

WORD STUDY/PHONICS – 15-30 min.

Instructional focus standard
<p>ELAGSE4L4: <i>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</i></p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>ELAGSE4L5: <i>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</i></p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>

Initial Spelling Inventory: Aug 3-Aug 11

Administer and evaluate data to determine initial student groups. See Teacher Resource Folder for student copy of Spelling Inventory and Inventory Scoring Directions.

Begin Word Study Weekly Schedule & Daily Activities: Aug 14

Day 1: Introduction

During Day 1 of Word Study each week, students will be in two groups. One group is cutting the sorts into pieces and one group is working with you. (Groups have different sorts based on data from the spelling inventory.)

Introduce the word sort with your group. (You should have one set pre-cut to demonstrate.) This involves a few things - first, you may want to tell them the pattern for the sort but you might want them to figure out what the patterns are themselves. So, introduction begins with going over the patterns if you choose.

Introduction also means going through the words - saying them aloud and discussing meaning. You can start this with kids - perhaps highlight the words that they may not know, and then let them finish on their own (in pairs or triads within their group). It is very important though that they know how to say the words aloud.

Teacher Guidance Notes

After the introduction, the children will sort their words into the patterns. They will also write the words in their notebook. (Some teachers devote a whole notebook to word study, or this could be a section of their Reader's Notebook.)

Be sure to meet with all groups on Day 1 or stagger the start dates for different groups.

Day 2: Building Vocabulary

First up every day – *sort the words*. The students will always sort the words first thing each day. While it may seem repetitive, the goal here is to develop speed and automaticity. The sorting will change as the week goes by, but always – sorting is first thing.

Concept Sort – A categorization task in which pictures, objects, or words are grouped by shared attributes or meaning to develop concepts and vocabulary.

Open Sort – Allow students to consider the words and set his or her own rule for sorting. For example, words could be sorted according to their initial letter, meaning, use, or part of speech.

Sort and Guess – Invite each partner to create their own rationale and sort the words, and then guess their partner's rule.

Speed Sort – Pictures or words are sorted under a timed condition. Students try to beat their own time.

No Peek Sort – Student A collects all of the words and places the key words down. Student A says one of the words and student B says that word and points to and says the key word where the word belongs.

Mix and Fix – The game begins with all of the words sorted under their appropriate keywords. Partner A turns away, while Partner B scrambles some of the sorted words. Partner A then turns around and identifies which words are out of place. The partners reverse roles.

Writing Sort – Students write the keywords at the top of the page and write the words under the appropriate key word. Another option is for students to work in partners. Student A reads the words. Student B writes the words under the appropriate keyword. Partners reverse roles.

****There are many other ideas for sorts online.**

The other thing children will do on Day 2 is work on vocabulary with the words. They can draw pictures of the words or find pictures online to represent the words. They could act out words for a partner(s) to guess. They can basically do any game that focuses on word meaning.

Teacher Guidance Notes

Day 3: The Reading-Writing Connection

After students sort the words again, Day 3 is when the word study goes even more authentic. This is a non-negotiable part of word study. Students have to find vocabulary in context.

Students may look for words that are in their sort or that fit the patterns in their sort in their “Just Right” books, in poems that the teacher shares with them, in leveled readers....whatever authentic reading materials they happen to be working with at the time. They are essentially becoming word detectives, looking for new words and adding them to the lists they already have.

Be prepared though: they will find the "Oddballs." Oddballs are the words that *should* follow a pattern (either for how it sounds or how it looks) but don't. Don't hide the oddballs. Use these words – talk about them, and then just have the kids file the words in an oddball category.

Day 4: Blind Sort and/or Games

On Day 4, kids will do a Blind Written Sort with a partner. With this exercise, Child A has the words in front of them and Child B has a notebook and pencil. Child A reads the words to Child B, who writes them in their notebook with the correct pattern. The purpose here is that you'll want the students to have the words in their vocabulary so much that they don't need the visual cue. When the words from their list are done being read and written, Child A checks the work from Child B and then they switch.

Now, you will have to change things up. After a while, students are going to get used to all these procedures. Day 4 can also be a day for word games.

Also, Day 4 could be the time of the week when students begin to use the words in context, writing stories or sentences with their words.

Day 5: Assessment

On Day 5, you will assess the groups. Students will create columns with the headers as the word patterns. You will choose three to four words per pattern to dictate to them and they will write them in the correct column. If you assign grades, give one point for spelling it correctly and one point for placing it in the correct column with the correct spelling pattern.

Also, add one word per pattern that wasn't in the sort but fits the pattern. You'll add these words to see if the students get the generalizations that they worked on over the course of the week. Make sure to use words that clearly fit the pattern - don't pick tricky words that could maybe be in two categories or fit in oddball. All you're trying to see by adding words is if students understand the generalization.

DAILY READ ALOUD – 15-30 min.

Instructional focus standard, ongoing
ELAGSE4RL1-10 ELAGSE4RF4 ELAGSE4SL1-6

Scholastic Comprehension Club unit themes and titles listed below.

Read Aloud Titles • Initial 2 weeks of each Comprehension Club Unit

- Interactive read aloud sessions using 5 thematically related texts (short text).
- The order in which you read the books is not important, and most titles will take a minimum of 2 days to fully develop student thinking.

Book Club Titles • Remaining 4 weeks of each Comprehension Club Unit

- Interactive read aloud sessions using 4 thematically related texts (extended text).
- You will select one of the Book Club titles listed below each week to serve as your Read Aloud for the remaining 4 weeks. You will explore and discuss one title per week.

NOTE: Please use your discretion in re-ordering titles. The order in which you present the texts associate with each theme is not important. For instance, you may find that you would like to move a “Read Aloud” title to the “Book Club” section because you feel it is a better choice to explore more deeply. In that case, just swap two texts between the sections.

Teaching Strategies for Read Aloud

- Establish and revisit specific rituals and routines for your read aloud sessions. Include expectations for transitions, listening, and participation in discussions. Work with students to develop expectations and share using anchor charts
- Establish and routinely revisit rituals and routines for students’ Reader’s Notebook (Implementation Guide, pg. 42).
- See the Implementation Guide, pg 22-27, for a detailed description of the Teaching Card and Read Aloud instruction.
- We will be modifying the Book Club discussion described in the Implementation Guide to a whole group activity, with an emphasis on modeling and practicing Effective Text Talk (Implementation Guide, pg 47).

Before Read Aloud:	<ul style="list-style-type: none"> – READ the book and the ENTIRE Teaching Card – The purpose of Teaching Card is to provide information vital for communicating effectively about the text and is intended to help you plan. – Place post-its in the text at suggested stopping point – you may want to identify additional or alternate stopping points. – Locate vocabulary within the text. – Anticipate connections for teaching – i.e., How does author’s craft for this text align with your writing workshop instruction? What opportunities exist for building connections to the other books in this unit you will be reading? – Plan how you will introduce the book. How will you build student interest?
During Read Aloud:	<ul style="list-style-type: none"> – <u>SET PURPOSE FOR DAILY READING!</u> – Use stopping points and prompts to comment, ask a questions, or invite students to share thinking. – THINK ABOUT THE BOOK TOGETHER – citing textual evidence to back up observations and opinions. Model your own thinking through Think Aloud. – Use routines to encourage PeerTalk. You will need set clear expectations and to explicitly teach and model peer discussion. See page 25 of the Implementation Guide for teaching notes. – Connect the reading to other texts and experiences the students are familiar with to develop schema. – Develop shared academic language: talk about concepts in everyday language; use examples until students understand basic concept; provide a name for what the student already understands and invite them to use the new vocabulary – <u>RECORD THINKING USING ANCHOR CHARTS</u>
After Read Aloud:	<ul style="list-style-type: none"> – Invite students to summarize. Encourage academic talk about the book and related topics/themes. As much as possible the teacher should facilitate and inspire <i>students’</i> contributions of ideas in the discussion.

Teacher Guidance Notes

	<ul style="list-style-type: none"> - Return to notable text features as needed – reread specific passages or point out additional items to ensure or deepen understanding - Model and reinforce learning vocabulary in context - Develop connections to other texts in unit, comparing & contrasting topics, ideas, treatment, theme, genre, text features, language, literary features and vocabulary. <p><i>Assess Understanding:</i></p> <ul style="list-style-type: none"> - Help students analyze the text and cite textual evidence, discussing short highlighted portions of the text in-depth with peers. (record data to observational checklist) - Assess understanding through student responses on Write and Respond prompts.
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Unit 1: August 3 – September 15

Communities & Relationships: *Boys vs. Girls*

Read Aloud Titles <i>(short text - initial 2 weeks)</i>	Book Club Titles <i>(extended text – one per week)</i>
<ul style="list-style-type: none"> • <i>Don't Call Me Pruneface!</i> JR Ahearn • <i>Angel Child, Dragon Child</i> MM Surat • <i>Grace For President</i> K Dipucchio • <i>Picnic at Mudsock Meadow</i> P Polacco • <i>One Upon a Cool Motorcycle Dude</i> K O'Malley 	<ul style="list-style-type: none"> • <i>Oggie Cooler</i> S Weeks • <i>The Broken Bike Boy and the Queen of 33rd Street</i> S Flake • <i>Off and Running</i> G Soto • <i>Fudge-A-Mania</i> J Blume

Unit 2, initial 2 weeks: September 18 – October 5

(NOTE: Initial 2 weeks only this quarter. Remainder of unit in quarter 2)

Folklore and Literary Tradition: *Cinderella Tales*

Read Aloud Titles <i>(short text - initial 2 weeks)</i>	Book Club Titles <i>(extended text – one per week)</i>
<ul style="list-style-type: none"> • <i>Cinderella</i> McClintock • <i>The Rough-Face Girl</i> R Martin • <i>The Irish Cinderlad</i> Climo • <i>Mufaro's Beautiful Daughters</i> Steptoe • <i>Bigfoot Cinderrrrrella</i> T Johnston 	<ul style="list-style-type: none"> • <i>Cinderella</i> B Karlin • <i>Bubba, the Cowboy Prince</i> H Ketteman • <i>Cinderella Penguin</i> J Perlman • <i>Cinderellis and the Glass Hill (The Princess Tales)</i> G Levine

READING WORKSHOP MINI-LESSONS – 20 min.

The following pages contain strategies for each standard being taught. Review them all, then select those that you feel are appropriate for your students. It is not necessary that you teach every strategy. Many of these are adaptable to other standards while reinforcing the initial purpose, and should be carried over and practiced throughout the year.

Performance Tasks are not optional and will serve as assessment data/grades. Preview these tasks to assure that you have adequate time to complete.

Weeks 1 & 2 • Aug 3 – Aug 13

Instructional focus standard
ELAGSE4RL1: <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i>

Learning Targets:

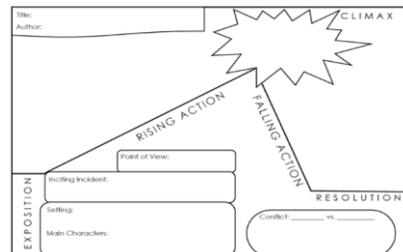
- I CAN refer to details and examples in a text explicitly.
- I CAN use explicit details and examples in text to draw inferences.

Key Terms:

explicit implicit inference rising action falling action problem
solution plot characters setting climax conflict resolution

Strategies:

- Model note-taking on what you read so that you can remember details from the text about things like plot, setting, and characters.
- Model for students what kind of information goes in their notes, focusing on literary elements and avoiding extraneous detail.
(handout in student resource folder)



SCCPSS ELA QUARTER 1 • 4th Grade
Teacher Guidance Notes

Assessment

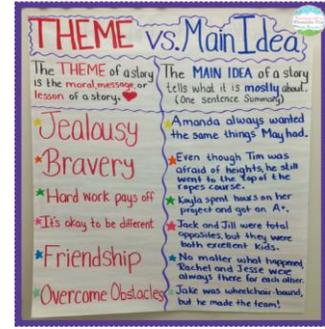
Performance Task 4RL1:

After reading aloud a chapter of a book under consideration by the class, ask students in small groups to make a chart with two columns. On the left, have them list 3-5 inferences they can make, based upon what they have just read. Scaffold understanding of the term “inference.” Have students use this knowledge to pull evidence from the text to put in the second column that supports each of their inferences. Allow students to compare the inferences they have made. Notice whether they disagree on any major points (for example, if one group infers that “Mary is a very happy girl” and another that “Mary seems unhappy,” have them discuss the reasons for their inferences and come to a consensus on how Mary felt). This discussion will provide a strong model for how we go about pulling evidence from the text to support our inferences.

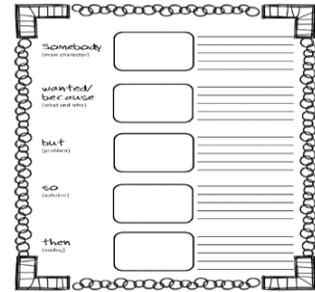
Use Teacher Checklist for Unit 1 Performance Task 4RL1 to record mastery (teacher resource folder).

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Teacher Guidance Notes

- Explicitly teach the meaning of theme, and the difference between theme and main idea. Remember, ideally the theme is more than a single word so practice creating phrases to express specific themes. (i.e., instead of “Jealousy” the theme might be “Jealousy can affect friendships.”)



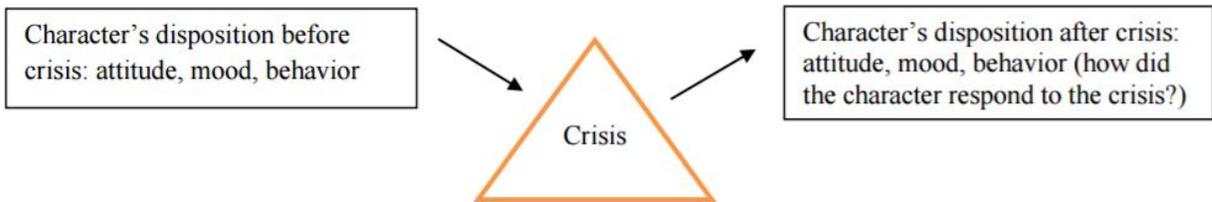
- Model SWBS(T) – “Somebody Wanted But So (Then)” – summarizing strategy. *(handout in student resource folder)*



- Use close reading strategies for determining theme (e.g., look at the characters and see how they change through the challenges they encounter in the story – the lessons they learn are usually related to the theme). *(handout in student resource folder)*



- Using a familiar text, have students identify theme using the following method. Model thinking about how to use this path to determine what the character learned and inferring from that what the author wants the reader to learn or experience. Allow students to practice with a partner before trying on their own.



(handout in student resources folder)

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Teacher Guidance Notes

Assessment

Performance Task 4RL2:

Present students with several short texts (from multiple genres) that have a thematic connection (for example, “You can’t judge by appearances,” or “leaving home”). Provide them with effective strategies for determining theme. Ask students to record a short summary of the text in their own words. Students may work in small groups to compare their results with one another and discuss differences of opinion. Themes are often associated with abstract nouns (justice, peace, friendship); an extension activity could include making a chart of such words for the classroom.

Use Teacher Checklist for Unit 1 Performance Task 4RL2 to record mastery

Weeks 5 & 6 • Sept 5 – Sept 15

Instructional focus standard
ELAGSE4RL3: <i>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</i>

Learning Targets:

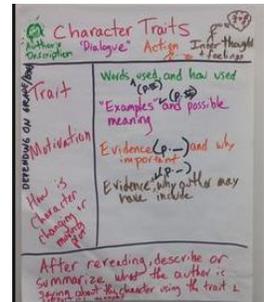
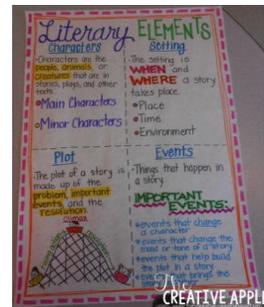
- I CAN use specific details to deeply describe a character.
- I CAN use specific details to deeply describe a setting.
- I CAN use specific details to deeply describe an event.

Key Terms:

explicit implicit inference describe details rising action falling action problem
setting climax conflict solution plot characters resolution

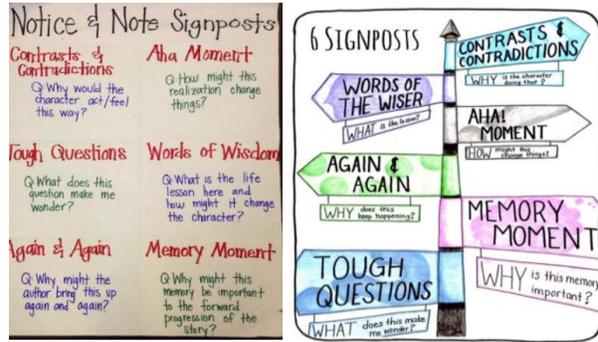
Strategies:

- Provide explicit instruction on plot, character, setting, and characterization (definitions and examples); help students understand that this information is never an end itself, but it is a vehicle to understand the author's message (e.g., it is not as important that the story was set on Mars as it is WHY the story was set on Mars)
- Continue Cornell note taking, with emphasis on characters, setting, and events and how they change over time. Include thoughtful discussion about an author's choices as you read, inviting students to think about why authors make the choices they do (e.g. for what reason is the story set in a small town rather than a big city, or why the main character is a boy instead of a girl, or a dog instead of a cat)

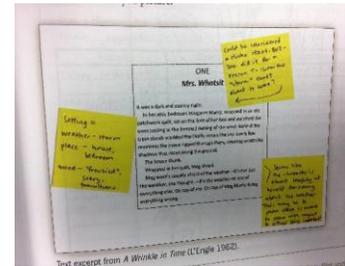


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Teacher Guidance Notes

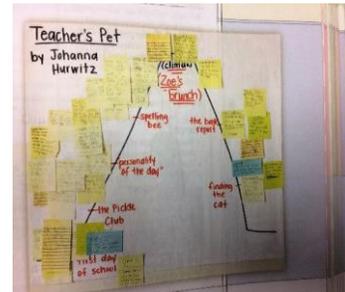
- Model Notice & Note strategies using details from the text to create an in-depth description of a character, setting, or event in a story or drama. *(handouts in student folder)*



- Use gradual release modeling for close reading and annotating for noticing of various details from text, such as subtle characterizations through author's word choice. Provide an excerpt of the text and guide students in locating and annotating this descriptive language.



- Work with the class to create a simple plot diagram. Think about a point of conflict in the story. Notice if the character acts differently before and after the conflict. Describe the character in a way that shows the character's complexity, or different sides of him or her. Allow students to record thinking on post-its and place their observations on how conflict is affecting the characters.



Assessment

Unify Performance Matters Assessment – Unit 1 Grade 4 ELAGSE4RL1 – ELAGSE4RL3

Performance Task 4RL3:

Help to establish a deep understanding of the literary elements of plots, character, setting, etc., by guiding students in making real world comparisons. Provide students with a graphic organizer or other guidance to apply these principles to their own lives. If the student's life were a story, what would be the setting? Who are the characters? Who is the MAIN character? What is the plot of the story? How do you think it will end? Is it fiction or nonfiction? Students can use this exercise to experiment with writing dialogue with appropriate punctuation, they can add illustrations, and they can explore

Teacher Guidance Notes

some of the nuances of characterization. What kind of a person would a “reader” perceive the student to be based on that student’s actions, thoughts, habits, words, appearance, and other circumstances? Would that perception be accurate? Why or why not?

Use Teacher Checklist for Unit 1 Performance Task 4RL3 to record mastery (teacher resource folder).

Weeks 7 & 8 • Sept 18 – Sept 29

Instructional focus standard
ELAGSE4RL4: <i>Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.</i>

Learning Targets:

- I CAN identify unknown words in a text.
- I CAN make connections between definitions and the author’s use of the word in the text.
- I CAN transfer understanding to identify similar allusions in various contexts/texts.

Key Terms:

mythology allude/allusion context

Strategies:

- Use an anchor chart and think aloud to model the PAVE (prediction, association, verification, and evaluation) procedure for students. The PAVE Procedure encourages students to check the dictionary definition against the context in which the word appears. Conduct a read aloud with students along with vocabulary words or phrases. Complete the PAVE map with each encounter with the vocabulary terms or phrases. Write the sentence that contains the vocabulary word on the worksheet. Isolate the vocabulary word by writing it inside the box on the worksheet. Predict the meaning of the vocabulary word based on the context clues provided. Write one good sentence using the word that demonstrates an understanding of its meaning. Verify the meaning of the word by looking it up in the dictionary and writing its definition down on the worksheet. Write another good sentence using the vocabulary word based on the verified definition. Draw a personal association or symbol for the word as a reminder for its definition in the box on the worksheet.
(handout in student resource folder)

PAVE Map (Adapted, Fisher & Frey, 2002)

Sentence from the text: _____

Word:

Predicted Definition: _____

One Good Sentence of My Own: _____

Verified Dictionary Definition: _____

Another Good Sentence of My Own: _____

Association or Symbol:

SCCPSS ELA QUARTER 1 • 4th Grade
Teacher Guidance Notes

- Questioning the Author is a comprehension strategy that enables students to construct meaning from texts by focusing in on the connections between events, concepts or steps. This strategy asks readers to engage with text in a meaningful way. Select a passage that is both interesting and can spur a good conversation. Decide appropriate stopping points where you think your students need to obtain a greater understanding (i.e., text structures, drawing conclusion, author’s purpose, fact & opinion). Create initial questions for each stopping point that will open a discussion (i.e., What is the author trying to say? Why do you think the author used the following phrase? Does this make sense to you?). Display a short passage to your students along with one or two questions you have designed ahead of time to model how to answer questions using a think aloud. Model how to think through the questions pausing at appropriate points. Follow-up Questions (to help students connect emerging meanings with their perceptions of author intention and with other ideas in the text): Why do you think the author chose to use this phrase or wording in this specific spot? Did the author explain this clearly? Did the author tell us why? Why do you think the author tells us this now? – Introduce the strategy and establish its purpose Ask students to read and work through the questions you have prepared for the read aloud.
(handout in student resource folder)

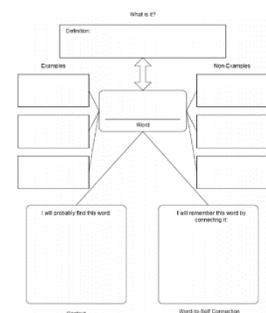
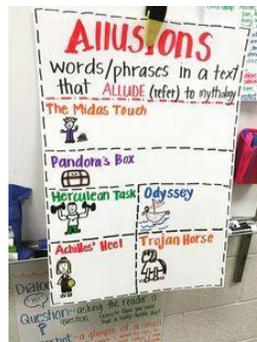
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Question the Author (QtA)

While reading a text, critique the authors' writing through generating and answering a series of questions, discussing with others, and revising your thinking.

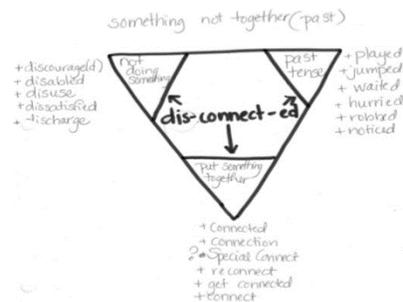
Question	My Thoughts with Evidence from the Text	Others' Thoughts with Evidence from the Text	Revised Thinking

- Include vocabulary study when introducing literary text to assist students in understanding the meaning of words in context. Use an anchor chart to guide students in recognizing how the author’s purposeful inclusion of allusion enhances the text and impacts their understanding. Emphasize vocabulary derived from allusions to mythological characters when reading literary texts (e.g. Pandora’s box, Achilles heel, Midas touch).
(handout in student resource folder)



SCCPSS ELA QUARTER 1 • 4th Grade
Teacher Guidance Notes

- Model Morpheme Triangles using an anchor chart and think aloud. Draw a large inverted triangle on the board and write the key term in the center such as transported. The word is broken into syllables and each syllable is defined in the outer parts of the triangle if it is 3 syllables, rectangle if it 4 syllables, and a pentagon if word is 5 syllables. Students brainstorm other words that have similar morphemes and place them outside the shape. A plus or minus sign signals whether the brainstormed words belong to the same morphological structure.



Assessment

Performance Task 4RL4:

Select a literary text containing multiple mythological allusions. Guide students in discovering these unknown words. Students will make lists of unfamiliar vocabulary (in vocabulary notebooks, on Google Docs, etc.). Provide resources (e.g. myths, dictionaries, Internet) for students to research the meanings of unknown words. Students compare/contrast the stories of mythological characters with the use of allusion in the context of the current text and create a product to explain the connections to their peers.

Use Teacher Checklist for Unit 2 Performance Task 4RL4 to record mastery (teacher resource folder).

Weeks 9 • Oct 2 – Oct 5

Instructional focus standard
ELAGSE4RL5: <i>Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</i>

Learning Targets:

- I CAN identify the ways in which the text is structured (e.g. paragraphs, headings, stanzas, acts, etc.)
- I CAN understand the literary and structural elements of each of the text types: poems, drama, and prose
- I CAN compare and contrast the structural elements of poems, dramas, and prose, and be able to explain them through writing and speaking

Key Terms:

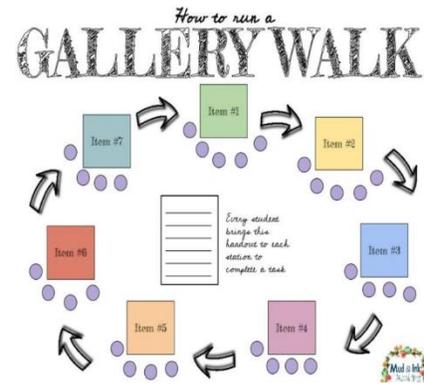
drama	prose	poem	structure	verse	rhythm
meter	setting	description	dialogue	rhyme	stage
direction	narration	scene	rhyme	scheme	act
cast	compare/contrast				

Strategies:

- Create a three-column anchor chart. Label each column with a literary form (i.e., poetry, drama, prose). Have students brainstorm the structural elements that are common to each. Encourage students to provide examples of each genre from their own reading to include on the chart. Post the chart and revisit it throughout the year to add or refine elements or to add other examples. Have students use the chart to classify pieces of literature that they read independently. The chart also can be used as a guide for setting up and running a student-led classroom library that is organized by genre.
- Allow students to collect different definitions of poetry and prose from different sources. Create a 2 sided chart that states Poetry Is... on one side and But Prose... on the other side. Students fill in the charts with information collected from all sources.

SCCPSS ELA QUARTER 1 • 4th Grade
Teacher Guidance Notes

- Create a gallery walk posting examples of poetry, drama and prose around the room. Form as many groups as there are posts. Each group moves from post to post (hence the name "walk"). After writing 2-3 characteristics or similarities and differences of the text at the first post, the group rotates to the next position, adding to what is already there. At the last post, it is the group's responsibility to summarize and report to the class. Have each group of students use a marking pen of a different color from the other groups. The teacher can then lead a whole class discussion on the differences between poetry, drama, and prose.



Assessment

Performance Task 4RL5:

After completing a comparison of differences between 2 types of writing in a Venn diagram, students create a “What Am I?” riddle where students list specific structural elements and ask what type of writing it is. Students are evaluated on their ability to identify major structural elements in poems, drama and prose.

Use Teacher Checklist for Unit 2 Performance Task 4RL5 to record mastery (teacher resource folder).

WRITING WORKSHOP – 35-50 min.

Instructional focus standard
ELAGSE4W1-3, 5-8

Scholastic Traits Unit: Getting Started

July 17 – August 18 (*5-week unit*)

Scholastic Traits Unit: Informative/Explanatory

August 21 – September 8 (*3-week unit*)

See Teacher Guide