



Washington Township School District



The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.

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	Full Year:	x	Semester:		Marking Period:
	<p>Wit & Wisdom is a comprehensive ELA curriculum composed of four modules or units of study. Each module focuses on a topic essential for building background knowledge, vocabulary, and writing skills. For each module, students read a series of authentic texts on the module topic and engage with the texts critically and systematically. The approach is integrated and includes daily reading, writing, speaking, listening, grammar and vocabulary study which is based on the texts. A framework of questioning engages students in the content and in the process of reading complex texts. These questions guide students' daily work of encountering, understanding, and analyzing complex text. Students practice reading, writing, speaking, listening and language in an integrated way, with every strand of the standards woven throughout each module. In addition to the Wit & Wisdom block of instruction, students are given opportunities during Literacy Lab for coached IDR, differentiated small group instruction, and Spelling Connections activities.</p>				
	<p>Weighted Categories: 60% Major Assessments 40% Minor Assessments</p>				
	<ul style="list-style-type: none"> • Great Minds Module 1-4 • Teacher Implementation Guide • Digital resources from Greatminds.org • Core Texts • Independent Classroom Libraries • Spelling Connections • <u>The Reading Strategies Book</u> by Jennifer Serravallo 				

Teaching

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

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BOE Approval:

Unit Title: Module 1, A Great Heart
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Unit Description:

Wit & Wisdom:

In this unit, students will answer the essential question, “What does it mean to have a great heart, literally and figuratively?” Students will also understand that a great heart, literally, is one that pumps blood to keep one’s body healthy and that the heart connects to the complex circulatory system, which supplies the body’s cells with oxygen and releases carbon dioxide into the air. A person who demonstrates a figurative great heart is one who is generous, courageous, or heroic. Poetry differs from prose in structure and form, and it provides a writer another vehicle to express thoughts and feelings.

Literacy Lab:

Literacy Lab is a component of our ELA block of instruction aimed to address individual student needs. It allows students the chance to practice the skills and strategies they’ve learned throughout the module and apply them to independent level texts. The time should be preserved and implemented for a minimum of 30 minutes daily. Literacy Lab consists of coached independent reading, small group reading, and spelling. Students have specific reading goals which are reinforced in reading conferences and small group work; these goals are individualized and often relate to the standards taught in the Module. At times, students may also work on individualized writing goals. The emphasis of this time period is to promote student choice, a love of reading, and differentiated instruction.

Unit Duration: 1 Marking Period

- 32 Wit & Wisdom lessons (75-90 minutes each)
- Literacy Lab (30 minutes daily)

Desired Results

Standard(s):Primary

RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

RI.CI.4.2. Summarize an informational text and interpret the author's purpose or a main idea, citing key details from the text.

W.IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.
- Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a conclusion related to the information or explanation presented.

RL.CI.4.2. Summarize a literary text and interpret the author's theme, citing key details from the text.

RI.CI.4.2. Summarize an informational text and interpret the author's purpose or a main idea, citing key details from the text.

RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.

RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

RI.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.

L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

- Read grade-level text with purpose and understanding.
- Read grade-level text orally with accuracy, appropriate rate, and expression.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- Choose words and phrases to convey ideas precisely.
- Choose punctuation for effect.
- Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- Determine the meaning of words and phrases that allude to significant characters found in literature.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

- Identify audience, purpose, and intended length of composition before writing.
- Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- Consider writing as a process, including self-evaluation, revision and editing.
- With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell
- After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

Reinforced

RL.TS.4.4. Explain major differences in structure 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.

RI.MF.4.6. Use evidence to show how graphics and visuals (e.g. illustrations, charts, captions, diagrams, tables, animations) support central ideas.

W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information and provide a list of sources.

W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.

Indicators:

Reading

- Students will define a figurative great heart by synthesizing textual details from biographies.
- Students will determine main ideas and details to articulate the big ideas of a section of text about the heart.
- Students will read leveled books by choice independently.

Writing

- Students will integrate paraphrased and quoted evidence from informational and literary texts into a single paragraph informative/explanatory response.
- Students will write an essay describing the figurative and literal uses of the term great heart, citing textual evidence as support.

Speaking and Listening

- Students will collaborate by building and elaborating on the thinking of others, connecting ideas from multiple speakers, reflecting, responsively revising or reinforcing their own ideas.

Language:

- Students will differentiate between literal and figurative uses of heart.
- Students will spell grade level words.

Understandings:*Students will understand that...*

- How does someone show a great heart, figuratively?
 - Students will explain why Clara Barton, Helen Keller, and Anne Frank could each be said to have a great heart, figuratively.
- What is a great heart, literally?
 - Students will explain what makes a human heart great, or healthy.
- How do the characters in Love That Dog show characteristics of great heart?
- Students will identify people or characters that have a figurative great heart because they are generous, courageous, or heroic.
- Students will explain the structure and meaning of poems.

Essential Question:

- What does it mean to have a great heart, literally and figuratively?
- How does someone show a great heart, figuratively?
- What is a great heart, literally?
- How do the characters in Love That Dog show characteristics of great heart?

Assessment Evidence**Performance Tasks:**

- Fluency
- Socratic Seminar
- New-Read Assessments
- Vocabulary Assessments
- Spelling Assessments
- Student Response Journal
- End of Module Task-
Informative/Explanatory Essay

Other Evidence:

- ELA Conferring
- Small Group Reading
- Small Group Book Clubs
- Strategy Groups
- Spelling workbook
- IDR student conferences
- IDR Status of the Class
- Deep Dives

Benchmarks:

- Columbia Assessment
- iReady Diagnostic Reading Assessment
- LinkIt Common Assessment Module 1

Learning Plan

Learning Activities:

Best Practices:

- Throughout the Module, there are several best practices for teachers to consider. These might include:
- Varying the size of your partnerships to match the needs of your learners (e.g., ELL students may benefit from being in a triad instead of a partnership).
 - During Read Alouds engagement strategies **MUST** be incorporated. These are not always explicitly stated in the manual. These strategies might include Stop and Jots, Notice and Wonder charts, gist statements, turn and talk, annotating the text, and other active reading strategies.
 - Regular and specific feedback for students regarding their writing.

Lesson 1-6

- Differentiate between literal and figurative uses of heart.
- Identify text evidence to support a focus and articulate its relationship to writing and explanatory essay.
- Create a focus statement about a famous person and support it with textual details.

Lesson 7-17

- Determine main ideas and details to articulate the big ideas of a section of text about the heart.
- Determine and paraphrase the main idea and figurative language in a section of text.
- Define a literal great heart using evidence from the text as supporting points.

Lesson 18-29

- Determine the themes in Love That Dog.
- Explain how knowing the elements of poetry help to understand the meaning of a poem.
- Analyze the characteristics of an effective narrative summary.
- Explain how inferences drawn from the text reveal Miss Stretchberry's actions.
- Gather and record evidence to support the point that Jack, Miss Stretchberry, or Walter Dean Myers show figurative great heart in Love That Dog.

Lesson 30-32

- Write an informative essay that synthesizes evidence from multiple texts
- This is an End-of-Module Task

Literacy Lab

Small Group/Guided Reading:

- The priority is always what the reader needs.
- Teacher meets with groups based on common needs to support specific student goals.
- Interventions may take place during this time.

Coached IDR:

- The priority is helping every student grow as a reader through individual conferences driven by specific student goals. Goals might include essential standards from the module.
- Conferring Questions that relate to the module include:
 - Which character has a great heart in your story and how do you know?
 - How do all of the chapters that you have read so far fit together?
 - What ideas do you have so far about the kind of person this character is?
 - What is the main idea of the text you are reading?
 - What details and facts from the text would you include in a summary of the text?

Spelling Connections:

- Based on student need, a minimum of 6 to 9 units will be completed per module. The review unit should be skipped.
- Units should typically take 1-1.5 weeks in duration with a pretest, learning activities, and a post test.
- Students *with IEP's may have an alternative program/approach.*

Resources:

Module 1 Manual/Digital Edition

Module 1 Student Journals

Implementation Guide

Core Texts:

- Novel (Literary) – *Love That Dog*, Sharon Creech
- Scientific Text (Informational) – *The Circulatory Story*, Mary K. Corcoran

Supplementary Texts:

- Painting – *Portrait of Dr. Samuel D. Gross (The Gross Clinic)*, Thomas Eakins

Poems

- “The Red Wheelbarrow”, William Carlos Williams
- “Stopping by Woods on a Snowy Evening,” Robert Frost
- “The Pasture,” Robert Frost
- “Love That Boy,” Walter Dean Myers
- “dog,” Valerie Worth
- “Heart to Heart,” Rita Dove

Video

- “Exploring the Heart: The Circulatory System”

Websites

- Anne Frank Biography: <http://witeng.link/0666>
- Clara Barton Biography: <http://witeng.link/0664>
- Grand Central Station Video (<http://witeng.link/0668>)
- Helen Keller Biography: <http://witeng.link/0665>
- “Gallery Walk,” Mark Drollinger, YouTube: <http://witeng.link/0665>

Independent Class Libraries

Spelling Connections Manual/Student Workbooks

Unit Modifications for Special Population Students

Advanced Learners

Encourage students to deepen their knowledge of the module content and themes by recommending books in Appendix D: Volume of Reading.

Focusing Question 1, Lesson 1-6

How does someone show a great heart figuratively?

- Lesson 1 Extension Activity:
 - Annotate literal and figurative quotes of the heart. Further challenge students by having their teacher choose an additional 3-6 quotes (teacher will find and provide these quotes) on the heart in which they are directed to annotate.
- Lesson 2 Extension Activity:
 - Students can continue or complete Handout 2A: Heart Quotations
- Lesson 3 Extension Activity:
 - Have higher level students read the biographies to the other students while they follow along. Higher level students will then jot notes in their “Notice and Wonder” charts after reading.
 - Have higher level students assist others with troubling vocabulary they may not understand.

Focusing Question 2, Lesson 7-17

What is a great heart, literally?

- Lesson 9 Extension Activity:
 - Have students create their own similes and metaphors about the circulatory system.
 - Explore other forms of figurative language, including idiom, hyperbole, or oxymoron (see lesson 11.17, “Word Relationships in a Phrase”, in Serravallo, 2015, pg. 316)
- Allow students to complete at least five to six pages of Handout 9B: “Booklet” and Handout 9C: “Evidence Guide for Figurative Language.” This will challenge them to find more figurative language throughout the *Circulatory Story*.

Focusing Question 3, Lesson 18-32 and EOM

18 – 29 How do the characters in “Love that Dog” show characteristics of great heart?

- Lesson 22 Extension Activity:
 - Have students find the iambic pentameter in poems.
 - Shakespeare, for example
 - Have students look find the trochaic meter in poems.
 - Wadsworth, for example

30 -32 What does it mean to have a great heart, literally and figuratively?

Struggling Learners

There are a great deal of “Scaffolds” and “Teacher Notes” within these lessons of the teacher’s manual. These resources will assist you in teaching readers who may be struggling with the material. It is best practice that each teacher uses these scaffolds so their students become independent and confident readers.

Focusing Question 1, Lesson 1-6

How does someone show a great heart, figuratively?

Important points in Lessons 1-6 to assist students through the lesson • Lesson 1:

- Figurative language is introduced. A brief video or explanation with pictures should be prepared in advance.

- Support student understanding of figurative language through the small group lesson "Picture It" (Serravallo, 2015, 11.7, page 306).
- Have the students write and draw the figurative and literal meanings of the word heart so they can refer to them throughout the module.
- Make sure students have a good understanding of what the word annotate means. Show an example of how to annotate a quote before giving them Handout 1A.
- Have the students draw pictures of the figurative and literal heart on the chart they completed.
- Lesson 3:
 - Pair students heterogeneously to have higher readers read biographies aloud while, lower level readers follow along and interact with the text in their "Notice and Wonder" chart.
 - Words struggling students are unfamiliar with should be written down on a sticky note and addressed with a peer or a teacher.
- Lesson 4:
 - If needed, page 57, of Module 1, gives a great example of how to scaffold students through writing a focus statement.
 - Before beginning review the relationship between Handout 4A, "Evidence Guide" (graphic organizer) and their upcoming essay.
- Lesson 5: In the case that students may not know what graffiti might is, be prepared by having a picture of graffiti on a wall.
 - Label all charts for graffiti walls. For instance "Knowledge of Ideas"- abstract concepts such as kindness and hope.
- Lesson 6: you are going to have to do a great deal of the modeling by showing the students how to truly observe a painting.
 - Students will have a tendency to tell you what they "think" is happening or "predict" what is happening. You need to begin to change their thinking when observing a painting or photograph.
 - Think about the following: color, lines, shape, texture, placement.
- Handout 6A is chunked. Students should go through the sentences and underlined all unfamiliar words so they can look them up beforehand.

Focusing Question 2, Lesson 7-17

What is a great heart, literally?

Important points in Lesson 7-17 to assist students through the lesson •

- Lesson 8: Discuss any unfamiliar vocabulary words or look them up in a dictionary and consider adding them to your vocabulary.
- Lesson 9: Use Handout 9C and scaffold in chapter nine.
- Lesson 11: Model an example if necessary. Assist as they are working.
- Lesson 12: while students are in small groups get a feel for who needs extra help with paraphrasing. Possible 5-10 minute mini-lesson for those who need it. See "Paraphrase Chunks, Then Put It Together" (Serravallo, 2015, 8.7, 228).
- Lesson 17: Pair students heterogeneously. Some assistance can be given but this is a review and an assessment of the student's work.

Focusing Question 3, Lesson 18-32 and EOM

How do the characters in Love That Dog show Characteristics of a great heart?

In Lessons 18-29 a great deal of reading is required. Some Struggling

	Readers may have difficulty reading this much independently. Keep the following best practices at bay: have students listen to audio books and follow along; occasionally have the teacher read the entire group; have students whisper read; pair students appropriately.
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| | <p>Important points in Lessons 18 – 32 to assist the students through the lesson</p> <ul style="list-style-type: none">• Lesson 20: Revisit elements of poetry with students as some of the terms may be confusing if never discussed before.• Lesson 20: When teaching the elements of poetry consider teaching the terms with concrete examples.• Lesson 21: If students are having difficulty re-teach main idea to the entire class or take a small group to re-teach and allow the others while everyone else works.• Lesson 22: Mark the meter with different color highlighters to show stressed and unstressed syllables.• Lesson 24: Give the students example of stories and movies they can relate to. Guide them through the evidence that supports that theme until they are independent.• Lesson 25: Have students write a checklist of what they should include in their paragraph so they have a guide. |
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30-32 – What does it mean to have a great heart, literally and figuratively?

• Lesson 32: EOM Task

- Students may need help synthesizing their thoughts into words on the paper. They may need assistance iReady Diagnosticking their assignment.

**English Language
Learners**

There are a great deal of “Scaffolds” and “Teacher Notes” within the lessons of the teacher’s manual. These resources will assist you in teaching ELL students who may be struggling with the language. It is best practice that each teacher uses these scaffolds so their students become independent and confident readers.

Focusing Question 1, Lesson 1-6

How does someone show a great heart, figuratively?

Important points in Lessons 1 - 6 to assist students through the lesson • Lesson 1:

- Figurative language is introduced. To better understand this idea show students a brief video with explanations and pictures that explains the different types of figurative language.
- Vocabulary for literal and figurative heart should be drawn to show the difference of the two words.
- Teachers should make sure that students have a firm understanding of the word annotate and could provide model.

• Lesson 2:

- Have the students draw pictures of the figurative and literal heart on it. - Paraphrasing is introduced in the Evidence Guide. Model an example of paraphrasing so students understand how to tackle this skill. Scaffolding will be necessary for success especially with limited vocabulary.
- Emphasize the relationship between the Evidence Guide and Painted Essay.

• Lesson 3: Words ELL students are unfamiliar with should be written down on a sticky note and addressed with a peer or a teacher.

• Lesson 4: Pair/group students to reread/review biographies if necessary.

- Make sure that students understand that Handout 4A, “Evidence Guide” is the graphic organizer that will be used to write their upcoming essay. •

Lesson 5: Explain what graffiti is and show a picture in a city.

- Label all charts for graffiti walls. For instance “Knowledge of Ideas”- abstract concepts such as kindness and hope. Explain with pictures if needed, depending on student’s English ability.

• Lesson 6:

- Teacher will do a great deal of the modeling by showing the students how to truly observe a painting.
- Students will have a tendency to tell you what they “think” is happening or “predict” what is happening. You need to begin to change their thinking when observing a painting or photograph.
- Think about the following: color, lines, shape, texture, placement. – Handout 6A will have vocabulary that may need to be circled and discussed before paraphrasing begins.

Focusing Question 2, Lesson 7-17

What is a great heart, literally?

Important points in Lessons 7 - 17 to assist students through the lesson •

Chapter 8: Discuss any unfamiliar vocabulary words or look them up in a dictionary and consider adding them to your vocabulary. Encourage students to “Read Up a Ladder” (Serravallo, 2015, 11.22, pg. 321) to develop content vocabulary

- Lesson 9: Teacher may need to sit aside with student to re-teach figurative language so they can find it in the text.
 - After re-teaching takes place, if student continues to have difficulty consider assigning student different pages in the book before they begin.
- Lesson 11: If the figurative language is confusing show examples with pictures or videos. Model an example if necessary.
- Lesson 12: Keep a dictionary handy for paraphrasing. Demonstrate the strategy, “Sketch in Chunks” (Serravallo, 2015, 8.8, pg. 229)
- Lesson 17: Pair/group appropriately. This will be saved to later assess.

Focusing Question 3, Lesson 18-32 and EOM

18-29 How do the characters in Love That Dog show Characteristics of a great heart?

In Lessons 18-29 a great deal of reading is required. Some English Language Learners may have difficulty reading this much independently. Keep the following best practices at bay: pair ELL students with strong readers; have students listen to audio books and follow along; have teacher read; have students whisper read.

Important points in Lessons 18 – 29

- Lesson 20: Revisit elements of poetry with concrete examples terms may be confusing if never discussed before.
- Lesson 24: Theme: Give the students example of stories and movies they can relate to. This topic appears abstract if not understood properly. •
- Lesson 28: Talk to student if necessary to discuss the four questions before preceding to answering them. Make sure student has an understanding of all vocabulary before answering.
- Lesson 29: New Read Assessment.
 - Some wording in assessment may be overwhelming.
 - Have student circle any words in assessment they are unfamiliar with that you can discuss without giving away answers.

	<p>30-32 <i>What does it mean to have a great heart, literally and figuratively?</i> • Lesson 32: EOM Task</p>
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	<p>– Students may need help synthesizing their thoughts into words on the paper. They may need assistance iReady Diagnosticking their assignment.</p>
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Special Needs Learners

There is a great deal of students reading to other students in this section of the Module. Please remember to use best teaching practices here and have the strongest readers read aloud to the group while the others are following

along actively engaged in the text. If this is not possible, please take advantage of the second teacher in the room and have one of the two teachers read to the group explaining what is happening.

There are a great deal of “Scaffolds” and “Teacher Notes” within the lessons of the teacher’s manual. These resources will assist you in modifying your daily lessons.

Socratic Seminars are student led discussions related to content that was covered in the module. It is used as a form of “checking in” for understanding. The goal of a Socratic Seminar is that the students discuss their learning with each other. Some students are uncomfortable talking in a whole group setting. However, since Socratic Seminars are a routine in the reading program, students eventually become accustomed to the conversations. If it is stated in the IEP that students are not comfortable talking in large groups, teachers should not force them to talk. They can still sit in the Socratic Seminar and listen. Other options are available. For instance, small group conversations or one on one conversations with another student are always possibilities for these children. After Socratic Seminars become routine and students become comfortable with them, students may eventually participate. Give them time and comfort.

Focusing Question 1, Lesson 1-6

How does someone show a great heart, figuratively?

Modifications for Lessons 1 – 6 *Parallel teaching model*

• Lesson 1:

- Figurative language is introduced. Teachers should be prepared with a brief video or pictures with simple explanations. These may be referenced throughout other lessons to help students better understand the meaning of the figurative heart.
- Have students draw the pictures of the literal and figurative hearts next to the definitions so they better understand their meaning.
- Discuss what it means to annotate something. Show students an example of how to annotate a quotation just like they will be doing in Handout 1A.

• Lesson 2:

- Begin the lesson by using the chart and drawing pictures of the figurative and literal heart on it (see also “Picture It”, Serravallo, 2015, 11.7, page 306). Acting out the literal and figurative meanings of the heart may also help.
- Create a blank Evidence Guide to keep students neatly organized. – Model one quotation on the Evidence Guide before having pairs (or groups) work with one another.
- Review paraphrasing and the importance of writing something in your own words. Teachers should be constantly walking around and monitoring groups.
- Emphasize the relationship between the Evidence Guide and Painted Essay.

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| | <ul style="list-style-type: none">• Lesson 3: Both teachers circle the room sitting with assigned groups assisting with vocabulary in biographies; content in biographies; “Notice & Wonder” charts. |
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- Lesson 4: Explain that handout 4A, “Evidence Guide” is the graphic organizer that will be used to write their upcoming essay-IMPORTANT.
- Lesson 5: Show students pictures of graffiti in a city so they are aware of what they are doing.
 - Have the explanation of each chart labeled. For instance, “Knowledge of Ideas”= abstract concepts, such as kindness and hope.
- Lesson 6: Teacher will have to do a great deal of the modeling by showing the students how to truly observe a painting.
 - Students will have a tendency to tell you what they “think” is happening or “predict” what is happening. You need to begin to change their thinking when observing a painting or photograph.
 - Think about the following: color, lines, shape, texture, placement.
 - As students complete Handout 6A, teacher can model paraphrasing and can assist students towards independently completing the assignment on their own.

Focusing Question 2, Lesson 7-17

What is a great heart, literally?

Modifications for Lessons 7 - 17- Teaching models next to

lesson • Lessons 7 & 8, Parallel teaching model:

- Discuss any new vocabulary words and consider adding them to your vocabulary.
- Teachers circulate through groups. If students are having difficulty have one teacher sit with a group and model the main idea topic.

• Lesson 9, Alternative teaching model:

- Review figurative language and as stated in chapter 9 “chart examples of figurative language from the video as well.”
 - Model box by box of Handout 9C: “Evidence Guide for Figurative Language,” so students have a clear understanding of what is expected. Scaffold the second row as they work in small groups.
 - Model Handout 9B: “Booklet” and have students choose consider leading the students to the area of the text they should working from pages, etc. and/or consider modifying the length of this assignment. This should vary from student to student depending upon the IEP.

• Lessons 10 & 11, Parallel teaching model: Assign a specific page (chapter 11) of the text so the students have a focus; page 138. This may need to be modeled from another section so students know exactly what is expected from them. Assist as they are working.

• Lesson 12, Parallel teaching model: Orally discuss paraphrasing before putting their answer in writing.

• Lessons 13 & 14, Parallel teaching model: Students continue with Handouts 9B & 9C- see modifications for Lesson 9.

• Lesson 15, Parallel teaching model:

- Use the modifications on page 181.
- If students have any difficulty re-teach as these skills have been previously introduced.

• Lesson 16- Co-teaching or complimentary model (whole group) •

Lesson 17- Parallel model or Alternate teaching model (dependent upon your students):

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| | <ul style="list-style-type: none">- Students have completed assignments such as these before. Assistance may be necessary.- This will be counted as an assessment. Follow the IEP to modify and assist as necessary.• Lesson 20, Parallel teaching model: When teaching the elements of poetry consider teaching the terms with concrete examples. |
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- Lesson 21, Parallel teaching model: This is a good time to check to see if students understand main idea. Re-teach if necessary.
- Lesson 22, Parallel teaching model: Mark the meter with different color highlighters to show stressed and unstressed syllables.
- Lesson 23, Complimentary or Co-teaching model: Work with students in creating their supporting paragraphs.
- Lesson 24, Parallel teaching model: Give the students example of stories and movies they can relate to. First model, then guide them through the evidence that supports that theme.
 - Lesson 25, Co-teaching or Complimentary models: Students are expected to write a supporting paragraph. Continue to assist students by making sure they are including the five main items in their paragraph checklist.
 - Consider typing out a checklist for the students with IEP's so they have something to check off.
- Lesson 28, Parallel teaching model: If needed pull a small group of students aside who may need extra assistance revising their supporting paragraph.
- Lesson 28, Parallel teaching model: Model Evidence Guide for students • Lesson 29, Parallel teaching model: New Read Assessment (modify if needed)
- Lessons 30 – 31, Co-teaching or Complimentary model
- Lesson 32, Alternative teaching model
 - Having your own model of the easy-planner and evidence guides, and taking it step by step with the students will be advantageous. – Color-code the gray sections of the easy-planner.
 - Once the easy-planner is completed many students will be able to independently write their essays. Others will still need guidance. Assist as needed.

Focusing Question 3, Lesson 18-32 and EOM

18-29 - How do the characters in "Love That Dog" show characteristics of a great heart?

Modifications for Lessons 18 & 32

- Lessons 18 & 19 Complimentary or Co-teaching:
 - Students will begin keeping track of what happens each month in the story. One idea to keep students moving and organized as a group is to work a whole group. Have the students orally give you the answers and you type them on your computer projected for the class to see. At the end of each lesson print them out and have the students paste them in their reading notebook OR do this through One Note.
- Lesson 20, Parallel teaching: When teaching the elements of poetry consider teaching the terms with concrete examples.
- Lesson 21, Parallel teaching: This is a good time to check to see if students understand main idea. Re-teach if necessary.
- Lesson 22, Parallel teaching: Mark the meter with different color highlighters to show stressed and unstressed syllables.
- Lesson 23, Complimentary or Co-teaching: Work with students in creating their supporting paragraphs.
- Lesson 24, Parallel teaching: Give the students example of stories

	<p>and movies they can relate to. First model, then guide them through the evidence that supports that theme.</p> <ul style="list-style-type: none"> • Lessons 25 – 27 – Co-teaching or Complimentary • Lesson 25: Students are expected to write a supporting paragraph. Continue to assist students by making sure they are including the five main items in their paragraph checklist.
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	<ul style="list-style-type: none"> – Consider typing out a checklist for the students with IEP’s so they have something to check off. • Lessons 28 – 29, Parallel teaching: • Lesson 28: If needed pull a small group of students aside who may need extra assistance revising their supporting paragraph. <ul style="list-style-type: none"> – Model Evidence Guide for students • Lesson 29- New Read Assessment (modify if needed) <p><i>30-32 – What does it mean to have a great heart, literally and figuratively? Modifications for lessons 30-32</i></p> <ul style="list-style-type: none"> • Lessons 30 – 31, Co-teaching or Complimentary • Lesson 32, Alternative teaching: EOM Task- if organizers from previous lessons were modified, the EOM Task will need to be modified as well. Otherwise modify as you see fit. <ul style="list-style-type: none"> – Having your own model of the easy-planner and evidence guides, and taking it step by step with the students will be advantageous. – Once the easy-planner is completed many students will be able to independently write their essays. Others will still need guidance. Assist as needed.
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<p>Learners with a 504</p>	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>
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<p>Interdisciplinary Connections</p>

Indicators: (Science and SS Standards)

Science:

4-LS1-1 From Molecules to Organisms: Structures and Processes

Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

**This standard is met through the discussion of the literal heart and how it is vital to survival and growth of a human being.*

Social Studies:

6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.

6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels. **These two standards are met through learning activities based on Anne Frank, Clara Barton, and Helen Keller.*

6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

**These two standards are met through learning activities based on Anne Frank and understanding how conflict can arise through prejudice.*

Art:

NCAAS 7: Perceive and analyze artistic work

NCAAS 8: Interpret intent and meaning in artistic work

NCAAS 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

**These three standards are met through learning activities with the "Portrait of Dr. Samuel D. Gross" (The Gross Clinic) by Thomas Eakins.*

Integration of 21 Century Skills

Indicators:

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and

** In this module, students will use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others. Students will also format a document using a word processing application to enhance text and synthesize information to communicate knowledge.*

Unit Title: Module 2 Extreme Settings

Unit Description:

Wit & Wisdom

In this unit, students will answer the essential question, “How does a challenging setting or physical environment change a person?” Students will understand how adverse weather, rugged terrain, wild animals, and other natural elements can make a setting challenging. They will also study the challenges of surviving in a wild, unfamiliar setting, which require a person to be resourceful and tenacious. Many extreme environments such as mountains and big woods have unique characteristics that make them a challenging place to live. They will discover how the setting of a story can shape a character’s attitude and actions. As well as understand that the strength to overcome challenges can come from within a person.

Literacy Lab

Literacy Lab is component of our ELA block of instruction aimed to address individual student needs. The time should be preserved and implemented for a minimum of 30 minutes daily. Literacy Lab consists of coached independent reading, small group reading, and spelling. Students have specific reading goals which are reinforced in reading conferences and small group work; these goals are individualized and often relate to the standards taught in the Module. At times, students may also work on individualized writing goals. The emphasis of this time period is to promote student choice, a love of reading, and differentiated instruction.

Unit Duration: 1 Marking Period, 34 Wit & Wisdom lessons 75-90 minutes, Literacy Lab 30 minutes

Desired Results

Standard(s):

Primary

- RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
- RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
- RL.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.
- W.NW.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - Use a variety of transitional words and phrases to manage the sequence of events.
 - Use concrete words and phrases, sensory details and explore using figurative language to convey experiences and events precisely.
 - Provide a conclusion that follows from the narrated experiences or events.

Reinforced

- RL.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
- RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

- RI.TS.4.4. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- RL.CI.4.2. Summarize a literary text and interpret the author's theme, citing key details from the text.
- RI.CI.4.2. Summarize an informational text and interpret the author's purpose or a main idea, citing key details from the text.
- W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- SL.PI.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
- Read grade-level text with purpose and understanding.
 - Read grade-level text orally with accuracy, appropriate rate, and expression.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 - Choose words and phrases to convey ideas precisely.
 - Choose punctuation for effect.
 - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
- L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
 - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
 - Determine the meaning of words and phrases that allude to significant characters found in literature.
 - Recognize and explain the meaning of common idioms, adages, and proverbs.
 - Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- Identify audience, purpose, and intended length of composition before writing.
 - Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
 - Consider writing as a process, including self-evaluation, revision and editing.
 - With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker.
 - After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
- W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.

Indicators:

Reading

- Students will explain the theme of a story or poem using details from the text.
- Students will describe how a character changes throughout a story in response to the setting.
- Students will read leveled books by choice independently.

Writing

- Students will write narrative texts in the form of thought shots, exploded moments, and short stories to develop imagined experiences using effective techniques, descriptive details, and clear event sequences.
- Students will incorporate dialogue effectively into narrative writing to show the responses of characters to situations.
- Students will use transitional words and phrases to manage the sequence of events in narrative writing.
- Speaking and Listening:
 - Students will report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Language

- Students will determine the words and phrases used in a text, including the meaning of general academic and domain-specific words or phrases in a text.
- Students will choose words and phrases to convey ideas precisely.
- Students will spell grade level words.

Understandings:

Students will understand that...

- Adverse weather, rugged terrain, wild animals, and other natural elements can make a setting challenging.
- The challenges of surviving in a wild, unfamiliar setting require a person to be resourceful and tenacious.
- Students will understand how many extreme environments such as mountains and big woods have unique characteristics that make them a challenging place to live.
- Students will understand how the setting of a story can shape a character's attitude and actions.
- Students will understand how strength to overcome challenges can come from within a person.

Essential Questions:

- How does the setting affect the characters or speakers in the text?
- What makes a mountainous environment extreme?
- How does setting influence character and plot development?

Assessment Evidence

Performance Tasks:

- Fluency
- Socratic Seminar
- New-Read Assessments
- Vocabulary Assessments
- Spelling Assessments
- Student Response Journal
- End of Module Task- Narrative Essay

Other Evidence:

- Conferencing
- Small Group Reading
- Small Group Book Clubs
- Strategy Groups
- Spelling workbook
- IDR student conference
- IDR Status of the Class
- Deep Dives

Benchmarks:

- Columbia Assessment
- iReady Diagnostic Reading Assessment

• LinkIt Common Assessment Module 2

Learning Activities:

Best Practices

- Throughout the Module, there are several best practices for teachers to consider. These might include:
- Varying the size of your partnerships to match the needs of your learners (e.g., ELL students may benefit from being in a triad instead of a partnership).
 - During Read Alouds engagement strategies MUST be incorporated. These are not always explicitly stated in the manual. These strategies might include Stop and Jots, Notice and Wonder charts, gist statements, turn and talk, annotating the text, and other active reading strategies.
 - Regular and specific feedback for students regarding their writing.

Lesson 1-10

- Determine the relationship between setting and characters by inferring and describing the feelings of the characters in “All Summer in a Day” based on their words and actions in specific settings in the story.
- Determine the theme of “All Summer in a Day” and support it with textual evidence.
- Create a narrative to show how a setting affects a character, incorporating sensory detail, snap shots, and thought shots.

Lesson 11-16

- Identify the main ideas and supporting details in an informational text to build knowledge about mountains.
- Determine the essential meaning of an informational text about mountains.
- Present learning in an organized manner that incorporates facts and descriptive details using a clear, formal voice, enhancing a presentation with audio or visual displays when appropriate.

Lesson 17-30

- Write a narrative that shows how the setting influences the development of character and plot.- End of Module Task
- Identify the main events of the story and explain how the setting impacts the plot.
- Describe the ending of the novel and determine theme(s).

Lesson 31-34

- Synthesize information from the entire text to create a skit that explains how Brian and others were affected by the challenges of the extreme setting.

Literacy Lab

- Small Group/Guided Reading
 - The priority is always what the reader needs.
 - Teacher meets with groups based on common needs to support specific student goals. – Interventions may take place during this time.
- Coached IDR
 - The priority is helping every student grow as a reader through individual conferences driven by specific student goals. Goals might include essential standards from the module.
 - Conferring Questions that relate to the module include:
 - What ideas do you have about the kind of person this character is?
 - How is the main character of your book impacted by the setting?
 - How does the setting influence the plot in your story?
 - What do you think will happen next based on text evidence?
 - What is a possible theme of your book? How do you know?
- Spelling Connections
 - Based on student need, a minimum of 6 to 9 units will be completed per module. The review unit should be skipped.
 - Units should typically take 1-1.5 weeks in duration with a pretest, learning activities, and a post

test. – Students with IEP's may have an alternative program/approach.

Resources:

Module 2 Manual/Digital Edition

Module 2 Student Journals

Implementation Guide

Core Texts

- Novel (Literary) – *Hatchet*, Gary Paulsen
- Short Story (Literary) – *All Summer in a Day*, Ray Bradbury
- Scientific Text (Informational)
 - *Mountains*, Seymour Simon
 - *SAS Survival Handbook: The Ultimate Guide to Surviving Anywhere*, John “Lofty”

Wiseman Poems

- “Dust of Snow”, Robert Frost
- “Stopping by Woods on a Snowy Evening”, Robert Frost
- Supplementary Text
 - Art *Fallingwater*, Frank Lloyd Wright (<http://witeng.link/0075>)
- Video
 - “All Summer in a Day”
 - “Tidal Wave”
 - “Explode a Moment with Barry Lane”
 - “Planet Venus: The Deadliest Planet, Venus Surface & Atmosphere”
 - “Costa Rica—Rainforest Heavy Rain”
 - “4 Hours of Heavy Pouring Rain and Thunder”
 - “Barry Lane writes about ‘His Favorite Day’”
 - “Planet Earth—Mountains”
 - “What Is a Mountain?”
- Websites
 - Fallingwater (<http://witeng.link/0075>)
 - National Geographic Lost Cities Photos (<http://witeng.link/0092>)
- Independent Class Libraries
- Spelling Connections Manual/Student Workbooks

Unit Modifications for Special Population Students

<p>Advanced Learners</p>	<p><u>Focusing Question 1. Lesson 1-10</u> <i>How does the setting affect the characters or speaker in the text?</i> • Lesson 8 (or after): Students can log on to the picture of <i>Fallingwater</i>. They can identify and sketch any shapes they see in the house.</p> <ul style="list-style-type: none"> - If time permits students can write a narrative using sensory details about what it would be like to live there and how their mood would be affected. They would be required to include snap shots. <p><u>Focusing Question 2. Lesson 11-16</u> <i>What makes a mountainous environment extreme?</i></p> <ul style="list-style-type: none"> • Lesson 15: Visual display activity: there is an extension activity in the teacher's manual in Lesson 15. This can be assigned to the individual students who is in need of the challenge even though that student is working in a group with others. This extension will enhance the group's project. <p><u>Focusing Question 3. Lesson 17-34 and EOM</u> <i>17-30 How does setting influence character and plot development?</i> For additional resources go to Jennifer Serravallo book <i>Reading Strategies</i>: • Lesson 5.22, Vivid Setting Description and Impact on Character, page 155.</p> <ul style="list-style-type: none"> • Lesson 5.23, Map It, page 156.
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	<ul style="list-style-type: none"> • Lesson 6.12, Empathize to Understand, page 177. • Lesson 6.17, The Influences on Character, page 182. <p><i>31-34 How does a challenging setting or physical environment change a person?</i></p> <ul style="list-style-type: none"> • Lesson 26: DO NOT READ PAGE 113 in <i>Hatchet</i>. Give students a brief summary. • Lesson 31: Students are introduced to <i>The River</i>, the sequel to <i>The Hatchet</i>, by Gary Paulsen. Invite higher level readers to read this book. There are also other books in this series. Here is the order: <ul style="list-style-type: none"> - <i>Hatchet</i> - <i>The River</i> - <i>Brian's Winter</i> - <i>Brian's Return</i> - <i>Brian's Hunt</i> • All of the books deal with Brian in an extreme setting. Have students journal about Brian's experiences how the extreme setting affects him. They can also compare and contrast how each experience has helped him build upon the next challenge. • Extension Video Activity Lesson 33.
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Struggling Learners

There are a great deal of “Scaffolds” and “Teacher Notes” within these lessons of the teacher’s manual. These resources will assist you in teaching readers who may be struggling with the material. It is best practice that each teacher uses these scaffolds so their students become independent and confident readers.

Focusing Question 1, Lesson 1-10

How does the setting affect the characters or speaker in the text?

Important points within Lessons 1 – 10 to assist students through the lesson: • Lesson 1: Discuss any misunderstandings students may have as far as characters, setting, plot are concerned.

- Lesson 4: Scaffolds may be helpful for some students
 - Handout 4A: “Character Analysis Chart: ‘All Summer in a Day:’”
 - Describe “Character Feelings” as Emotions
 - Describe “Character Actions” as What the character(s) is doing.
 - For additional resources go to Jennifer Serravallo book Reading Strategies: Lesson 6.5, Ready, Set, Action, page 170
- Lesson 9: It is essential that students can identify the speaker’s feelings. Re-teach if necessary or take students aside for a short mini-lesson.
- Lesson 10: Model writing an exploded moment and show your thought process.

Focusing Question 2, Lesson 11-16

What makes a mountainous environment extreme?

Important points for Lessons 11 – 16 to assist students through the lessons: • Lesson 12: Prepare vocabulary for students and distribute for their reading journals.

- Lesson 13: Consider using the teacher scaffold on page 165.
- Lesson 15: Plan another work day for this lesson for visual display.

Focusing Question 3, Lesson 17-34 and EOM

17-30 How does setting and influence character and plot development?

Important points for Lessons 17 – 30 to assist students through the lessons: • Lesson 17: Find story map templates online

– Use movie examples or picture books to help students who may be having difficulty.

- Lesson 20: Use the questions on in this lesson as a guide for students to direct their EOM Task.
- Lesson 23: Exploded Moment- Have the student draw a picture of their exploded moment. Then, using their illustration as a guide, they can write their exploded moment.

For additional resources go to Jennifer Serravallo book *Reading Strategies*: • Lesson 6.5, Ready, Set, Action, page 170

• Lesson 6.9, Text Clue/Background Knowledge Addition, page 174 •

Lesson 26: DO NOT READ PAGE 113 in *Hatchet*. Give students a brief summary.

• Lesson 30: Theme Chart

– If you find students are having difficulty with this skill, you may need to take students in small groups to re-teach this skill. Modeling may be necessary.

31-34 How does a challenging setting or physical environment change a person?

English Language Learners

There are a great deal of “Scaffolds” and “Teacher Notes” within the lessons of the teacher’s manual. These resources will assist you in teaching ELL students who may be struggling with the language. It is best practice that each teacher uses these scaffolds, so their students become independent and confident readers.

Focusing Question 1, Lesson 1-10

How does the setting affect the characters or speaker in the text? Important points in Lessons 1-10 to assist students through the lesson. • Lesson 1: Have student place any unfamiliar vocabulary in their “Wonder” section of their chart. Discuss with student before the second reading so they have a clear understanding.

- Lesson 4: use scaffold in this chapter if student is having difficulty with adjectives.
 - Handout 4A: “Character Analysis Chart: ‘All Summer in a Day’”: □ A different way to describe “Character Feelings”- Emotions □ A different way to describe “Character Actions” – What the character(s) is doing.
 - For additional resources go to Jennifer Serravallo book Reading Strategies: Lesson 6.4, Feelings Change, page 169.
- Lesson 7: Before reading “Dust of Snow” introduce the vocabulary within the poem using pictures and examples.
- Lesson 10: As you post the questions for the students to refer to as they brainstorm review any of the terms students may have difficulty with and discuss.

Focusing Question 2, Lesson 11-16

What makes a mountainous environment extreme?

Important points for Lessons 11 – 16 to assist students through the lessons: • Lesson 11: Discuss vocabulary in SAS handbook so students have an understanding of what they are reading.

- Lesson 12: Prepare vocabulary for students before class so more time can be spent discussing it.
- Lesson 15: Plan for another work day for this lesson for visual display.

Focusing Question 3. Lesson 17-34 and EOM

17-30 How does setting and influence character and plot development?

Important points for Lessons 17 – 30 to assist students through the lessons: • Lesson 17: Find story map templates (mountain) online for ELL students to better understand the concept.

– Model using a picture book to assist in this concept if they cannot put ideas with a chapter book.

• Lesson 20: Use the questions on page 242 as a guide for students to direct their EOM Task.

• Lesson 23: Exploded Moment- Have students draw a picture of their exploded moment and then using their illustration, they as a guide they can write what they drew.

• For additional resources go to Jennifer Serravallo book

Reading Strategies:

– Lesson 6.32, Put On the Character's Face, page 168

– Lesson 6.9, Text Clue/Background Knowledge Addition, page 174 •

Lesson 24: New Read Assessment (Have student circle any words that are unfamiliar to them- go over them with the student as long as it doesn't affect the assessment.

• Lesson 26: DO NOT READ PAGE 113 in *Hatchet*. Give students a brief summary.

31-34 How does a challenging setting or physical environment change a person?

Important points for Lessons 31 – 34 to assist through the lessons:

• Lesson 32: Vocab Assessment 1: discuss day before

assessment. • Lesson 34: Vocab Assessment 2: discuss day

before assessment.

Special Needs Learners

The following lessons require for a great deal of reading. Best practices suggest that the teacher reads while the students follow along with their own copy interacting with the text using their “Notice and Wonder” chart or having the strong reader read to a small group.

There are a great deal of “Scaffolds” and “Teacher Notes” within the lessons of the teacher’s manual. These resources will assist you in modifying your daily lessons.

Socratic Seminars are student led discussions related to content that was covered in the module. It is used as a form of “checking in” for understanding. The goal of a Socratic Seminar is that the students discuss their learning with each other. Some students are uncomfortable talking in a whole group setting. However, since Socratic Seminars are a routine in the reading program, students eventually become accustomed to the conversations. If it is stated in the IEP that students are not comfortable talking in large groups, teachers should not force them to talk. They can still sit in the Socratic Seminar and listen. Other options are available. For instance, small group conversations or one on one conversations with another student are always possibilities for these children.

After Socratic Seminars become routine and students become comfortable with them, students may eventually participate. Give them time and comfort.

Focusing Question 1, Lesson 1-10

How does the setting affect the characters or speaker in the text?

Modifications for Lessons 1 – 10 Co-teaching & Complimentary (when reading) Parallel teaching (in writing and groups)

- Lesson 1: At the end of the reading sit with a small group and discuss the characters, setting, and plot for better understanding of the story.
- Lesson 2: Create a story map for the students so they do not have to draw it on their own.
- Lesson 3: Print out a copy of the setting chart in the teacher’s manual on page 56 in Module 2.
 - Having a peer or teacher to discuss before writing begins is advantageous.
- Lesson 4: use scaffold throughout lesson
 - Handout 4A: “Character Analysis Chart: ‘All Summer in a Day’”: □ Another way to describe “Character Feelings”- Emotions
 - Another way to describe “Character Actions” – What the character(s) is doing.
 - Make use of having two teachers. Sit with small groups, if necessary and discuss sensory details and where/how to include it in their writing.
 - For additional resources go to Jennifer Serravallo book Reading Strategies:
 - Lesson 6.4, Feelings Change, page 169.
- Lesson 6: Create a check off sheet for students so they are to revise and edit their paragraphs.
- Lesson 7: use scaffolds/teacher notes
 - If students are still struggling with the topics of theme and character remember to take students aside in small groups to focus on these skills as they are important.
- Lesson 9: It is important that students can identify the speaker’s feelings. – Sit with small groups and model thought shots in greater detail and how to incorporate them in writing.
- Lesson 10: Model writing an exploded moment and show your thought process on writing.
 - Think about making a personal checklist for each student so they don’t have to refer to the board.

Focusing Question 2, Lesson 11-16

What makes a mountainous environment extreme?

Modifications for Lessons 11- 16 – Parallel Teaching

- Lesson 11: Consider preparing the SAS Survival Handbook organizer before the students arrive.
- Lesson 12: Prepare vocabulary for students and distribute for their reading journals.
 - Map- color code mountain ranges and label them with carrot symbols. – Model annotating as this skill has not been visited in this module.
- Lesson 13: Consider preparing a vocabulary chart in which the students can illustrate.
 - Model Handout 14A; Boxes and Bullets
- Lesson 15: Plan for another work day for this lesson for visual display. – New Read Assessment (modify as necessary).

Focusing Question 3, Lesson 17-34 and EOM

17-30 How does setting and influence character and plot development?

Modifications for Lessons 17 – 30 - Co-teaching or Collaborative teaching

	<p>(for reading) Parallel (for group work)</p> <ul style="list-style-type: none"> • Lesson 17: Find story map templates (mountains) online to use. – Use movie examples to help students understand.
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	<ul style="list-style-type: none"> • Lesson 18: Story map can be prepare in advance or have students write or type them in their reading notebooks as notes. • Lesson 20: Model an example of the Evidence Guide and assist accordingly. <ul style="list-style-type: none"> – Prepare a blank Evidence Guide template for students. – Use the questions from lesson 20 as a guide for students to direct their EOM Task. • Lesson 23: Exploded Moment- Heterogeneously pair students and parallel teach this skill, modeling is key. Students need to discuss before writing. Students might need assistance. <ul style="list-style-type: none"> – If students do not understand concept, have them draw a picture of their exploded moment and then write it. – For additional resources go to Jennifer Serravallo book <i>Reading Strategies</i>: <ul style="list-style-type: none"> □ Lesson 6.5, Ready, Set, Action, page 170 □ Lesson 6.9, Text Clue/Background Knowledge Addition, page 174 • Lesson 24: New Read Assessment (modify as necessary) • Lesson 26: DO NOT READ PAGE 113 in <i>Hatchet</i>. Give students a brief summary. <ul style="list-style-type: none"> – Prepare a blank Evidence Guide template for students. • Lesson 27: Monitor comprehension for understanding. <ul style="list-style-type: none"> – Conference writing • Lesson 30: Theme Chart <ul style="list-style-type: none"> – Model this task and then allow students to try with a partner or group. If you find students are having difficulty, you may need to intervene and work with them until the group can work with only assistance or independently. <p><i>31-34 How does a challenging setting or physical environment change a person?</i></p> <p>Modifications for Lessons 31-34 – Co-teaching or Collaborative teaching • Lesson 32: Vocab Assessment 1: modify if necessary for student. • Lesson 34:</p> <ul style="list-style-type: none"> – EOM Task- This is an assessment. If modifications were made on the EOM Task in the previous lessons, the same accommodations need to be continued in this task. – Vocab Assessment 2: modify if necessary for student.
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<p>Learners with a 504</p>	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>
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Interdisciplinary Connections

Indicators: (Science and SS Standards)

Science

4-LS1-1 From Molecules to Organisms: Structures and Processes

Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

4-ESS1-1. Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.

- *These standards are met through the discussion of plants and animals in an extreme setting. Students will read Mountains, which provides descriptions on plant and animal survival. Students will also read Hatchet and “All Summer in a Day”, where they will identify how plants and animals survive in extreme settings.*

Social Studies

6.1.4.B.5 The physical environment can both accommodate and be endangered by human activities.

6.1.4.C.2 People make decisions based on their needs, wants, and the availability of resources. •

These two standards are met through learning activities based on human interaction in the extreme setting of the planet of Jupiter and in Hatchet.

Art

NCAAS 7: Perceive and analyze artistic work

NCAAS 8: Interpret intent and meaning in artistic work

NCAAS 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

- *These three standards are met through learning activities with “Fallingwater” by Frank Lloyd Wright. Students will analyze the architecture of the home and the environment in which it is located.*

Integration of 21 Century Skills

Indicators:

9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively. 9.1.4.A.2 Evaluate available resources that can assist in solving problems.

9.1.4.A.3 Determine when the use of technology is appropriate to solve problems.

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.

- *In this module, students will identify how Brain in Hatchet overcomes his problems using available resources. Students will then write their own narrative survival stories where their characters will have to recognize and solve problems using resources in an extreme setting. In addition, students will collaborate with their peers and present their stories at the end of the Module.*

Unit Title: Module 3, The Redcoats Are Coming!

Unit Description:*Wit & Wisdom*

In this unit, students will answer the essential question, “Why is it important to understand all sides of a story?”. Students will understand how perspective is the angle or stance from which an individual views an issue, and that issues can be considered from multiple perspectives. Students will also understand how a perspective is shaped by a person’s beliefs and experiences, and this perspective determines a person’s opinion on a matter. In addition, students will identify how multiple perspectives existed concerning the conflicts that led to the American Revolution, resulting in rebellion and eventually war. They will determine bias in sources, which helps a reader evaluate the reliability of each source to present all perspectives. Students will also identify how artists have their own perspectives, which affect their art and that these artworks may sometimes be used to affect or sway public opinion. Students will develop strong opinions supported with clear reasons and evidence, as well as realize that reading historical fiction allows readers to learn about historical events and perspectives in the context of a memorable story.

Literacy Lab

Literacy Lab is a component of our ELA block of instruction aimed to address individual student needs. The time should be preserved and implemented for a minimum of 30 minutes daily. Literacy Lab consists of coached independent reading, small group reading, and spelling. Students have specific reading goals which are reinforced in reading conferences and small group work; these goals are individualized and often relate to the standards taught in the Module. At times, students may also work on individualized writing goals. The emphasis of this time period is to promote student choice, a love of reading, and differentiated instruction.

Unit Duration: One Marking Period, 35 Wit & Wisdom lessons 75-90 minutes, Literacy Lab 30 minutes

Desired Results**Standard(s):**Primary

RL.CI.4.2. Summarize a literary text and interpret the author’s theme, citing key details from the text.

RI.CI.4.2. Summarize an informational text and interpret the author’s purpose or a main idea, citing key details from the text.

RL.PP.4.5. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RI.PP.4.5. Compare and contrast multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

RI.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.

L.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
- Provide reasons that are supported by facts from texts and/or other sources.
- Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

W.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.

Reinforced

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

RI.AA.4.7. Analyze how authors use facts, details and explanations to develop ideas or support their reasoning.

RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.

RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

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

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

- Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

- Read grade-level text with purpose and understanding.
- Read grade-level text orally with accuracy, appropriate rate, and expression.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- Choose words and phrases to convey ideas precisely.
- Choose punctuation for effect.
- Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- Determine the meaning of words and phrases that allude to significant characters found in literature.
- Recognize and explain the meaning of common idioms, adages, and proverbs.

- Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

- Identify audience, purpose, and intended length of composition before writing.
- Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- Consider writing as a process, including self-evaluation, revision and editing.
- With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell
- After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information and provide a list of sources.

W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.

Indicators:

Reading

- Students will compare and contrast different points of view of the same event including the difference between first- and third-person narrations.
- Students will identify the difference between point of view and perspective in relation to understanding texts about the American Revolution.

- Students will refer to details and examples from both literary and informational texts when explaining key points about the American Revolution.
- Students will determine themes in literary texts, as well as summarize the text.

Writing

- Students will write explanatory essays on topics about the American Revolution supporting a focus statement with text evidence and explanations.
- Students will write opinion essays on topics and texts related to the American Revolution, supporting a point of view with reasons and textual evidence.
- Students will integrate information from two texts on the same topic related to the American Revolution in order to write or speak knowledgeably about the topic.
- Speaking and Listening:
 - Students will come to discussions prepared, having read and studied the texts in order to participate fully in the discussions.
- Language:
 - Students will differentiate between contexts that call for formal English and situations where informal discourse is appropriate.
 - Students will spell grade level words.

Understandings:

Students will understand that...

- Perspective is the angle or stance from which an individual views an issue, and issues can be considered from multiple perspectives.
 - A perspective is shaped by a person's beliefs and experiences, and this perspective determines a person's opinion on a matter.
 - Multiple perspectives existed concerning the conflicts that led to the American Revolution, resulting in rebellion and eventually war.
- Determining bias in sources helps a reader evaluate the reliability of each source to present all perspectives.
- Artists have their own perspectives which affect their art. These artworks may sometimes be used to affect or sway public opinion.
- Strong opinions are supported with clear reasons and evidence.
- Reading historical fiction allows readers to learn about historical events and perspectives in the context of a memorable story.

Essential Questions:

- What were the perspectives of the two main sides of the American Revolution?
 - How did different people's experiences affect their perspectives on the American Revolution?
- How did different people's perspectives affect their actions during the American Revolution?
- What drove the Patriots to fight for their independence from Britain?

Assessment Evidence**Performance Tasks:**

- Fluency
- Socratic Seminars
- Focusing Question Tasks
- New-Read Assessments
- Vocabulary Assessments
- Spelling Assessments
- Student Response Journal
- End of Module Task- Opinion Essay

Other Evidence:

- Conferencing
- Small Group Reading
- Small Group Book Clubs
- Strategy Groups
- Spelling workbook
- IDR student conference
- IDR Status of the Class
- Deep Dives

Benchmarks:

- Columbia Assessment
- iReady Diagnostic Reading Assessment
- LinkIt Common Assessment Module 3

Learning Activities:

Best Practices

Throughout the Module, there are several best practices for teachers to consider. These might include:

- Varying the size of your partnerships to match the needs of your learners (e.g., ELL students may benefit from being in a triad instead of a partnership).

- During Read Alouds engagement strategies **MUST** be incorporated. These are not always explicitly stated in the manual. These strategies might include Stop and Jots, Notice and Wonder charts, gist statements, turn and talk, annotating the text, and other active reading strategies.
- Regular and specific feedback for students regarding their writing.

Lesson 1-8

- Compare and contrast three accounts of the Boston Massacre to reveal more about the event, and to discover how perspective affects each account.
- Compose a supporting paragraph to explain the colonists' perspectives in the conflicts leading up to the American Revolution.
- Synthesize knowledge gathered about the world, ideas, and skills from George vs. George, "Massacre in King Street," and The Boston Massacre.

Lesson 9-15

- Apply an opinion paragraph structure to write a response to the Tea Tax from the perspective of an American colonist.
- Synthesize quotations from multiple texts and generate themes for Colonial Voices: Hear them Speak.
- Synthesize information, details, and perspectives from a variety of texts and text types to create an informed opinion of the Boston Tea Party.

Lesson 16-20

- Analyze Maddy Rose's actions to understand her perspective on the American Revolution.
- Determine themes in The Scarlet Stockings Spy by examining the perspectives and actions of different characters.
- Compose an explanatory essay to show the connection between perspective and actions related to the American Revolution.

Lesson 21-33

- Explain how experiences with the war changed or shaped the perspective characters have of each other.
- Synthesize important quotations into the overall themes of Woods Runner.
- Evaluate the relevancy of information gathered from Woods Runner to explain an opinion of the colonists' decision to fight for independence.

Lesson 34-35

- Identify and analyze evidence that supports an opinion about whether or not the American colonists were right to fight for their independence from Britain.
- Engage effectively in a collaborative discussion to respond to the essential question, citing evidence from texts, building on others' ideas, and expressing their own ideas clearly.
- Write an opinion essay that addresses the following prompt: "In your opinion, were the American patriots right to fight for their independence from Britain?"

Literacy Lab

- Small Group/Guided Reading
 - The priority is always what the reader needs.
 - Teacher meets with groups based on common needs to support specific student goals.
 - Interventions may take place during this time.

- Coached IDR
 - The priority is helping every student grow as a reader through individual conferences driven by specific student goals. Goals might include essential standards from the module.
- Conferring Questions that relate to the module include:
 - What ideas do you have about the kind of person this character is?
 - How is the main character of your book impacted by the setting?
 - How does the setting influence the plot in your story?
 - What do you think will happen next based on text evidence?
 - What is a possible theme of your book? How do you know?
- Spelling Connections
 - Based on student need, a minimum of 6 to 9 units will be completed per module. The review unit should be skipped.
 - Units should typically take 1-1.5 weeks in duration with a pretest, learning activities, and a post test. – Students *with IEP's may have an alternative program/approach.*

Resources

Module 3 Manual/Digital Edition

Module 3 Student Journals

Implementation Guide

Core Texts:

- Novel (Literary) *Woods Runner*, Gary Paulsen
- Picture Book (Literary) *The Scarlet Stockings Spy*, Trinka Hakes Noble
- Poetry *Colonial Voices: Hear Them Speak*, Kay Winters
- Historical Account (Informational)
 - *George vs. George: The American Revolution as Seen from Both Sides*, Rosalyn Schanzer

Schanzer Supplementary Text:

- Articles (Informational)
 - “*Massacre in King Street*,” Mark Clemens
 - “*Detested Tea*,” Andrew Matthews

Art:

- The Boston Massacre, Paul Revere (<http://witeng.link/0207>)
- Washington Crossing the Delaware, Emanuel Leutze (<http://witeng.link/0205>)
- Raising the Flag at Ground Zero, Thomas Franklin (<http://witeng.link/0211>)

Video:

- “Paul Revere—Mini Biography” (<http://witeng.link/0208>)
- “Fred Woods Trail—Driftwood, Pennsylvania” (<http://witeng.link/0210>)
- “The Culper Spy Ring: Path through History” (<http://witeng.link/0269>)
- “REBUILD—From The Ashes, The World Trade Center Rises Again”

(<http://witeng.link/0212>) Audio:

- *Woods Runner*, Gary Paulsen

Websites:

- EDSITEment: Emanuel Leutze’s Symbolic Scene of *Washington Crossing the Delaware* (<http://witeng.link/0158>)
- The Gilder Lehrman Institute of American History (<http://witeng.link/0209>)

Spelling Connections Manual/Student Workbooks

Unit Modifications for Special Population Students

Advanced Learners

Focusing Question 1, Lesson 1-8

What were the perspectives of the two main sides of the American Revolution?

Chapter 6 Extension Activity:

- In chapter 6 the class explores Henry Pelham's engraving of "The Boston Massacre" located at The Met. Students can later explore more about the visual artist Henry Pelham through the Gilder Lehrman website.

Focusing Question 2, Lesson 9-15

How did different people's experiences affect their perspectives on the American Revolution?

Chapter 17 Extension Activity:

- In this lesson students explore the painting by Emanuel Leutze, in which he painted Washington crossing the Delaware River on Christmas Eve. As an extension activity students could collect more information on this website: <http://witeng.link/0158>
 - Students can write an essay stating their findings and present it to the class. "Flash Essay" (Serravallo, 2015, 13.19, page 373)

Focusing Question 3, Lesson 16-20

How did different people's perspectives affect their actions during the American Revolution?

Focusing Question 4, Lesson 21- 35 and EOM

What drove the Patriots to fight for their independence from Britain?

Chapter 23 Extension Activity:

- In this lesson students explore the famous midnight ride of Paul Revere from Concord to Lexington to warn the colonists that "the Redcoats are coming!" As an extension activity students can research this website and <http://witeng.link/0214>
 - Students can write an essay on Revere's ride, where he lived and give a detailed explanation using the provided map. If possible, the student or students can present this information to the class. "Five-Sentence Summary" (Serravallo, 2015, 13.8, page 362)

Chapter 25 Extension Activity:

- Extension within the "Express Understanding" section of Lesson 25.

Struggling Learners

There are a great deal of “Scaffolds” and “Teacher Notes” within the lessons of the teacher’s manual. These resources will assist you in teaching readers who may be struggling with the material.

Focusing Question 1, Lesson 1-8

What were the perspectives of the two main sides of the American Revolution?

Important points in Lessons 1 – 8 to assist through the lesson: • Lesson 2: If necessary teacher may need to answer questions about the story after students re-read story.

- Teacher will pull a small group of students who are having difficulty understanding the story, while the rest of the class is working in groups or independently.

- Review perspectives chart for students while in this group. • Lesson 3: Consider having students who are having difficulty with the perspectives chart work with a partner on both sides of the chart. This way students they can discuss perspectives, not just the British as the manual suggests. “What’s the Perspective on the Topic?” (Serravallo, 2015, 8.21, page 243)
- Lesson 4: When introducing propaganda show students other forms from the Revolutionary period. Then show propaganda we see today.
 - Consider having students do a “Notice and Wonder” rather than annotating “Massacre in King Street.” They will need to refer back to this text; having notes and a clean sheet to read from will be advantageous.
- Lesson 6: A supporting Paragraph Checklist should be placed on the board for students to refer to as they write.
 - Circulate to see if students need assistance or conferencing. – If necessary, a short mini-lesson, in a small group with modeling, may be called for.
- Lesson 7: FQT1- Assist students as they begin if necessary.

Focusing Question 2, Lesson 9-15

How did different people’s experiences affect their perspectives on the American Revolution?

- Important points in Lessons 9-15 to assist students through the lesson: • Lesson 10: The “Teacher Note” in Lesson 10 is so important to the understanding of this activity. It gives experience and perspective, which is key to the learning process.
- Lesson 11: FQT2: Assist students as they begin if necessary. • Lesson 12: Color-code Handout 12A- “Opinion Organizer” to keep student on track.
 - Lesson 14: Circulate and assist students if needed with paragraphs.

Focusing Question 3, Lesson 16-20

How did different people’s perspectives affect their actions during the American Revolution?

- Important points in Lessons 16-20 to assist students through the lesson: • Lesson 17: Consider having the students do a “Notice and Wonder” instead of writing on sticky notes.
- Lesson 18: Teacher may need to assist students with computer research. • Lesson 20: FQT3- Assist students as they begin if necessary.

Focusing Question 4, Lesson 21-35 and EOM

What drove the Patriots to fight for their independence from Britain?

- Important points in Lessons 21 - 33 to assist through the lesson. • Lesson 22: If the teacher chooses not to read the entire book aloud to the students, there is the option of having the students listen to the audio version of Woods Runner using headphones.
- Lesson 23: Handout 23A: “Author’s Craft Scavenger Hunt”- – Model the first example so students understand what is being asked of them.
 - For the remainder of the activity give the page numbers so the students know where to look for the answers. Answers

are in Appendix C.

- Lesson 24: Handout 24 A: “Samuel”
 - Reminder: it is important to group student heterogeneously. This will enable students to complete activities such as these independently while stronger readers can read.
 - Lesson 25: Vocabulary in this chapter is written in dialect. Must explain as you read this to the students. “Picture It” (Serrvallo, 2015, 11.7, page 306) – Consider having something prepared ahead of class dealing with first and third person point of speech.
 - Handout 25: “Facts in Fiction”
 - To make the project more tangible, consider giving the students the paragraph for them to locate examples of where the facts are in the story.
 - Lesson 30: FQT 4- Students will use the organizers they have been working on to complete this assessment. Assist as students begin if needed.
 - Lesson 33: EOM Task- Follow the protocol in the book by taking students aside if needed.
- Why is it important to understand all sides of a story?*
- Lessons 34 & 35
 - Lesson 35: EOM Task

**English Language
Learners**

There are a great deal of “Scaffolds” and “Teacher Notes” within the lessons of the teacher’s manual. These resources will assist you in teaching ELL students who may be struggling with the language.

Focusing Question 1, Lesson 1-8

What were the perspectives of the two main sides of the American Revolution?

Important points in Lessons 1-8 to assist through the lesson:

- Lesson 1: Consider previewing the Reader’s Theater with students who may have issues with the vocabulary in the story.
- Lesson 3: Consider having students work with a partner on both perspectives, not just the British as the manual suggests. Perspectives may be a new concept for ELL students and discussion is key.
 - Students who are having difficulty with the text may need visual aids to help them better understand what they are reading using maps to show the two sides in conflict with each other. “Perspective, Position, Power” (Serravallo, 2015, 8.23, page 245)
- Lesson 4: When introducing propaganda show students other forms from the Revolutionary period. Then show propaganda we see today.
 - Consider having students do a “Notice and Wonder” rather than annotating “Massacre in King Street.” They will need to refer back to this text; having notes and a clean sheet to read from will be advantageous.
- Lesson 6: Through the engraving, illustration, etc. make sure that students understand that the British were referred to the Redcoats because they wear “Red-coats.”
- Lesson 7: FQT 1- Go over FQT with the student and make sure the student is familiar with all of the vocabulary on the page.

Focusing Question 2, Lesson 9-15

How did different people’s experiences affect their perspectives on the American Revolution?

Important points in Lessons 9-15 to assist students through the lesson: • Lesson 10: The “Teacher Note” in Lesson 10 is so important to the understanding of this activity. It gives experience and perspective, which is key to the learning process.

- Lesson 11: Be prepared to have pictures of the following trades/jobs. Colonial Williamsburg is a great resource. www.history.org This will make it more real and allow them to see what they made and/or did.
 - FQT2: Once explained students may need more support by possible color coding or showing how to insert strong words.
- Lesson 13: New-Read Assessment
 - Have student circle any words that are unfamiliar to them. Go over the words as long as it doesn’t interfere with the assessment.

Focusing Question 3, Lesson 16-20

How did different people’s perspectives affect their actions during the American Revolution?

Important points in Lessons 16-20 to assist students through the lesson: • Lesson 17: Consider having the students do a “Notice and Wonder” instead of writing on sticky notes.

- Lesson 18: Teachers may need to assist students with computer research.
- Lesson 20: FQT3- Ensure that student is familiar with all vocabulary before beginning FQT. Discuss task if necessary.

Focusing Question 4, Lesson 21-35 and EOM

21-33: What drove the Patriots to fight for their independence from Britain? 34 & 35 Why is it important to understand all sides of a story?

Important points for Lessons 21-33 to assist while teaching:

- Lesson 22: If the teacher chooses not to read the entire book aloud to the students, there is the option of having the students listen to the audio version of *Woods Runner* using headphones.
 - Through the “Notice and Wonder” chart the student should be writing unfamiliar vocabulary words. They can look these words up in a dictionary, ask the teacher, or peer. “Insert a Synonym” (Serravallo, 2015, 11.3, page 302)
 - Handouts 22A & 22B will be used for an assessment. Make sure that student is aware of all vocabulary presented.
- Lesson 24: Handout 24 A: “Samuel”
 - Reminder: it is important to group student heterogeneously. This will enable students to complete activities such as these independently while stronger readers can read.
- Lesson 25: Vocabulary in this chapter is written in dialect. This must be explained prior to being read to the student.
 - Consider having something prepared ahead of class dealing with first and third person point of speech.
- Lesson 27: Review the meaning of great heart in detail and review how people show a great heart.
- Lesson 28: New-Read Assessment- have students circle any vocabulary that may be unfamiliar and discuss before beginning as long as it doesn’t interfere with the assessment itself.
- Lessons 31 & 32: Vocabulary Assessment 1 & 2, discuss the day

before assessment.

- Lesson 33: EOM Task- Follow the protocol in the book by taking students aside if needed.

– Students may need assistance with paraphrasing as the vocabulary could be difficult.

Special Needs Learners

The following lessons require for a great deal of reading. Best practices suggest that the teacher reads while the students follow along with their own copy interacting with the text using their “Notice and Wonder” chart or having the strong reader read to a small group.

There are a great deal of “Scaffolds” and “Teacher Notes” within the lessons of the teacher’s manual. These resources will assist you in modifying your daily lessons.

Socratic Seminars are student led discussions related to content that was covered in the module. It is used as a form of “checking in” for understanding. The goal of a Socratic Seminar is that the students discuss their learning with each other. Some students are uncomfortable talking in a whole group setting. However, since Socratic Seminars are a routine in the reading program, students eventually become accustomed to the conversations. If it is stated in the IEP that students are not comfortable talking in large groups, teachers should not force them to talk. They can still sit in the Socratic Seminar and listen. Other options are available. For instance, small group conversations or one on one conversations with another student are always possibilities for these children. After Socratic Seminars become routine and students become comfortable with them, students may eventually participate. Give them time and comfort.

Focusing Question 1, Lesson 1-8

What were the perspectives of the two main sides of the American Revolution?

Modifications for Lessons 1-8 – Parallel teaching:

- Lesson 1: Consider previewing the Reader’s Theater with students who may have issues with fluency.
- Lesson 2: To save time teacher may want to re-read the George vs. George books.
 - Model perspectives chart for students.
- Lesson 3: Consider having students work with a partner on both perspectives, not just the British as the manual suggests. If you have other students work independently you may want to work with students with an IEP.
 - Students who are having difficulty with the text may need visual aids to help them better understand what they are reading using maps to show the two sides in conflict with each other.
- Lesson 4: When introducing propaganda show students other forms from the Revolutionary period. Then show propaganda we see today.
 - Consider having students do a “Notice and Wonder” rather than annotating “Massacre in King Street.” They will need to refer back to this text; having notes and a clean sheet to read from will be advantageous.
 - Evidence Organizer: Model an example of how you would fill out the organizer and the questions you would ask. Have the students guide you through so they are ready to attempt with minimal assistance.
- Lesson 6: Through the engraving, illustration, etc. make sure that students understand that the British were referred to the Redcoats

	because they wear "Red-coats."
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- As students begin their Evidence Organizers, the teachers may want to circulate the room to observe if students are on track with their writing. If assistance is needed a small group can be pulled to the side.
- A supporting Paragraph Checklist should be taken into consideration for students with writing IEP's or difficulty organizing thought. □ Modeling is essential for supporting paragraph writing. □ Students will begin writing their first paragraph using their organizer. Assist to independence.
- Lesson 7: FQT 1- Students will use the organizers they have been working on to complete this assessment. Assist and modify as needed.

Focusing Question 2, Lesson 9-15

How did different people's experiences affect their perspectives on the American Revolution?

Modifications for Lessons 9 -15 – Parallel teaching (unless lesson calls for whole class activity- Co-teaching or Collaborative teaching):

- Lesson 10: The “Teacher Note” in Lesson 10 is so important to the understanding of this activity. It gives experience and perspective, which is key to the learning process.
- Lesson 11: Be prepared to have pictures of the following trades/jobs. Colonial Williamsburg is a great resource. www.history.org This will make it more real and allow them to see what they made and/or did.
 - FQT2: Students will use the questions and organizers they have been working on to complete this assessment. Assist and modify as needed.
- Lesson 12: Color-code Handout 12A- “Opinion Organizer” to keep student on track.
- Lesson 13: New-Read Assessment (modify as needed)
- Lesson 14: If students are unable to write their paragraph independently, have them orally describe what they would like to say to the teacher first.

Focusing Question 3, Lesson 16-20

How did different people's perspectives affect their actions during the American Revolution?

Modifications for Lessons 16 - 20 – Parallel teaching; Co-teaching or Collaborative if whole group reading; some lessons are more specific as stated below:

- Lesson 17: Consider having the students do a “Notice and Wonder” instead of writing on sticky notes. “What’s the Perspective on the Topic?” (Serravallo, 2015, 8.21, page 243)
- Lesson 18, Parallel model, then Alternative model when students work in Response Journals:
 - What/So/So What/: Make use of having two teachers in the room. One teacher can be circulating checking or assisting groups as needed. The other teacher can take a small group aside to model or take questions from students.
 - Teachers may need to assist students with computer research. “Determining Author’s Purpose, Point of View” (Serravallo, 2015, 8.20, page 242)
- Lesson 20: Alternative teaching model: Students will be in small groups

for the beginning of the lesson.

- FQT3- Students will use the organizers they have been working on to complete this assessment. Assist and modify as needed.

Focusing Question 4. Lesson 21- 35 and EOM

21-33: *What drove the Patriots to fight for their independence from Britain?*

Modifications for Lessons 21 - 33 – Parallel teaching; Co-teaching or Collaborative if whole group reading; some lessons are more specific as stated below:

- Lesson 22: Although the teacher’s manual states that *Wood’s Runner* is meant to be read independently by the students, it is in the best interest of the students that a teacher reads this text aloud and the students follow along interacting with the text.
 - Handouts 22A & 22B will be used for an assessment. Modify if necessary, per the IEP.
- Lesson 23: Handout 23A: “Author’s Craft Scavenger Hunt”- – Model the first example so students understand what is being asked of them.
 - For the remainder of the activity give the page numbers so the students know where to look for the answers. Answers are in Appendix C.
- Lesson 24: Handout 24 A: “Samuel”
 - Reminder: it is important to group student heterogeneously. This will enable students to complete activities such as these independently while stronger readers can read.
- Lesson 25: Vocabulary in this chapter is written in dialect. Must explain as you read this to the students.
 - Consider having something prepared ahead of class dealing with first and third person point of speech.
 - Handout 25: “Facts in Fiction”
 - To make the project more tangible, consider giving the students the page number of where to find the answers to make the project run smoother.
 - Handout 24A: “Samuel”
 - Consider working with a small group instead of having them work independently.
- Lesson 26: Consider preparing a blank evidence organizer for the students before class to save time.
- Lesson 27: Review (in a small group, if needed) the meaning of great heart in detail and review how people show a great heart.
- Lesson 28: New-Read Assessment- modify per the student IEP. • Lesson 29: Consider preparing a blank “Knowledge Journal” in advance. – Although the “Knowledge Journal” is a formative assessment, you may want to provide some sort of modeling or assistance in the beginning before letting some of your students with IEP’s off to do the work independently. This will ensure you get the answers you are looking for.
 - Lesson 30: FQT 4- Students will use the organizers they have been working on to complete this assessment. Assist and modify as needed. • Lesson 31: Vocabulary Assessment 1, modify if necessary as per IEP – Some students who need more help may need to sit in a group to begin their introduction and conclusion. Assistance may be needed. • Lesson 32: Vocabulary Assessment 2, modify if necessary as per IEP • Lesson 33: EOM Task – Some students may need more support for this task.
 - Follow the protocol in the book by taking students aside if needed. – Students may need assistance organizing material; locating material in

	books; and paraphrasing.
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	<p>□ Keep in mind you may need to modify the length of the EOM Task for some (not all) students with IEP's.</p> <p>□ These modifications will carry over to the EOM task in Lesson 35.</p> <p><u>Focusing Question 4, Lesson 21- 35 and EOM</u> <i>Why is it important to understand all sides of a story?</i></p> <p>Modifications for Lessons 34 & 35 – Parallel teaching; Co-teaching or Collaborative if whole group reading; some lessons are more specific as stated below:</p> <ul style="list-style-type: none"> • Lesson 35: EOM Task- This is an assessment. If modifications were made on the EOM Task in Lesson 33, the same modifications must need to be continued in this task.
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

Science

4-ESS2-2. Analyze and interpret data from maps to describe patterns of Earth's features. • *This standard is met through the study of maps in George vs George regarding land and ocean during the time of the American Revolution.*

Social Studies

6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.

6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.

6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

- *These standards are met through learning activities based on learning about historical events and perspectives during the time of the American Revolution. Students will understand how multiple perspectives existed concerning the conflicts that led to the American Revolution, resulting in rebellion and war.*

Art

NCAAS 7: Perceive and analyze artistic work

NCAAS 8: Interpret intent and meaning in artistic work

NCAAS 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

- *These three standards are met through learning activities with The Boston Massacre, Washington Crossing the Delaware, and Raising the Flag at Ground Zero.*

Integration of 21 Century Skills

Indicators:

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.

9.1.4.D.2 Express needs, wants, and feelings appropriately in various situations.

9.1.4.E.2 Demonstrate effective communication using digital media during classroom activities. 9.1.4.F.2

Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.

In this module, students will be expected to develop an opinion on a character that has the most American Spirit in Woods Runner and another opinion on whether the American patriots were justified in their fight for independence from Britain. They will need to brainstorm ideas with peers and communicate their opinions clearly.

Unit Title: Module 4

Unit Description:

Wit & Wisdom

In this unit, students will answer the essential question, “What can we learn from myths and stories? Students will understand how humans tell myths and stories to share ideas that are important to them. They will identify how myths and stories are clues to understanding aspects of the history and culture of a group of people and what they value. In addition, they will understand how myths and stories have multiple layers of meaning. Students will also understand that humans use myths and stories to understand unexplained aspects of nature, as well as how myths are representative of the journey of the human experience, and different cultures share stories of similar journeys.

Literacy Lab

Literacy Lab is component of our ELA block of instruction aimed to address individual student needs. The time should be preserved and implemented for a minimum of 30 minutes daily. Literacy Lab consists of coached independent reading, small group reading, and spelling. Students have specific reading goals which are reinforced in reading conferences and small group work; these goals are individualized and often relate to the standards taught in the Module. At times, students may also work on individualized writing goals. The emphasis of this time period is to promote student choice, a love of reading, and differentiated instruction.

Unit Duration: 1 Marking Period, 36 Wit & Wisdom lessons 75-90 minutes, Literacy Lab 30 minutes

Desired Results

Standard(s):

Primary

RL.TS.4.4. 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.

RL.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.

RL.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.

W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information and provide a list of sources.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Apply grade 4 Reading standards to literature (e.g., “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].”).
- Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- Determine the meaning of words and phrases that allude to significant characters found in literature.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Demonstrate understanding of words by relating them to their opposites (antonyms) and to words

with similar but not identical meanings (synonyms).

Reinforced

RL.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.

RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

RL.CI.4.2. Summarize a literary text and interpret the author's theme, citing key details from the text.

RI.CI.4.2. Summarize an informational text and interpret the author's purpose or a main idea, citing key details from the text.

W.IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.
- Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a conclusion related to the information or explanation presented.

SL.PI.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

- Read grade-level text with purpose and understanding.
- Read grade-level text orally with accuracy, appropriate rate, and expression.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

L.KL.4.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- Choose words and phrases to convey ideas precisely.

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

L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- Determine the meaning of words and phrases that allude to significant characters found in literature.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

- Identify audience, purpose, and intended length of composition before writing.
- Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- Consider writing as a process, including self-evaluation, revision and editing.
- With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker.
- After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.

Indicators:

Reading

- Students will determine the meaning of words and phrases as related to significant characters in mythology and explain word origins based in Greek and Roman myths.
- Students will identify the differences in the structural elements of prose, poetry, and drama.
- Students will compare and contrast similar themes and topics in myths and stories from different cultures.

- Students will integrate information from two texts about mythology in order to write or speak about them knowledgeably.

Writing

- Students will write integrated paraphrased text evidence into a single-paragraph informative/explanatory response.
- Students will write to compare and contrast the treatment of similar themes and topics in myths and stories from different cultures.
- Students will write an informative/explanatory essay that synthesizes information from multiple texts about mythology and develops effective elements of an essay.
- Speaking and Listening:
- Students will report on a topic, tell a story, or recount an experience in an organized way using appropriate facts and descriptive details to support the main ideas and themes.

Language

- Students will use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- Students will spell grade level words.

Understandings:

Students will understand...

- How humans tell myths and stories to share ideas that are important to them.
- How myths and stories are clues to understanding aspects of the history and culture of a group of people and what they value.
- How myths and stories have multiple layers of meaning.
- Humans use myths and stories to understand unexplained aspects of nature.
- How myths are representative of the journey of the human experience, and different cultures share stories of similar journeys.
- Real and imagined characters in the texts we've read build their knowledge of what makes a great heart?

Essential Questions:

- What are myths, and why do people create them? • What do myths and stories from different cultures have in common?
- How are Sal's and Phoebe's stories connected in Walk Two Moons?
- What does Sal learn in Walk Two Moons?
- What can we learn from myths and stories? • What is the story of the year?

Assessment Evidence

Performance Tasks:

- Fluency
- Socratic Seminars
- Focusing Question Tasks
- New-Read Assessments
- Vocabulary Assessments
- Spelling Assessments
- Student Reponse Journal
- End of Module Task- Informative/Explanatory Essay

Other Evidence:

- Conferencing
- Small Group Reading
- Small Group Book Clubs
- Strategy Groups
- Spelling workbook
- IDR student conference
- IDR Status of the Class
- Deep Dives

Benchmarks:

- Columbia Assessment
- iReady Diagnostic Reading Assessment

Learning Plan

Learning Activities:

Best Practices

Throughout the Module, there are several best practices for teachers to consider. These might include:

- Varying the size of your partnerships to match the needs of your learners (e.g., ELL students may benefit from being in a triad instead of a partnership).

- During Read Alouds engagement strategies **MUST** be incorporated. These are not always explicitly stated in the manual. These strategies might include Stop and Jots, Notice and Wonder charts, gist statements, turn and talk, annotating the text, and other active reading strategies.
- Regular and specific feedback for students regarding their writing.

Lesson 1-7

- Locate the strongest text evidence to support a focus, then explain the significance of the evidence to support points in explanatory writing.
- Categorize Greek myths, then determine the best themes for each myth.
- Explain the purpose and characteristics of Greek myths in an explanatory paragraph.
- Synthesize knowledge about the ancient Greeks and their myths and what they teach us.

Lesson 8-14

- Identify the story elements within a drama using proper terminology for the parts of a drama and identify its theme.
- Determine the key information to include in an introduction for an explanatory essay that compares and contrasts two myths from different cultures.
- Compare and contrast the treatment of similar themes in Greek and Native American myths.
- Synthesize knowledge learned about the treatment of similar themes and topics in myths and stories from different cultures into a written response to the Focusing Question Task.

Lesson 15-22

- Identify how the story themes are demonstrated through Sal's and Phoebe's shared experience.
- Synthesize learning from reading and a discussion to explain the connections between Sal's and Phoebe's stories in a focusing question task.
- Synthesize knowledge gained by reading *Walk Two Moons*.

Lesson 23-31

- Explain the connection between the themes in *Walk Two Moons* and the poems, and what they reveal about this story.
- Distinguish examples of Sal's and Phoebe's bravery in *Walk Two Moons*.
- Identify the main ways Sal is growing and changing in *Walk Two Moons*.
- Independently write the second supporting paragraph for the focusing question task explanatory essay to support the focus statement about the lessons Sal learns in *Walk Two Moons*.

Lesson 32-35

- Gather effective evidence to support points in a response to the End-of-Module essay prompt.
- Demonstrate knowledge of module content vocabulary by defining words in context.
- Synthesize learning from studying the module texts to express understanding of what can be learned from myths and stories in an explanatory essay.

Lesson 36

- Synthesize the actions, words, and thoughts of real and imagined characters to create a class description of Great Heart.

Literacy Lab

Small Group/Guided Reading

- The priority is always what the reader needs.
- Teacher meets with groups based on common needs to support specific student goals.
- Interventions may take place during this time.

Coached IDR

- The priority is helping every student grow as a reader through individual conferences driven by specific student goals. Goals might include essential standards from the module.

Conferring Questions that relate to the module include:

- How is the main character of your book similar/different to another character in your story?
- What can you infer about your character through their thoughts and actions?
- What is a possible theme of your book? How do you know? How is the theme of this book similar or different to another book you read recently?
- Using context clues, choose a word from your text and define it. What clues did you use to define the word?

Spelling Connections

- Based on student need, a minimum of 6 to 9 units will be completed per module. The review unit should be skipped.
- Units should typically take 1-1.5 weeks in duration with a pretest, learning activities, and a post test.
- Students *with IEP's may have an alternative program/approach.*

Resources:

Module 4 Manual/Digital Edition

Module 4 Student Journals

Implementation Guide

Core Texts:

- Drama (Literary) *Pushing Up the Sky: Native American Plays for Children*, Joseph Bruchac
- Historical Account (Informational) *Understanding Greek Myths*, Natalie Hyde
- Myth (Literary) *Gifts from the Gods: Ancient Words & Wisdom from Greek & Roman Mythology*, Lise Lunge-Larsen
- Novel (Literary) *Walk Two Moons*, Sharon Creech

Supplementary Text:

- Art
 - Pandora, Dante Gabriel Rossetti
 - Pandora, Odilon Redon
 - Parthenon
 - “The Raven Steals the Light,” Bill Reid and Robert Bringhurst
 - Winged Victory of Samothrace
- Myths (Literary)
 - “When Raven Soared,” Leigh Anderson
 - “The Sun, Moon, and iReady Diagnostics,” retold by Mary Morton Cowan
 - “Legend of the Moccasin Flower,” retold by Mary Morton Cowan
- Poetry
 - “The Tide Rises, The Tide Falls,” Henry Wadsworth Longfellow
 - “the little horse is newly,” e.e. cummings
- Videos
 - “Aerial Acropolis focusing on Parthenon house of goddess Athena/Acropolis, Athens Greece”
 - “Secrets of the Parthenon,” PBS Nova
 - “The Tide Rises, The Tide Falls”
 - “Samothrace Reconstruction: Hieron to Nike”

- Website
 - American Excavations Samothrace, Emory University
 - “A Closer Look at Winged Victory of Samothrace,” Louvre photos
- Spelling Connections Manual/Student Workbooks

Unit Modifications for Special Population Students

Advanced Learners	<p><u>Focusing Question 1, Lesson 1-7</u> <i>What are myths, and why do people create them?</i></p> <p><u>Focusing Question 2, Lesson 8-14</u> <i>What do myths and stories from different cultures have in common?</i> • Lesson 10: This interactive website, http://witeng.link/0458 from the Louvre Museum, allows students to view the presentation of the sculpture, Winged Victory of Samothrace, in further detail and share their findings with the class.</p> <ul style="list-style-type: none"> • Lesson 10: In Lesson 10, there is an “Extension Activity” within the lesson to challenge the students. The teacher’s manual gives detailed directions for the teacher. “Note Taking Helps to Understand Nonfiction” (Serravallo, 2015, 13.10, page 364) • Lesson 11: There are two extension activities at the end of Lesson 11 in the teacher’s manual. They are detailed and give the teacher great ideas as to how to challenge the student. • Lesson 12: There is an extension activity in Lesson 12 to challenge strong readers. <p><u>Focusing Question 3, Lesson 15-22</u> <i>How are Sal’s and Phoebe’s stories’ connected in “Walk Two Moons?”</i></p> <p><u>Focusing Question 4, Lesson 23-31</u> <i>What does Sal learn in “Walk Two Moons?”</i></p> <ul style="list-style-type: none"> • Lesson 23: Consider skipping pages 138-141. Briefly summarize what is happening in the story to the students. • Lesson 25: Have students research more about the poem they were given today by Longfellow and others by him at http://witeng.link/0543 “Important Versus Interesting” (Serravallo, 2015, 9.13, page 262) <p><u>Focusing Question 5, Lesson 32- 35 and EOM</u> <i>What can we learn from myths and stories?</i></p> <ul style="list-style-type: none"> • Lesson 33: <i>There is an</i> extension activity in detail for students to participate in a collaborative conversation. <p><u>Capstone Lesson Focusing Question</u> <i>What is the story of the year?</i></p>
Struggling Learners	<p>There are a great deal of “Scaffolds” and “Teacher Notes” within the lessons of the teacher’s manual. These resources will assist you in teaching readers who may be struggling with the material.</p> <p><u>Focusing Question 1, Lesson 1-7</u></p>

What are myths, and why do people create them?

- Important points in Lessons 1-7 to assist students through the lesson:
- Lesson 1: Introduce students to a number of words that will aid students when reading myths. Provide pictures as well.
 - Lesson 4: Check for student understanding of comprehension of the myth in this lesson. You will determine groups for next lesson. “Five-Sentence Summary” (Serravallo, 2015, 13.8, page 362)
 - Lesson 5: Group students who had difficulty with comprehension on the last myth together. All other students can work in pairs independently. – Read “Next Steps” for specific instructions on what to discuss at the end of Lesson 4 before proceeding with teaching the next myth.

Focusing Question 2, Lesson 8-14

What do myths and stories from different cultures have in common?

- Important points in Lessons 8-14 to assist through the lesson:
- Lesson 8: Consider preparing a blank template of “Introductions” in advance for the students.
 - Lesson 10: There are various scaffolding opportunities in this lesson. However, if the student(s) are still having difficulty finding the theme pull a small group of students and to work on inferring theme.
 - Lesson 11: There is an alternate activity of students creating a tableau at the beginning of the lesson. If students are struggling this would be advantageous for them.
 - If this is not able to be done with the entire class, then a small group would work while others are working independently.
 - If students need extra assistance on organizers work with them in small groups.

Focusing Question 3, Lesson 15-22

How are Sal’s and Phoebe’s stories’s connected in “Walk Two Moons?”

- Important points for Lessons 15-22 to assist through the lesson:
- Lesson 15: It is critical that teachers pay attention to student comprehension “Notice and Wonder” charts will be an important tool in gauging comprehension. There are ideas of what to do at the end of chapter 15 in the “Next Steps” section. “Character Comparisons” (Serravallo, 2015, 6.11, page 176)
 - Lesson 16: Teachers may want to consider having the students listen to an audio version of the book, while following along in their book. – Handout 16B: Evidence Organizer for Focusing Question Task 3: Narrow the field by giving the students the chapter, if necessary, so students have an idea of where in the book to look for the answer (continue this throughout the remainder of organizer).
 - Lesson 17: Consider sitting with a small group to complete some of the organizers.
 - *Jigsaws*- Manual suggests dividing students into three groups- one for each chapter. Then having each student in the group write a bulleted plot event on a chapter.
 - It may be a better idea due to the makeup of the class to break the students up into six groups. Have each group write a bulleted plot event on the chapter.
 - This way the group is working together and nobody is doing independent work. “Readers Ask Themselves

Questions”
(Serravallo, 2015, 7.17, page 210)

Focusing Question 4, Lesson 23-31

What does Sal learn in “Walk Two Moons?”

Important points for Lessons 23– 31 to assist through the lesson:

- Lesson 23: Consider skipping pages 138-141. Briefly summarize what is happening in the story to the students.
- Lesson 24: After chapters 24-27 are read students sit with students who may be having difficulty with vocabulary and organizers.
- Lesson 26: Evidence organizer- Give students the source (chapter) so they are able to narrow down the context.
- Lesson 28: FQT 4- Assist if necessary

Focusing Question 5, Lesson 32- 35 and EOM

What can we learn from myths and stories?

Important points for Lessons 32– 35 to assist through the lesson: •

Lesson 32: Handout 32A: Evidence Organizer for EOM Task – Give students the source (chapter) so they are able to narrow down the context.

- Lesson 34: End of Module Task Planner- Sitting in a small group with some students may be necessary as they gather their information for the planner.

Capstone Lesson Focusing Question

What is the story of the year?

**English Language
Learners**

There are a great deal of “Scaffolds” and “Teacher Notes” within the lessons of the teacher’s manual. These resources will assist you in teaching ELL students who may be struggling with the language.

Focusing Question 1, Lesson 1-7

What are myths, and why do people create them?

Important points in Lessons 1 – 7 to assist students through the lesson: •

Lesson 1: Introduce students to a number of words that will aid students when reading myths. Provide pictures as well.

- Lesson 2: If necessary, review words that were introduced yesterday.
- Lesson 6: Assessment 6A: FQT 1- Go over all vocabulary with student, if necessary.

Focusing Question 2, Lesson 8-14

What do myths and stories from different cultures have in common?

Important points in Lessons 8-14 to assist through the lesson: • Lesson 10: if the student is still having difficulty, finding the theme pull a small group of students to the side for a mini-lesson and work on inferring theme. “The Difference Between Plot and Theme” (Serravallo, 2015, 7.2, page 195)

- Lesson 12: Make sure students understand all vocabulary within stories and assignments.
- Lesson 13: FQT 1- Go over FQT with student and make sure student is familiar with all of the vocabulary on the page.
- Lesson 14: New Read Assessment 1- Go over NR with student and make sure student is familiar with all of the vocabulary as long as it does not interfere with the assessment.

Focusing Question 3, Lesson 15-22

How are Sal’s and Phoebe’s stories’ connected in “Walk Two Moons?”

Special points in Lessons 15 – 22 – to assist through the lesson: •

Lesson 15: It is critical that teachers pay attention to student comprehension “Notice and Wonder” charts will be an important tool in gauging comprehension.

– Pay particular attention to vocabulary questions that the students may have. Stop and answer them immediately as they may change the context of the story for the student.

• Lesson 16: Teachers may want to consider having the students listen to an audio version of the book, while following along in their book. – Handout 16B: Evidence Organizer for Focusing Question Task 3: Give students the source (chapter and page number) so they are able to narrow down the context (continue this throughout the remainder of organizer).

• Lesson 17

– Jigsaws- Manual suggests dividing students into three groups- one for each chapter. Then having each student in the group write a bulleted plot event on a chapter.

□ It may be a better idea due to the makeup of the class to break the student up into six groups. Have each group write a bulleted plot event on the chapter.

□ This way the group is working together and nobody is doing independent work.

• Lesson 18: Vocabulary can cause a major issue with comprehension.

– Constant check-ins with the student are necessary to make sure the student understands the text and the message in the story.

“Insert a Synonym” (Serravallo, 2015, 11.3, page 302)

– Having the student write down the words that are unfamiliar to them will be advantageous.

Focusing Question 4, Lesson 23-31

What does Sal learn in “Walk Two Moons?”

Special points in Lessons 23-31 – to assist through the lesson: • Lesson 23: Consider skipping pages 138-141. Briefly summarize what is happening in the story to the students.

• Lesson 24: After chapters 24-27 are read, sit with the students who may be having difficulty with vocabulary and/or comprehension of the text. • Lesson 26: New Read Assessment 2. Have student preview assessment and circle unfamiliar words. Discuss new vocabulary that does not interfere with the grading of the test.

Focusing Question 5, Lesson 32- 35 and EOM

What can we learn from myths and stories?

Important points for Lessons 32– 35 to assist through the lesson: •

Lessons 33 & 34: Vocabulary Assessment 1 & 2- discuss words day before assessment.

• Lesson 35: EOM Task- Assist with any necessary vocabulary.

Capstone Lesson Focusing Question

What is the story of the year?

Special Needs Learners

The following lessons require for a great deal of reading. Best practices suggest that the teacher reads while the students follow along with their own copy interacting with the text using their “Notice and Wonder” chart or having the strong reader read to a small group.

There are a great deal of “Scaffolds” and “Teacher Notes” within the lessons of the teacher’s manual. These resources will assist you in modifying your daily lessons.

Socratic Seminars are student led discussions related to content that was covered in the module. It is used as a form of “checking in” for understanding. The goal of a Socratic Seminar is that the students discuss their learning with each other. Some students are uncomfortable talking in a whole group setting. However, since Socratic Seminars are a routine in the reading program, students eventually become accustomed to the conversations.

If it is stated in the IEP that students are not comfortable talking in large groups, teachers should not force them to talk. They can still sit in the Socratic Seminar and listen. Other options are available. For instance, small group conversations or one on one conversations with another student are always possibilities for these children. After Socratic Seminars become routine and students become comfortable with them, students may eventually participate. Give them time and comfort

Focusing Question 1, Lesson 1-7

What are myths, and why do people create them?

Modifications for Lessons 1 – 7 – Parallel teaching:

- Lesson 1: Introduce students to a number of words that will aid students when reading myths. Provide pictures as well. “Know the Word, Use the Word” Serravallo, 2015, 11.14, page 313)
- Lesson 2: Teacher can read Handout 2B: “Evidence Paragraphs” for the students as students annotate if needed.
- Lesson 3: Read pages 10-15 to the whole class instead of having students read in pairs.
- Lesson 4: Check for student understanding of comprehension of the myth in this lesson. This will determine how you make your groups in lesson 5. • Lesson 5, Alternative teaching method: Group students who had difficulty with comprehension on the last myth together. The other students can work in pairs, while the other teacher circulates.
 - Read “Next Steps” for specific instructions on what to discuss at the end of Lesson 4 before proceeding with teaching the next myth. •
- Lesson 6: Assessment 6A: FQT 1- Modify and assist if necessary.

Focusing Question 2, Lesson 8-14

What do myths and stories from different cultures have in common?

Modifications for Lessons 8-14 – Parallel or Alternate teaching (Depends on the makeup of your class):

- Lesson 8: Consider preparing a blank template of “Introductions” in advance for the students.

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| | <ul style="list-style-type: none">• Lesson 10: There are various scaffolding opportunities in this lesson. However, if the student(s) are still having difficulty finding the theme pull a |
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small group of students and to work on inferring theme. "What Are You Left With?" (Serravallo, 2015, 7.6, page 199)

- Lesson 11: There is an alternate activity of students creating a tableau at the beginning of the lesson. If students are struggling this would be advantageous for them.
 - If this is not able to be done with the entire class, then a small group would work.
 - If students need extra assistance on organizers work with them in small groups.
- Lesson 12: Assist and modify if necessary. Use scaffolds within lesson.
- Lesson 13: FQT 2- Modify and assist if necessary.
- Lesson 14: New Read Assessment 1- Modify and assist if necessary.

Focusing Question 3, Lesson 15-22

How are Sal's and Phoebe's stories' connected in "Walk Two Moons?"
Modifications for Lessons 15-22 – Co-teaching or Collaborative if whole group reading; Small groups- Parallel teaching:

- Lesson 15: It is critical that teachers pay attention to student comprehension "Notice and Wonder" charts will be an important tool in gauging comprehension. There are ideas of what to do at the end of chapter 15 in the "Next Steps" section.
- Lesson 16: Teacher may want to continue reading chapters 5 & 6 in the book, unlike having the students reading it, like the teacher's manual suggests.
 - Handout 16B: Evidence Organizer for Focusing Question Task 3: Give students the source (chapter and page number) so they are able to narrow down the context (continue this throughout the remainder of organizer).
- Lesson 17: Consider sitting with a small group to complete some of the organizers.
 - Jigsaws- Manual suggests dividing students into three groups- one for each chapter. Then having each student in the group write a bulleted plot event on a chapter.
 - It may be a better idea due to the makeup of the class to break the class up into six groups. Have each group write a bulleted plot event on the chapter.
 - This way the group is working together and nobody is doing independent work.
- Lesson 21: FQT 3- Modify and assist the assessment as needed.

Focusing Question 4, Lesson 23-31

What does Sal learn in "Walk Two Moons?"

Modifications for Lessons 23 – 31 – Co-teaching or Collaborative if whole group reading; Small groups- Parallel teaching:

- Lesson 23: Consider skipping pages 138-141. Briefly summarize what is happening in the story to the students.
- Lesson 24: After chapters 24-27 are read students sit with students who may be having difficulty with vocabulary and organizers.
 - Lesson 26: New Read Assessment 2. Modify and assist if necessary. – Evidence organizer- Give students the source (chapter and page number) so they are able to narrow down the context.

	<ul style="list-style-type: none"> • Lesson 28: FQT 4- Modify and assist if necessary. <p><u>Focusing Question 5, Lesson 32- 35 and EOM</u> <i>What can we learn from myths and stories?</i></p>
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	<p>Modifications for Lessons 32 – 35 – Co-teaching or Collaborative if whole group reading; Small groups- Parallel teaching:</p> <ul style="list-style-type: none"> • Lesson 32: Handout 32A: Evidence Organizer for EOM Task – Give students the source (chapter and page number) so they are able to narrow down the context. • Lesson 33: Vocabulary Assessment 1- Modify and assist per IEP. • Lesson 34: End of Module Task Planner- Sitting with some students may be necessary as they gather their information for the planner. – Vocabulary Assessment 2- Modify and assist per IEP. • Lesson 35: EOM Task- Modify and assist per IEP. <p><u>Capstone Lesson Focusing Question</u> <i>What is the story of the year?</i></p>
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<p>Learners with a 504</p>	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>
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<p>Interdisciplinary Connections</p>

Indicators:

Science

3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

- This standard is met through the study of people from different cultures who created myths and stories to find solutions to an unknown problem and natural occurrence. Students will explain and compare how myths from different cultures teach a similar lesson.

Social Studies

6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people. 6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.8.D.1.a Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.

- These standards are met through learning activities based on how people from different cultures used myths and stories to understand unexplained aspects of the natural world. Through myths and stories, people view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view. Students will identify how myths and stories influenced the behavior and cultural practices of people.

Art

NCAAS 7: Perceive and analyze artistic work

NCAAS 8: Interpret intent and meaning in artistic work

NCAAS 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

- These three standards are met through learning activities using artwork including Pandora (Rossetti), Pandora (Redon), Parthenon, The Raven Steals the Light, and Winged Victory of Samothrace. Students will notice, think, and wonder about each and uncover connections to mythology.

Integration of 21 Century Skills**Indicators:**

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

9.1.4.C.1 Practice collaborative skills in groups and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).

9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.

9.1.4.E.2 Demonstrate effective communication using digital media during classroom activities. 9.1.4.F.2 Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.

- In this module, students will be expected to participate effectively in collaborative conversations by reviewing key ideas expressed and explaining their own ideas and understandings in light of the discussion. Students will also speak clearly at an understandable pace when presenting ideas in both small-group discussion and presentations. In addition, students will incorporate feedback from teacher and peers to refine and polish main ideas, organization, and use of transitions in their writing.

