in a hazardous chase, a decisive struggle, or a suspenseful or dangerous experience.

**PURPOSES:**

- To entertain
- To appreciate shared human experience
- To identify with characters in adverse situations
- To provide a life lesson

**CHARACTERISTICS:**

- Descriptive series
- Characters experience events and conflict when striving to overcome obstacles
- Engages readers in life's big ideas, lessons and themes
- Variations include historical fiction: specific time and place (setting); mixture of real and fictional events, or historical context with fictional characters

**Themes:**

- Individuals can overcome obstacles
- Adversity fosters growth

**Characters:**

- Exhibit realistic actions
- Plot carries characters toward adventure
- Self actualization occurs through adversity
- Triumph over adversity

**Setting:**

- Vital to the plot
- Realistic qualities
- Often involves natural phenomena

**Plot:**

- Action and excitement lead to climax
- Events focus around out-of-doors, survival, exciting journeys to interesting places
- Utilizes extremes (e.g., plagues, natural disasters accidents)
- Strong plot includes reactions to crisis which leads to the climax and resolution
- Tension between forces in the character's life

**Author's craft:**

- Description and connectedness of setting with plot
- Laying the groundwork for crisis
- Emphasis on important points in crisis

- Elements of danger, risk, excitement and surprise
- Personalizes and brings characters to life (spirit and individuality)
- Relays character’s thoughts to give the reader an insider’s view
- Effectively uses psychological and historical research to develop story
- Speeding up and slowing down pace
- Reflection or insight
- Elaborated, relevant details

<b>Grade Level Instructional Scope for COMPREHENDING the Genre and Text of Adventure</b>
<b>Grade 4</b>
<b>Opportunities to teach:</b> <ul style="list-style-type: none"> <li>• Shared human experience</li> <li>• Strong plot, conflict and resolution</li> <li>• Setting manipulations (flash forward, flashback) to enhance plot and suspense</li> <li>• Explain cross-text relationships</li> </ul>

**ADVENTURE selections for fourth grade:**

Book Title	Author	Guided Reading Level
Rikki-Tikki-Tave	Rudyard Kipling	
A Deadly Obsession	Anne Schraff	NR
Abel's Island	William Steig	T
Bear Named Trouble, A	Marion Dane Bauer	T
Beetles, Lightly Toasted; Grand Escape	Phyllis Reynolds Naylor	Q; S
Black Stallion	Walter Farley	T
Cay, The	Theodore Taylor	V
Danger on Thunder Mountain	Lee Rody	NR
Dark Hills Divide	Patrick Carmen	Y
Dark is Rising, The; Grey King, The	Susan Cooper	X;X
Discovery, The	Gordan Korman	R
Full Tilt	Shusterman	W
Gregor the Overlander	Suzanne Collins	T
Island of the Blue Dolphins	Scott O'Dell	V
Julie of the Wolves; My Side of the Mountain	Jean Craighead George	U;U
Lost Horizon	James Hilton	NR
Mrs. Frisby and the Rats of Nimh	Robert C. O'brien	V
Old Yeller	Fred Gipson	V
Perilous Gard, The	Elizabeth Marie Pope, Richard J. Cuffari	NR
Poppy and Rye	Avi	S
Redwall; Lord Brocktree	Brian Jacques	Y
River, The; Captive! (World Adventure)	Gary Paulsen	R;R
Sea of Trolls	Nancy Farmer	X
Shipwreck; The Discovery	Gordan Korman	Q;R
Sign of the Beaver	Elizabeth George Speare	U
Slave Dancer	Paula Fox	Y
Snow Treasure	Marie McSwigan	R
Stone Fox	John Reynolds Gardiner	P
Swiftly Tilting Planet	Madeline L'Engle	V
Thief Lord, The	Cornelia Funke	V
Trapped at the Bottom of the Sea	Frank Peretti	NR
Treasure Island	Robert Louis Stevenson	Z
Wanderer, The	Sharon Creech	V
Weasel	Cynthia DeFelice	
White Fang	Jack London	Y
White Stag	Kate Seredy	NR
Wreckers, The	Lain Lawrence	X
Free Fall	Joyce Sweeney	NR
Safari Journal: The Adventures in Africa of care Monroe	Hudson Talbott	NR
End of the Beginning: Being the Adventures of a Small Snail (and An Even Smaller Ant)	Avi	Q
Miraculous Journey of Edward Tulane	Kate DiCamillo	Q
Gone Away Lake	Elizabeth Enright	V
The Whipping Boy	Sid Fleischman	R
Far North	Will Hobbs	NR
Sword of the Samurai: Adventure Stories from Japan	Eric A. Kimmel	NR
North	Donna Jo Napoli	S
Thomas in Danger: 1779	Bonnie Pryor	

## **GENRE: Historical (Realistic) Fiction**

### **DEFINITION:**

A fictional story set in a recognizable period of history; characters and events are realistic, and historical events are necessary to the plot of the narrative.

### **PURPOSES:**

- To illuminate today's problems by examining those of other times
- To increase understanding of historical events
- To depict life honestly and accurately from what was learned from research accounts, interviews and oral history records
- To engage the reader in the lives of historical characters and events
- To engage the reader in a simulated historical time period
- Making history come alive by spinning intriguing stories around dates and facts

### **CHARACTERISTICS:**

- Narrative structure and elements: characters in historical settings who experience events and conflict when attempting to resolve problems
- Describes political or social events of the time/historical period as well as actual persons, events, backgrounds and settings
- Historical big ideas, lessons and themes
- Forms: prehistoric and traditional epics and sagas

### **Themes:**

- Understandings about life that hold true in all or most circumstances and contexts (universal truths)
- Consequences of conflict and policy
- Political values and ideal systems
- Fallacies and human error
- Survival and perseverance
- Relationships
- Sportsmanship
- Change

### **Characters:**

- Historical and fictional mix
- Credible, realistic, but fictional
- Realistic dialogue moves the plot along
- Realistic physical description, language, descriptions of characters
- Dialogue reveals the thoughts, feelings and values characteristic of the historical period
- Dialogue may reflect dialects related to place and era
- Requires prior research to ensure consistency with historical accuracy

### **Setting:**

- Introduction "sets the stage" through a scenario (including setting, conflict, problem and goal)
- Opens with historical background information about events taking place before the story begins
- Based upon a specific historical time and place

- Time and place play a prominent role rather than serving as a backdrop
- Details are based upon information from documented records
- Locales change based upon the progression of historical events covered

**Plot:**

- Includes story events and characters’ reactions to the events, and roadblocks to resolution of the problem—all in keeping with historical records
- Includes variations of foreshadowing and flashback
- Events/conflicts historically consistent and authentic
- Ends with an historically accurate, fictionalized resolution

**Author’s craft:**

- Application of information from historical research
- Believable dialogue reflects authentic spirit, characters’ perspectives and thoughts, as well as, values of the times
- Authenticity of language
- Point of view often revealed through journals and memoirs
- Imagery
- Foreshadowing and flashback
- Depth of idea development, reflection and/or insight
- Elaborated, relevant, historically-based details

<b>Grade Level Instructional Scope for COMPREHENDING the Genre and Text of Historical Fiction</b>	
<b>Grade 5</b>	<b>Grade 8</b>
<p><b>Opportunities to teach:</b></p> <ul style="list-style-type: none"> <li>• How literature reflects life</li> <li>• Structure</li> <li>• Elements</li> <li>• Purpose</li> <li>• Characterization: how traits and setting define plot, climax, role of dialogue, and problems</li> <li>• Point of view</li> <li>• Problem resolution</li> <li>• Theme or universal truth</li> <li>• Exaggeration</li> <li>• Metaphor</li> <li>• Visualizing</li> <li>• Connections/insights</li> <li>• Draw parallels across time and culture</li> <li>• Functions of heroes, anti-heroes and narrators</li> <li>• Comprehension skills and strategies (conclude, infer, synthesize, connect, reread, summarize)</li> <li>• Personal response</li> </ul>	<p><b>Opportunities to teach:</b></p> <ul style="list-style-type: none"> <li>• How literature reflects life</li> <li>• Analysis of structure, elements, style, purpose, actions</li> <li>• Theme and/or universal truth</li> <li>• Metaphor</li> <li>• Analysis of minor characters’ roles in the conflict</li> <li>• Point of view</li> <li>• Credibility of the narrator</li> <li>• Distortion and stereotypes of gender, race, culture, age, class, religion, and other individual differences</li> <li>• Symbolism</li> <li>• Imagery</li> <li>• Interpretation</li> <li>• Consistency of narration</li> <li>• Characterization</li> <li>• Visualizing</li> <li>• Connections/insights</li> <li>• Comprehension skills and strategies (conclude, infer, synthesize, connect, reread, summarize)</li> <li>• Theme or universal truth</li> <li>• Personal response</li> </ul>

**Fourth Grade**  
**Unit 6/Genre: Historical Fiction**  
**Third Marking Period**  
**Duration: 3 Weeks**

**Science Connection - Energy Transfer**

**Social Studies Connection - Ch. 16**

**Comprehension Tool Kit - Determine Importance**

**Suggested Readings:**

*Amelia and Eleanor Go For A Ride* (Social Studies) [Theme 1 pg. 124] (Record Important Ideas)

*Sarah, Plain and Tall* (Social Studies) [Theme 3 pg. 274] (Target Key Information)

*I Have Heard of A Land* (Social Studies) [Theme 6 pg. 638] (Determine What to Remember)

**Stage 1: Identify Desired Results**

**Established Goals:**

**R.IT.04.01** identify and describe the structure, elements, features, and purpose of a variety of informational genre including autobiography/biography, personal essay, almanac, and newspaper.

- Recognize the genre of the text and use it to form expectations.
- Recognize and discuss the difference between narrative and other structures.
- Understand and discuss how layout contributes to the meaning and effectiveness of both fiction and nonfiction texts.
- Notice how the writer has organized an informational text (categories and subcategories, sequence, and others).
- Recognize the narrator of the text and discuss how the choice of first or third person point of view contributes to the effectiveness of the writing.

**RIT.04.02-** identify and describe informational text patterns including compare/contrast, cause/effect, and problem solution.

- Notice and understand text structure including description, temporal sequence, comparison and contrast, cause and effect, and problem and solution.
- Notice and understand the problem of a story and how it is solved.
- Identify and discuss the problem, the events of the story, and the problem resolution.
- Identify and discuss cultural and historical perspectives that in conflict in the text or that are different from their own perspective. (also meets R.CM.04.03 and R.MT.04.01)

**R.IT.04.03** explain how authors use text features including appendices, headings, subheadings, marginal notes, keys and legends, figures, and bibliographies to enhance the understanding of key and supporting ideas.

- Notice and remember significant information from illustrations or graphics.
- Interpret graphics and integrate information with the text. (also meets R.MT.04.01)
- Notice and discuss the information provided in section titles, headings, and subheadings to predict information provided in a text.
- Notice the writer's use of graphics and effective ways of placing them in the text.
- Access the important information in a text. (also meets R.MT.04.01)
- Use specific vocabulary to talk about texts: author, illustrator, cover, wordless picture book, character, problem, events, series book, dedication, endpapers, book jacket, title page, chapters, resolution, main character, setting, fiction, nonfiction, poetry, author's note,

illustrator's note, double-page spread, names of fiction genres (for example, historical fiction, legend), character development, point of view, theme.

**R.CM.04.04** - apply significant knowledge from grade-level science, social studies and mathematics texts.

- Make connections to prior knowledge and use to identify and incorporate new knowledge. (also meets R.MT.04.02)
- Apply background knowledge gained from experience, content study, and wide reading.
- Notice new information and ideas and revise ideas in response to it.

**R.MT.04.01** self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.

- Self-monitor understanding and ask questions when meaning is lost.
- Ask questions about concepts.
- Support thinking beyond the text with specific evidence based on personal experience or knowledge or evidence from the text.
- Make predictions based on information in the text as to what will happen, what characters are likely to do, and how it will end.
- Hypothesize underlying motivations of characters that are not stated.
- Interpret graphics and integrate information with the text.
- Maintain memory of many different texts and use them as resources for making connections.
- Form implicit questions and search for answers in the text while listening and during discussion.
- Make note of interesting new words and intentionally remember them to use in oral discussion or writing.

**R.MT.04.02** - plan, monitor, regulate, and evaluate skills, strategies and processes to construct and convey meaning (e.g., decoding unknown words) and use graphic organizers to deepen their understanding of compare/ contrast, and sequential organizational patterns.

- Add new vocabulary words to known words and use them in discussion and in writing.
- Remember important information from the text over several days of reading.
- Make connections to prior knowledge and use it to identify and incorporate new knowledge.
- Hypothesize the significance of events in a story.
- Recognize and discuss the differences between narrative and other structures.
- Self-monitor understanding and ask questions when meaning is lost.
- Notice and understand text structure including description, temporal sequence, comparison and contrast, cause and effect, and problem and solution.
- Understand and discuss how layout contributes to the meaning and effectiveness of both fiction and nonfiction texts.
- Evaluate the quality or authenticity of the text, including the writer's qualifications

**R.WS.04.01** explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context.

- Recognize and actively work to learn the meaning of new vocabulary words, including complex, specialized, and technical words.
- Recognize subtle meaning for words used in context.

**R.WS.04.02** use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.

- Recognize new meanings for known words by using context, including words used figuratively.

*What understandings are desired?*

**Students will understand that:**

1. There are many differences between plot and theme.
2. Evidence from the text must be used to support inferences.
3. Words, actions, events, ideas, and pictures from the text can be used to infer themes.
4. Merely jotting down facts isn't enough, and that recording their questions and responses helps to understand text better.
5. Responding to reading requires a variety of responses such as connections, reactions, and inferences.
6. Summarizing information that is important to remember and merge their thinking with it.
7. Structural, Syntactic, and Semantic cues can be used to determine the meaning of unknown words.

*What essential questions will be considered?*

1. How does reading transform my thinking about myself and others?
2. How do characters overcome adversity and obstacles?
3. What distinguishing features allow me to classify text by narrative genre?
4. How do characteristics of fiction genre overlap?
5. How do authors create excitement and action into their writing?

**Determine Importance:** How do I use my background knowledge and my purpose for reading to evaluate what is important in a text?

**Determine Importance**

1. How do I figure out the meaning of new words?
2. How do I think about what I know and merge it with the information I am reading?
3. How do I find evidence in the text to support my inference?
4. What is the deeper meaning or lesson in the text? How do I know?
5. How do I use text features to infer what the text is about?
6. How do I use the elements of narrative text to infer what the text is about?
7. How do I use text clues to infer the answers to questions when I couldn't find the answer in the text?
8. How do I infer the theme from evidence and clues in the text?

**Word Study/ Vocabulary:**

How does word structure and sentence structure determine the meaning of unfamiliar words?

**Word Study/ Vocabulary**

1. How do I recognize and use letter patterns to decode words (ough, augh)? (Amelia and Eleanor Go For A Ride and Sarah, Plain and Tall)
2. How do I recognize and use synonyms and antonyms? (Amelia and Eleanor Go For A Ride and Sarah, Plain and Tall and I Have Heard of a Land))
3. How do I use the pronunciation guide in a dictionary to recognize accent marks? (Sarah, Plain and Tall)
4. How do I recognize and use homophones? (Sarah, Plain and Tall)

*What key knowledge and skills will students acquire as a result of this unit?*

Students will know:

**R.IT.04.01**

- Structure
- Elements
- Features
- Purpose of variety of informational genre (autobiography/biography, personal essay, almanac, and newspaper)

**R.IT.04.02**

- Informational text patterns
- Compare/contrast pattern
- Cause/effect pattern
- Problem/solution pattern

**R.IT.04.03**

Text Features

- Appendices
- Headings
- Subheadings
- Marginal notes
- Keys
- Legends
- Figures
- Bibliographies

**R.CM.04.04**

- How to transfer comprehension strategies into content area reading materials

**R.MT.04.01**

- Summarization
- Narrative text
- Informational text
- Comprehension
- Strategies
- Mental images
- Ideas in text
- Meaning

Students will be able to:

**R.IT.04.01**

- (1) Identify the structure, elements, features, and purpose of informational genre
- (1) Describe the structure, elements, features, and purpose of informational genre

**R.IT.04.02**

- (1) Identify informational text patterns
- (1) Describe informational text patterns

**R.IT.04.03**

- (2) Explain how authors use text features
- (4) Enhance understanding key and supporting ideas

**R.CM.04.04**

- (3) Apply comprehension strategies

**R.MT.04.01**

- (5) Self-monitor comprehension
- (5) Discuss comprehension strategies
  - (3) Use comprehension strategies
  - (2) Predict
  - (6) Construct mental images
  - (3) Represent idea
  - (4) Question
  - (2) Reread for meaning

- Interpretive discussions

**R.MT.04.02**

- Skills to construct and convey meaning
- Strategies to construct and convey meaning
- Processes to construct and convey meaning
- Compare and contrast
- Sequential organizational patterns

**R.WS.04.01**

**structure of words**

- word structure
- sentence structure
- decoding words
- prediction

**R.WS.04.02**

- cues (semantic, structural, syntactic)
- base words
- affixes
- syllabication
- frequently encountered words

- (2) Listen for meaning
- (4) Infer
- (2) Summarize
- (4) Engage in interpretive discussions

**R.MT.04.02**

- (3) Plan skills, strategies and processes
- (5) Monitor skills, strategies and processes
- (4) Regulate skills, strategies and processes
- (5) Evaluate skills, strategies and processes
- (3) Construct meaning
- (3) Convey meaning
- (3) Use graphic organizers

**R.WS.04.01**

- (2) Explain how to use word structure to aid in decoding and making meaning
- (2) Explain how to use sentence structure to aid in decoding and making meaning
- (2) Explain how to use prediction to aid in decoding and making meaning

**R.WS.04.02**

- (3) Use structural, syntactic, and semantic cues
- (2) Read high frequency words
- (2) Decode unknown words
- (4) Decide the meaning of words

## Stage 2: Determine acceptable evidence (Diagnostic, Formative, Summative Assessments)

*What evidence will show that students understand? **Summative Performance***

**Performance Indicators: Infer Meaning (Strong=3, Some Evidence=2, Little Evidence=1)**

- Uses the context to infer the meaning of unfamiliar words and concepts.
- Merges background knowledge with text clues to draw conclusions.
- Uses inferring to interpret the deeper meaning of language.
- Uses inferring/visualizing to gain meaning from text features and visuals.
- Uses text evidence to infer the answers to questions.
- Uses text evidence to infer big ideas and themes.

### **Inferring: Rubric**

Use this rubric to record the student's scores on each set of questions.

Circle the number corresponding to the statement that best reflects the student's response. Consider all three questions when scoring the student.

1	No response/inference.
2	Attempts a prediction or conclusion that is inaccurate or unsubstantiated with text information.
3	Draws conclusions or makes predictions that are consistent with text or schema.
4	Draws conclusions and/or makes predictions and can explain the source of the conclusion or prediction in text.
5	Develops predictions, interpretations, and/or conclusions about the text that include connections between the text and the reader's background knowledge, ideas, or beliefs that enhance the overall meaning of the text and make it more memorable to the reader. Discusses why/how inferences help him or her understand better.

### **Inferring: Oral Assessment**

**Directions:** Read the following instructions to the student. Record the student's responses below each question/statement.

A. Choose from narrative text or expository text for question A.

- For narrative text: When you read (or heard me read) could you predict what was about to happen? Why did you make that prediction? Can you find something in the book that helped you to make that prediction? What do you already know that helped you make that prediction?
- For expository text: In addition to what you have read (or heard me read) so far, what do you think the author wants you to know or learn at this point in the text?

B. Select an event or fact from the text that calls for a conclusion, opinion, or interpretation. Refer to the event or fact when asking the following questions.

- What did the author mean by \_\_\_\_\_? What details in the text help you to know that? What do you already know that helped you to decide that?

C. What do you know about this text that the author didn't write?

D. Choose one of the questions below to ask the students:

- We have just talked about inferring. (Restate one of the child's conclusions, opinions, interpretations, or predictions and identify it as an inference.) What do you understand about this text now that you didn't understand before?

- Why do readers understand better when they infer? Why should readers infer? How does inferring help a reader understand a text better?

**Inferring: Written Assessment**

**Directions:** Answer some questions about what you think about while you read.

Use the space below each question to write your answer.

- A. For narrative text: Can you predict what is about to happen? Why did you make that prediction? Can you identify something in the book that helped you to make that prediction? What do you already know that helped you to make that prediction?
- B. For expository text: In addition to what you have read so far, what do you think the author wants you to know or learn at this point in the text?
- C. What do you know about this text that the author didn't write?
- D. Choose one of the questions below to answer:
  - You have just written about your inferences. What do you understand about this text now that you didn't understand before?
  - Why do readers understand better when they infer? Why should readers infer?
  - How does inferring help a reader understand a text better?

Product Performance and Purpose: You need to....

Standards and Criteria for Success: Your.....

Task is related to the Big Idea. The students make sense of the big ideas. Rubric for product and presentation.

**Performance Indicators: Determining Importance: (Strong=3, Some Evidence=2, Little Evidence=1)**

- Merges thinking, questions, and responses with the information (FQR note taking)
- Sorts and sifts the information to answer a question.
- Codes the text to hold thinking, paraphrases, and records important information.
- Separates interesting details from bigger ideas and important information.
- Distinguishes between the reader's perspective and the author's perspective.
- Identifies and uses supporting details to come up with the bigger ideas.

**Determining Importance in Text: Rubric**

Use this rubric to record the student's scores on each set of questions. Circle the number corresponding to the statement that best reflects the student's response. Consider all three questions when scoring the student.

1	No response, random guessing, inaccurate attempt to identify important elements.
2	Identifies some elements (primarily pictures) as more important to text meaning; isn't sure why these elements are important to overall meaning.
3	Identifies words, characters, and/or events as more important to overall meaning and makes some attempt to explain reasoning in expository text; uses text features such as bold print and captions to identify importance; explains why the concepts are important.
4	Identifies at least one key concept, idea, or theme as important in overall text meaning and clearly explains why.
5	Identifies multiple ideas or themes; may attribute them to different points of view; discusses author's stance or purpose and its relation to key themes and ideas in the text.

### Determining Importance in Text: Oral Assessment

**Directions:** Read the following instructions to the student. Record the student's responses below each question/statement.

- A. Are there some parts of this text that are more important than the others? Which ones? Why do you think they are the most important?
- B. What do you think the author thinks is the most important part so far in the text? What signals or clues did the author use to make you believe \_\_\_\_\_ (restate student's response) was important?
- C. Choose one of the following:
  - We have just talked about parts of the text (restate student's response) that you feel are important. How does thinking about the more important parts help you to understand the text better?
  - Do you think or do anything while you are reading that helps you remember the important parts?
  - Do you ever have trouble remembering what is important after you read? How do you solve that problem?

**Note** If assessing all of the comprehension strategies, repeat the "Thinking Aloud" Assessment with a continuation of the text that the student is reading. Then, continue with the remaining assessments. If assessing only the "Determining Importance in Text" strategy, you do not need to reassess the "Thinking Aloud" process at this time.

**Note** Determining importance in text is also related to main idea and summarizing.

### Determining Importance in Text: Written Assessment

**Directions:** Answer some questions about what you think about while you read.

Use the space below each question to write your answer.

- A. Are there some parts of this text that are more important than the others? Which ones? Why do you think they are the most important?
- B. What do you think the author thinks is most important so far in this text? What signals or clues did the author use to make you think that was important?
- C. Choose one of the questions below to answer:
  - You have just written about ideas, themes, words, pictures, and other parts of the text. How does thinking about the more important parts help you to understand the text better?
  - Do you think or do anything while you are reading that helps you remember the important parts?
  - Do you ever have trouble remembering what is important after you read? How do you solve that problem?

\*Complete a Performance Task Blueprint for each task

### *Diagnostic Assessments:*

Benchmark Assessment System 2

Vocabulary pre-assessment (Marzano)

Pre-assessment

Formative Assessment

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***Student Self-Assessment and Reflection: Teach and Reinforce***

- Rethink
- Revise
- Redo
- Rehearse
- Refine

## Stage 3: Learning Experiences Instructional Sequence

**Genres:** Essay/ Nonfiction

**Suggested Readings:**

The Kids Invention Book ( TE 400A, Theme 4)

Nights of the Pufflings ( TE 206 A, Theme 2)

How to Baby sit and Orangutan ( TE 252A, Theme 2)

The Gold Rush (Theme 6 pg. 612)

Fire! (Theme 5 pg. 502)

Saguaro Cactus (Theme 5 pg. 544)

**What Evidence will Show that Students are Inferring Meaning?  
What Evidence will show that Students are Determining Importance of Information?**

### *Gradual Release of Responsibility*

#### **Experience 1: Wrap Your Mind Around the Big Ideas**

**Focus Question:** What is the difference between plot and theme? How can I use different strategies to infer themes of text? How do I use evidence to support inferred themes from the text?

#### **Learning Target:**

- I can distinguish the difference between plot and theme.
- I can use words, actions, events, ideas, and pictures in the text to infer themes.
- I can support the themes that inferred with evidence.

**Performance Indicator:** To assess this lesson, consider the conversations you had with students, review the two-column graphic organizer they completed, and their written responses to see if students' are able to show the evidence for their inferences, and to show their understanding themes in the text.

#### **Learning Activities:**

##### **Connect and Engage**

- Engage the kids and talk about the purpose of the lesson.
- Explain plot. Ask the kids to share the plot of a familiar story.
- Explain themes. Talk about how a character's words and actions can reveal themes.
- Encourage kids to turn and talk about the difference between plot and theme.

##### **Model**

- Explain how to tie themes to text evidence and how to use the two-column form. Record text evidence and themes on an Anchor Chart. Use a two-column graphic organizer (the first column should be labeled Evidence in the text: Words, Pictures, Ideas and the second column should be labeled themes).
- Model how we have a theme in mind and then search for evidence.
- Model the reverse-how sometimes we meet evidence that reveals a theme.

##### **Guide**

- Invite the kids to discuss a page of the text and come up with themes and evidence for the themes.

##### **Collaborate**

- Organize students into small groups and give each group a Text Evidence/Themes form to fill in as they read.

##### **Share the Learning**

- Gather in a sharing session to talk about themes and evidence.

##### **Practice Independently**

- Invite kids to write a one-page response to the story.

**Strategies:** Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, constructed anchor chart, Graphic Organizer, Writing in response to Reading, Post-its

### **Experience 2: Spotlight New Thinking**

**Focus Question:** How does the FQR strategy help me merge my thinking and take notes when reading nonfiction text? What strategies do I use to think of a response to my reading?

**Learning Target:**

- I can apply the FQR strategy when reading nonfiction text.
- I can use a variety of comprehension strategies in response to text.

**Performance Indicator:** Review student FQR charts and assess students by looking for student work that shows accurate facts, questions, and responses, as well as questions that clarify confusion, and are authentic. The response column should reflect student understanding of several strategies (connections, new learning, inferences, and reactions).

**Learning Activities:**

#### **Connect and Engage**

- Capture the kids' attention with an engaging text.
- Explain the FQR chart as a note taking tool.

#### **Model**

- Explain how you will think aloud and record facts, questions, and responses on the FQR chart.
- Model and explain your recording of facts and questions.
- Model and explain what kind of thinking goes in the response column.

#### **Guide**

- Ask the kids to jot down facts, questions, and responses as you reason through the text together.

#### **Collaborate**

- Initiate partner work and jigsawing.

#### **Share the Learning**

- Summarize the purpose and wrap up the lesson.

**Strategies:** Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, constructed anchor chart, monitoring comprehension

### **Experience 3: Record Important Ideas**

**Focus Question:** How do I organize and record Information? What feeling do I use to respond to information? What is a lingering question?

**Learning Target:**

- I can record authentic information and ideas.
- I can respond to information with questions, interpretations, and feelings.
- I can ask and explore lingering questions.

**Performance Indicator:** Use student FQR charts as evidence of recording authentic information, responses, and ability to identify lingering questions.

**Learning Activities:**

#### **Connect and Engage**

- Introduce historical fiction and discuss background knowledge about the time period.
- Explain the Author's Note-how it furthers our understanding.

#### **Model**

- Read the story and model facts, questions, and responses on an Anchor Chart.

#### **Guide**

- Work together to take notes on the FQR chart. A FQR chart is a three column chart that has one column labeled Facts, the middle column labeled Questions, and the third column Responses).
- Discuss kids' questions about and responses to the information.

#### **Collaborate**

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- Confer with pairs and small groups to discuss ideas and support kids to expand their thinking.
- Reread to correct misconception.
- Read closely to clarify issues raised by the text.
- Discuss how thinking changes over the course of the story.

### **Share the Learning**

- Invite students to return to the group and share lingering questions.
- Discuss how lingering questions encourage our own interpretations of further investigations.

**Strategies:** Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, constructed anchor chart, Graphic Organizer

### **Experience 4: Target Key Information**

**Focus Question:** How can I code text to leave tracks of my thinking? What does it mean to paraphrase information?

#### **Learning Target:**

- I can code the text to leave tracks of my thinking.
- I can paraphrase to record information so that I can remember it.
- I can acquire new knowledge and merge it with my thinking.

**Performance Indicator:** Look at student coded text, confer with students to see if they are able paraphrase their thoughts from the text.

#### **Learning Activities:**

##### **Connect and Engage**

- Explain why we merge our thinking with the text information, preview the text, and leave tracks of our thinking by coding text.

##### **Model**

- Show how you access background knowledge
- Code the text, recording background knowledge, questions, and responses.
- Paraphrase, or put information into your own words.

##### **Guide**

- Think through the text together to paraphrase important information

##### **Collaborate**

- Work together to record thinking.

##### **Practice Independently**

- Study text feature and code thinking about a map.

##### **Share the Learning**

- Share out how information from text and features supports understanding.

**Strategies:** Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, constructed anchor chart

### **Experience 5: Determine What to Remember**

**Focus Question:** What is the difference between interesting details and important information? How do I summarize information and merge my previous thinking with it?

#### **Learning Target:**

- I can distinguish between interesting details and important information.
- I can summarize information that is important and merge it with my thinking.

**Performance Indicator:** Review student graphic organizers and look for a brief summary of information from

a chapter, written in the students' own words, a clear distinction between important information and interesting details, thoughtful responses, and questions that spurred further research.

**Learning Activities:**

**Connect and Engage**

- Introduce the note taking form for sorting and sifting information. (The Anchor Chart and graphic organizer should be a 3-column chart labeled important information in the first column, interesting details in the second column, and My thinking in the third column).

**Model**

- Kids model distinguishing what's important from what's interesting.

**Guide**

- Think through the text together to sort and sift information.
- Discuss the thinking behind the information.

**Practice Independently**

- Summarize the columns on the chart to review.
- Kids work independently to sort and sift information from the text.

**Share the Learning**

- Wrap up the lesson and summarize the purpose.

**Strategies:** Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, constructed anchor chart, Graphic Organizer

**Experience 6: Distinguish Your Thinking From the Author's**

**Focus Question:** How can I determine what the author is trying to convey? What is the purpose of signal words and verbs in bridging background knowledge and the meaning of the text?

**Learning Target:**

- I can identify and summarize the author's perspective as well as my own.
- I can recognize the purpose of signal words.

**Performance Indicator:** Collect student word and look for what the reader thinks and what the author thinks. Accept whatever the student thinks as that is up to them and look for big ideas and important information when you are looking for what the author thinks.

**Learning Activities:**

**Connect and Engage**

- Engage the kids by explaining that what the reader thinks is most important is not always the same as what the writer is trying to convey.

**Model**

- Show how to read through a piece of text, noticing what you think is most important and comparing that to what the article is mainly about.

**Guide**

- Guide the kids through the process of reading and thinking about their understanding while considering the author's perspective.
- Explain signal words and how readers must be prepared to stop, think, and react when they come across words that signal important information.

**Practice Independently**

- Read, write, and talk. Give kids an opportunity to chose a piece of text to read on their own and consider what they think is important and how it compares to what the writer is trying to convey.

**Share the Learning**

- Invite the kids to share what they have learned.

**Strategies:** Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, constructed anchor chart, Read, write, and talk

### **Experience 7: Profundity Nonfiction**

**Focus Question:** What is profundity? How do I categorize key ideas, concepts, and perspectives? How do I draw conclusions based on different views presented in the text? How can I find a deep meaning in and across different genre of nonfiction text?

#### **Learning Target:**

- I can explore and reflect on universal themes and substantive issues from oral, visual, and written texts.
- I can identify key ideas, concepts, and perspectives found in text
- I can draw conclusions based on my understanding of different views presented in texts.
- I can draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts.
- I can support a position using ideas from text(s).

**Performance Indicator:** Review student graphic organizers to assess understanding of metaphorical thinking and ability to gain insight and deeper meaning in the text. Also, assess students through conferring.

#### **Learning Activities:**

##### **Connect and Engage**

- Build Background knowledge
- Engage Readers with a shared reading or read aloud

**Model (through an interactive read aloud or shared reading, start with the lowest level of the plane and continue modeling lessons to guide student thinking through the higher levels of the plane)**

- Literal Plane
- Summary Plane
- Schema Plane
- Concept Plane
- Universal Plane

##### **Guide**

- Facilitate discussion with students through questioning
- Pay special attention to strategies that readers may be struggling with at each level of thinking

##### **Collaborate/ Independent Practice**

- In small groups, pairs, and independently work through the profundity scale with shared reading and independent reading to identify and connect to larger themes and ideas.

##### **Share the Learning**

- Gather students and discuss share new insights with the group.
- Chart student ideas across text

**Strategies:** Read Aloud, Think Aloud, and Think, Pair, Share, Jigsaw, construct Anchor Charts, Shared Reading, Independent Reading, Using Graphic Organizers, Writing in Response to Reading, Comprehension Strategies

**Unit 7: 6 Weeks (Essay)**  
**Nonfiction Text**  
**GENRE: Essay**

**GENRE:** Essay

**DEFINITION:**

Prose used to discuss, explain, or argue a topic from an author's personal point of view.

**PURPOSES:**

- To present ideas around a topic
- To entertain through discussion
- To provide a point of view
- To persuade
- To carefully develop similarities between two elements or sides
- To examine what happened and why
- To argue for a particular point of view
- To express personality through thoughts, feelings and life position
- To explore
- To explain (e.g. steps, what kind, for example)

**CHARACTERISTICS:**

- Types: formal, informal, biographical, comparative, photo, personal narrative, or response to questions
- Forms: Narrative, definition, division/classification, process analysis, cause and effect, argumentation/persuasion, comparison/contrast, and example/illustration, sequence, evaluation, classification, choice, explanation, descriptive
- Tight focus
- Short composition
- Introductory paragraph or sentence presents the issue and author's perspective
- Leads
- Clear organizational form and organized collection of ideas
- Clear readable and interesting style
- Author's position and credibility
- Background information
- Appropriateness for a specific audience
- Author's authority
- May include humor, exaggeration, cause and effect, analogies, opinion, persuasion, classification, description, reviews, comparison or contrast
- Adequate support for reasons behind opinion or position
- Logic
- Transitions
- Examples, quotes, verbal elaborations and pictorial illustrations
- Mixed-genre components
- Appropriate appeals
- May include anticipation of and response to a reader's counterargument through rebuttal
- Linguistic creativity

- Clear, coherent, consistent analysis, supported by evidence
- Independent thought
- Wide usage of numerous expressive means: metaphors, parables, allegoric figures, symbols and comparisons

<b>Grade Level Instructional Scope for COMPREHENDING the Genre and Text of an Essay</b>
<b>Grade 6</b>
<b>Opportunities to teach:</b> <b>Understanding the genre</b> <ul style="list-style-type: none"> <li>• Form/structure</li> <li>• Elements</li> <li>• Features</li> <li>• Style</li> <li>• Voice</li> <li>• Purpose</li> <li>• Leads</li> <li>• Conclusions</li> <li>• Text patterns</li> <li>• Central, key and supporting ideas</li> <li>• Connections</li> <li>• Identifying with /relating to the position</li> <li>• Credibility</li> <li>• Perspective/point of view</li> <li>• Quotes</li> <li>• Appeals</li> </ul> <b>Understanding the text</b> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Connecting</li> <li>• Predicting, constructing mental images, visual representing, questioning, rereading, inferring, summarizing, interpreting</li> </ul>

**COMPARATIVE ESSAY selections for fourth grade:**

<b>Book Title</b>	<b>Author</b>	<b>Guided Reading Level</b>
Food for Life	John D. Baines	
That's Very Canadian!: An Exceptionally Interesting Report About All Things Canadian, by Rachel	Vivien Bowers	NR
It is suggested that after this genre is taught, teachers save examples of exemplary student work.		

**Fourth Grade**  
**Unit 7/Genre: Nonfiction Essay**  
**Third and Fourth Marking Period**  
**Duration: 7 Weeks**

**Science Connection** - Energy Transfer/Organisms in Their Environment

**Social Studies Connection** - Ch. 17

**Comprehension Strategies** - Determine Importance and Summarize and Synthesize  
*How to Baby sit and Orangutan* (TE 252A, Theme 2) (Distinguish Your Thinking From the Author's)

***Ed Performance Testing***

*Nights of the Pufflings* (TE 206 A, Theme 2) (Construct Main Ideas from Supporting Details)  
*The Kids Invention Book* (TE 400A, Theme 4) (Read, Think and React)  
*Fire!* (Theme 5 pg. 502) (Think Beyond the Text)  
*The Gold Rush* (Theme 6 pg. 612) (Read to Get the Gist)  
*Saguaro Cactus* (Theme 5 pg. 544) (Reread and Rethink)

**Stage 1: Identify Desired Results\**

**Established goals:**

**R.NT.04.03** analyze characters thoughts and motivation through dialogue, various character roles, and functions including hero and anti-hero, or narrator, know first person point of view and identify conflict and resolution.

- Notice and remember attributes and actions that will help in understanding character development.
- Make connections between the lives and motivations of characters and their own lives, even if the setting is a fantasy world or in the past. (also meets R.MT.04.01)
- Infer characters' feelings and motivations from description, what they do or say, and what others think about them. (also meets R.CM.04.03 and R.MT.04.01)
- Identify and discuss the problem, the events of the story, and the problem resolution.
- Recognize the narrator of the text and discuss how the choice of the first or third person point of view contributes to the effectiveness of the writing.
- Hypothesize the significance of the setting in influencing characters decisions' and attitudes
- Apply background knowledge gained from experience, content study, and wide reading.

**R.CM.04.02** retell through concise summarization grade-level narrative and informational text.

- Summarize orally or in writing a text, including appropriate information.
- Access the important information in a text.
- Notice new information and ideas and revise ideas in response to it.

**R.CM.04.03** explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting or drawing parallels across time and culture.

- Derive and interpret the writer's underlying messages (themes). (also meets R.MT.04.01)
- Make connections to other text by topic, major ideas, authors' styles and genres (also meets R.MT.04.01)
- Analyze the way an author creates authentic characters. (also meets R.NT.04.03)
- Follow and remember multiple events in a story, often involving the stories of multiple

characters, to understand the plot.

- Understand how one event builds on another throughout the text.

**R.MT.04.01** self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including predicting, constructing mental images, visually representing ideas in text, questioning, re-reading, listening again if uncertain about meaning, inferring, **summarizing**, and engaging in interpretive discussions.

- Self-monitor understanding and ask questions when meaning is lost.
- Ask questions about concepts.
- Make note of interesting new words and intentionally remember them to use in oral discussion or writing.
- Access prior information summarized from the text while hearing more.
- Summarize orally or in writing a text, including appropriate information.
- Notice and respond to stress and tone of voice while listening and afterward.
- Identify and discuss cultural and historical perspectives that are in conflict in the text or that are different from their own perspective.
- Derive and interpret the writer's underlying messages (themes)
- Support thinking beyond the text with specific evidence based on personal experience or knowledge or evidence from the text.

**R.WS.04.02** use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.

- Understand that some consonant letters represent several different sounds.
- Notice and use frequently appearing syllable patterns in multi syllable words.

**R.WS.04.04** know the meanings of words encountered frequently in grade-level reading and oral language contexts.

- Recognize and use homographs, homophones, and words with multiple meanings.

**R.WS.04.05** acquire and apply strategies to identify unknown words or word parts; self-monitor, and construct meaning by engaging actively in reading a variety of genre, self-correcting, and using a thesaurus.

- Recognize base words and remove prefixes and suffixes to break them down and solve them.
- Use word parts to derive the meaning of a word.
- Connect words that are related to each other because they have the same base or root word.
- Use the context of the sentence, paragraph, or whole text to help determine the precise meaning of a word.

*What understandings are desired?*

Students will understand that:

1. Structural, Syntactic, and Semantic cues can be used to determine the meaning of unknown words.
2. Summarization needs to be accurate and include big ideas.
3. Determining importance requires sorting important information from interesting details.

*What essential questions will be considered?*

1. How does information impact my thinking in the world around me?
2. What common elements are shared across nonfiction texts?
3. What features allow me to classify nonfiction text by genre?
4. How can understanding genre and text structure aid comprehension?

<p><b>Determine Importance:</b> How do I use my background knowledge and my purpose for reading to evaluate what is important in a text</p>	<p><b>Determine Importance</b></p> <ol style="list-style-type: none"> <li>1. How do I figure out the meaning of new words?</li> <li>2. How do I think about what I know and merge it with the information I am reading?</li> <li>3. How do I find evidence in the text to support my inference?</li> <li>4. What is the deeper meaning or lesson in the text? How do I know?</li> <li>5. How do I use text features to infer what the text is about?</li> <li>6. How do I use the elements of narrative text to infer what the text is about?</li> <li>7. How do I use text clues to infer the answers to questions when I couldn't find the answer in the text?</li> <li>8. How do I infer the theme from evidence and clues in the text?</li> </ol>
<p><b>Summarize and Synthesize:</b> How do we use new information and our existing knowledge to come to complete understanding of a text?</p>	<p><b>Summarize and Synthesize</b></p> <ol style="list-style-type: none"> <li>1. What causes me to stop and think about what I am reading?</li> <li>2. How do I put the information into my own words?</li> <li>3. How do I merge my thinking with the text information to get the gist?</li> <li>4. How do I summarize the information briefly and accurately?</li> <li>5. How do I use facts to come up with a bigger idea?</li> <li>6. How do I use the elements of narrative text to identify a theme?</li> <li>7. What actions do I take if I have lingering questions after I finish reading?</li> <li>8. How do I respond to new ideas that pop into my head as I read?</li> <li>9. How did reading the text change my thinking or opinions?</li> </ol>
<p><b>Word Study/ Vocabulary:</b> How does word structure and sentence structure determine the meaning of unfamiliar words?</p>	<p><b>Word Study/Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. How do I use prefixes and suffixes to determine the meaning of words? (How to Babysit an Orangutan &amp; The Kids Invention Book)</li> <li>2. How do I interpret words with multiple meanings?</li> <li>3. How do I interpret words with multiple meanings? (The Kid's Invention Book)</li> <li>4. How do I notice and use syllables that follow different patterns? (Open Syllables, V-C-C-V, V-V)</li> <li>5. How can I recognize and use multi-syllable patterns (unaccented) (Fire and Saguaro Cactus)?</li> <li>6. How can I recognize and use analogies, such as metaphors and similes, to make comparisons? (Night of the Puffins &amp; Saguaro Cactus)</li> <li>7. How do I recognize and use root words? (The Gold Rush)</li> </ol>

*What key knowledge and skills will students acquire as a result of this unit?*

Students will know:

**R.NT.04.03**

- Thoughts through dialogue
- Motivation through dialogue
- Character roles
- Functions
- hero/anti-hero
- narrator
- conflict/resolution

**R.CM.04.02**

- Summarization
- Narrative text
- Informational text

**R.CM.04.03**

- Relationships
- Themes
- Ideas
- Characters
- Texts
- Understanding
- Parallels
- Time
- Culture

**R.MT.04.01**

- Summarization
- Narrative text
- Informational text
- Comprehension
- Strategies
- Mental images
- Ideas in text
- Meaning
- Interpretive discussions

**R.WS.04.02**

- cues (semantic, structural, syntactic)
- base words
- affixes
- syllabication
- frequently encountered words

**R.WS.04.04**

- words
- oral language

**R.WS.04.05**

Students will be able to:

**R.NT.04.03**

- (4) Analyze characters, thoughts, and motivation
- (1) Identify conflict and resolution
- (1) Know first person point of view

**R.CM.04.02**

- (2) Retell narrative and informational text

**R.CM.04.03**

- (2) Explain relationships among themes, ideas, and characters
- (6) Create a deeper understanding
  - (4) Categorize
  - (2) Classify within and across texts
  - (2) Compare within and across texts
  - (2) Contrast within and across texts
- (2) Draw parallels across and culture

**R.MT.04.01**

- (5) Self-monitor comprehension
- (5) Discuss comprehension strategies
  - (3) Use comprehension strategies
  - (2) Predict
  - (6) Construct mental images
  - (3) Represent idea
  - (4) Question
  - (2) Reread for meaning
  - (2) Listen for meaning
  - (4) Infer
  - (2) Summarize
  - (4) Engage in interpretive discussions

**R.WS.04.02**

- (3) Use structural, syntactic, and semantic cues
- (2) Read high frequency words
- (2) Decode unknown words
- (4) Decide the meaning of words

**R.WS.04.04**

- words
- oral language

**R.WS.04.05**

- (3) Acquire and apply strategies
- Identify unknown words or word parts

<ul style="list-style-type: none"><li>• Strategies</li><li>• Unknown words</li><li>• Word-parts</li><li>• Genre</li><li>• Thesaurus</li></ul>	<ul style="list-style-type: none"><li>• (5) Self-monitor and correct</li><li>• Construct meaning</li><li>• Engage actively in reading</li><li>• Use a thesaurus</li></ul>
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**Stage 2: Determine acceptable evidence**  
(Diagnostic, Formative, Summative Assessments)

*What evidence will show that students understand? **Summative Performance***

**Performance Indicators: Determining Importance: (Strong=3, Some Evidence=2, Little Evidence=1)**

- Merges thinking, questions, and responses with the information (FQR note taking)
- Sorts and sifts the information to answer a question.
- Codes the text to hold thinking, paraphrases, and records important information.
- Separates interesting details from bigger ideas and important information.
- Distinguishes between the reader’s perspective and the author’s perspective.
- Identifies and uses supporting details to come up with the bigger ideas.

**Determining Importance in Text: Rubric**

Use this rubric to record the student’s scores on each set of questions. Circle the number corresponding to the statement that best reflects the student’s response. Consider all three questions when scoring the student.

1	No response, random guessing, inaccurate attempt to identify important elements.
2	Identifies some elements (primarily pictures) as more important to text meaning; isn’t sure why these elements are important to overall meaning.
3	Identifies words, characters, and/or events as more important to overall meaning and makes some attempt to explain reasoning in expository text; uses text features such as bold print and captions to identify importance; explains why the concepts are important.
4	Identifies at least one key concept, idea, or theme as important in overall text meaning and clearly explains why.
5	Identifies multiple ideas or themes; may attribute them to different points of view; discusses author’s stance or purpose and its relation to key themes and ideas in the text.

**Determining Importance in Text: Written Assessment**

**Directions:** Answer some questions about what you think about while you read.

Use the space below each question to write your answer.

- A. Are there some parts of this text that are more important than the others? Which ones? Why do you think they are the most important?
- B. What do you think the author thinks is most important so far in this text? What signals or clues did the author use to make you think that was important?
- C. Choose one of the questions below to answer:
- You have just written about ideas, themes, words, pictures, and other parts of the text. How does thinking about the more important parts help you to understand the text better?
  - Do you think or do anything while you are reading that helps you remember the important parts?
  - Do you ever have trouble remembering what is important after you read? How do you solve that problem?

### Determining Importance in Text: Oral Assessment

**Directions:** Read the following instructions to the student. Record the student's responses below each question/statement.

A. Are there some parts of this text that are more important than the others? Which ones? Why do you think they are the most important?

B. What do you think the author thinks is the most important part so far in the text? What signals or clues did the author use to make you believe \_\_\_\_\_ (restate student's response) was important?

C. Choose one of the following:

- We have just talked about parts of the text (restate student's response) that you feel are important. How does thinking about the more important parts help you to understand the text better?
- Do you think or do anything while you are reading that helps you remember the important parts?
- Do you ever have trouble remembering what is important after you read? How do you solve that problem?

**Note** If assessing all of the comprehension strategies, repeat the "Thinking Aloud" Assessment (pg. 52) with a continuation of the text that the student is reading. Then, continue with the remaining assessments. If assessing only the "Determining Importance in Text" strategy, you do not need to reassess the "Thinking Aloud" process at this time.

**Note** Determining importance in text is also related to main idea and summarizing.

### Performance Indicators: Summarize and Synthesize (Strong Evidence=3, Some Evidence=2 Little Evidence=1)

- Pulls out information that relates to key ideas and paraphrases it briefly and accurately.
- Merges thinking (questions, connections, inferences) to surface key ideas and get the gist.
- Distinguishes between the gist and the reader's personal response to the information.
- Synthesizes big ideas and issues from a collection of facts.
- Understands the difference between facts and opinions and revises thinking in light of new evidence.
- Creates a summary response that merges accurate text information with the readers written response.

### Synthesizing: Rubric

Use this rubric to record the student's scores on each set of questions. Circle the number corresponding to the statement that best reflects the student's response. Consider all three questions when scoring the student.

1	Random or no response; may give title.
2	Identifies some text events—random or illogical order.
3	Synthesizes with some awareness of event sequence—beginning, middle, end, or the chronology of the text as it has been read so far. Understands that the sequence appears to aid comprehension; may talk about how he/she changed his/her mind about overall story meaning during reading.
4	Enhances meaning in text with synthesis; may incorporate own schema; uses story elements or structures to enhance the synthesis; may identify key themes; describes how thinking evolved from the beginning to the end of the passage.

5	Succinct synthesis using internalized story/genre/text structure; identifies key themes; may articulate how synthesizing promotes deeper comprehension—can articulate how flexibility in thinking throughout the piece promotes comprehension, talks about feelings the piece evoked.
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**Retelling: Rubric**

Use this rubric to record the student’s scores on each set of questions. Circle the number corresponding to the statement that best reflects the student’s response. Consider all three questions when scoring the student.

1	Random response; may be related to text; may give title.
2	Retelling reveals beginning awareness of event sequence.
3	Uses story elements/genre structure to organize a relatively accurate summary or retelling of story’s beginning, middle, and end.
4	Story elements/genre structure are clear in an accurate summary or retelling; refers to interactions between story elements (how problem affects character, how setting changes problem, etc.).
5	Uses all story elements/genre structure and inferences to capture key themes in the text; points out relationships between elements; talks about how the overall meaning is influenced.

**Synthesizing and Retelling: Written Assessment**

**Directions:** Answer some questions about what you think about while you read.

Use the space below each question to write your answer.

- A. If you were to tell another person about the text you just read and you could only use a few sentences, what would you say?
- B. When you were reading, did you change your mind about what the text is about? Describe the place in the story where you changed your mind. Why did you change your mind?
- C. Think about what you have just written about the story. What do you understand now that you didn’t understand before? What do you think the author wants us to understand about this text? What opinions and ideas did you form about this text during and after reading it?

**Synthesizing and Retelling: Oral Assessment**

**Directions:** Read the following instructions to the student. Record the student’s responses below each question/statement.

- A. If you were to tell another person about the text you (or I) just read and you could only use a few sentences, what would you say?
- B. When you were reading (or listening to me read), did you change your mind about what the text is about? Can you show or tell me where you changed your mind and why?
- C. Think about what you have just said about the story. What do you understand now that you didn’t understand before? What do you think the author wants us to understand about this text? What opinions and ideas did you form about this text during and after reading it?

**Note** This assessment can also be used for “Retelling” (see Rubric on pg. 79) Summarizing is also related to synthesizing and retelling.

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\*Complete a Performance Task Blueprint for each task

***Diagnostic Assessments:***

Benchmark Assessment System 2  
Vocabulary pre-assessment (Marzano)  
Pre-assessment  
Formative Assessment

***Student Self-Assessment and Reflection: Teach and Reinforce***

- Rethink
- Revise
- Redo
- Rehearse
- Refine

## Stage 3: Learning Experiences

### Instructional Sequence

Baker's Neighbors (TE pg. 150 A Theme 2)

Red Writing Hood (TE pg. 150 A Theme 2)

What Evidence will Show that Students are Determining Importance?

What Evidence will Show that Students are Summarizing and Synthesizing Information?

#### *Gradual Release of Responsibility*

#### **Experience 1: Construct Main Idea from Supporting Details**

**Focus Question:** What is the difference between details and larger topics or ideas? What is the purpose of having supporting details?

#### **Learning Target:**

- I can use the Topic/Detail/Response graphic organizer to demonstrate my understanding of the difference between details and bigger ideas in the text.
- I can articulate how the details support and develop the larger topic or idea.

**Performance Indicator:** Review Topic/Detail/Response organizer to see if kids' infer the meaning of subheads, identify details that support the bigger ideas, add their own personal responses.

#### **Learning Activities:**

##### **Connect and Engage**

- Connect and engage the kids with the topic
- Introduce the Topic/Detail/Response form and explain how the details come together in support of a bigger idea. (TDR form is a three-column chart that states Topic in the first column, Detail in the second column, and Response in the third column)

##### **Model**

- Think aloud about how to pick out the topic and the details that support that topic. Also mention any responses you might have.

##### **Guide**

- Guide a discussion to support the learning experience with the TDR form.

##### **Collaborate**

- Help students form groups and participate in collaborative piece by jigsawsing the article.

##### **Share the Learning**

- Encourage groups to share what they learned as they jigsawed the article.

**Strategies:** Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, constructed anchor chart, jigsaw, graphic organizers

#### **Experience 2: Read, Think, and React**

**Focus Question:** What strategies can I use to navigate and respond to challenging text?

#### **Learning Target:**

- I can pull out important information that relates to key ideas and paraphrase it.
- I can use strategies for navigating and responding to challenging text.
- I can monitor my understanding while I read.

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**Performance Indicator:** Review kids' note taking forms to assess how well they understand the process and are able to put notes in their own words, put comments, questions, and responses in the thinking column to demonstrate they can monitor their understanding, and that their notes reflect key ideas and that comments go beyond just the facts.

**Learning Activities:**

**Connect and Engage**

- Activate students' background knowledge and encourage questions.
- Introduce the Notes/Thinking form (a two-column organizer that say Notes in the first column and Thinking in the second column).

**Model**

- Demonstrate how to take notes—recording information, activating background knowledge, and asking questions.

**Guide**

- Think through and paraphrase the information.
- Organize notes and using text features and key ideas.

**Practice Independently**

- Confer with individuals and small groups as they work independently.

**Share the Learning**

- Make a chart of what the class did to navigate and understand challenging text.

**Strategies:** Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, constructed anchor chart, note taking, graphic organizer

**Experience 3: Profundity Fiction**

**Focus Question:** What is profundity? How do I categorize key ideas, concepts, and perspectives? How do I draw conclusions based on different views presented in the text? How can I find a deep meaning in and across different genre of narrative text?

**Learning Target:**

- I can explore and reflect on universal themes and substantive issues from oral, visual, and written texts.
- I can identify key ideas, concepts, and perspectives found in text
- I can draw conclusions based on my understanding of different views presented in texts.
- I can draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts.
- I can support a position using ideas from text(s).

**Performance Indicator:** Review student graphic organizers to assess understanding of metaphorical thinking and ability to gain insight and deeper meaning in the text. Also, assess students through conferring.

**Learning Activities:**

**Connect and Engage**

- Build Background knowledge
- Engage Readers with a shared reading or read aloud

**Model** (through an interactive read aloud or shared reading, start with the lowest level of the plane and continue modeling lessons to guide student thinking through the higher levels of the plane)

- Physical Plane
- Mental plane
- Moral plane
- Psychological Plane
- Philosophical Plane

**Guide**

- Facilitate discussion with students through questioning
- Pay special attention to strategies that readers may be struggling with at each level of thinking

**Collaborate/Independent Practice**

- In small groups, pairs, and independently work through the profundity scale with shared reading and independent reading to identify and connect to larger themes and ideas.

**Share the learning**

- Gather students and discuss share new insights with the group.
- Chart student ideas across text

**Strategies:** Read Aloud, Think Aloud, and Think, Pair, Share, Jigsaw, construct Anchor Charts, Shared Reading, Independent Reading, Using Graphic Organizers, Writing in Response to Reading, Comprehension Strategies

**Experience 4: Profundity Nonfiction**

**Focus Question:** What is profundity? How do I categorize key ideas, concepts, and perspectives? How do I draw conclusions based on different views presented in the text? How can I find a deep meaning in and across different genre of nonfiction text?

**Learning Target:**

- I can explore and reflect on universal themes and substantive issues from oral, visual, and written texts.
- I can identify key ideas, concepts, and perspectives found in text
- I can draw conclusions based on my understanding of different views presented in texts.
- I can draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts.
- I can support a position using ideas from text(s).

**Performance Indicator:** Review student graphic organizers to assess understanding of metaphorical thinking and ability to gain insight and deeper meaning in the text. Also, assess students through conferring.

**Learning Activities:**

**Connect and Engage**

- Build Background knowledge
- Engage Readers with a shared reading or read aloud

**Model** (through an interactive read aloud or shared reading, start with the lowest level of the plane and continue modeling lessons to guide student thinking through the higher levels of the plane)

- Literal Plane
- Summary Plane
- Schema Plane
- Concept Plane
- Universal Plane

**Guide**

- Facilitate discussion with students through questioning
- Pay special attention to strategies that readers may be struggling with at each level of thinking

**Collaborate/ Independent Practice**

- In small groups, pairs, and independently work through the profundity scale with shared reading and independent reading to identify and connect to larger themes and ideas.

**Share the Learning**

- Gather students and discuss share new insights with the group.
- Chart student ideas across text

**Strategies:** Read Aloud, Think Aloud, and Think, Pair, Share, Jigsaw, construct Anchor Charts, Shared Reading, Independent Reading, Using Graphic Organizers, Writing in Response to Reading, Comprehension Strategies

## Unit 8: 6 Weeks (Realistic Fiction) or Alternate Unit (Myth, Legend)

### Narrative Text

#### GENRE: Realistic Fiction or Myth, Legend

#### **GENRE: Realistic Fiction**

##### **DEFINITION:**

A classification of literature containing stories that *could* happen in the real world, in a time and setting that is possible, and with characters that are true to life, yet drawn from the writer's imagination. It is categorized as historical or contemporary based upon the time period of publication (Contemporary begins at 1960). Experts define categories of realistic fiction using aspects of *theme* (e.g., survival friendship diversity, tolerance, environmental preservation, courage, freedom, justice).

##### **PURPOSES:**

- To entertain or enlighten
- To help understand problems and issues that might be encountered in their own lives
- To empathize with characters engaged in resolving problems
- To recognize the complexity of human relationships

##### **CHARACTERISTICS:**

- Narrative elements: characters, setting, a plot involving conflict or tension revolving around a problem, and a resolution providing the conclusion
- Can be humorous, adventurous, romantic and/or imaginative

##### **Themes:**

- Reflect realistic human and life experiences

##### **Characters:**

- True to life, vivid, imaginary characters seem real and behave in realistic ways
- Fictional characters (animals, people) that are confronted with challenges
- Protagonist (main character's problem causes tension)
- Characters and conflict are interrelated
- Realistic fiction often includes antagonists, who are the opposing force in the main character's conflict
- Vivid, detailed descriptions and dialogue help the reader understand the thoughts, feelings, values and personalities of characters

##### **Setting:**

- Usually takes place in the present
- Location, season, weather, and time period are important to the plot, characters, problem, and theme
- Vivid, detailed descriptions help the reader envision the places encountered

##### **Plot:**

- Engages the reader in understanding universal human problems
- Reflects the character's problem (central to the plot)
- Progression through rising action: a conflict creates tension, which sparks a sequence of events (with roadblocks) culminating in a solution
- Various forms of conflict (person vs. person, etc.)
- True to life, vivid, imaginary events seem real
- Variations of plot include foreshadowing and flashback

- Commonly uses problem-solution pattern

**Author's craft:**

- Narrative structure and elements
- Use of humor
- Fictionalizing
- Developing character
- Creating an introduction which builds the story's background
- Developing imagery, figurative language, and author's style
- Depth of ideas, reflection or insight
- Developing implicit and explicit messages for the audience

Grade Level Instructional Scope for COMPREHENDING the Genre and Text of Realistic Fiction		
Grade 1	Grade 3	Grade 8
<p><b>Opportunities to Teach:</b></p> <ul style="list-style-type: none"> <li>• Basic form</li> <li>• Purpose</li> <li>• Sense of story (beginning, middle and end)</li> <li>• Sequence of events</li> <li>• Illustrations to support understanding of elements and events</li> <li>• Illustrations to support evidence of real life events</li> <li>• Key ideas and details</li> <li>• Real and make-believe</li> <li>• Story grammar</li> <li>• Asking questions</li> <li>• Relationships of characters, events and ideas</li> <li>• Time sequence words</li> <li>• Comprehension skills and strategies (connections to self and other texts, personal knowledge)</li> <li>• Personal response</li> </ul>	<p><b>Opportunities to teach:</b></p> <ul style="list-style-type: none"> <li>• Basic elements</li> <li>• Purpose</li> <li>• Story grammar</li> <li>• Characterization (attitudes, actions, motivations thoughts, traits, comparisons of relationships)</li> <li>• Compare events and key ideas</li> <li>• Fact versus fiction</li> <li>• Story level theme</li> <li>• Setting</li> <li>• Main idea</li> <li>• Prediction</li> <li>• Point of view</li> <li>• Comprehension skills and strategies (retell/sequence ideas and details; compare/contrast relationships, among characters, events and ideas across text types connect to themes/ perspectives; monitor understanding of organizational patterns; reread, summarize, predict, visualize, question, infer)</li> <li>• Personal response</li> </ul>	<p><b>Opportunities to teach:</b></p> <ul style="list-style-type: none"> <li>• Structure</li> <li>• Elements</li> <li>• Personal style</li> <li>• Purpose</li> <li>• Theme and sub-themes</li> <li>• Analyze distortion</li> <li>• Analyze stereotypes of gender, race, culture, age, class, religion and individual differences</li> <li>• Maturity of the textual ideas</li> <li>• Abstract theme</li> <li>• Analyze the plot (rising/falling action) and subplots</li> <li>• Role of minor characters in relation to conflict</li> <li>• Characterization in relation to conflict</li> <li>• Narrator’s credibility</li> <li>• Symbolism</li> <li>• Imagery</li> <li>• Comprehension skills and strategies (predict, visualize, question, reread, interpret, summarize, conclude, infer, synthesize, connect knowledge to themes and perspectives)</li> <li>• Personal response</li> </ul>

**GENRE: Legend****DEFINITION:**

A subgenre of folktales provides an historical story (before recorded history) about a hero, (protagonist), a people, or a natural phenomenon. Perceived to be true by the teller and listener, it centers around the lives and deeds of famous individuals, embellishing traits of strength and bravery.

**PURPOSES:**

- To explain how something came to be or exist
- To present models of behavior and ethics
- To explain and transmit aspects of origin, life, culture, historical events, creation and nature to each generation of a culture
- To illuminate positive character traits
- To present a deeper truth

**CHARACTERISTICS:**

- Traditional story patterns
- Historical basis, either secular or sacred
- Good triumphs over evil
- Challenges are overcome through tests or struggles, heroic deeds
- Forms: hero myths, sagas, epics
- Humans or animals acting like humans
- Protagonist is human or personified with historical significance
- Set in time period more recent than a myth

**Themes:**

- Perseverance
- Bravery
- Strength
- Kindness
- Cleverness
- Sacrifice
- Good versus evil

**Characters:**

- Human with positive character traits (e.g., hero; saint; well-known character of historical significance, e.g., Johnny Appleseed) as opposed to supernatural
- Exaggerated character qualities
- Personified characters with historical significance

**Setting:**

- Historical time and place are integral to story
- Recognizable regional, national, or international geographic settings

**Plot:**

- Traditional story structure
- Inclusion of miraculous events

**Author's craft:**

- Narrative elements
- Embellishment of traits of strength and bravery
- Patterns of traditional tales
- Believable/possible
- Establishes a focused purpose
- Evidence of voice or suitable tone
- Depth of idea development; evidence of reflection or insight
- Elaborated, relevant details

Grade Level Instructional Scope for COMPREHENDING the Genre and Text of Legends		
Grade 2	Grade 4	Grade 7
<p><b>Opportunities to teach:</b></p> <ul style="list-style-type: none"> <li>• Story grammar</li> <li>• Patterns of traditional tales</li> <li>• Similarities between legends</li> <li>• Plot development</li> <li>• Characterization (motives, actions)</li> <li>• Time and place</li> <li>• Problem/solution</li> <li>• Story sequence</li> <li>• Purposes for illustrations</li> <li>• Metaphors and simile in characterization</li> <li>• Comparison of characters' relationships</li> <li>• Comparing/contrasting key ideas</li> <li>• Cross-text similarities and differences</li> <li>• Questioning the text or author</li> <li>• Visualizing</li> <li>• Comprehension skills and strategies (before, during and after; summarize, infer, predict)</li> </ul>	<p><b>Opportunities to teach:</b></p> <ul style="list-style-type: none"> <li>• Narrative structure and elements</li> <li>• Purpose</li> <li>• Theme</li> <li>• Shared human experience</li> <li>• Role of dialogue (thoughts, motivations revealed) in characterization</li> <li>• Role of hero, anti-hero and narrator</li> <li>• Conflict, tensions, resolution</li> <li>• Theme</li> <li>• Manipulations to time (flash forward and flashback)</li> <li>• Techniques for creating suspense</li> <li>• Compare/contrast</li> <li>• Sequential organization</li> <li>• Questioning the text or author</li> <li>• Interpreting</li> <li>• Shared human experience</li> <li>• Patterns of traditional tales</li> <li>• Differences between myth (gods) and legend (human protagonist)</li> <li>• Comprehension skills and strategies (summarize, infer, connect, contrast, classify)</li> <li>• Draw parallels across time and culture</li> <li>• Visualizing</li> </ul>	<p><b>Opportunities to teach:</b></p> <ul style="list-style-type: none"> <li>• Narrative structure, elements, style and purpose</li> <li>• Exaggeration</li> <li>• How literature reflects life</li> <li>• Author's use of literary devices</li> <li>• Antagonists/protagonists</li> <li>• Overstatement and understatement</li> <li>• Abstract theme or universal truth</li> <li>• Perspectives</li> <li>• Internal/external conflict</li> <li>• Issues from the text related to students' experiences</li> <li>• Cross-text conclusions, inferences and syntheses</li> <li>• Comprehension skills and strategies (reread, summarize, conclude, infer, connect, relate, synthesize)</li> <li>• Visualizing</li> <li>• Interpreting</li> <li>• Shared human experience</li> <li>• Patterns of traditional tales</li> <li>• Differences between myth (gods) and legend (human protagonist)</li> </ul>

**GENRE: Myth****DEFINITION:**

Anonymously written folk literature originating during man's early history. Describes facts to explain religious doctrine, cultural belief or some mystery of nature. Myths, a subgenre of folktale, present characters with extraordinary powers. Characters may be gods, goddesses, demi-gods or humans who act in recognizable human ways through familiar motives.

**PURPOSES:**

- To explain how something came to exist
- To explain historical and scientific aspects of life, culture and nature
- To explain origins of behavior and virtue
- To transmit a cultural ideology

**CHARACTERISTICS:****Themes:**

- Aspects of life or universal human experience, and/or the human condition
- Mysteries of nature
- Explanation of religious doctrine or cultural beliefs
- Relationships between gods and man or among gods

**Characters:**

- Supernatural beings, deities, or personified elements of nature
- Humans in favor of, or at the mercy of, the gods
- Archetypal (patterned) characters (e.g., wise king, vengeful gods, etc.)

**Setting:**

- Sites affiliated with the worlds of Greek gods/goddesses
- Ancient worlds (e.g., Greeks, Romans, European, Native American, Asian, African)
- Other archaic or early societal settings

**Plot:**

- Supernatural beings (often gods and goddesses) assume certain powers and suffer limitations of power due to natural phenomenon or their relationships with other powerful beings
- Gods and goddesses control events; humans are aided or victimized
- Some myths detail the creation of the earth, while others may be about love, adventure, trickery, or revenge
- Formulas or archetypes (recurring patterns) for universal human experiences and ideas (visible as plot-types, characters, patterns in thought, and so forth)
- Include cosmic phenomena, peculiarities of natural history, the origins of human civilization or the origin of social, religious custom, or the nature and history of objects of worship
- Realities of existence (e.g., danger, disease, misfortune, death, and human frailty) become more acceptable by explaining them as part of a sacred universal order
- Very human adventures of characters reflect serious purposes

**Author's craft:**

- Traditional story structure
- Complex symbolism
- Developing explanations for aspects of life and universal human experience
- Using metaphorical figures of speech to attribute human qualities to animals, ideas or things (personification)
- Depth of ideas, reflection or insight
- Use of metaphor (effective comparisons)

<b>Grade Level Instructional Scope for COMPREHENDING the Genre and Text of Myths</b>	
<b>Grade 4</b>	<b>Grade 7</b>
<p><b>Opportunities to teach</b></p> <ul style="list-style-type: none"> <li>• Shared human experience</li> <li>• Structure</li> <li>• Narrative elements</li> <li>• Purpose</li> <li>• Setting manipulations (flashback)</li> <li>• Analysis of perspective</li> <li>• Conflict/resolution</li> <li>• Analysis of characters and dialogue</li> <li>• Role of hero, anti-hero, narrator</li> <li>• Symbolism</li> <li>• Comprehension skills and strategies (connect, analyze themes/perspectives, draw parallels, categorize, classify, compare, contrast, summarize)</li> </ul>	<p><b>Opportunities to teach:</b></p> <ul style="list-style-type: none"> <li>• Shared human experience</li> <li>• Structure</li> <li>• Narrative elements</li> <li>• Purpose</li> <li>• Setting manipulations (flashback)</li> <li>• Analysis of perspective</li> <li>• Conflict/ resolution</li> <li>• Analysis of characters and dialogue</li> <li>• Role of hero, anti-hero, narrator</li> <li>• Symbolism</li> <li>• Comprehension skills and strategies (connect, analyze themes/perspectives, draw parallels, conclude, infer, synthesize, summarize)</li> <li>• Archetypes (an image, descriptive detail, plot pattern, or character type that evokes profound emotions)</li> <li>• Cultural-historical connection</li> </ul>

## 2 Weeks (Poetry) GENRE: Poetry

### **GENRE: Poetry**

### **DEFINITION:**

Literature expressed in various, metrical forms, structures and arrangements that is traditionally characterized by rhythmical patterns of language.

### **PURPOSES:**

- To create mental/visual and sensory images
- To engage the reader in thinking beyond the literal/superficial
- To illuminate the art, mystery and novelty of language
- To appreciate the sound of language
- To understand self and world in new ways
- To capture the essence of meaning in the sparest of language
- To express thoughts and feelings through lyrical language
- To engage the reader/listener in reflection
- To focus attention on and reconsider an object, thought, observation or experience
- To broaden or intensify the reader's experiences and understandings

### **CHARACTERISTICS:**

- Many forms and lengths
- Open, unlimited subject matter (from fantastic to stark realism)
- Does not usually follow conventions of narrative structure or grammar
- Patterns are typically expressed in meter (regular patterns of high and low stress), syllabication (the number of syllables in each line of text), rhyme (the correspondence of sounds at the ends of lines), alliteration (phrase or line having two or more words with the same initial sound)
- Variations in punctuation and layout to facilitate cadence (rhythm) and how the poem is read
- Condensed language
- Precise word choice for sensory imagery (vivid description to produce mental pictures )
- Figurative language, especially metaphor (comparison)
- Words are specifically chosen to represent sounds or meanings

Three main types:

1. Narrative (which tells a story or sequence of events)
  2. Dramatic (meant to be read aloud), and
  3. Lyrical (personal and descriptive—showcasing melodic language)
- Forms: alliterative, ballad, blank verse, bio poem, cinquain, concrete (shape) poem, dramatic monologue, elegy, epic, epigram, formula poem, free verse, haiku, limerick, list poem, narrative poem, ode, slam poetry, sonnet, etc.
  - Themes, characters, settings, and plots vary in relationship to purpose and form

**Author's craft:**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Elements related to specific forms</li> <li>• Writing in phrases</li> <li>• Using strong verbs and nouns</li> <li>• Details to enhance and clarify significant moments</li> <li>• Selecting fewer words to say more</li> <li>• Repetition and patterns of sounds, words, lines and images</li> <li>• Borrowing/transforming others' phrases or sentences</li> <li>• Sensory imagery</li> <li>• Imagery (through syntax, rhythm and context) to convey the larger message</li> <li>• Creation of images</li> <li>• Use of figures of speech, such as metaphor/simile and other techniques for comparing and contrasting</li> <li>• Departing from usual word orders and pronunciations</li> <li>• Creating new words</li> <li>• Meaning inferred through suggestion or by omission</li> <li>• Inclusion of words with layers of meanings</li> <li>• Rhythm schemes convey mood</li> <li>• Conveying mood through visual layout</li> <li>• Use of first person or "character anonymous"</li> <li>• Condensed language</li> <li>• Linking and or creating an interdependence of words</li> </ul> | <ul style="list-style-type: none"> <li>• Unconventional punctuation to meet the poet's purpose</li> <li>• Use of personification (figure of speech in which animals, ideas, things, are represented as having human qualities)</li> <li>• Noticing and using alliteration (repetition of the same consonant sound at the beginning of several words)</li> <li>• Use of assonance (repetition of vowel sounds without the repetition of consonants)</li> <li>• Use of onomatopoeia (using words, the sound of which, suggests their meaning)</li> <li>• Use of consonance (repetition of consonant sounds within and at the ends of words)</li> <li>• How to use line breaks and white space</li> <li>• Titles</li> <li>• Beginnings and endings</li> <li>• Changing prose to poetry</li> <li>• Expressing human emotion and feeling</li> <li>• Conveying meaning from fantastic events to stark realism</li> <li>• How meter, rhythm and rhyme determine line length</li> <li>• Figurative language</li> <li>• Compact language that is both imaginative and artistic</li> <li>• Visual layout (may enhance or direct how the poem is read)</li> <li>• Language composed according to a pattern of beat and melody</li> </ul> |
|--|---|

**POETRY selections for fourth grade:**

Book Title	Author	Guided Reading Level
A Kick in the Head	Paul B. Janeczko	
William Shakespeare: Poetry for Young People	David Scott Kastan & Marina Kastan	
Robert Browning: Poetry for Young People	Eileen Gillooly	
Robert Frost: Poetry for Young People	Gary D. Schmidt	
Lewis Carroll: Poetry for Young People	Edward Mendelson	
Walt Whitman: Poetry for Young People	Jonathan Levin	
Edward Lear: Poetry for Young People	Edward Mendelson	
Carl Sandburg: Poetry for Young People	Frances Schoonmaker Bolin	
Emily Dickinson: Poetry for Young People	Frances Schoonmaker Bolin	
Secrets of a Small Brother	Richard J. Margolis	
If I were in Charge of the World and other Worries	Fudith Viorst	
I'm in Charge of Celebrations	Byrd Baylor	N
Armadillo from Amarillo	Lynne Cherry	
A Tree Place and Other Poems	Constance Levy	
The Light in the Attic; The Giving Tree	Shel Silverstein	NR; J
Where the Sidewalk Ends; Falling Up	Shel Silverstein	
Hooray for Diffendoofer Day!	Dr. Seuss	

Grade Level Instructional Scope for COMPREHENDING the Genre and Text of Poetry			
Grade K	Grade 2	Grade 4	Grade 7
<p><b>Opportunities to teach:</b></p> <ul style="list-style-type: none"> <li>• Rhythm</li> <li>• Listening skills and strategies</li> <li>• Rereading for new meaning</li> <li>• Searching for a poem’s personal meaning</li> <li>• Rhyme</li> <li>• Exploring themes</li> <li>• Basic characterization</li> <li>• Noticing special words and phrases</li> <li>• Responding to words, phrases and lines that the reader loves</li> <li>• Performing poetry</li> <li>• Choral reading</li> <li>• Varying tonal qualities and voices in choral or oral reading</li> <li>• Choral response</li> </ul>	<p><b>Opportunities to teach:</b></p> <ul style="list-style-type: none"> <li>• Rhythm</li> <li>• Listening skills and strategies</li> <li>• Rereading for new meaning</li> <li>• Searching for a poem’s personal meaning</li> <li>• Exploring themes</li> <li>• Rhyme</li> <li>• Character traits</li> <li>• Noticing special words and phrases</li> <li>• Responding to words, phrases and lines that the reader loves</li> <li>• Rereading for imagery</li> <li>• Performing poetry</li> <li>• Choral reading</li> <li>• Varying tonal qualities and voices in choral or oral reading</li> <li>• Grade appropriate forms</li> <li>• Choral response</li> <li>• Writing poetic commentaries/ responses</li> </ul>	<p><b>Opportunities to teach:</b></p> <ul style="list-style-type: none"> <li>• Rhythm</li> <li>• Listening skills and strategies</li> <li>• Rereading for new meaning</li> <li>• Searching for a poem’s personal meaning</li> <li>• Exploring themes</li> <li>• Patterns</li> <li>• Imagery</li> <li>• Theme</li> <li>• Simile</li> <li>• Vocabulary</li> <li>• Noticing special words and phrases</li> <li>• Responding to words, phrases and lines that the reader loves</li> <li>• Rereading for imagery</li> <li>• Performing poetry</li> <li>• Choral reading</li> <li>• Varying tonal qualities and voices in choral or oral reading</li> <li>• Grade appropriate forms</li> <li>• Writing poetic commentaries/responses</li> </ul>	<p><b>Opportunities to teach:</b></p> <ul style="list-style-type: none"> <li>• Rhythm</li> <li>• Listening skills and strategies</li> <li>• Rereading for new meaning</li> <li>• Searching for a poem’s personal meaning</li> <li>• Exploring themes</li> <li>• Specific authors and their patterns</li> <li>• Imagery</li> <li>• Analysis of metaphor/simile</li> <li>• Theme</li> <li>• Vocabulary</li> <li>• Noticing special words and phrases</li> <li>• Responding to words, phrases and lines that the reader loves</li> <li>• Rereading for imagery</li> <li>• Performing poetry</li> <li>• Choral reading</li> <li>• Varying tonal qualities and voices in choral or oral reading</li> <li>• Mood</li> <li>• Grade appropriate forms</li> <li>• Writing poetic commentaries/ responses</li> </ul>

## Notes:

**Fourth Grade**  
**Unit 8/Genre: Realistic Fiction and Poems**  
**Fourth Marking Period**  
**Duration: 6 Weeks**

**Science Connection** - Organisms In Their Environment

**Social Studies Connection** - Ideas that Unite Us As Americans

**Comprehension Strategies** - Summarize and Synthesize Read & Review All Strategies

*My Name is Maria Isabel* (TE pg. 78A Theme1) (Review, Write and Reflect)

*The Garden of Happiness* (TE pg. 230 Theme 2) (Review Comprehension Strategies)

*Stealing Home* (TE pg. 300A Theme 3) (Review Comprehension Strategies)

*Blue Willow* (TE pg. 568A Theme 5) (Review Comprehension Strategies)

*The Down and Up Fall* (TE pg. 71A Theme 6) (Review Comprehension Strategies)

**Stage 1: Identify Desired Results**

**Established Goals**

**R.NT.04.01** describe the shared human experience depicted in classic, multicultural, and contemporary literature recognized for quality and literary merit.

- Identify and discuss cultural and historical perspectives that are in conflict in the text or that are different from their own perspective. (also meets R.CM.04.03 and R.MT.04.01)
- Evaluate the quality or authenticity of the text including the writer's qualifications.
- Recognize, understand, and discuss some obvious symbolism.
- Provide specific examples and evidence to support statements about the quality, accuracy, or craft of the text.

**R.NT.04.02** identify and describe the structure, elements, and purpose of a variety of narrative genre including poetry, myths, legends, fantasy, and adventure.

- Understand how one event builds on another throughout the text. (also meets R.CM.04.03)
- Identify and discuss the problem, the events of the story, and the problem resolution.
- Notice and remember significant information from illustrations or graphics.
- Recognize the genre of a text and use it to form expectations of that text.
- Recognize and discuss the artistic aspects of a text, including how illustrations and narrative form a cohesive whole.
- Recognize and discuss aspects of narrative structure (beginning, series of events, high point of the story, ending)
- Understand and discuss how layout contributes to the meaning and effectiveness of both fiction and nonfiction texts.

**R.NT.04.03** analyze characters thoughts and motivation through dialogue, various character roles, and functions including hero and anti-hero, or narrator, know first person point of view and identify conflict and resolution.

- Notice and remember attributes and actions that will help in understanding character development.
- Make connections between the lives and motivations of characters and their own lives, even if the setting is a fantasy world or in the past. (also meets R.MT.04.01)
- Infer characters' feelings and motivations from description, what they do or say, and what others think about them. (also meets R.CM.04.03 and R.MT.04.01)

- Identify and discuss the problem, the events of the story, and the problem resolution.
- Recognize the narrator of the text and discuss how the choice of the first or third person point of view contributes to the effectiveness of the writing.

- Hypothesize the significance of the setting in influencing characters decisions' and attitudes
- Apply background knowledge gained from experience, content study, and wide reading.

**R.NT.04.04** explain how authors use literary devices including flash-forward and flashback to depict time, setting, conflicts, and resolutions to enhance the plot and create suspense.

- Notice how the writer reveals the underlying messages or the theme of a text (through character, through plot and events) (also meets R.CM.04.03)
- Follow and remember multiple events in a story, often involving the stories of multiple characters, to understand the plot. (also meets R.CM.04.03)
- Notice and understand the problem of a story and how it is solved.
- Notice and remember details of the setting and discuss the impact of the setting on characters and problem
- Interpret the mood of the text, using illustrations in combination with the writer's tone.
- Hypothesize the significance of events in a story.
- Analyze an author's characteristic way of writing - characters, plot style.
- Notice and appreciate the author's use of figurative and literary language to evoke imagery, feeling, and mood

**R.CM.04.01** connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

- Apply background knowledge gained from experience, content study, and wide reading.
- Make predictions based on information in the text as to what will happen, what characters are likely to do, and how it will end. (also meets R.MT.04.01)
- Support thinking beyond the text with specific evidence based on personal experience or knowledge or evidence from the text. (also meets R.MT.04.01)
- Maintain memory of many different texts and use them as resources for making connections. (also meets R.MT.04.01)
- Form implicit questions and search for answers in the text while listening and during discussions. (also meets R.MT.04.01)

**R.CM.04.02** retell through concise summarization grade-level narrative and informational text.

- Summarize orally or in writing a text, including appropriate information.
- Notice new information and ideas and revise ideas in response to it.
- Assess prior information summarized from the text while hearing more.

**R.CM.04.03** explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture.

- Derive and interpret the writer's underlying messages (themes). (also meets R.MT.04.01)
- Make connections to other text by topic, major ideas, authors' styles and genres (also meets R.MT.04.01)
- Analyze the way an author creates authentic characters. (also meets R.NT.04.03)
- Hypothesize underlying motivations of characters that are not stated.
- Follow and remember multiple events in a story, often involving the stories of multiple characters, to understand the plot.

**R.MT.04.01** self-monitor comprehension when reading or listening to text by automatically

applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.

- Self-monitor understanding and ask questions when meaning is lost.
- Ask questions about concepts.
- Make note of interesting new words and intentionally remember them to use in oral discussion or writing.
- Make predictions based on information in the text as to what will happen, what characters are likely to do, and how it will end.
- Access prior information summarized from the text while hearing more.
- Summarize orally or in writing a text, including appropriate information.
- Notice and respond to stress and tone of voice while listening and afterward.
- Identify and discuss cultural and historical perspectives that are in conflict in the text or that are different from their own perspective.
- Derive and interpret the writer's underlying messages (themes)

**R.WS.04.01** explain how to use word structure, sentence structure and prediction to aid in decoding words and understanding the meaning of words encountered in context

- Recognize and use syllables (closed syllable)
- Recognize and form various tenses by adding endings to verbs.

**R.WS.04.02** use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.

- Recognize and use letters that represent no sound in words
- Recognize and use letters that represent the wide variety of vowel sounds.

**R.WS.04.04** know the meanings of words encountered frequently in grade-level reading and oral language contexts.

- Recognize and use synonyms and antonyms.
- Recognize and use words as metaphors and similes to make comparisons.

**R.WS.04.05** acquire and apply strategies to identify unknown words or word parts; self-monitor, and construct meaning by engaging actively in reading a variety of genre, self-correcting, and using a thesaurus.

- Recognize base words and remove prefixes and suffixes to break them down and solve them.
- Use word parts to derive meaning of a word.
- Connect words that are related to each other because they have the same base or root word.
- Add, delete, and change letters, letter clusters, and word parts to base words to help in reading or spelling words.

*What understandings are desired?*

Students will understand that:

1. In order to consider larger issues and ideas in text you must synthesize facts
2. Many strategies like questioning, connecting, and inferencing can be used to respond to

<p>information and expand thinking.</p> <ol style="list-style-type: none"> <li>Getting the gist is summarizing in a few words.</li> <li>There is a difference between fact and opinion.</li> <li>New evidence and thinking about text leads to revising thinking and opinions about Information.</li> </ol>	
<p><i>What essential questions will be considered?</i></p> <ol style="list-style-type: none"> <li>How can I relate with the characters in realistic fiction stories and identify similar experiences in my own life?</li> <li>What distinguishing features make a text realistic fiction?</li> <li>How do I synthesize and summarize my reading to demonstrate that I comprehend my reading?</li> <li>How can I use structural, syntactic, and semantic cues to determine the meaning of words?</li> </ol>	
<p><b>Summarize and Synthesize (Skill/Strategy Based)</b> How do I use new information and my existing knowledge to improve my understanding of the text?</p>	<p><b>Summarize and Synthesize (Skill/Strategy Based)</b></p> <ol style="list-style-type: none"> <li>What causes me to stop and think about what I am reading?</li> <li>How do I put the information into my own words?</li> <li>How do I merge my thinking with the text information to get the gist?</li> <li>How do I summarize the information briefly and accurately?</li> <li>How do I use facts to come up with a bigger idea?</li> <li>How do I use the elements of narrative text to identify a theme?</li> <li>What actions do I take if I have lingering questions after I finish reading?</li> <li>How do I respond to new ideas that pop into my head as I read?</li> <li>How did reading the text change my thinking or opinions?</li> </ol>
<p><b>Review All Strategies:</b> Monitor Comprehension Activate and Connect Ask Questions Infer Meaning Determine Importance Summarize and Synthesis</p>	<p><b>Review all Strategies:</b> <b>Monitor Comprehension:</b> How does rereading help me when the text does not make sense? Did I remember to stop, think and react while reading? <b>Activate and Connect:</b> How do I merge my thinking with the information I am reading? How do I connect what I already know to new information? <b>Ask Questions:</b> Did I stop and ask questions while I was reading? <b>Infer Meaning:</b> How do I use text clues to infer the answers to questions when I couldn't find the answer in the text? <b>Determine Importance:</b> What is the important</p>

	<p>information in the text? How do I know it's important? How do I write the information in my own words?</p> <p><b>Summarize and Synthesis:</b> How do I summarize the information briefly and accurately?</p>
<p><b>Word Study/Vocabulary</b> How does word structure and sentence structure determine the meaning of unfamiliar words?</p>	<p><b>Word Study/Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. How do I decode words with the letter patterns <i>-igh</i> and <i>-eigh</i>?</li> <li>2. How do I use prefixes, suffixes, and roots to decode words and understand their meanings?</li> <li>3. How do I use my knowledge of word structure to determine the meanings of words and phrases? (The Down and Up Fall)</li> <li>4. How do I use closed syllable patterns and <i>schwa</i> to decode words?</li> <li>5. When do I identify words that are synonyms and antonyms?</li> <li>6. How do I identify verb tense by looking at the inflectional endings (-s, -es, -ed, -ing)?</li> <li>7. How do I identify and understand similes in text?</li> </ol>

*What key knowledge and skills will students acquire as a result of this unit?*

<p>Students will know:</p> <p><b>R.NT.04.01</b></p> <ul style="list-style-type: none"> <li>• Common shared experiences in classical, multicultural, and contemporary literature</li> </ul> <p><b>R.NT.04.02</b></p> <ul style="list-style-type: none"> <li>• Structure, elements, and purpose of narrative genre <ul style="list-style-type: none"> <li>○ Poetry</li> <li>○ Myths</li> <li>○ Legends</li> <li>○ Fantasy</li> <li>○ Adventure</li> </ul> </li> </ul> <p><b>R.NT.04.03</b></p> <ul style="list-style-type: none"> <li>• Thoughts through dialogue</li> <li>• Motivation through dialogue</li> <li>• Character roles</li> <li>• Functions</li> <li>• hero/anti-hero</li> <li>• narrator</li> <li>• conflict/resolution</li> </ul> <p><b>R.NT.04.04</b></p> <ul style="list-style-type: none"> <li>• conflict/resolution</li> <li>• literary devices</li> <li>• flash forward/flashback</li> <li>• time, setting, plot</li> </ul>	<p>Students will be able to:</p> <p><b>R.NT.04.01</b></p> <ul style="list-style-type: none"> <li>• (1) Describe shared human experiences</li> <li>• (1) Recognize quality and literary merit</li> </ul> <p><b>R.NT.04.02</b></p> <ul style="list-style-type: none"> <li>• (1)Identify structure, elements, and purpose of narrative genre</li> <li>• (1)Describe structure, elements, and purpose of narrative genre</li> </ul> <p><b>R.NT.04.03</b></p> <ul style="list-style-type: none"> <li>• (4)Analyze characters, thoughts, and motivation</li> <li>• (1)Identify conflict and resolution</li> <li>• (1)Know first person point of view</li> </ul> <p><b>R.NT.04.04</b></p> <ul style="list-style-type: none"> <li>• (2)Depict time, setting, conflicts, and resolutions</li> <li>• (6)Create suspense</li> <li>• (2)Explain use of literary devices</li> </ul>
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- suspense

**R.CM.04.01**

- Personal knowledge
- Experiences
- Themes
- Perspectives
- Oral and written response

**R.CM.04.02**

- Summarization
- Narrative text
- Informational text

**R.CM.04.03**

- Relationships
- Themes
- Ideas
- Characters
- Texts
- Understanding
- Parallels
- Time
- Culture

**R.MT.04.01**

- Summarization
- Narrative text
- Informational text
- Comprehension
- Strategies
- Mental images
- Ideas in text
- Meaning
- Interpretive discussions

**R.WS.04.01**

**structure of words**

- word structure
- sentence structure
- decoding words
- prediction

**R.WS.04.02**

- cues (semantic, structural, syntactic)
- base words
- affixes

- (6) Enhance the plot

**R.CM.04.01**

- (4) Connect personal knowledge, experiences, and understanding of the world

**R.CM.04.02**

- (2) Retell narrative and informational text

**R.CM.04.03**

- (2) Explain relationships among themes, ideas, and characters
- (6) Create a deeper understanding
  - (4) Categorize
  - (2) Classify within and across texts
  - (2) Compare within and across texts
  - (2) Contrast within and across texts
- (2) Draw parallels across and culture

**R.MT.04.01**

- (5) Self-monitor comprehension
- (5) Discuss comprehension strategies
  - (3) Use comprehension strategies
  - (2) Predict
  - (6) Construct mental images
  - (3) Represent idea
  - (4) Question
  - (2) Reread for meaning
  - (2) Listen for meaning
  - (4) Infer
  - (2) Summarize
- (4) Engage in interpretive discussions

**R.WS.04.01**

- (2) Explain how to use word structure to aid in decoding and making meaning
- (2) Explain how to use sentence structure to aid in decoding and making meaning
- (2) Explain how to use prediction to aid in decoding and making meaning

**R.WS.04.02**

- (3) Use structural, syntactic, and semantic cues
- (2) Read high frequency words
- (2) Decode unknown words

<ul style="list-style-type: none"> <li>• syllabication</li> <li>• frequently encountered words</li> </ul> <p><b>R.WS.04.04</b></p> <ul style="list-style-type: none"> <li>• words</li> <li>• Oral language</li> </ul> <p><b>R.WS.04.05</b></p> <ul style="list-style-type: none"> <li>• Strategies</li> <li>• Unknown words</li> <li>• Word-parts</li> <li>• Genre</li> <li>• Thesaurus</li> </ul>	<ul style="list-style-type: none"> <li>• (4) Decide the meaning of words</li> </ul> <p><b>R.WS.04.04</b></p> <ul style="list-style-type: none"> <li>• (2) Know meanings</li> <li>• (2) Know context</li> </ul> <p><b>R.WS.04.05</b></p> <ul style="list-style-type: none"> <li>• (3) Acquire and apply strategies</li> <li>• Identify unknown words or word parts</li> <li>• (5) Self-monitor and correct</li> <li>• Construct meaning</li> <li>• Engage actively in reading</li> <li>• Use a thesaurus</li> </ul>
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**Stage 2: Determine acceptable evidence  
(Diagnostic, Formative, Summative Assessments)**

*What evidence will show that students understand? **Summative Performance***

**Performance Indicators: Summarize and Synthesize (Strong Evidence=3, Some Evidence=2 Little Evidence=1)**

- Pulls out information that relates to key ideas and paraphrases it briefly and accurately.
- Merges thinking (questions, connections, inferences) to surface key ideas and get the gist.
- Distinguishes between the gist and the reader's personal response to the information.
- Synthesizes big ideas and issues from a collection of facts.
- Understands the difference between facts and opinions and revises thinking in light of new evidence.
- Creates a summary response that merges accurate text information with the readers written response.

**Synthesizing: Rubric**

Use this rubric to record the student's scores on each set of questions. Circle the number corresponding to the statement that best reflects the student's response. Consider all three questions when scoring the student.

1	Random or no response; may give title.
2	Identifies some text events—random or illogical order.
3	Synthesizes with some awareness of event sequence—beginning, middle, end, or the chronology of the text as it has been read so far. Understands that the sequence appears to aid comprehension; may talk about how he/she changed his/her mind about overall story meaning during reading.
4	Enhances meaning in text with synthesis; may incorporate own schema; uses story elements or structures to enhance the synthesis; may identify key themes; describes how thinking evolved from the beginning to the end of the passage.
5	Succinct synthesis using internalized story/genre/text structure; identifies key themes; may articulate how synthesizing promotes deeper comprehension—can articulate how flexibility in thinking throughout the piece promotes comprehension, talks about feelings the piece evoked.

**Retelling: Rubric**

Use this rubric to record the student's scores on each set of questions. Circle the number corresponding to the statement that best reflects the student's response. Consider all three questions when scoring the student.

1	Random response; may be related to text; may give title.
2	Retelling reveals beginning awareness of event sequence.
3	Uses story elements/genre structure to organize a relatively accurate summary or retelling of story's beginning, middle, and end.
4	Story elements/genre structure are clear in an accurate summary or retelling; refers to interactions between story elements (how problem affects character, how setting changes problem, etc.).
5	Uses all story elements/genre structure and inferences to capture key themes in the text; points out relationships between elements; talks about how the overall meaning is influenced.

### **Synthesizing and Retelling: Written Assessment**

**Directions:** Answer some questions about what you think about while you read. Use the space below each question to write your answer.

- A. If you were to tell another person about the text you just read and you could only use a few sentences, what would you say?
- B. When you were reading, did you change your mind about what the text is about? Describe the place in the story where you changed your mind. Why did you change your mind?
- C. Think about what you have just written about the story. What do you understand now that you didn't understand before? What do you think the author wants us to understand about this text? What opinions and ideas did you form about this text during and after reading it?

### **Synthesizing and Retelling: Oral Assessment**

**Directions:** Read the following instructions to the student. Record the student's responses below each question/statement.

- A. If you were to tell another person about the text you (or I) just read and you could only use a few sentences, what would you say?
- B. When you were reading (or listening to me read), did you change your mind about what the text is about? Can you show or tell me where you changed your mind and why?
- C. Think about what you have just said about the story. What do you understand now that you didn't understand before? What do you think the author wants us to understand about this text? What opinions and ideas did you form about this text during and after reading it?

**Note** This assessment can also be used for "Retelling" (see Rubric on pg. 79) Summarizing is also related to synthesizing and retelling.

\*Complete a Performance Task Blueprint for each task

### ***Diagnostic Assessments:***

Benchmark Assessment System 2

Vocabulary pre-assessment (Marzano)

Pre-assessment

Formative Assessment

### ***Student Self-Assessment and Reflection: Teach and Reinforce***

- Rethink
- Revise
- Redo
- Rehearse
- Refine

## Stage 3: Learning Experiences Instructional Sequence

Genre: Realistic Fiction

“My Name is Maria Isabel” (TE pg. 78A Theme 1)

“The Garden of Happiness” (TE pg. 230 Theme 2)

“Stealing Home” (TE pg. 300A Theme 3)

“Blue Willow” (TE pg. 568A Theme 5)

“The Down and Up Fall” (TE pg. 71A Theme 6)

**What Evidence will Show that Students are Summarizing and Synthesizing Information?**

### *Gradual Release of Responsibility*

#### **Experience 1: Read, Think and React**

**Focus Question:** What strategies can I use to navigate and respond to challenging text?

#### **Learning Target:**

- I can pull out important information that relates to key ideas and paraphrase it.
- I can use strategies for navigating and responding to challenging text.
- I can monitor my understanding while I read.

**Performance Indicator:** Review kids’ note taking forms to assess how well they understand the process and are able to put notes in their own words, put comments, questions, and responses in the thinking column to demonstrate they can monitor their understanding, and that their notes reflect key ideas and that comments go beyond just the facts.

#### **Connect and Engage**

- Activate students’ background knowledge and encourage questions.
- Introduce the Notes/Thinking form.

#### **Model**

- Demonstrate how to take notes—recording information, activating background knowledge, and asking questions.

#### **Guide**

- Think through and paraphrase the information.
- Organize notes and using text features and key ideas.

#### **Practice Independently**

- Confer with individuals and small groups as they work independently.

#### **Share the Learning**

- Make a chart of what the class did to navigate and understand challenging text.

**Strategies:** Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, constructed anchor chart, Summarizing and Synthesizing

#### **Experience 2: Think Beyond the Text**

**Focus Question:** What strategies do I use to expand my thinking? How do I make my thinking visible?

#### **Learning Target:**

- I can respond to information with questions, connections, and inferences.
- I can synthesize facts and draw conclusions to consider larger issues and ideas.

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- I can make my thinking visibly by sharing my responses, questions, and ideas.

**Performance Indicator:** Use Post-its as a record of student thinking and look for how kids process new information, respond to it, and begin to infer larger ideas and issues.

**Learning Activities:**

**Connect and Engage**

- Get kids engaged and activate their background knowledge.
- Explain the purpose of the lesson: to expand thinking.

**Model**

- Model how to activate background knowledge to get to a bigger idea.
- Show how to read for information that brings us to the larger ideas and issues.

**Guide**

- Guide kids as they practice reading for information and share responses and questions.
- Demonstrate how to get to bigger ideas and questions by sharing thinking.

**Collaborate**

- Send the group off to read and respond with a partner.
- Confer to assess students' understanding and resolve misconceptions.

**Share the Learning**

- Share the learning, larger ideas, and questions, and summarize big ideas.

**Strategies:** Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, constructed anchor chart, Post its

**Experience 3: Read to Get the Gist**

**Focus Question:** What strategies can I use to summarize the big picture into a few words? What is the difference between text information and my thinking?

**Learning Target:**

- I can summarize the big picture into a few words.
- I can separate ancillary details from bigger ideas to get the gist.
- I can distinguish between text information and my own thinking.

**Performance Indicator:** Review students' written responses and look for examples of merged thinking, examples of the big ideas, and voiceful writing. Look at Post-its to assess synthesizing and getting the gist. (Post its may include evidence of: a brief summary, merged thinking, accuracy, and demonstration of separating details from the gist).

**Learning Activities:**

**Connect and Engage**

- Activate students' background knowledge.
- Explain what it means to synthesize information and read for the gist.
- Share a familiar example and show how to think through it to get the gist.
- Explain how readers add their thinking to the information to synthesize it.

**Model**

- Demonstrate how to sift through the information, deleting the ancillary details to arrive at the gist.

**Guide**

- Engage kids by talking through how we arrive at the gist and respond with our thinking.

**Collaborate**

- Give directions for jigsawing in small groups.

### **Share the Learning**

- Gather as a group and discuss how they arrived at their synthesis.

### **Practice Independently**

- Find the gist through Independent practice.

**Strategies:** Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, constructed anchor chart, Post-its, jig sawing, Independent Reading, writing in response to reading

### **Experience 4 and 5: Reread and Rethink**

**Focus Question:** What is the difference between fact and opinion? How do I revise my thinking in the face of new evidence and information?

### **Learning Target:**

- I can distinguish the difference between fact and opinion.
- I can revise my thinking and opinions in the face of new evidence and information.

**Performance Indicator:** Review kids' Facts/Opinions/Changes in Thinking chart and check to see that there is accurate information in the fact column, the they merge their thinking with the information, they use signal words to indicate opinion (i.e. I think, or I don't think), and monitor their understanding by changes in their thinking as they are presented with new information).

### **Learning Activities:**

#### **Connect and Engage**

- Review students' work on the topic and acknowledge their efforts.
- Encourage kids to voice their own opinions.
- Explain informed opinions and keeping an open mind.
- Distinguish facts from opinions and introduce the three-column chart (the first column should be labeled Facts, the second column Opinions, and the third column Changes in Thinking).

#### **Model**

- Record facts and opinion.
- Demonstrate how thinking and opinions can change as you reread and learn more information.

#### **Guide**

- Discuss some of the students' findings and opinions.
- Note how thinking changes when we learn new information.

#### **Practice Independently**

- Encourage students to reread and respond independently.

#### **Share the Learning**

- Come back together to share information and build informed opinions.
- Offer opportunities to investigate lingering questions.

**Strategies:** Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, co constructed anchor chart.

### **Experience 6: Profundity Fiction**

**Focus Question:** What is profundity? How do I categorize key ideas, concepts, and perspectives? How do I draw conclusions based on different views presented in the text? How can I find a deep meaning in and across different genre of narrative text?

### **Learning Target:**

- I can explore and reflect on universal themes and substantive issues from oral, visual, and written texts.
- I can identify key ideas, concepts, and perspectives found in text
- I can draw conclusions based on my understanding of different views presented in texts.
- I can draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts.
- I can support a position using ideas from text(s).

**Performance Indicator:** Review student graphic organizers to assess understanding of metaphorical thinking and ability to gain insight and deeper meaning in the text. Also, assess students through conferring.

**Learning Activities:**

**Connect and Engage**

- Build Background knowledge
- Engage Readers with a shared reading or read aloud

**Model** (through an interactive read aloud or shared reading, start with the lowest level of the plane and continue modeling lessons to guide student thinking through the higher levels of the plane)

- Physical Plane
- Mental plane
- Moral plane
- Psychological Plane
- Philosophical Plane

**Guide**

- Facilitate discussion with students through questioning
- Pay special attention to strategies that readers may be struggling with at each level of thinking

**Collaborate/Independent Practice**

- In small groups, pairs, and independently work through the profundity scale with shared reading and independent reading to identify and connect to larger themes and ideas.

**Share the learning**

- Gather students and discuss share new insights with the group
- Chart student ideas across text

**Strategies:** Read Aloud, Think Aloud, and Think, Pair, Share, Jigsaw, construct anchor charts, Shared Reading, Independent Reading, Using Graphic Organizers, Writing in Response to Reading, Comprehension Strategies

**Experience 7: Profundity Nonfiction**

**Focus Question:** What is profundity? How do I categorize key ideas, concepts, and perspectives? How do I draw conclusions based on different views presented in the text? How can I find a deep meaning in and across different genre of nonfiction text?

**Learning Target:**

- I can explore and reflect on universal themes and substantive issues from oral, visual, and written texts.
- I can identify key ideas, concepts, and perspectives found in text
- I can draw conclusions based on my understanding of different views presented in texts.
- I can draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts.

- I can support a position using ideas from text(s).

**Performance Indicator:** Review student graphic organizers to assess understanding of metaphorical thinking and ability to gain insight and deeper meaning in the text. Also, assess students through conferring.

**Learning Activities:**

**Connect and Engage**

- Build Background knowledge
- Engage Readers with a shared reading or read aloud

**Model** (through an interactive read aloud or shared reading, start with the lowest level of the plane and continue modeling lessons to guide student thinking through the higher levels of the plane)

- Literal Plane
- Summary Plane
- Schema Plane
- Concept Plane
- Universal Plane

**Guide**

- Facilitate discussion with students through questioning
- Pay special attention to strategies that readers may be struggling with at each level of thinking

**Collaborate/ Independent Practice**

- In small groups, pairs, and independently work through the profundity scale with shared reading and independent reading to identify and connect to larger themes and ideas.

**Share the Learning**

- Gather students and discuss share new insights with the group.
- Chart student ideas across text

**Strategies:** Read Aloud, Think Aloud, and Think, Pair, Share, Jigsaw, Construct Anchor Charts, Shared Reading, Independent Reading, Using Graphic Organizers, Writing in Response to Reading, Comprehension Strategies

**Unit 8: 6 Weeks (Realistic Fiction) or Alternate Unit (Myth, Legend)**  
**Narrative Text**  
**GENRE: Realistic Fiction or Myth, Legend**

**GENRE: Realistic Fiction**

**DEFINITION:**

A classification of literature containing stories that *could* happen in the real world, in a time and setting that is possible, and with characters that are true to life, yet drawn from the writer's imagination. It is categorized as historical or contemporary based upon the time period of publication (Contemporary begins at 1960). Experts define categories of realistic fiction using aspects of *theme* (e.g., survival friendship diversity, tolerance, environmental preservation, courage, freedom, justice).

**PURPOSES:**

- To entertain or enlighten
- To help understand problems and issues that might be encountered in their own lives
- To empathize with characters engaged in resolving problems
- To recognize the complexity of human relationships

**CHARACTERISTICS:**

- Narrative elements: characters, setting, a plot involving conflict or tension revolving around a problem, and a resolution providing the conclusion
- Can be humorous, adventurous, romantic and/or imaginative

**Themes:**

- Reflect realistic human and life experiences

**Characters:**

- True to life, vivid, imaginary characters seem real and behave in realistic ways
- Fictional characters (animals, people) that are confronted with challenges
- Protagonist (main character's problem causes tension)
- Characters and conflict are interrelated
- Realistic fiction often includes antagonists, who are the opposing force in the main character's conflict
- Vivid, detailed descriptions and dialogue help the reader understand the thoughts, feelings, values and personalities of characters

**Setting:**

- Usually takes place in the present
- Location, season, weather, and time period are important to the plot, characters, problem, and theme
- Vivid, detailed descriptions help the reader envision the places encountered

**Plot:**

- Engages the reader in understanding universal human problems
- Reflects the character's problem (central to the plot)
- Progression through rising action: a conflict creates tension, which sparks a sequence of events (with roadblocks) culminating in a solution
- Various forms of conflict (person vs. person, etc.)
- True to life, vivid, imaginary events seem real
- Variations of plot include foreshadowing and flashback

- Commonly uses problem-solution pattern

**Author's craft:**

- Narrative structure and elements
- Use of humor
- Fictionalizing
- Developing character
- Creating an introduction which builds the story's background
- Developing imagery, figurative language, and author's style
- Depth of ideas, reflection or insight
- Developing implicit and explicit messages for the audience

Grade Level Instructional Scope for COMPREHENDING the Genre and Text of Realistic Fiction		
Grade 1	Grade 3	Grade 8
<p><b>Opportunities to Teach:</b></p> <ul style="list-style-type: none"> <li>• Basic form</li> <li>• Purpose</li> <li>• Sense of story (beginning, middle and end)</li> <li>• Sequence of events</li> <li>• Illustrations to support understanding of elements and events</li> <li>• Illustrations to support evidence of real life events</li> <li>• Key ideas and details</li> <li>• Real and make-believe</li> <li>• Story grammar</li> <li>• Asking questions</li> <li>• Relationships of characters, events and ideas</li> <li>• Time sequence words</li> <li>• Comprehension skills and strategies (connections to self and other texts, personal knowledge)</li> <li>• Personal response</li> </ul>	<p><b>Opportunities to teach:</b></p> <ul style="list-style-type: none"> <li>• Basic elements</li> <li>• Purpose</li> <li>• Story grammar</li> <li>• Characterization (attitudes, actions, motivations thoughts, traits, comparisons of relationships)</li> <li>• Compare events and key ideas</li> <li>• Fact versus fiction</li> <li>• Story level theme</li> <li>• Setting</li> <li>• Main idea</li> <li>• Prediction</li> <li>• Point of view</li> <li>• Comprehension skills and strategies (retell/sequence ideas and details; compare/contrast relationships, among characters, events and ideas across text types connect to themes/ perspectives; monitor understanding of organizational patterns; reread, summarize, predict, visualize, question, infer)</li> <li>• Personal response</li> </ul>	<p><b>Opportunities to teach:</b></p> <ul style="list-style-type: none"> <li>• Structure</li> <li>• Elements</li> <li>• Personal style</li> <li>• Purpose</li> <li>• Theme and sub-themes</li> <li>• Analyze distortion</li> <li>• Analyze stereotypes of gender, race, culture, age, class, religion and individual differences</li> <li>• Maturity of the textual ideas</li> <li>• Abstract theme</li> <li>• Analyze the plot (rising/falling action) and subplots</li> <li>• Role of minor characters in relation to conflict</li> <li>• Characterization in relation to conflict</li> <li>• Narrator’s credibility</li> <li>• Symbolism</li> <li>• Imagery</li> <li>• Comprehension skills and strategies (predict, visualize, question, reread, interpret, summarize, conclude, infer, synthesize, connect knowledge to themes and perspectives)</li> <li>• Personal response</li> </ul>

**GENRE: Legend****DEFINITION:**

A subgenre of folktales provides an historical story (before recorded history) about a hero, (protagonist), a people, or a natural phenomenon. Perceived to be true by the teller and listener, it centers around the lives and deeds of famous individuals, embellishing traits of strength and bravery.

**PURPOSES:**

- To explain how something came to be or exist
- To present models of behavior and ethics
- To explain and transmit aspects of origin, life, culture, historical events, creation and nature to each generation of a culture
- To illuminate positive character traits
- To present a deeper truth

**CHARACTERISTICS:**

- Traditional story patterns
- Historical basis, either secular or sacred
- Good triumphs over evil
- Challenges are overcome through tests or struggles, heroic deeds
- Forms: hero myths, sagas, epics
- Humans or animals acting like humans
- Protagonist is human or personified with historical significance
- Set in time period more recent than a myth

**Themes:**

- Perseverance
- Bravery
- Strength
- Kindness
- Cleverness
- Sacrifice
- Good versus evil

**Characters:**

- Human with positive character traits (e.g., hero; saint; well-known character of historical significance, e.g., Johnny Appleseed) as opposed to supernatural
- Exaggerated character qualities
- Personified characters with historical significance

**Setting:**

- Historical time and place are integral to story
- Recognizable regional, national, or international geographic settings

**Plot:**

- Traditional story structure
- Inclusion of miraculous events

**Author's craft:**

- Narrative elements
- Embellishment of traits of strength and bravery
- Patterns of traditional tales
- Believable/possible
- Establishes a focused purpose
- Evidence of voice or suitable tone
- Depth of idea development; evidence of reflection or insight
- Elaborated, relevant details

**Grade Level Instructional Scope for COMPREHENDING the Genre and Text of Legends**

Grade 2	Grade 4	Grade 7
<p><b>Opportunities to teach:</b></p> <ul style="list-style-type: none"> <li>• Story grammar</li> <li>• Patterns of traditional tales</li> <li>• Similarities between legends</li> <li>• Plot development</li> <li>• Characterization (motives, actions)</li> <li>• Time and place</li> <li>• Problem/solution</li> <li>• Story sequence</li> <li>• Purposes for illustrations</li> <li>• Metaphors and simile in characterization</li> <li>• Comparison of characters' relationships</li> <li>• Comparing/contrasting key ideas</li> <li>• Cross-text similarities and differences</li> <li>• Questioning the text or author</li> <li>• Visualizing</li> <li>• Comprehension skills and strategies (before, during and after; summarize, infer, predict)</li> </ul>	<p><b>Opportunities to teach:</b></p> <ul style="list-style-type: none"> <li>• Narrative structure and elements</li> <li>• Purpose</li> <li>• Theme</li> <li>• Shared human experience</li> <li>• Role of dialogue (thoughts, motivations revealed) in characterization</li> <li>• Role of hero, anti-hero and narrator</li> <li>• Conflict, tensions, resolution</li> <li>• Theme</li> <li>• Manipulations to time (flash forward and flashback)</li> <li>• Techniques for creating suspense</li> <li>• Compare/contrast</li> <li>• Sequential organization</li> <li>• Questioning the text or author</li> <li>• Interpreting</li> <li>• Shared human experience</li> <li>• Patterns of traditional tales</li> <li>• Differences between myth (gods) and legend (human protagonist)</li> <li>• Comprehension skills and strategies (summarize, infer, connect, contrast, classify)</li> <li>• Draw parallels across time and culture</li> <li>• Visualizing</li> </ul>	<p><b>Opportunities to teach:</b></p> <ul style="list-style-type: none"> <li>• Narrative structure, elements, style and purpose</li> <li>• Exaggeration</li> <li>• How literature reflects life</li> <li>• Author's use of literary devices</li> <li>• Antagonists/protagonists</li> <li>• Overstatement and understatement</li> <li>• Abstract theme or universal truth</li> <li>• Perspectives</li> <li>• Internal/external conflict</li> <li>• Issues from the text related to students' experiences</li> <li>• Cross-text conclusions, inferences and syntheses</li> <li>• Comprehension skills and strategies (reread, summarize, conclude, infer, connect, relate, synthesize)</li> <li>• Visualizing</li> <li>• Interpreting</li> <li>• Shared human experience</li> <li>• Patterns of traditional tales</li> <li>• Differences between myth (gods) and legend (human protagonist)</li> </ul>

**GENRE: Myth****DEFINITION:**

Anonymously written folk literature originating during man's early history. Describes facts to explain religious doctrine, cultural belief or some mystery of nature. Myths, a subgenre of folktale, present characters with extraordinary powers. Characters may be gods, goddesses, demi-gods or humans who act in recognizable human ways through familiar motives.

**PURPOSES:**

- To explain how something came to exist
- To explain historical and scientific aspects of life, culture and nature
- To explain origins of behavior and virtue
- To transmit a cultural ideology

**CHARACTERISTICS:****Themes:**

- Aspects of life or universal human experience, and/or the human condition
- Mysteries of nature
- Explanation of religious doctrine or cultural beliefs
- Relationships between gods and man or among gods

**Characters:**

- Supernatural beings, deities, or personified elements of nature
- Humans in favor of, or at the mercy of, the gods
- Archetypal (patterned) characters (e.g., wise king, vengeful gods, etc.)

**Setting:**

- Sites affiliated with the worlds of Greek gods/goddesses
- Ancient worlds (e.g., Greeks, Romans, European, Native American, Asian, African)
- Other archaic or early societal settings

**Plot:**

- Supernatural beings (often gods and goddesses) assume certain powers and suffer limitations of power due to natural phenomenon or their relationships with other powerful beings
- Gods and goddesses control events; humans are aided or victimized
- Some myths detail the creation of the earth, while others may be about love, adventure, trickery, or revenge
- Formulas or archetypes (recurring patterns) for universal human experiences and ideas (visible as plot-types, characters, patterns in thought, and so forth)
- Include cosmic phenomena, peculiarities of natural history, the origins of human civilization or the origin of social, religious custom, or the nature and history of objects of worship
- Realities of existence (e.g., danger, disease, misfortune, death, and human frailty) become more acceptable by explaining them as part of a sacred universal order
- Very human adventures of characters reflect serious purposes

**Author's craft:**

- Traditional story structure
- Complex symbolism
- Developing explanations for aspects of life and universal human experience
- Using metaphorical figures of speech to attribute human qualities to animals, ideas or things (personification)
- Depth of ideas, reflection or insight
- Use of metaphor (effective comparisons)

<b>Grade Level Instructional Scope for COMPREHENDING the Genre and Text of Myths</b>	
<b>Grade 4</b>	<b>Grade 7</b>
<p><b>Opportunities to teach</b></p> <ul style="list-style-type: none"> <li>• Shared human experience</li> <li>• Structure</li> <li>• Narrative elements</li> <li>• Purpose</li> <li>• Setting manipulations (flashback)</li> <li>• Analysis of perspective</li> <li>• Conflict/resolution</li> <li>• Analysis of characters and dialogue</li> <li>• Role of hero, anti-hero, narrator</li> <li>• Symbolism</li> <li>• Comprehension skills and strategies (connect, analyze themes/perspectives, draw parallels, categorize, classify, compare, contrast, summarize)</li> </ul>	<p><b>Opportunities to teach:</b></p> <ul style="list-style-type: none"> <li>• Shared human experience</li> <li>• Structure</li> <li>• Narrative elements</li> <li>• Purpose</li> <li>• Setting manipulations (flashback)</li> <li>• Analysis of perspective</li> <li>• Conflict/ resolution</li> <li>• Analysis of characters and dialogue</li> <li>• Role of hero, anti-hero, narrator</li> <li>• Symbolism</li> <li>• Comprehension skills and strategies (connect, analyze themes/perspectives, draw parallels, conclude, infer, synthesize, summarize)</li> <li>• Archetypes (an image, descriptive detail, plot pattern, or character type that evokes profound emotions)</li> <li>• Cultural-historical connection</li> </ul>

## 2 Weeks (Poetry) GENRE: Poetry

### GENRE: Poetry

#### DEFINITION:

Literature expressed in various, metrical forms, structures and arrangements that is traditionally characterized by rhythmical patterns of language.

#### PURPOSES:

- To create mental/visual and sensory images
- To engage the reader in thinking beyond the literal/superficial
- To illuminate the art, mystery and novelty of language
- To appreciate the sound of language
- To understand self and world in new ways
- To capture the essence of meaning in the sparest of language
- To express thoughts and feelings through lyrical language
- To engage the reader/listener in reflection
- To focus attention on and reconsider an object, thought, observation or experience
- To broaden or intensify the reader's experiences and understandings

#### CHARACTERISTICS:

- Many forms and lengths
- Open, unlimited subject matter (from fantastic to stark realism)
- Does not usually follow conventions of narrative structure or grammar
- Patterns are typically expressed in meter (regular patterns of high and low stress), syllabication (the number of syllables in each line of text), rhyme (the correspondence of sounds at the ends of lines), alliteration (phrase or line having two or more words with the same initial sound)
- Variations in punctuation and layout to facilitate cadence (rhythm) and how the poem is read
- Condensed language
- Precise word choice for sensory imagery (vivid description to produce mental pictures )
- Figurative language, especially metaphor (comparison)
- Words are specifically chosen to represent sounds or meanings

Three main types:

1. Narrative (which tells a story or sequence of events)
  2. Dramatic (meant to be read aloud), and
  3. Lyrical (personal and descriptive—showcasing melodic language)
- Forms: alliterative, ballad, blank verse, bio poem, cinquain, concrete (shape) poem, dramatic monologue, elegy, epic, epigram, formula poem, free verse, haiku, limerick, list poem, narrative poem, ode, slam poetry, sonnet, etc.
  - Themes, characters, settings, and plots vary in relationship to purpose and form

**Author's craft:**

- Elements related to specific forms
- Writing in phrases
- Using strong verbs and nouns
- Details to enhance and clarify significant moments
- Selecting fewer words to say more
- Repetition and patterns of sounds, words, lines and images
- Borrowing/transforming others' phrases or sentences
- Sensory imagery
- Imagery (through syntax, rhythm and context) to convey the larger message
- Creation of images
- Use of figures of speech, such as metaphor/simile and other techniques for comparing and contrasting
- Departing from usual word orders and pronunciations
- Creating new words
- Meaning inferred through suggestion or by omission
- Inclusion of words with layers of meanings
- Rhythm schemes convey mood
- Conveying mood through visual layout
- Use of first person or "character anonymous"
- Condensed language
- Linking and or creating an interdependence of words
- Unconventional punctuation to meet the poet's purpose
- Use of personification (figure of speech in which animals, ideas, things, are represented as having human qualities)
- Noticing and using alliteration (repetition of the same consonant sound at the beginning of several words)
- Use of assonance (repetition of vowel sounds without the repetition of consonants)
- Use of onomatopoeia (using words, the sound of which, suggests their meaning)
- Use of consonance (repetition of consonant sounds within and at the ends of words)
- How to use line breaks and white space
- Titles
- Beginnings and endings
- Changing prose to poetry
- Expressing human emotion and feeling
- Conveying meaning from fantastic events to stark realism
- How meter, rhythm and rhyme determine line length
- Figurative language
- Compact language that is both imaginative and artistic
- Visual layout (may enhance or direct how the poem is read)
- Language composed according to a pattern of beat and melody

**POETRY selections for fourth grade:**

Book Title	Author	Guided Reading Level
A Kick in the Head	Paul B. Janeczko	
William Shakespeare: Poetry for Young People	David Scott Kastan & Marina Kastan	
Robert Browning: Poetry for Young People	Eileen Gillooly	
Robert Frost: Poetry for Young People	Gary D. Schmidt	
Lewis Carroll: Poetry for Young People	Edward Mendelson	
Walt Whitman: Poetry for Young People	Jonathan Levin	
Edward Lear: Poetry for Young People	Edward Mendelson	
Carl Sandburg: Poetry for Young People	Frances Schoonmaker Bolin	
Emily Dickinson: Poetry for Young People	Frances Schoonmaker Bolin	
Secrets of a Small Brother	Richard J. Margolis	
If I were in Charge of the World and other Worries	Fudith Viorst	
I'm in Charge of Celebrations	Byrd Baylor	N
Armadillo from Amarillo	Lynne Cherry	
A Tree Place and Other Poems	Constance Levy	
The Light in the Attic; The Giving Tree	Shel Silverstein	NR; J
Where the Sidewalk Ends; Falling Up	Shel Silverstein	
Hooray for Diffendoofer Day!	Dr. Seuss	

Grade Level Instructional Scope for COMPREHENDING the Genre and Text of Poetry			
Grade K	Grade 2	Grade 4	Grade 7
<p><b>Opportunities to teach:</b></p> <ul style="list-style-type: none"> <li>• Rhythm</li> <li>• Listening skills and strategies</li> <li>• Rereading for new meaning</li> <li>• Searching for a poem’s personal meaning</li> <li>• Rhyme</li> <li>• Exploring themes</li> <li>• Basic characterization</li> <li>• Noticing special words and phrases</li> <li>• Responding to words, phrases and lines that the reader loves</li> <li>• Performing poetry</li> <li>• Choral reading</li> <li>• Varying tonal qualities and voices in choral or oral reading</li> <li>• Choral response</li> </ul>	<p><b>Opportunities to teach:</b></p> <ul style="list-style-type: none"> <li>• Rhythm</li> <li>• Listening skills and strategies</li> <li>• Rereading for new meaning</li> <li>• Searching for a poem’s personal meaning</li> <li>• Exploring themes</li> <li>• Rhyme</li> <li>• Character traits</li> <li>• Noticing special words and phrases</li> <li>• Responding to words, phrases and lines that the reader loves</li> <li>• Rereading for imagery</li> <li>• Performing poetry</li> <li>• Choral reading</li> <li>• Varying tonal qualities and voices in choral or oral reading</li> <li>• Grade appropriate forms</li> <li>• Choral response</li> <li>• Writing poetic commentaries/ responses</li> </ul>	<p><b>Opportunities to teach:</b></p> <ul style="list-style-type: none"> <li>• Rhythm</li> <li>• Listening skills and strategies</li> <li>• Rereading for new meaning</li> <li>• Searching for a poem’s personal meaning</li> <li>• Exploring themes</li> <li>• Patterns</li> <li>• Imagery</li> <li>• Theme</li> <li>• Simile</li> <li>• Vocabulary</li> <li>• Noticing special words and phrases</li> <li>• Responding to words, phrases and lines that the reader loves</li> <li>• Rereading for imagery</li> <li>• Performing poetry</li> <li>• Choral reading</li> <li>• Varying tonal qualities and voices in choral or oral reading</li> <li>• Grade appropriate forms</li> <li>• Writing poetic commentaries/responses</li> </ul>	<p><b>Opportunities to teach:</b></p> <ul style="list-style-type: none"> <li>• Rhythm</li> <li>• Listening skills and strategies</li> <li>• Rereading for new meaning</li> <li>• Searching for a poem’s personal meaning</li> <li>• Exploring themes</li> <li>• Specific authors and their patterns</li> <li>• Imagery</li> <li>• Analysis of metaphor/simile</li> <li>• Theme</li> <li>• Vocabulary</li> <li>• Noticing special words and phrases</li> <li>• Responding to words, phrases and lines that the reader loves</li> <li>• Rereading for imagery</li> <li>• Performing poetry</li> <li>• Choral reading</li> <li>• Varying tonal qualities and voices in choral or oral reading</li> <li>• Mood</li> <li>• Grade appropriate forms</li> <li>• Writing poetic commentaries/ responses</li> </ul>

## Alternative Unit

### Fourth Grade Alternative Unit

#### Unit 8/Genre: Myths, Legends and Poems

(Choice unit to substitute for Realistic Fiction Unit)

#### Fourth Marking Period

Duration: 6 Weeks

**Science Connection** - Organisms In Their Environment

**Social Studies Connection** - Ideas that Unite Us As Americans

**Comprehension Strategies** - Summarize and Synthesize (Review, Write and Reflect)  
& Review All Strategies

### Stage 1: Identify Desired Results

#### Established Goals

**R.NT.04.01** describe the shared human experience depicted in classic, multicultural, and contemporary literature recognized for quality and literary merit.

- Identify and discuss cultural and historical perspectives that are in conflict in the text or that are different from their own perspective. (also meets R.CM.04.03 and R.MT.04.01)
- Evaluate the quality or authenticity of the text including the writer's qualifications.
- Recognize, understand, and discuss some obvious symbolism.
- Provide specific examples and evidence to support statements about the quality, accuracy, or craft or the text.

**R.NT.04.02** identify and describe the structure, elements, and purpose of a variety of narrative genre including poetry, myths, legends, fantasy, and adventure.

- Understand how one event builds on another throughout the text. (also meets R.CM.04.03)
- Identify and discuss the problem, the events of the story, and the problem resolution.
- Notice and remember significant information from illustrations or graphics.
- Recognize the genre of a text and use it to form expectations of that text.
- Recognize and discuss the artistic aspects of a text, including how illustrations and narrative form a cohesive whole.
- Recognize and discuss aspects of narrative structure (beginning, series of events, high point of the story, ending)
- Understand and discuss how layout contributes to the meaning and effectiveness of both fiction and nonfiction texts.

**R.NT.04.03** analyze characters thoughts and motivation through dialogue, various character roles, and functions including hero and anti-hero, or narrator, know first person point of view and identify conflict and resolution.

- Notice and remember attributes and actions that will help in understanding character development.
- Make connections between the lives and motivations of characters and their own lives, even if the setting is a fantasy world or in the past. (also meets R.MT.04.01)
- Infer characters' feelings and motivations from description, what they do or say, and what others think about them. (also meets R.CM.04.03 and R.MT.04.01)
- Identify and discuss the problem, the events of the story, and the problem resolution.
- Recognize the narrator of the text and discuss how the choice of the first or third person point of view contributes to the effectiveness of the writing.
- Hypothesize the significance of the setting in influencing characters decisions' and attitudes

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## Alternative Unit

- Apply background knowledge gained from experience, content study, and wide reading.
- R.NT.04.04** explain how authors use literary devices including flash-forward and flashback to depict time, setting, conflicts, and resolutions to enhance the plot and create suspense.
- Notice how the writer reveals the underlying messages or the theme of a text (through character, through plot and events) (also meets R.CM.04.03)
  - Follow and remember multiple events in a story, often involving the stories of multiple characters, to understand the plot. (also meets R.CM.04.03)
  - Notice and understand the problem of a story and how it is solved.
  - Notice and remember details of the setting and discuss the impact of the setting on characters and problem
  - Interpret the mood of the text, using illustrations in combination with the writer's tone.
  - Hypothesize the significance of events in a story.
  - Analyze an author's characteristic way of writing - characters, plot style.
  - Notice and appreciate the author's use of figurative and literary language to evoke imagery, feeling, and mood
- R.CM.04.01** connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.
- Apply background knowledge gained from experience, content study, and wide reading.
  - Make predictions based on information in the text as to what will happen, what characters are likely to do, and how it will end. (also meets R.MT.04.01)
  - Support thinking beyond the text with specific evidence based on personal experience or knowledge or evidence from the text. (also meets R.MT.04.01)
  - Maintain memory of many different texts and use them as resources for making connections. (also meets R.MT.04.01)
  - Form implicit questions and search for answers in the text while listening and during discussions. (also meets R.MT.04.01)
- R.CM.04.02** retell through concise summarization grade-level narrative and informational text.
- Summarize orally or in writing a text, including appropriate information.
  - Notice new information and ideas and revise ideas in response to it.
  - Assess prior information summarized from the text while hearing more.
- R.CM.04.03** explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture.
- Derive and interpret the writer's underlying messages (themes). (also meets R.MT.04.01)
  - Make connections to other text by topic, major ideas, authors' styles and genres (also meets R.MT.04.01)
  - Analyze the way an author creates authentic characters. (also meets R.NT.04.03)
  - Hypothesize underlying motivations of characters that are not stated.
  - Follow and remember multiple events in a story, often involving the stories of multiple characters, to understand the plot.
- R.MT.04.01** self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.
- Self-monitor understanding and ask questions when meaning is lost.
  - Ask questions about concepts.

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- Make note of interesting new words and intentionally remember them to use in oral discussion or writing.
- Make predictions based on information in the text as to what will happen, what characters are likely to do, and how it will end.
- Access prior information summarized from the text while hearing more.
- Summarize orally or in writing a text, including appropriate information.
- Notice and respond to stress and tone of voice while listening and afterward.
- Identify and discuss cultural and historical perspectives that are in conflict in the text or that are different from their own perspective.
- Derive and interpret the writer's underlying messages (themes)

**R.WS.04.01** explain how to use word structure, sentence structure and prediction to aid in decoding words and understanding the meaning of words encountered in context

- Recognize and use syllables (closed syllable)
- Recognize and form various tenses by adding endings to verbs.

**R.WS.04.02** use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.

- Recognize and use letters that represent no sound in words
- Recognize and use letters that represent the wide variety of vowel sounds.

**R.WS.04.04** know the meanings of words encountered frequently in grade-level reading and oral language contexts.

- Recognize and use synonyms and antonyms.
- Recognize and use words as metaphors and similes to make comparisons.

**R.WS.04.05** acquire and apply strategies to identify unknown words or word parts; self-monitor, and construct meaning by engaging actively in reading a variety of genre, self-correcting, and using a thesaurus.

- Recognize base words and remove prefixes and suffixes to break them down and solve them.
- Use word parts to derive meaning of a word.
- Connect words that are related to each other because they have the same base or root word.
- Add, delete, and change letters, letter clusters, and word parts to base words to help in reading or spelling words.

*What understandings are desired?*

Students will understand that:

1. In order to consider larger issues and ideas in text you must synthesize facts
2. Many strategies like questioning, connecting, and inferencing can be used to respond to information and expand thinking.
3. Getting the gist is summarizing in a few words.
4. There is a difference between fact and opinion.
5. New evidence and thinking about text leads to revising thinking and opinions about Information.

*What essential questions will be considered?*

1. How can I relate with the characters in realistic fiction stories and identify similar experiences in my own life?
2. What distinguishing features make a text realistic fiction?
3. How do I synthesize and summarize my reading to demonstrate that I comprehend my reading?
4. How can I use structural, syntactic, and semantic cues to determine the meaning of words?

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<p><b>Summarize and Synthesize</b> How do I use new information and my existing knowledge to improve my understanding of the text?</p>	<p><b>Summarize and Synthesize</b></p> <ol style="list-style-type: none"> <li>1. What causes me to stop and think about what I am reading?</li> <li>2. How do I put the information into my own words?</li> <li>3. How do I merge my thinking with the text information to get the gist?</li> <li>4. How do I summarize the information briefly and accurately?</li> <li>5. How do I use facts to come up with a bigger idea?</li> <li>6. How do I use the elements of narrative text to identify a theme?</li> <li>7. What actions do I take if I have lingering questions after I finish reading?</li> <li>8. How do I respond to new ideas that pop into my head as I read?</li> <li>9. How did reading the text change my thinking or opinions?</li> </ol>
<p><b>Review All Strategies:</b> Monitor Comprehension Activate and Connect Ask Questions Infer Meaning Determine Importance Summarize and Synthesis</p>	<p><b>Review all Strategies:</b> <b>Monitor Comprehension:</b> How does rereading help me when the text does not make sense? Did I remember to stop, think and react while reading? <b>Activate and Connect:</b> How do I merge my thinking with the information I am reading? How do I connect what I already know to new information? <b>Ask Questions:</b> Did I stop and ask questions while I was reading? <b>Infer Meaning:</b> How do I use text clues to infer the answers to questions when I couldn't find the answer in the text? <b>Determine Importance:</b> What is the important information in the text? How do I know it's important? How do I write the information in my own words? <b>Summarize and Synthesis:</b> How do I summarize the information briefly and accurately?</p>
<p><b>Word Study/Vocabulary</b> How does word structure and sentence structure determine the meaning of unfamiliar words?</p>	<p><b>Word Study/Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. How do I decode words with the letter patterns <i>-igh</i> and <i>-eigh</i>?</li> <li>2. How do I use prefixes, suffixes, and roots to decode words and understand their meanings?</li> <li>3. How do I use my knowledge of word structure to determine the meanings of words and phrases? (The Down and Up Fall)</li> <li>4. How do I use closed syllable patterns and</li> </ol>

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	<p><i>schwa</i> to decode words?</p> <ol style="list-style-type: none"> <li>5. When do I identify words that are synonyms and antonyms?</li> <li>6. How do I identify verb tense by looking at the inflectional endings (-s, -es, -ed, -ing)?</li> <li>7. How do I identify and understand similes in text?</li> </ol>
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*What key knowledge and skills will students acquire as a result of this unit?*

<p>Students will know:</p> <p><b>R.NT.04.01</b></p> <ul style="list-style-type: none"> <li>• Common shared experiences in classical, multicultural, and contemporary literature</li> </ul> <p><b>R.NT.04.02</b></p> <ul style="list-style-type: none"> <li>• Structure, elements, and purpose of narrative genre             <ul style="list-style-type: none"> <li>○ Poetry</li> <li>○ Myths</li> <li>○ Legends</li> <li>○ Fantasy</li> <li>○ Adventure</li> </ul> </li> </ul> <p><b>R.NT.04.03</b></p> <ul style="list-style-type: none"> <li>• Thoughts through dialogue</li> <li>• Motivation through dialogue</li> <li>• Character roles</li> <li>• Functions</li> <li>• hero/anti-hero</li> <li>• narrator</li> <li>• conflict/resolution</li> </ul> <p><b>R.NT.04.04</b></p> <ul style="list-style-type: none"> <li>• conflict/resolution</li> <li>• literary devices</li> <li>• flash forward/flashback</li> <li>• time, setting, plot</li> <li>• suspense</li> </ul> <p><b>R.CM.04.01</b></p> <ul style="list-style-type: none"> <li>• Personal knowledge</li> <li>• Experiences</li> <li>• Themes</li> <li>• Perspectives</li> <li>• Oral and written response</li> </ul> <p><b>R.CM.04.02</b></p> <ul style="list-style-type: none"> <li>• Summarization</li> <li>• Narrative text</li> <li>• Informational text</li> </ul> <p><b>R.CM.04.03</b></p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Themes</li> <li>• Ideas</li> <li>• Characters</li> </ul>	<p>Students will be able to:</p> <p><b>R.NT.04.01</b></p> <ul style="list-style-type: none"> <li>• (1) Describe shared human experiences</li> <li>• (1) Recognize quality and literary merit</li> </ul> <p><b>R.NT.04.02</b></p> <ul style="list-style-type: none"> <li>• (1)Identify structure, elements, and purpose of narrative genre</li> <li>• (1)Describe structure, elements, and purpose of narrative genre</li> </ul> <p><b>R.NT.04.03</b></p> <ul style="list-style-type: none"> <li>• (4)Analyze characters, thoughts, and motivation</li> <li>• (1)Identify conflict and resolution</li> <li>• (1)Know first person point of view</li> </ul> <p><b>R.NT.04.04</b></p> <ul style="list-style-type: none"> <li>• (2)Depict time, setting, conflicts, and resolutions</li> <li>• (6)Create suspense</li> <li>• (2)Explain use of literary devices</li> <li>• (6)Enhance the plot</li> </ul> <p><b>R.CM.04.01</b></p> <ul style="list-style-type: none"> <li>• (4)Connect personal knowledge, experiences, and understanding of the world</li> </ul> <p><b>R.CM.04.02</b></p> <ul style="list-style-type: none"> <li>• (2)Retell narrative and informational text</li> </ul> <p><b>R.CM.04.03</b></p> <ul style="list-style-type: none"> <li>• (2) Explain relationships among themes, ideas, and characters</li> <li>• (6) Create a deeper understanding             <ul style="list-style-type: none"> <li>○ (4) Categorize</li> <li>○ (2) Classify within and across texts</li> <li>○ (2) Compare within and across texts</li> </ul> </li> </ul>
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<ul style="list-style-type: none"><li>• Texts</li><li>• Understanding</li><li>• Parallels</li><li>• Time</li><li>• Culture</li></ul> <p><b>R.MT.04.01</b></p> <ul style="list-style-type: none"><li>• Summarization</li><li>• Narrative text</li><li>• Informational text</li><li>• Comprehension</li><li>• Strategies</li><li>• Mental images</li><li>• Ideas in text</li><li>• Meaning</li><li>• Interpretive discussions</li></ul> <p><b>R.WS.04.01</b> <u>structure of words</u></p> <ul style="list-style-type: none"><li>• word structure</li><li>• sentence structure</li><li>• decoding words</li><li>• prediction</li></ul> <p><b>R.WS.04.02</b></p> <ul style="list-style-type: none"><li>• cues (semantic, structural, syntactic)</li><li>• base words</li><li>• affixes</li><li>• syllabication</li><li>• frequently encountered words</li></ul> <p><b>R.WS.04.04</b></p> <ul style="list-style-type: none"><li>• words</li><li>• Oral language</li></ul> <p><b>R.WS.04.05</b></p> <ul style="list-style-type: none"><li>• Strategies</li><li>• Unknown words</li><li>• Word-parts</li><li>• Genre</li><li>• Thesaurus</li></ul>	<ul style="list-style-type: none"><li>○ (2) Contrast within and across texts</li></ul> <p>(2) Draw parallels across and culture</p> <p><b>R.MT.04.01</b></p> <ul style="list-style-type: none"><li>• (5) Self-monitor comprehension</li><li>• (5) Discuss comprehension strategies<ul style="list-style-type: none"><li>○ (3) Use comprehension strategies</li><li>○ (2) Predict</li><li>○ (6) Construct mental images</li><li>○ (3) Represent idea</li><li>○ (4) Question</li><li>○ (2) Reread for meaning</li><li>○ (2) Listen for meaning</li><li>○ (4) Infer</li><li>○ (2) Summarize</li></ul></li><li>• (4) Engage in interpretive discussions</li></ul> <p><b>R.WS.04.01</b></p> <ul style="list-style-type: none"><li>• (2) Explain how to use word structure to aid in decoding and making meaning</li><li>• (2) Explain how to use sentence structure to aid in decoding and making meaning</li><li>• (2) Explain how to use prediction to aid in decoding and making meaning</li></ul> <p><b>R.WS.04.02</b></p> <ul style="list-style-type: none"><li>• (3) Use structural, syntactic, and semantic cues</li><li>• (2) Read high frequency words</li><li>• (2) Decode unknown words</li><li>• (4) Decide the meaning of words</li></ul> <p><b>R.WS.04.04</b></p> <ul style="list-style-type: none"><li>• (2) Know meanings</li><li>• (2) Know context</li></ul> <p><b>R.WS.04.05</b></p> <ul style="list-style-type: none"><li>• (3) Acquire and apply strategies</li><li>• Identify unknown words or word parts</li><li>• (5) Self-monitor and correct</li><li>• Construct meaning</li><li>• Engage actively in reading</li><li>• Use a thesaurus</li></ul>
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## Alternative Unit

### Stage 2: Determine acceptable evidence (Diagnostic, Formative, Summative Assessments)

*What evidence will show that students understand? **Summative Performance***

**Performance Indicators: Summarize and Synthesize (Strong Evidence=3, Some Evidence=2 Little Evidence=1)**

- Pulls out information that relates to key ideas and paraphrases it briefly and accurately.
- Merges thinking (questions, connections, inferences) to surface key ideas and get the gist.
- Distinguishes between the gist and the reader's personal response to the information.
- Synthesizes big ideas and issues from a collection of facts.
- Understands the difference between facts and opinions and revises thinking in light of new evidence.
- Creates a summary response that merges accurate text information with the readers written response.

#### **Synthesizing: Rubric**

Use this rubric to record the student's scores on each set of questions. Circle the number corresponding to the statement that best reflects the student's response. Consider all three questions when scoring the student.

1	Random or no response; may give title.
2	Identifies some text events—random or illogical order.
3	Synthesizes with some awareness of event sequence—beginning, middle, end, or the chronology of the text as it has been read so far. Understands that the sequence appears to aid comprehension; may talk about how he/she changed his/her mind about overall story meaning during reading.
4	Enhances meaning in text with synthesis; may incorporate own schema; uses story elements or structures to enhance the synthesis; may identify key themes; describes how thinking evolved from the beginning to the end of the passage.
5	Succinct synthesis using internalized story/genre/text structure; identifies key themes; may articulate how synthesizing promotes deeper comprehension—can articulate how flexibility in thinking throughout the piece promotes comprehension, talks about feelings the piece evoked.

#### **Retelling: Rubric**

Use this rubric to record the student's scores on each set of questions. Circle the number corresponding to the statement that best reflects the student's response. Consider all three questions when scoring the student.

1	Random response; may be related to text; may give title.
2	Retelling reveals beginning awareness of event sequence.
3	Uses story elements/genre structure to organize a relatively accurate summary or retelling of story's beginning, middle, and end.
4	Story elements/genre structure are clear in an accurate summary or retelling; refers to interactions between story elements (how problem affects character, how setting changes problem, etc.).
5	Uses all story elements/genre structure and inferences to capture key themes in the text; points out relationships between elements; talks about how the overall meaning is influenced.

## Alternative Unit

### Synthesizing and Retelling: Written Assessment

**Directions:** Answer some questions about what you think about while you read.

Use the space below each question to write your answer.

- A. If you were to tell another person about the text you just read and you could only use a few sentences, what would you say?
- B. When you were reading, did you change your mind about what the text is about? Describe the place in the story where you changed your mind. Why did you change your mind?
- C. Think about what you have just written about the story. What do you understand now that you didn't understand before? What do you think the author wants us to understand about this text? What opinions and ideas did you form about this text during and after reading it?

### Synthesizing and Retelling: Oral Assessment

**Directions:** Read the following instructions to the student. Record the student's responses below each question/statement.

- A. If you were to tell another person about the text you (or I) just read and you could only use a few sentences, what would you say?
- B. When you were reading (or listening to me read), did you change your mind about what the text is about? Can you show or tell me where you changed your mind and why?
- C. Think about what you have just said about the story. What do you understand now that you didn't understand before? What do you think the author wants us to understand about this text? What opinions and ideas did you form about this text during and after reading it?

**Note** This assessment can also be used for "Retelling" (see Rubric on pg. 79) Summarizing is also related to synthesizing and retelling.

\*Complete a Performance Task Blueprint for each task

### *Diagnostic Assessments:*

Benchmark Assessment System 2

Vocabulary pre-assessment (Marzano)

Pre-assessment

Formative Assessment

### *Student Self-Assessment and Reflection: Teach and Reinforce*

- Rethink
- Revise
- Redo
- Rehearse
- Refine

## Alternative Unit

### Stage 3: Learning Experiences Instructional Sequence (Gradual Release of Responsibility)

Genre: Realistic Fiction

“My Name is Maria Isabel” (TE pg. 78A Theme 1)

“The Garden of Happiness” (TE pg. 230 Theme 2)

“Stealing Home” (TE pg. 300A Theme 3)

“Blue Willow” (TE pg. 568A Theme 5)

“The Down and Up Fall” (TE pg. 71A Theme 6)

**What Evidence will Show that Students are Summarizing and Synthesizing Information?**

#### *Gradual Release of Responsibility*

##### **Experience 1: Read, Think and React**

**Focus Question:** What strategies can I use to navigate and respond to challenging text?

##### **Learning Target:**

- I can pull out important information that relates to key ideas and paraphrase it.
- I can use strategies for navigating and responding to challenging text.
- I can monitor my understanding while I read.

**Performance Indicator:** Review kids’ notetaking forms to assess how well they understand the process and are able to put notes in their own words, put comments, questions, and responses in the thinking column to demonstrate they can monitor their understanding, and that their notes reflect key ideas and that comments go beyond just the facts.

##### **Connect and Engage**

- Activate students’ background knowledge and encourage questions.
- Introduce the Notes/Thinking form.

##### **Model**

- Demonstrate how to take notes—recording information, activating background knowledge, and asking questions.

##### **Guide**

- Think through and paraphrase the information.
- Organize notes and using text features and key ideas.

##### **Practice Independently**

- Confer with individuals and small groups as they work independently.

##### **Share the Learning**

- Make a chart of what the class did to navigate and understand challenging text.

**Strategies:** Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, constructed anchor chart, Summarizing and Synthesizing

##### **Experience 2: Think Beyond the Text**

**Focus Question:** What strategies do I use to expand my thinking? How do I make my thinking visible?

##### **Learning Target:**

- I can respond to information with questions, connections, and inferences.
- I can synthesize facts and draw conclusions to consider larger issues and ideas.
- I can make my thinking visibly by sharing my responses, questions, and ideas.

**Performance Indicator:** Use Post-its as a record of student thinking and look for how kids process new information, respond to it, and begin to infer larger ideas and issues.

##### **Learning Activities:**

## Alternative Unit

### **Connect and Engage**

- Get kids engaged and activate their background knowledge.
- Explain the purpose of the lesson: to expand thinking.

### **Model**

- Model how to activate background knowledge to get to a bigger idea.
- Show how to read for information that brings us to the larger ideas and issues.

### **Guide**

- Guide kids as they practice reading for information and share responses and questions.
- Demonstrate how to get to bigger ideas and questions by sharing thinking.

### **Collaborate**

- Send the group off to read and respond with a partner.
- Confer to assess students' understanding and resolve misconceptions.

### **Share the Learning**

- Share the learning, larger ideas, and questions, and summarize big ideas.

**Strategies:** Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, constructed anchor chart, Post its,

### **Experience 3: Read to Get the Gist**

**Focus Question:** What strategies can I use to summarize the big picture into a few words? What is the difference between text information and my thinking?

### **Learning Target:**

- I can summarize the big picture into a few words.
- I can separate ancillary details from bigger ideas to get the gist.
- I can distinguish between text information and my own thinking.

**Performance Indicator:** Review students' written responses and look for examples of merged thinking, examples of the big ideas, and voiceful writing. Look at Post-its to assess synthesizing and getting the gist. (Post its may include evidence of: a brief summary, merged thinking, accuracy, and demonstration of separating details from the gist).

### **Learning Activities:**

#### **Connect and Engage**

- Activate students' background knowledge.
- Explain what it means to synthesize information and read for the gist.
- Share a familiar example and show how to think through it to get the gist.
- Explain how readers add their thinking to the information to synthesize it.

#### **Model**

- Demonstrate how to sift through the information, deleting the ancillary details to arrive at the gist.

#### **Guide**

- Engage kids by talking through how we arrive at the gist and respond with our thinking.

#### **Collaborate**

- Give directions for jigs sawing in small groups.

#### **Share the Learning**

- Gather as a group and discuss how they arrived at their synthesis.

#### **Practice Independently**

- Find the gist through Independent practice.

**Strategies:** Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, constructed anchor chart, Post-its, jig sawing, Independent Reading, writing in response to reading

### **Experience 4 and 5: Reread and Rethink**

**Focus Question:** What is the difference between fact and opinion? How do I revise my thinking in the

## Alternative Unit

face of new evidence and information?

### Learning Target:

- I can distinguish the difference between fact and opinion.
- I can revise my thinking and opinions in the face of new evidence and information.

**Performance Indicator:** Review kids' Facts/Opinions/Changes in Thinking chart and check to see that there is accurate information in the fact column, the they merge their thinking with the information, they use signal words to indicate opinion (i.e. I think, or I don't think), and monitor their understanding by changes in their thinking as they are presented with new information).

### Learning Activities:

#### Connect and Engage

- Review students' work on the topic and acknowledge their efforts.
- Encourage kids to voice their own opinions.
- Explain informed opinions and keeping an open mind.
- Distinguish facts from opinions and introduce the three-column chart (the first column should be labeled Facts, the second column Opinions, and the third column Changes in Thinking).

#### Model

- Record facts and opinion.
- Demonstrate how thinking and opinions can change as you reread and learn more information.

#### Guide

- Discuss some of the students' findings and opinions.
- Note how thinking changes when we learn new information.

#### Practice Independently

- Encourage students to reread and respond independently.

#### Share the Learning

- Come back together to share information and build informed opinions.
- Offer opportunities to investigate lingering questions.

**Strategies:** Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, constructed anchor chart

### Experience 6: Profundity Fiction

**Focus Question:** What is profundity? How do I categorize key ideas, concepts, and perspectives? How do I draw conclusions based on different views presented in the text? How can I find a deep meaning in and across different genre of narrative text?

### Learning Target:

- I can explore and reflect on universal themes and substantive issues from oral, visual, and written texts.
- I can identify key ideas, concepts, and perspectives found in text
- I can draw conclusions based on my understanding of different views presented in texts.
- I can draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts.
- I can support a position using ideas from text(s).

**Performance Indicator:** Review student graphic organizers to assess understanding of metaphorical thinking and ability to gain insight and deeper meaning in the text. Also, assess students through conferring.

### Learning Activities:

#### Connect and Engage

- Build Background knowledge
- Engage Readers with a shared reading or read aloud

**Model** (through an interactive read aloud or shared reading, start with the lowest level of the plane and

## Alternative Unit

continue modeling lessons to guide student thinking through the higher levels of the plane)

- Physical Plane
- Mental plane
- Moral plane
- Psychological Plane
- Philosophical Plane

### Guide

- Facilitate discussion with students through questioning
- Pay special attention to strategies that readers may be struggling with at each level of thinking

### Collaborate/Independent Practice

- In small groups, pairs, and independently work through the profundity scale with shared reading and independent reading to identify and connect to larger themes and ideas.

### Share the learning

- Gather students and discuss share new insights with the group
- Chart student ideas across text

**Strategies:** Read Aloud, Think Aloud, and Think, Pair, Share, Jigsaw, construct anchor charts, Shared Reading, Independent Reading, Using Graphic Organizers, Writing in Response to Reading, Comprehension Strategies

### Experience 7: Profundity Nonfiction

**Focus Question:** What is profundity? How do I categorize key ideas, concepts, and perspectives? How do I draw conclusions based on different views presented in the text? How can I find a deep meaning in and across different genre of nonfiction text?

### Learning Target:

- I can explore and reflect on universal themes and substantive issues from oral, visual, and written texts.
- I can identify key ideas, concepts, and perspectives found in text
- I can draw conclusions based on my understanding of different views presented in texts.
- I can draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts.
- I can support a position using ideas from text(s).

**Performance Indicator:** Review student graphic organizers to assess understanding of metaphorical thinking and ability to gain insight and deeper meaning in the text. Also, assess students through conferring.

### Learning Activities:

#### Connect and Engage

- Build Background knowledge
- Engage Readers with a shared reading or read aloud

**Model (through** an interactive read aloud or shared reading, start with the lowest level of the plane and continue modeling lessons to guide student thinking through the higher levels of the plane)

- Literal Plane
- Summary Plane
- Schema Plane
- Concept Plane
- Universal Plane

### Guide

- Facilitate discussion with students through questioning
- Pay special attention to strategies that readers may be struggling with at each level of thinking

### Collaborate/ Independent Practice

## Alternative Unit

- In small groups, pairs, and independently work through the profundity scale with shared reading and independent reading to identify and connect to larger themes and ideas.

### **Share the Learning**

- Gather students and discuss share new insights with the group.
- Chart student ideas across text

**Strategies:** Read Aloud, Think Aloud, and Think, Pair, Share, Jigsaw, construct anchor charts, Shared Reading, Independent Reading, Using Graphic Organizers, Writing in Response to Reading, Comprehension Strategies