3rd, 4th, 5th Grade
William and Mary
Acknowledgements

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**HIGH SCHOOL**
- Amy Graefe

**GIFTED AND TALENTED PROGRAM COORDINATOR**
- Linda Johnson
Third Grade
## Unit: Journeys and Destinations

### Timeline: Quarter 1 Lessons 1-6 (1st edition) Lessons 1-7 (2nd edition- this is the version we will be referring to in the lesson alignment)

### Enduring Concept: Change

### Grade Level Expectations (GLE)

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<thead>
<tr>
<th>Unit</th>
<th>GLE</th>
<th>Lessons</th>
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<tbody>
<tr>
<td>1. Oral Expression and Listening</td>
<td>1.1 Oral communication is used both informally and formally (lesson 2,7)</td>
<td>1-6 (1st edition) Lessons 1-7 (2nd edition)</td>
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<tr>
<td>1.2 Successful group activities need the cooperation of everyone (lesson 2,3,7)</td>
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<tr>
<td>2. Reading for All Purposes</td>
<td>2.1 Strategies are needed to make meaning of various types of literary genres (lesson 1,3,7)</td>
<td>1-6 (1st edition) Lessons 1-7 (2nd edition)</td>
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<tr>
<td>2.2 Comprehension strategies are necessary when reading informational or persuasive text (lesson 1,3,7)</td>
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<tr>
<td>2.3 Increasing word understanding, word use, and word relationships increases vocabulary (lesson 4,7)</td>
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<tr>
<td>3. Writing and Composition</td>
<td>3.2 A writing process is used to plan, draft, and write a variety of informational texts (lesson 1,3,5,6,7)</td>
<td>1-6 (1st edition) Lessons 1-7 (2nd edition)</td>
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<td>3.3 Correct grammar, capitalization, punctuation, and spelling are used when writing (lesson 1,3,5,6,7)</td>
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<tr>
<td>4. Research and Reasoning</td>
<td>4.2 Inferences and points of view exist (lesson 6,7)</td>
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</table>

### Inquiry Question(s): (From the standards document)

What are the generalizations of change?

### Vocabulary:

- evil, excuse, inconvenience, injure, lair, shepherd, (from 1st edition: condominium, dramatic, dully, fiercely, founding father, inherit, linoleum, phenomenon, prejudiced, Presbyterian, stupor)

### Assessments

<table>
<thead>
<tr>
<th>Other Assessments</th>
<th>Evidence Outcomes</th>
</tr>
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<tbody>
<tr>
<td>Pre-Assessment for Literature using Handout 1A p. 17</td>
<td>Students can:</td>
</tr>
<tr>
<td>Literature Interpretation Scoring Rubric for Pre and Post Assessments p. 19</td>
<td>- Distinguish different levels of formality</td>
</tr>
<tr>
<td>Pre-Assessment for Writing Handout 1B p. 23</td>
<td>- Speak clearly, using appropriate volume and pitch for the purpose and audience</td>
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<tr>
<td>*Use Persuasive Writing Scoring Rubric for Pre and Post Assessments p. 25</td>
<td>- Select and organize ideas sequentially or around major points of information that relate to the formality of the audience</td>
</tr>
<tr>
<td>Progress Monitoring Writing Assignment p. 32 Homework section in Journeys and Destinations</td>
<td>- Use a variety of comprehension strategies to interpret text (attending, searching, predicting, checking, and self-correcting)</td>
</tr>
<tr>
<td>*Use Persuasive Writing Scoring Rubric and Sample Student Responses p. 25-27</td>
<td>- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.3.6)</td>
</tr>
<tr>
<td>Literary Response and Interpretation Questions p. 36-37 #1, 2, 3</td>
<td>- Use grammatically correct language for the audience and specific vocabulary to communicate ideas and supporting details</td>
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<tr>
<td>Reasoning Questions p. 37 #1,2,3,4</td>
<td>- Explain their own ideas and understanding in light of the discussion. (CCSS: SL.3.1d)</td>
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<td>- Use different types of complete sentences to share information, give directions, or request information</td>
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<td>- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (CCSS: RL.3.2)</td>
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<td>- Describe and draw inferences about the elements of plot, character, and setting in literary pieces, poems, and plays</td>
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| | - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3
Response Journal p. 37 #6
Assessments:
Jacob’s Ladder Level 1
Appendix B: Pre/Post Assessments and Exemplars p 101
Appendix C: Record Keeping Forms/Documents
Appendix D: Answer Sets
Write a new title for “Shells” and give 2 reasons for the title
*Use the Scoring Rubric p. 19 #4
Use Homework p. 56 as assessment
Vocabulary Assessment p. 9 p. 46
Use Extensions #1 p. 65 (Provide a sample editorial or have students bring in one and analyze using Handout 6B p. 69)
Literary Response and Interpretation Questions #1, #2 Reasoning Questions #1, #2, #3, #4
Vocabulary Assessment p. 74 #4

- Use a variety of comprehension strategies to interpret text (attending, searching, predicting, checking, and self-correcting)
- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (CCSS: RL.3.2)
- Describe and draw inferences about the elements of plot, character, and setting in literary pieces, poems, and plays
- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (CCSS: RL.3.4)
- Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RL.3.2)
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (CCSS: RI.3.4)
- Identify and know the meaning of the most common prefixes and derivational suffixes. (CCSS: RF.3.3a)
- Read grade-level text with purpose and understanding. (CCSS: RI.3.4a)
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RI.3.4c)
- Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. (CCSS: L.3.4)
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCSS: W.3.3)
- Provide a sense of closure. (CCSS: W.3.3d)
- Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. (CCSS: L.3.1e)
- Ensure subject-verb and pronoun-antecedent agreement. (CCSS: L.3.1f)
- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). (CCSS: L.3.2e)
- Recognize that all thinking contains inferences from which we draw conclusions and give meaning to data and situations

Instruction Change matrix, vocabulary web, literature web, Socratic Seminar, Writing Process model, hamburger model, reasoning model (2nd edition), interpretive questions and literary response, reasoning question,

Key teaching and Learning Experiences that embed 21st Century Skills
Collaboration, critical thinking and reasoning, self direction, invention, information literacy, meaning-based, metacognition, concept based, learner outcomes of significance, higher order thinking, habits of mind, multiculturalism and globalism, intra-and interdisciplinary connections, active learning and problem solving, technology-relevant, authentic assessment

Resources
Teacher resource book chapters 1-7; student literature book and handouts ch. 1-7, American Heritage Dictionary, Merriam-Webster Dictionary online, response journal, Jacob’s Ladder, Building Language,

Bolded Text = Potential assessment items for 2012
**Unit:** Journeys and Destinations  
**Timeline:** Quarter 2. Lesson 7-12 (1st edition) Lessons 8-13 (2nd edition - this is the version we will be referring to in the lesson alignment)  

### Grade Level Expectations (GLE)

1. **Oral Expression and Listening**  
   - 1.1 Oral communication is used both informally and formally (lesson 8,10,12,13)  
   - 1.2 Successful group activities need the cooperation of everyone (lesson 8,9,10,12)

2. **Reading for All Purposes**  
   - 2.1 Strategies are needed to make meaning of various types of literary genres (lesson 8,9,10,11,12,13)  
   - 2.2 Comprehension strategies are necessary when reading informational or persuasive text (lesson 8,9,10,11,12,13)  
   - 2.3 Increasing word understanding, word use, and word relationships increases vocabulary (lesson 8,9,10,11,13)

3. **Writing and Composition**  
   - 3.1 A writing process is used to plan, draft, and write a variety of literary genres (lesson 8,9,10,11,12)  
   - 3.3 Correct grammar, capitalization, punctuation, and spelling are used when writing (lesson 8,9,10,11,12)

4. **Research and Reasoning**  
   - 4.1 Researching a topic and sharing findings are often done with others (lesson 11,12,13)  
   - 4.2 Inferences and points of view exist (lesson 8,9,10,11)

### Inquiry Question(s): (From the standards document) How do the generalizations of change apply to the different forms of literature?

### Vocabulary:
- allocated, biorhythms, flagons, fodder, hexagon, hostile, malfunction, perishable, rapt, rationed, relevant, rivulet, runnel, scudding, treacle, wistfully,

### Assessments

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<tr>
<td><strong>Literary Response and Interpretation Questions #1, #2 Reasoning Questions #1, #2, #3, #4</strong></td>
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<tr>
<td><strong>Vocabulary Assessment p. 74 #4</strong></td>
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<td><strong>Literary Response and Interpretation Questions #1, #2, #3</strong></td>
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<tr>
<td><strong>Reasoning Question #1, #2, #3</strong></td>
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<tr>
<td><strong>Socratic Seminar: Why do Shakespeare’s Plays continue to be so popular today? Nonfiction Reading Assessment: p 84 #2</strong></td>
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<tr>
<td><strong>Literary Response and Interpretation Questions #1, #2, #3</strong></td>
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<tr>
<td><strong>Reasoning Question #1, #2, #3, #5</strong></td>
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<tr>
<td><strong>Socratic Seminar: Why do Shakespeare’s Plays continue to be so popular today? Nonfiction Reading Assessment: p 84 #2</strong></td>
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</tr>
<tr>
<td><strong>Literary Response and Interpretation Questions #1, #2 Reasoning Questions #1, 2 Change Questions #1, 2</strong></td>
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<tr>
<td><strong>Literary Response and Interpretation Questions #2, #3 Reasoning Questions</strong></td>
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- Use different types of complete sentences to share information, give directions, or request information
- Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCSS: SL 3.2)
- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (CCSS: RL.3.2)
- Describe and draw inferences about the elements of plot, character, and setting in literary pieces, poems, and plays
- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (CCSS: RL.3.4)
- Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2)
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (CCSS: RI.3.4)
- Use a variety of comprehension strategies to interpret text (attending, searching, predicting, checking, and self-correcting)
- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (CCSS: RL.3.2)
- Describe and draw inferences about the elements of plot, character, and setting in literary pieces, poems, and plays
- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (CCSS: RL.3.4)
| #1, #2, #3, #4 Change Question #2 | • Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2)  
• Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (CCSS: RI.3.4)  
• Identify and know the meaning of the most common prefixes and derivational suffixes. (CCSS: RF.3.3a)  
• Read grade-level text with purpose and understanding. (CCSS:3.3a)  
• Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS:3.4c)  
• Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. (CCSS: L.3.4)  
• Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCSS: W.3.3)  
• Provide a sense of closure. (CCSS: W.3.3d)  
• Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. (CCSS: L.3.1e)  
• Ensure subject-verb and pronoun-antecedent agreement. (CCSS: L.3.1f)  
• Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). (CCSS: L.3.2e)  
• Recognize that all thinking contains inferences from which we draw conclusions and give meaning to data and situations |

### Instruction

- Change matrix, vocabulary web, literature web, Socratic Seminar, Writing Process model, hamburger model, reasoning model (2nd edition), interpretive questions and literary response, reasoning question,

### Key teaching and Learning Experiences that embed 21st Century Skills

- Collaboration, critical thinking and reasoning, self direction, invention, information literacy, meaning-based, metacognition, concept based, learner outcomes of significance, higher order thinking, habits of mind, multiculturalism and globalism, intra-and interdisciplinary connections, active learning and problem solving, technology-relevant, authentic assessment

### Resources

- Teacher resource book chapters 7-12; student literature book and handouts ch. 7-12, American Heritage Dictionary, Merriam-Webster Dictionary online, response journal, Jacob’s Ladder, Building Language,
Unit: Journeys and Destinations  

Enduring Concept: Change

Grade Level Expectations (GLE)

1. Oral Expression and Listening
   1.1 Oral communication is used both informally and formally (lesson 14,15,16,17,18)
   1.2 Successful group activities need the cooperation of everyone (lesson 14,15,16,17,18)

2. Reading for All Purposes
   2.1 Strategies are needed to make meaning of various types of literary genres (lesson 16,18)
   2.2 Comprehension strategies are necessary when reading informational or persuasive text (lesson 17,19)
   2.3 Increasing word understanding, word use, and word relationships increases vocabulary (lesson 16,18,19)

3. Writing and Composition
   3.1 A writing process is used to plan, draft, and write a variety of literary genres (lesson 14,16,18)
   3.2 A writing process is used to plan, draft, and write a variety of informational texts (lesson 14,17,20)
   3.3 Correct grammar, capitalization, punctuation, and spelling are used when writing (lesson 14,16,17,18,20)

4. Research and Reasoning
   4.1 Researching a topic and sharing findings are often done with others (lesson 14,15,16,17,18,19,20)
   4.2 Inferences and points of view exist (lesson 15,16,18,19,20)

Inquiry Question(s): How do the generalizations of change apply to the different forms of literature?

Vocabulary: admonished, aristocratic, mocked, persecuted, probation, scoundrel, migrated, pasture, stork, crossly, impatiently, reassure, reflected,

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Evidence Outcomes</th>
</tr>
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</table>
| Exploring Change through Art Purpose: To expand the concept of change through interdisciplinary study of Escher art | Students can:  
- Distinguish different levels of formality  
- Speak clearly, using appropriate volume and pitch for the purpose and audience  
- Select and organize ideas sequentially or around major points of information that relate to the formality of the audience  
- Use a variety of comprehension strategies to interpret text (attending, searching, predicting, checking, and self-correcting)  
- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.3.6)  
- Use grammatically correct language for the audience and specific vocabulary to communicate ideas and supporting details  
- Explain their own ideas and understanding in light of the discussion. (CCSS: SL.3.1d)  
- Use different types of complete sentences to share information, give directions, or request information  
- Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCSS: SL 3.2)  
- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (CCSS: RL.3.2)  
- Describe and draw inferences about the elements of plot, character, and setting in literary pieces, poems, and plays  
- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (CCSS: RL.3.4)  
- Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2)  
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to |
| To use symmetry and tessellations to create an image of change | |
| To link art and literature through the works of Escher and Wiesner | |
| To develop editing skills in student writing | |
| Oral Communication Purpose: To introduce listening and oral communication skills | |
| To develop reasoning skills | |
| Inside and Outside Changes | |
| Purpose: To develop reasoning and interpretive skills in literature through discussing “The Ugly Duckling” | |
| To explore new vocabulary words | |
| An Author and His Work Purpose: To discuss change in life of an author (Hans Christian Andersen) as well as in the character of his story (“The Ugly Duckling”) | |
| To develop interdisciplinary connections among fields by discussing biographies | |
| To develop understanding of the concept of | |
### Bringing the Rain to Kapiti Plain
**Purpose:** To develop reasoning about literature through discussion of the African folk tale

### Brining the Rain to Kapiti Plain
**Writing from Research**
**Purpose:** To develop writing skills through a short paper that supports a point of view on the best ways to remember

### To develop reasoning skills through persuasive writing

### Sachiko Means Happiness
**Purpose:** To develop reasoning and interpretive skills in literature through discussing the story Sachiko Means Happiness

### To explore new vocabulary words

### To explore interdisciplinary and real-world connections with art and social studies through discussion of Chinese and Japanese culture

### Presentation Practice
**Purpose:** To develop listening/oral communication skills, including oral presentation strategies

### Other Assessments
- a grade 3 topic or subject area. (CCSS: RI.3.4)
- Use a variety of comprehension strategies to interpret text (attending, searching, predicting, checking, and self-correcting)
- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (CCSS: RL.3.2)
- Describe and draw inferences about the elements of plot, character, and setting in literary pieces, poems, and plays
- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (CCSS: RL.3.4)
- Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2)
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (CCSS: RI.3.4)
- Identify and know the meaning of the most common prefixes and derivational suffixes. (CCSS: RF.3.3a)
- Read grade-level text with purpose and understanding. (CCSS.3.4a)
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS.3.4c)
- Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2)
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- Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. (CCSS: L.3.4)
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCSS: W.3.3)
- Provide a sense of closure. (CCSS: W.3.3d)
- Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. (CCSS: L.3.1e)
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### Instruction
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### Key teaching and Learning Experiences that embed 21st Century Skills
- Collaboration, critical thinking and reasoning, self direction, invention, information literacy, meaning-based, meta-cognition, concept based, learner outcomes of significance, higher order thinking, habits of mind, multiculturalism and globalism, intra-and interdisciplinary connections, active learning and problem solving, technology-relevant, authentic assessment

### Resources
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### Grade Level Expectations (GLE)

#### 1. Oral Expression and Listening
1.1 Oral communication is used both informally and formally (lesson 21, 22, 23, 24, 25)
1.2 Successful group activities need the cooperation of everyone (lesson 21, 22, 23, 24, 25)

#### 2. Reading for All Purposes
2.1 Strategies are needed to make meaning of various types of literary genres (lesson 21, 23, 25, 27)
2.2 Comprehension strategies are necessary when reading informational or persuasive text (lesson 26)
2.3 Increasing word understanding, word use, and word relationships increases vocabulary (lesson 21, 23, 24, 25)

#### 3. Writing and Composition
3.1 A writing process is used to plan, draft, and write a variety of literary genres (lesson 21, 23, 26, 27)
3.2 A writing process is used to plan, draft, and write a variety of informational texts (lesson 26, 27)
3.3 Correct grammar, capitalization, punctuation, and spelling are used when writing (lesson 21, 23, 26, 27)

#### 4. Research and Reasoning
4.1 Researching a topic and sharing findings are often done with others (lesson 23, 24)
4.2 Inferences and points of view exist (lesson 21, 23, 25, 26)

### Inquiry Question(s): How do the generalizations of change apply to the different forms of literature?

### Vocabulary: arrogant, defiant, glean, tether

### Assessments

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<td>Explain their own ideas and understanding in light of the discussion. (CCSS: SL.3.1d)</td>
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| Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a
### Literature and Writing

To assess student progress on unit goals:

- Use a variety of comprehension strategies to interpret text (attending, searching, predicting, checking, and self-correcting).
- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (CCSS: RL.3.2)
- Describe and draw inferences about the elements of plot, character, and setting in literary pieces, poems, and plays.
- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (CCSS: RL.3.4)
- Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2)
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (CCSS: RI.3.4)
- Identify and know the meaning of the most common prefixes and derivational suffixes. (CCSS: RF.3.3a)
- Read grade-level text with purpose and understanding. (CCSS: RI.3.4)
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RI.3.4c)
- Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. (CCSS: L.3.4)
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCSS: W.3.3)
- Provide a sense of closure. (CCSS: W.3.3d)
- Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. (CCSS: L.3.1e)
- Ensure subject-verb and pronoun-antecedent agreement. (CCSS: L.3.1f)
- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). (CCSS: L.3.2e)
- Recognize that all thinking contains inferences from which we draw conclusions and give meaning to data and situations.

### Instruction

Change matrix, vocabulary web, literature web, Socratic Seminar, Writing Process model, hamburger model, reasoning model (2nd edition), interpretive questions and literary response, reasoning question,

### Key Teaching and Learning Experiences that embed 21st Century Skills

Collaboration, critical thinking and reasoning, self direction, invention, information literacy, meaning-based, meta-cognition, concept based, learner outcomes of significance, higher order thinking, habits of mind, multiculturalism and globalism, intra-and interdisciplinary connections, active learning and problem solving, technology-relevant, authentic assessment

### Resources

Fourth Grade
**Unit:** Literary Reflections  
**Timeline:** Quarter 1 Lessons 1-6  
**Enduring Concept:** Change

### Grade Level Expectations (GLE)

<table>
<thead>
<tr>
<th>Grade Level Expectations (GLE)</th>
<th>1. Oral Expression and Listening</th>
<th>1. A clear communication plan is necessary to effectively deliver and receive information (lesson 1,2,3,4,5)</th>
</tr>
</thead>
</table>
|                               | 2. Reading for All Purposes     | 1. Comprehension and fluency matter when reading literary texts in a fluent way (lesson 1,3,4,6)  
3. Knowledge of complex orthography (spelling patterns), morphology (word meanings), and word relationships to decode (read) multisyllabic words contributes to better reading skills (lesson 4) |
|                               | 3. Writing and Composition      | 1. The recursive writing process is used to create a variety of literary genres for an intended audience (lesson 1)  
2. Informational and persuasive texts use the recursive writing process (lesson 5,6)  
3. Correct sentence formation, grammar, punctuation, capitalization, and spelling are applied to make the meaning clear to the reader (lesson 1,5,6) |
|                               | 4. Research and Reasoning       | 2. Identifying implications, concepts, and ideas enriches reasoning skills (lesson 1,2,3,6) |

### Inquiry Question(s): (From the standards document) How do the generalizations of change apply to literature?

**Vocabulary:** Literary terms: character, climate, climax, denouement, motivation, plot, setting, theme, personification, allegory, alliteration, dialogue, free verse, imagery, metaphor, narrative, narrator, personification, point of view, protagonist, simile, stanza, structure, symbol, voice .  
**Lit vocab:** fretful, tyrannical, bewilderment, affectionate, bewilderment, desolate, discomfited, impudent, defer , fester

### Assessments

<table>
<thead>
<tr>
<th>Performance Tasks</th>
<th>Evidence Outcomes</th>
</tr>
</thead>
</table>
| Pre-Assessment for Literature using Handout 1A p. 23 with “Power of Light” by Isaac Bashevis Singer  
*Use Literature Interpretation Scoring Rubric and Sample Student Responses (exemplary examples) for Pre and Post-Assessments p. 25-27 | Identify and draw inferences about setting, characters (such as motivations, personality traits), and plot. (CCSS: RL.4.2) |
| Pre-Assessment for Writing Handout 1B p. 29 “Power of Light” by Isaac Bashevis Singer  
*Use Persuasive Writing Scoring Rubric and Sample Student Responses (exemplary examples) p. 31-33 | 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). (CCSS: RL.4.4) |
| NOTE: Administer the HM Theme Skills Unit Post Test (Use as a pretest to determine skills not yet mastered to help guide instruction using quick teach/mini-lesson.)  
Progress Monitoring Writing Assignment p. 38 #1  
Homework section in Literary Reflections  
*Use Persuasive Writing Scoring Rubric and Sample Student Responses p. 25-27  
Literary Response and Interpretation Questions p. 44 #1, 3 | Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. (CCSS: RL.4.9) |

| Pre-Assessment for Writing Handout 1B p. 29 “Power of Light” by Isaac Bashevis Singer  
*Use Persuasive Writing Scoring Rubric and Sample Student Responses (exemplary examples) p. 31-33 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.4.1) |
| Use Persuasive Writing Scoring Rubric and Sample Student Responses (exemplary examples) p. 31-33 | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (CCSS: RI.4.4) |
| NOTE: Administer the HM Theme Skills Unit Post Test (Use as a pretest to determine skills not yet mastered to help guide instruction using quick teach/mini-lesson.)  
Progress Monitoring Writing Assignment p. 38 #1  
Homework section in Literary Reflections  
*Use Persuasive Writing Scoring Rubric and Sample Student Responses p. 25-27  
Literary Response and Interpretation Questions p. 44 #1, 3 | Use text features (bold type, headings, visuals, captions, glossary) to organize or categorize information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (CCSS: RI.4.7) |

### Assessments

| Pre-Assessment for Writing Handout 1B p. 29 “Power of Light” by Isaac Bashevis Singer  
*Use Persuasive Writing Scoring Rubric and Sample Student Responses (exemplary examples) p. 31-33 | Explain how an author uses reasons and evidence to support particular points in a text. (CCSS: RI.4.8) |
| Use Persuasive Writing Scoring Rubric and Sample Student Responses (exemplary examples) p. 31-33 | Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). (CCSS: L.4.4b) |
| NOTE: Administer the HM Theme Skills Unit Post Test (Use as a pretest to determine skills not yet mastered to help guide instruction using quick teach/mini-lesson.)  
Progress Monitoring Writing Assignment p. 38 #1  
Homework section in Literary Reflections  
*Use Persuasive Writing Scoring Rubric and Sample Student Responses p. 25-27  
Literary Response and Interpretation Questions p. 44 #1, 3 | 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. (CCSS: L.4.4c) |

### Assessments

| Pre-Assessment for Writing Handout 1B p. 29 “Power of Light” by Isaac Bashevis Singer  
*Use Persuasive Writing Scoring Rubric and Sample Student Responses (exemplary examples) p. 31-33 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.4.5) |
<p>| Use Persuasive Writing Scoring Rubric and Sample Student Responses (exemplary examples) p. 31-33 | Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. (CCSS: L.4.5a) |</p>
<table>
<thead>
<tr>
<th>Reasoning Questions p. 44-45 #1, 3</th>
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<tbody>
<tr>
<td>Change Question: #2</td>
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<tr>
<td>Response Journal p 45 Question 3: #2, 3</td>
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<tr>
<td>Grammar Pre-Assessment</td>
</tr>
<tr>
<td>Vocabulary Assessment p59 #13</td>
</tr>
<tr>
<td>Persuasive Writing Assessment: Should animals be kept in zoos?</td>
</tr>
<tr>
<td>Persuasive Writing Scoring Rubric p 31-33</td>
</tr>
<tr>
<td>Assessment:</td>
</tr>
</tbody>
</table>
| Socratic Seminar: From your reading of the *Secret Garden*, what caused Mary to feel isolated? Did she bring her isolation on herself, or did her circumstances cause her to be isolated? (Cite examples from the book; Use Handout 6B p 81 as “ticket in”)
| Self Assessment, p 87, Peer Assessment, p 89, Teacher Assessment, p 91 on “Should animals be kept in zoos?” |
| Socratic Seminar: Would it be better to live in the same house for many years or to move frequently from place to place? |
| Elements of Reasoning Assessment: Critique a newspaper editorial using the Elements of Reasoning Standards p 111. |
| Recognize and explain the meaning of common idioms, adages, and proverbs. (CCSS: L.4.5b) |
| 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. (CCSS: W.4.1a) |
| Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCSS: W.4.3) |
| Choose planning strategies to support text structure and intended outcome |
| Use dialogue and description to develop experiences and events or show the responses of characters to situations. (CCSS: W.4.3b) |
| Use a variety of transitional words and phrases to manage the sequence of events. (CCSS: W.4.3c) |
| Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS: W.4.3d) |
| Write poems that express ideas or feelings using imagery, figurative language, and sensory details |
| Choose planning strategies to support text structure and intended outcome |
| Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.4.2d) |
| Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4) |
| Use correct format (indenting paragraphs, parts of a letter, poem, etc.) for intended purpose |
| Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.4.3) |
| Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a) |
| Choose punctuation for effect. (CCSS: L.4.3b) |
| Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (CCSS: L.4.3c) |
| Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. (CCSS: L.4.1b) |
| Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). (CCSS: L.4.1d) |
| Use compound subjects (Tom and Pat went to the store) and compound verbs (Harry thought and worried about the things he said to Jane) to create sentence fluency in writing |
| Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (CCSS: L.4.1f) |
| Correctly use frequently confused words (e.g., to, too, two; there, their). (CCSS: L.4.1g) |
| Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.1h) |
| Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (CCSS: W.4.2d) |
| Gather information using a variety of resources (reference materials, trade books, online resources, library databases, print and media resources) |
| 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]."). (CCSS: W.4.9.a) |
| 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"). (CCSS: W.4.9.b) |
| Refer to details and examples in a text when explaining what the text says explicitly and when drawing
<table>
<thead>
<tr>
<th>Learning Goals</th>
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</thead>
<tbody>
<tr>
<td>Determine a theme of a story, drama, or poem from details in the text; summarize the text. (CCSS: RL.4.3)</td>
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<tr>
<td>Describe the development of plot (such as the origin of the central conflict, the action of the plot, and how the conflict is resolved)</td>
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<tr>
<td>Summarize text by identifying important ideas and sequence and by providing supporting details, while maintaining sequence.</td>
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<tr>
<td>Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CCSS: RL.4.2)</td>
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<tr>
<td>Skim materials to develop a general overview of content</td>
<td></td>
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</tr>
<tr>
<td>Scan to locate specific information or to perform a specific task (finding a phone number, locating a definition in a glossary, identifying a specific phrase in a passage)</td>
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<tr>
<td>Identify conclusions</td>
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</tr>
<tr>
<td>Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.4.3)</td>
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<tr>
<td>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. (CCSS: RF.4.3a)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.4.4)</td>
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<tr>
<td>Read grade-level text with purpose and understanding. (CCSS: RF.4.4a)</td>
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<tr>
<td>Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.4.4c)</td>
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<td></td>
</tr>
<tr>
<td>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. (CCSS: L.4.4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (CCSS: L.4.4a)</td>
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<tr>
<td>Read and understand words with common prefixes (un-, re-, dis-) and derivational suffixes (-ful, -ly, -ness)</td>
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<tr>
<td>Infer meaning of words using explanations offered within a text</td>
<td></td>
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<tr>
<td>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)</td>
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<tr>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)</td>
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<td></td>
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<tr>
<td>Use correct capitalization. (CCSS: L.4.2a)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Locate information using text features, (appendices, indices, glossaries, and table of content)</td>
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<tr>
<td>Read for key ideas, take notes, and organize information read (using graphic organizer)</td>
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</tr>
</tbody>
</table>

**Instruction Change matrix, vocabulary web, literature web, Socratic Seminar, Writing Process model, hamburger model, reasoning model (2nd edition), interpretive questions and literary response, reasoning question,**

**Key teaching and Learning Experiences that embed 21st Century Skills**

Collaboration, critical thinking and reasoning, self direction, invention, information literacy, meaning-based, meta-cognition, concept based, learner outcomes of significance, higher order thinking, habits of mind, multiculturalism and globalism, intra-and interdisciplinary connections, active learning and problem solving, technology-relevant, authentic assessment

**Bolded Text = Potential assessment items for 2012**
<table>
<thead>
<tr>
<th>Assessments</th>
<th>Evidence Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literary Response and Interpretation</td>
<td>Identify and draw inferences about setting, characters (such as motivations, personality traits), and plot. (CCSS: RL.4.2)</td>
</tr>
<tr>
<td>Questions: #5 (use Scoring Rubric p25 #4)</td>
<td>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). (CCSS: RL.4.4)</td>
</tr>
<tr>
<td>Reasoning Questions: #2, #3, #5</td>
<td>Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. (CCSS: RL.4.9)</td>
</tr>
<tr>
<td>Change Questions: #2</td>
<td>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.4.1)</td>
</tr>
<tr>
<td>Students write a paragraph on a chosen issue using Hamburger Model (Use Standards of Reasoning and Persuasive Writing Rubric p 31)</td>
<td>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (CCSS: RI.4.4)</td>
</tr>
<tr>
<td>Assessment:</td>
<td>Use text features (bold type, headings, visuals, captions, glossary) to organize or categorize information. (CCSS: L.4.4b)</td>
</tr>
<tr>
<td>Choose 2-3 newspaper/magazine advertisements. Have students determine what product or service is being promoted and which propaganda techniques are being used.</td>
<td>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. (CCSS: L.4.4c)</td>
</tr>
<tr>
<td>Write a SCR and determine if these techniques are effective? Why or why not?</td>
<td>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.4.5)</td>
</tr>
<tr>
<td>Find a map of England and locate the Yorkshire moors. Look up some information about the plants and animals of the moor and the climate of that area of the world. Write an essay comparing what you found to the descriptions of the moor in the novel.</td>
<td>Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. (CCSS: L.4.5a)</td>
</tr>
<tr>
<td>The Secret Garden Writing Assignment (Handout 12A) Use Persuasive Writing Rubric p 31.</td>
<td>Recognize and explain the meaning of common idioms, adages, and proverbs. (CCSS: L.4.5b)</td>
</tr>
</tbody>
</table>

Inquiry Question(s): (From the standards document) How do the generalizations of change apply to literature?

Vocabulary: maligned, dispossession, lethargy,
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. (CCSS: W.4.1a)

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCSS: W.4.3)

Choose planning strategies to support text structure and intended outcome

Use dialogue and description to develop experiences and events or show the responses of characters to situations. (CCSS: W.4.3b)

Use a variety of transitional words and phrases to manage the sequence of events. (CCSS: W.4.3c)

Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS: W.4.3d)

Write poems that express ideas or feelings using imagery, figurative language, and sensory details

Choose planning strategies to support text structure and intended outcome

Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.4.2d)

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)

Use correct format (indenting paragraphs, parts of a letter, poem, etc.) for intended purpose

Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.4.3)

Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)

Choose punctuation for effect. (CCSS: L.4.3b)

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (CCSS: L.4.3c)

Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. (CCSS: L.4.1b)

Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). (CCSS: L.4.1d)

Use compound subjects (Tom and Pat went to the store) and compound verbs (Harry thought and worried about the things he said to Jane) to create sentence fluency in writing

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (CCSS: L.4.1f)

Correctly use frequently confused words (e.g., to, too, two; there, their). (CCSS: L.4.1g)

Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (CCSS: W.4.8)

Gather information using a variety of resources (reference materials, trade books, online resources, library databases, print and media resources)

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].”). (CCSS: W.4.9.a)

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”). (CCSS: W.4.9.b)

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.4.1)

Determine a theme of a story, drama, or poem from details in the text; summarize the text. (CCSS: RL.4.3)

Describe the development of plot (such as the origin of the central conflict, the action of the plot, and how
Summarize text by identifying important ideas and sequence and by providing supporting details, while maintaining sequence.

Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CCSS: RI.4.2)

Skim materials to develop a general overview of content
Scan to locate specific information or to perform a specific task (finding a phone number, locating a definition in a glossary, identifying a specific phrase in a passage)
Identify conclusions

Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.4.3)
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. (CCSS: RF.4.3a)

Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.4.4)
Read grade-level text with purpose and understanding. (CCSS: RF.4.4a)

Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.4.4c)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. (CCSS: L.4.4)
Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (CCSS: L.4.4a)

Read and understand words with common prefixes (un-, re-, dis-) and derivational suffixes (-ful, -ly, -ness)
Infer meaning of words using explanations offered within a text
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)

Use correct capitalization. (CCSS: L.4.2a)
Locate information using text features, (appendices, indices, glossaries, and table of content)
Read for key ideas. take notes, and organize information read (using graphic organizer)

**Instruction Change matrix, vocabulary web, literature web, Socratic Seminar, Writing Process model, hamburger model, reasoning model (2nd edition), interpretive questions and literary response, reasoning question,**

**Key teaching and Learning Experiences that embed 21st Century Skills**
Collaboration, critical thinking and reasoning, self direction, invention, information literacy, meaning-based, meta-cognition, concept based, learner outcomes of significance, higher order thinking, habits of mind, multiculturalism and globalism, intra-and interdisciplinary connections, active learning and problem solving, technology-relevant, authentic assessment

**Resources**
Teacher resource book; student literature book and handouts, American Heritage Dictionary, Merriam-Webster Dictionary online, response journal, Jacob's Ladder, Building Language,
### Grade Level Expectations (GLE)

<table>
<thead>
<tr>
<th>Grade Level Expectations (GLE)</th>
<th>Enduring Concept: Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Oral Expression and Listening</strong></td>
<td>A clear communication plan is necessary to effectively deliver and receive information (lesson 13,14,15,16,17,18)</td>
</tr>
<tr>
<td><strong>2. Reading for All Purposes</strong></td>
<td>Comprehension and fluency matter when reading literary texts in a fluent way (lesson 13,15,16,17)</td>
</tr>
<tr>
<td><strong>3. Writing and Composition</strong></td>
<td>Knowledge of complex orthography (spelling patterns), morphology (word meanings), and word relationships to decode (read) multisyllabic words contributes to better reading skills (lesson 13,15,16)</td>
</tr>
<tr>
<td><strong>4. Research and Reasoning</strong></td>
<td>The recursive writing process is used to create a variety of literary genres for an intended audience (lesson 16)</td>
</tr>
</tbody>
</table>

### Inquiry Question(s): (From the standards document)

- How do the generalizations of change apply to literature?

### Vocabulary:

- affectionate, confirm, delicacy, discard, remarkable, sagacious, succession, astonished, beggar, brocade, coverlet, embroidered, plead, remorse, shuttle, squandering, wondrous, emit, gluttonous, obligation, oblivious, parasol, retribution, samisen, sulphurous, tranquility, veranda, alabaster, indicative, presentiment, stal

### Assessments

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<thead>
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<tbody>
<tr>
<td><strong>Expository Writing:</strong> Origami Writing: <strong>Origami is the Japanese art of paper folding.</strong> Find out more about this craft. After practicing on your own, teach your classmates how to make a simple origami figure by providing them with a set of directions which you have written.</td>
<td><strong>Identify and draw inferences about setting, characters (such as motivations, personality traits), and plot.</strong> (CCSS: RL.4.2)</td>
</tr>
<tr>
<td><strong>Informal Group Oral Presentation Evaluation on 1-2 minute speech on school dress codes. Use Handout 14B and 8C.</strong></td>
<td><strong>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).</strong> (CCSS: RL.4.4)</td>
</tr>
<tr>
<td><strong>Literary Response and Interpretation Questions</strong> p 162 # 2, #4 (make sure students cite examples from the folktale)</td>
<td><strong>Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</strong> (CCSS: RL.4.9)</td>
</tr>
<tr>
<td><strong>Reasoning Questions #1 #2</strong></td>
<td><strong>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</strong> (CCSS: RI.4.1)</td>
</tr>
<tr>
<td><strong>Identify and draw inferences about setting, characters (such as motivations, personality traits), and plot.</strong> (CCSS: RL.4.2)</td>
<td><strong>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</strong> (CCSS: RI.4.4)</td>
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<tr>
<td><strong>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).</strong> (CCSS: RL.4.4)</td>
<td><strong>Use text features (bold type, headings, visuals, captions, glossary) to organize or categorize information.</strong> (CCSS: RI.4.4)</td>
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<td><strong>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</strong> (CCSS: RI.4.7)</td>
</tr>
<tr>
<td><strong>Explain how an author uses reasons and evidence to support particular points in a text.</strong> (CCSS: RI.4.8)</td>
<td><strong>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</strong> (CCSS: L.4.4b)</td>
</tr>
<tr>
<td><strong>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.</strong> (CCSS: L.4.4c)</td>
<td><strong>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</strong> (CCSS: L.4.4c)</td>
</tr>
</tbody>
</table>
Change Question #1

Respond to one of the following generalizations with a description of an event from your own life in which it was shown to be true:
*Good things come in small packages
*Small kindnesses are returned ten-fold
*Greed and anger only beget trouble
*People should live within their means
*The pleasures of life lie in simple things

(Use Journal Entry Rubric)

Literary Response and Interpretation Question, p 170, #1, #6
Reasoning Question, p 171 #1
Change Question, p 171 #

Complete Unit Change Matrix (Handout 7C) that applies to the poems

Create a title for one of Emily Dickinson’s poems and write a paragraph giving reasons from the poem why your title would be a good one.
(Use Literature Interpretation Scoring Rubric p. 25 and 27)

Response Journal Entry:
How do changing seasons affect your emotions?
(Use Journal Entry Rubric)
Presentation of student poems and speeches defending titles for the poems from Lesson 16
(Use Oral evaluation Form Handout 17A)

Literary Response and Interpretation Question #1 (Use Literature Interpretation Scoring Rubric p 25-26)

Have students read and discuss a short biography about Emily Dickinson or Langston Hughes. Have students reread one or more of the poet’s works and list three ways they see the life of the poet reflected in the poetry.

Student Response Journal p 179 #6 (Use Journal Entry Scoring Rubric)

(CCSS: L.4.5)

Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. (CCSS: L.4.5a)

Recognize and explain the meaning of common idioms, adages, and proverbs. (CCSS: L.4.5b)

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. (CCSS: W.4.1a)

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCSS: W.4.3)

Choose planning strategies to support text structure and intended outcome

Use dialogue and description to develop experiences or events or show the responses of characters to situations. (CCSS: W.4.3b)

Use a variety of transitional words and phrases to manage the sequence of events. (CCSS: W.4.3c)

Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS: W.4.3d)

Write poems that express ideas or feelings using imagery, figurative language, and sensory details
Choose planning strategies to support text structure and intended outcome

Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.4.2d)

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)

Use correct format (indenting paragraphs, parts of a letter, poem, etc.) for intended purpose
Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.4.3)

Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)

Choose punctuation for effect. (CCSS: L.4.3b)

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (CCSS: L.4.3c)

Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. (CCSS: L.4.1b)

Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). (CCSS: L.4.1d)

Use compound subjects (Tom and Pat went to the store) and compound verbs (Harry thought and worried about the things he said to Jane) to create sentence fluency in writing

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (CCSS: L.4.1f)

Correctly use frequently confused words (e.g., to, too, two; there, their). (CCSS: L.4.1g)

Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (CCSS: W.4.8)

Gather information using a variety of resources (reference materials, trade books, online resources, library databases, print and media resources)

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].") (CCSS: W.4.9.a)

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"). (CCSS: W.4.9.b)
Review expectations of Research Project Evaluation (Handout 18E) p193

Research Model (Handout 18A) p 185 is completed by student

Create a Venn diagram comparing and contrasting Mary and Colin in The Secret Garden followed by a compare/contrast essay.

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.4.1)

Determine a theme of a story, drama, or poem from details in the text; summarize the text. (CCSS: RL.4.3)

Describe the development of plot (such as the origin of the central conflict, the action of the plot, and how the conflict is resolved)

Summarize text by identifying important ideas and sequence and by providing supporting details, while maintaining sequence.

Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CCSS: RI.4.2)

Skim materials to develop a general overview of content

Scan to locate specific information or to perform a specific task (finding a phone number, locating a definition in a glossary, identifying a specific phrase in a passage)

Identify conclusions

Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.4.3)

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. (CCSS: RF.4.3a)

Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.4.4)

Read grade-level text with purpose and understanding. (CCSS: RF.4.4a)

Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.4.4c)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. (CCSS: L.4.4)

Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (CCSS: L.4.4a)

Read and understand words with common prefixes (un-, re-, dis-) and derivational suffixes (-ful, -ly, -ness)

Infer meaning of words using explanations offered within a text

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)

Use correct capitalization. (CCSS: L.4.2a)

Locate information using text features, (appendices, indices, glossaries, and table of content)

Read for key ideas, take notes, and organize information read (using graphic organizer)

Instruction Change matrix, vocabulary web, literature web, Socratic Seminar, Writing Process model, hamburger model, reasoning model (2nd edition), interpretive questions and literary response, reasoning question,

Key teaching and Learning Experiences that embed 21st Century Skills

Collaboration, critical thinking and reasoning, self direction, invention, information literacy, meaning-based, meta-cognition, concept based, learner outcomes of significance, higher order thinking, habits of mind, multiculturalism and globalism, intra-and interdisciplinary connections, active learning and problem solving, technology-relevant, authentic assessment

Resources

Teacher resource book; student literature book and handouts , American Heritage Dictionary, Merriam-Webster Dictionary online, response journal , Jacob’s Ladder, Building Language,
### Fourth Grade William and Mary Reading Curriculum Guide

**Unit:** Literary Reflections

**Timeline:** Quarter 4 Lessons 19-24

**Enduring Concept:** Change

### Grade Level Expectations (GLE)

1. **Oral Expression and Listening**
   - A clear communication plan is necessary to effectively deliver and receive information (lesson 19, 20, 21, 22)

2. **Reading for All Purposes**
   - Comprehension and fluency matter when reading literary texts in a fluent way (lesson 19, 20, 23, 24)
   - Knowledge of complex orthography (spelling patterns), morphology (word meanings), and word relationships to decode (read) multisyllabic words contributes to better reading skills (lesson 22)

3. **Writing and Composition**
   - The recursive writing process is used to create a variety of literary genres for an intended audience (lesson 23, 24)
   - Informational and persuasive texts use the recursive writing process (lesson 19, 20, 23, 24)
   - Correct sentence formation, grammar, punctuation, capitalization, and spelling are applied to make the meaning clear to the reader (lesson 19, 20, 23, 34)

4. **Research and Reasoning**
   - Comprehending new information for research is a process undertaken with discipline both alone and within groups (lesson 20, 21)
   - Identifying implications, concepts, and ideas enriches reasoning skills (lesson 19, 20, 21, 22)

### Inquiry Question(s):

*(From the standards document)*

### Vocabulary:

**Assessments**

- **Performance Tasks**
  - Assessment: p 196 #3 We have discussed how the events of the story helped the characters to grow. How did reading the novels help you to grow? (Use Journal Entry Rubric)
  - Student complete a Change Model (Handout 19A) for two novels p 196 #4.
  - Literary Response and Interpretation Questions p 196 #1 #3
  - Reasoning Questions p 196 #1, #2
  - Change Question p 197 #1

- **Evidence Outcomes**
  - Have students write a persuasive paragraph in which they defend the actual title of their second novel or argue for a new title. Give specific examples and reasons from the books. (Use Literature Interpretation Scoring Rubric p 25 #4)
  - Assessment: p 202 #4 - Students choose one activity

- **Identify and draw inferences about setting, characters (such as motivations, personality traits), and plot. (CCSS: RL.4.2)**
- **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). (CCSS: RL.4.4)**
- **Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. (CCSS: RL.4.9)**
- **Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.4.1)**
- **Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (CCSS: RI.4.4)**
- **Use text features (bold type, headings, visuals, captions, glossary) to organize or categorize information**
- **Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (CCSS: RI.4.7)**
- **Explain how an author uses reasons and evidence to support particular points in a text. (CCSS: RI.4.8)**
- **Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). (CCSS: L.4.4b)**
- **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. (CCSS: L.4.4c)**
- **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.4.5)**
- **Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. (CCSS: L.4.5a)**
- **Recognize and explain the meaning of common idioms, adages, and proverbs. (CCSS: L.4.5b)**
Think of a change that has occurred in your own life or a change you have observed in the life of someone else. Write a story about the change.

Oral Presentation Evaluation Form (Handout 21A) on individual research presentations

Should grammar be taught directly in schools? Consider your position on this issue and write a brief persuasive paragraph in your journal.

(Use Persuasive Writing Scoring Rubric p 31)

Unit Vocabulary Exam
Grammar Post Assessment p 241
Complete Unit Change Matrix;

Final writing assessment p 215:
Think about how the literature pieces you have read in this unit have reflected the five generalizations about change. Select two generalizations which seemed especially true to you in the unit readings. Write a persuasive essay arguing that the two generalizations are true, using specific examples from the literature to support your points. Use at least four different stories, poems, or novels for your examples. Explain your reasons thoroughly, and write a conclusion to end your essay.

(Use Persuasive Writing Rubric p 31)

Response Journal: How have your written products changed during the unit? (Use Journal Entry Rubric)

Literature Post Assessment (Handout 24A)
Persuasive Writing Post Assessment (Handout 24B)
Overall Student Assessment Report (Handout 24C)
Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CCSS: RI.4.2)

Skim materials to develop a general overview of content.

Scan to locate specific information or to perform a specific task (finding a phone number, locating a definition in a glossary, identifying a specific phrase in a passage).

Identify conclusions.

Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.4.3)

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. (CCSS: RF.4.3a)

Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.4.4)

Read grade-level text with purpose and understanding. (CCSS: RF.4.4a)

Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.4.4c)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. (CCSS: L.4.4)

Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (CCSS: L.4.4a)

Read and understand words with common prefixes (un-, re-, dis-) and derivational suffixes (-ful, -ly, -ness) and meaning of words using explanations offered within a text.

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)

Use correct capitalization. (CCSS: L.4.2a)

Locate information using text features, (appendices, indices, glossaries, and table of content)

Read for key ideas, take notes, and organize information read (using graphic organizer).

Instruction Change matrix, vocabulary web, literature web, Socratic Seminar, Writing Process model, hamburger model, reasoning model (2nd edition), interpretive questions and literary response, reasoning question,

Key teaching and Learning Experiences that embed 21st Century Skills

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Resources

Teacher resource book; student literature book and handouts, American Heritage Dictionary, Merriam-Webster Dictionary online, response journal, Jacob’s Ladder, Building Language,
### Unit: Quarter 1 Patterns of Change

**Timeline:** Lessons 1-6  
**Enduring Concept:** Cyclic change

### Grade Level Expectations (GLE)

<table>
<thead>
<tr>
<th>Grade Level Expectations (GLE)</th>
<th>Enduring Concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Oral Expression and Listening</td>
<td>Cyclic change</td>
</tr>
<tr>
<td>1. Effective communication requires speakers to express an opinion, provide information, describe a process, and persuade an audience (lesson 1,2,3,4,5,6)</td>
<td></td>
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<tr>
<td>2. Listening strategies are techniques that contribute to understanding different situations and serving different purposes (lesson 1,2,3,4,5)</td>
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<tr>
<td>2. Reading for All Purposes</td>
<td></td>
</tr>
<tr>
<td>1. Literary texts are understood and interpreted using a range of strategies (lesson 1,3,4,5)</td>
<td></td>
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<tr>
<td>3. Knowledge of morphology and word relationships matters when reading (lesson 3,4)</td>
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<tr>
<td>3. Writing and Composition</td>
<td></td>
</tr>
<tr>
<td>1. The recursive writing process contributes to the creative and unique literary genres for a variety of audiences and purposes (lesson 1,4)</td>
<td></td>
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<tr>
<td>2. The recursive writing process creates stronger informational and persuasive texts for a variety of audiences and purposes (lesson 1,6)</td>
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<tr>
<td>3. Conventions apply consistently when evaluating written texts (lesson 1,4,6)</td>
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<tr>
<td>4. Research and Reasoning</td>
<td></td>
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<tr>
<td>3. Quality reasoning requires asking questions and analyzing and evaluating viewpoints (lesson 1,2,4,5)</td>
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</tr>
</tbody>
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### Inquiry Question(s): (From the standards document)

What are some cyclic patterns of change? How are these cyclic patterns evident in literature?

### Vocabulary:

- brutishness
- mendicant
- mastodon
- yoked
- antagonist
- character
- climax
- denouement
- flashback
- foreshadowing
- metaphor
- narrator
- plot
- protagonist
- rising action
- setting
- simile
- symbol
- theme
- tone
- mood
- native
- crested
- cranny
- reluctant
- caper
- prance
- boisterous
- diffuse
- Allegory
- alliteration
- dialogue
- figurative language
- free verse
- motivation
- personification
- point of view
- stanza
- structure
- voice

### Assessments

<table>
<thead>
<tr>
<th>Performance Tasks</th>
<th>Evidence Outcomes</th>
</tr>
</thead>
</table>
| Pre-Assessment for Literature using Handout 1A p. 23 with New feet within my garden go by Emily Dickinson in Student Literature Patterns of Change  
*Use Literary Analysis & Interpretation Scoring Rubric and Sample Student Responses (exemplary examples) for Pre and Post-Assessments p. 25-28 in Patterns of Change | Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (CCSS: RL.5.4) |
| Pre-Assessment for Writing Handout 1B p. 29 in Patterns of Change with New feet within my garden by Emily Dickinson  
*Use Persuasive Writing Scoring Rubric and Sample Student Responses (exemplary examples) p. 31-33 in Patterns of Change | Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. (CCSS: RL.5.9) |
| | Use knowledge of literary devices (such as imagery, rhythm, foreshadowing, simple metaphors) to understand and respond to text. |
| | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. (CCSS: RL.5.10) |
| | Distinguish between fact and opinion, providing support for judgments made |
| | Use informational text features (such as bold type, headings, graphic organizers, numbering schemes, glossary) and text structures to organize or categorize information, to answer questions, or to perform specific tasks |
| | Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (CCSS: RI.5.7) |
| | 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. (CCSS: RF.5.3c) |
| | Use a variety of transitional words, phrases, and clauses to manage the sequence of events. (CCSS: W.5.3c) |
| | Provide logically ordered reasons that are supported by facts and details. (CCSS: W.5.1b) |
| | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b) |
| | Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d) |
| | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2) |
### Pre-Assessment for Literature using Handout 1A p. 23 with *New feet within my garden* by Emily Dickinson in Student Literature Patterns of Change

*Use Literary Analysis & Interpretation Scoring Rubric and Sample Student Responses (exemplary examples) for Pre and Post-Assessments p. 25-28 in Patterns of Change

Pre-Assessment for Writing Handout 1B p. 29 in Patterns of Change with *New feet within my garden* by Emily Dickinson

*Use Persuasive Writing Scoring Rubric and Sample Student Responses (exemplary examples) p. 31-33 in Patterns of Change

Assess using Homework Assignment #1 p. 47

*Use Literary Analysis & Interpretation Scoring Rubric and Sample Student Responses (exemplary examples) for Pre and Post-Assessments p. 25-28 in Patterns of Change

Assessment: Assess using Extension Assignment on p. 56.

*Use Sample Plot Map p. 63 for example of Home-Away-Home pattern.

Assessment: Self-Assessment for Writing Peer Assessment Teacher Assessment

Other Assessments

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### Assess using command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)

Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. (CCSS: L.5.1b)

Use verb tense to convey various times, sequences, states, and conditions. (CCSS: L.5.1c)

Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)

Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact"]). (CCSS: W.5.9a)

Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (CCSS: W.5.9b)

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes. (CCSS: SL.5.4)

Adapt language as appropriate to purpose: to persuade, explain/provide information, or express an opinion.

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.5.1)

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (CCSS: RL.5.2)

Compare and contrast two or more character’s points of view, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). (CCSS: RL.5.3)

Describe how a narrator’s or speaker’s point of view influences how events are described. (CCSS: RL.5.6)

Locate information to support opinions, predictions, inferences, and identification of the author’s message or theme

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.5.1)

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RL.5.2)

Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (CCSS: RI.5.5)

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (CCSS: RI.5.6)

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS: RI.5.9)

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. (CCSS: RI.5.10)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. (CCSS: RF.5.4)

Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: RF.5.4a)

Read grade-level text with purpose and understanding. (CCSS: RF.5.4a)

Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.5.4c)

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details,
and clear event sequences. (CCSS: W.5.3)
Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.5.3a)
Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS: W.5.3d)
Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.5.3e)
Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (CCSS: W.5.1)
Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. (CCSS: W.5.1a)
Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). (CCSS: W.5.1c)
Provide a concluding statement or section related to the opinion presented. (CCSS: W.5.1d)
Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS: W.5.2)
Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a)
Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). (CCSS: W.5.2c)
Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)
Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS: L.5.1f)
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)
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 two pages in a single sitting. (CCSS: W.5.6)
Summarize and support key ideas
Demonstrate comprehension of information with supporting logical and valid inferences
Develop and present a brief (oral or written) research report with clear focus and supporting detail for an intended audience
Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.5.9)

### Instruction Change matrix, vocabulary web, literature web, Socratic Seminar, Writing Process model, hamburger model, reasoning model (2nd edition), interpretive questions and literary response, reasoning question,

### Key teaching and Learning Experiences that embed 21st Century Skills

Collaboration, critical thinking and reasoning, self direction, invention, information literacy, meaning-based, meta-cognition, concept based, learner outcomes of significance, higher order thinking, habits of mind, multiculturalism and globalism, intra-and interdisciplinary connections, active learning and problem solving, technology-relevant, authentic assessment

### Resources

Teacher resource book; student literature book and handouts, American Heritage Dictionary, Merriam-Webster Dictionary online, response journal, Jacob’s Ladder III, Caesars English 2,

**Bolded Text** = Potential assessment items for 2012

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Greeley-Evans School District 6  
2011-2012  
5th Grade William and Mary Curriculum Guide
<table>
<thead>
<tr>
<th>Grade Level Expectations (GLE)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Oral Expression and Listening</td>
<td>1. Effective communication requires speakers to express an opinion, provide information, describe a process, and persuade an audience (lesson 7,8,10,11,12)</td>
</tr>
<tr>
<td>2. Reading for All Purposes</td>
<td>1. Literary texts are understood and interpreted using a range of strategies (lesson 8,10,12)</td>
</tr>
<tr>
<td>3. Writing and Composition</td>
<td>1. The recursive writing process contributes to the creative and unique literary genres for a variety of audiences and purposes (lesson 7)</td>
</tr>
<tr>
<td>4. Research and Reasoning</td>
<td>1. High-quality research requires information that is organized and presented with documentation (lesson 11)</td>
</tr>
</tbody>
</table>

**Enduring Concept:** Cyclic change

**Timeline:** Lesson 7-12

**Inquiry Question(s):**
- What are some cyclic patterns of change?
- How are these cyclic patterns evident in literature?

**Vocabulary:** amethyst, bobolink, stile, inquire, reverent, quaint,

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Evidence Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Assessment</td>
<td>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (CCSS: RL.5.4)</td>
</tr>
<tr>
<td>Peer Assessment</td>
<td>Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. (CCSS: RL.5.9)</td>
</tr>
<tr>
<td>Teacher Assessment</td>
<td>Use knowledge of literary devices (such as imagery, rhythm, foreshadowing, simple metaphors) to understand and respond to text.</td>
</tr>
<tr>
<td>Create a Concept Map using “change” as the focus concept for the first part of the novel you are reading p. 88 in Patterns of Change</td>
<td>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. (CCSS: RL.5.10)</td>
</tr>
<tr>
<td>Assessments: Comparing and contrasting the ideas in the different literature pieces read thus far</td>
<td>Distinguish between fact and opinion, providing support for judgments made</td>
</tr>
<tr>
<td>Student created pantoum that shows understanding of this form of poetry Assessment:</td>
<td>Use informational text features (such as bold type, headings, graphic organizers, numbering schemes, glossary) and text structures to organize or categorize information, to answer questions, or to perform specific tasks</td>
</tr>
<tr>
<td>Find an editorial in the newspaper and critique it using the Standards of Reasoning p. 116 in Patterns of Change Assessment: (Short Constructed Response)</td>
<td>Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (CCSS: RL.5.7)</td>
</tr>
<tr>
<td></td>
<td>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. (CCSS: RF.5.3c)</td>
</tr>
<tr>
<td></td>
<td>Use a variety of transitional words, phrases, and clauses to manage the sequence of events. (CCSS: W.5.3c)</td>
</tr>
<tr>
<td></td>
<td>Provide logically ordered reasons that are supported by facts and details. (CCSS: W.5.1b)</td>
</tr>
<tr>
<td></td>
<td>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)</td>
</tr>
<tr>
<td></td>
<td>Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d)</td>
</tr>
<tr>
<td></td>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
</tr>
</tbody>
</table>
Choose one of the three poems and answer the following: What are some items in the poems that might be symbols? What do you think they stand for? Support your answer with evidence from the poem.

Short Constructed Response: Compare and Contrast two different poems—How do they reflect the concept of time?

Poetry Venn Diagram using the Poetry Comparison Chart

Assessment: Set goals on developing a persuasive essay and speech and develop a plan for achieving those goals.

In an Extended Constructed Paragraph, explain the differences between a topic and an issue (Use Handout 11 B & 11 C as a reference)

Assessment: 100 point Quiz (10 Questions) using Literary Response and Interpretation questions p. 149-150 (Question Box-2, 3, 4, 6, 8, 9) and Reasoning Questions p. 150 (Question Boxes-3, 4, 6, 7)

Using Homework p. 152 #2 -Write a Short book review of your novel, explaining to other kids whether or not you think they should read the book and why (Use the Persuasive Writing Scoring Rubric)

Other Assessments

-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)

-Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. (CCSS: L.5.1b)

-Use verb tense to convey various times, sequences, states, and conditions. (CCSS: L.5.1c)

-Read and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)

-Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). (CCSS: W.5.9a)

-Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”). (CCSS: W.5.9b)

-Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes. (CCSS: SL.5.4)

-Adapt language as appropriate to purpose: to persuade, explain/provide information, or express an opinion.

-Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.5.1)

-Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (CCSS: RL.5.2)

-Compare and contrast two or more character's points of view, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). (CCSS: RL.5.3)

-Describe how a narrator's or speaker's point of view influences how events are described. (CCSS: RL.5.6)

-Rotate information to support opinions, predictions, inferences, and identification of the author's message or theme.

-Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.5.1)

-Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2)

-Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (CCSS: RI.5.5)

-Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (CCSS: RI.5.6)

-Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS: RI.5.9)

-By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. (CCSS: RI.5.10)

-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. (CCSS: RF.5.4)

-Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: RF.5.4a)

-Read grade-level text with purpose and understanding. (CCSS: RF.5.4a)

-Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.5.4c)

-Writing narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCSS: W.5.3)
Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.5.3a)

Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS: W.5.3d)

Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.5.3e)

Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (CCSS: W.5.1)

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. (CCSS: W.5.1a)

Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). (CCSS: W.5.1c)

Provide a concluding statement or section related to the opinion presented. (CCSS: W.5.1d)

Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS: W.5.2)

Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a)

Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). (CCSS: W.5.2c)

Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS: L.5.1f)

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)

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 two pages in a single sitting. (CCSS: W.5.6)

Summarize and support key ideas

Demonstrate comprehension of information with supporting logical and valid inferences

Develop and present a brief (oral or written) research report with clear focus and supporting detail for an intended audience

Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.5.9)

Instruction Change matrix, vocabulary web, literature web, Socratic Seminar, Writing Process model, hamburger model, reasoning model (2nd edition), interpretive questions and literary response, reasoning question,

Key teaching and Learning Experiences that embed 21st Century Skills

Collaboration, critical thinking and reasoning, self direction, invention, information literacy, meaning-based, meta-cognition, concept based, learner outcomes of significance, higher order thinking, habits of mind, multiculturalism and globalism, intra-and interdisciplinary connections, active learning and problem solving, technology-relevant, authentic assessment

Resources

Teacher resource book; student literature book and handouts, American Heritage Dictionary, Merriam-Webster Dictionary online, response journal, Jacob’s Ladder III, Caesars English 2,

Bolded Text = Potential assessment items for 2012
## Unit: Quarter 3  
**Enduring Concept: Cyclic Change**

### Grade Level Expectations (GLE)

<table>
<thead>
<tr>
<th>Category</th>
<th>Expectation</th>
</tr>
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</table>
| 1. Oral Expression and Listening | 1. Effective communication requires speakers to express an opinion, provide information, describe a process, and persuade an audience (lesson 14,15,16,17)  
2. Listening strategies are techniques that contribute to understanding different situations and serving different purposes (lesson 14,15,17) |
| 2. Reading for All Purposes | 1. Literary texts are understood and interpreted using a range of strategies (lesson 13,15,17)  
2. Knowledge of morphology and word relationships matters when reading (lesson 14,15,17) |
| 3. Writing and Composition | 1. The recursive writing process contributes to the creative and unique literary genres for a variety of audiences and purposes (lesson 13,15,17)  
2. The recursive writing process creates stronger informational and persuasive texts for a variety of audiences and purposes (lesson 14,16)  
3. Conventions apply consistently when evaluating written texts (lesson 13,14,15,16,17) |
| 4. Research and Reasoning | 1. High-quality research requires information that is organized and presented with documentation (lesson 16,18)  
2. Quality reasoning requires asking questions and analyzing and evaluating viewpoints (lesson 14,15,17) |

### Inquiry Question(s): (From the standards document)

- What are some cyclic patterns of change?  
- How are these cyclic patterns evident in literature?

### Vocabulary:

- cultivated, proverb, republic, fundamental, accustomed, arrogant, banister, cache, Chinook, concoctions, conveyer, cynical, embossed, exclusive, gnarled, hobbled, hoisted, hysterical, involuntary, kerosene, kindred, mortgage, ornery, petrified, pier, pleurisy, plied, poised, prospector, purveyor, resurrected, sanctuary, sauerkraut, saurian, scudded, sheepishly, skewering, unruly, wallows

### Assessments

<table>
<thead>
<tr>
<th>Performance Tasks</th>
<th>Evidence Outcomes</th>
</tr>
</thead>
</table>
| Assessment: Using Activities and Questions #2 p. 153 (symbolism)  
#3 p. 154 in Patterns of Change-(Create a Character Mandala using the Relationship Chart)  
#6 p. 155 in Patterns of Change Assessment: Persuasive Essay Assignment 14 A, p. 165 on the novel (Use Persuasive Writing Rubric for scoring)  
Assessment: #4 p. 172 (Note: After using as an assessment, could be followed by a Socratic Seminar)  
Quiz using Literary Response and Interpretation Questions p. 171-Question Boxes: #2, 5  
and Reasoning Questions-Question Boxes: 1-4 | Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (CCSS: RL.5.4)  
Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. (CCSS: RL.5.9)  
Use knowledge of literary devices (such as imagery, rhythm, foreshadowing, simple metaphors) to understand and respond to text.  
By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. (CCSS: RL.5.10)  
Distinguish between fact and opinion, providing support for judgments made  
Use informational text features (such as bold type, headings, graphic organizers, numbering schemes, glossary) and text structures to organize or categorize information, to answer questions, or to perform specific tasks  
Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (CCSS: RI.5.7)  
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. (CCSS: RF.5.3c)  
Use a variety of transitional words, phrases, and clauses to manage the sequence of events. (CCSS: W.5.3c)  
Provide logically ordered reasons that are supported by facts and details. (CCSS: W.5.1b)  
Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)  
Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d) |
Assessment:
Using the Persuasion Chart p. 183 in Patterns of Change, students develop mini persuasion speech on a topic (Use Persuasion Chart for scoring)
Assessment: (Short Constructed Response)
If you were to create a new title for Below, what would you call it, and why? (Use Literary Analysis Rubric #4 and exemplars for grading)

What assumptions about nature and history do you think the two authors, Bruchac and Sandburg reflect? (Use Literary Analysis Rubric #2 and exemplars for grading)

Other Assessments

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)
Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. (CCSS: L.5.1b)
Use verb tense to convey various times, sequences, states, and conditions. (CCSS: L.5.1c)
Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)
Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). (CCSS: W.5.9a)
Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (CCSS: W.5.9b)
Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes. (CCSS: SL.5.4)
Adapt language as appropriate to purpose: to persuade, explain/provide information, or express an opinion. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.5.1)
Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (CCSS: RL.5.2)
Compare and contrast two or more character's points of view, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). (CCSS: RL.5.3)
Describe how a narrator's or speaker's point of view influences how events are described. (CCSS: RL.5.6)
Locate information to support opinions, predictions, inferences, and identification of the author's message or theme. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.5.1)
Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2)
Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (CCSS: RI.5.5)
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (CCSS: RI.5.6)
Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS: RI.5.9)
By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. (CCSS: RI.5.10)
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading content, choosing flexibly from a range of strategies. (CCSS: RF.5.4)
Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: RF.5.4a)
Read grade-level text with purpose and understanding. (CCSS: RF.5.4a)
Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.5.4c)

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCSS: W.5.3)

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.5.3a)

Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS: W.5.3d)

Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.5.3e)

Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (CCSS: W.5.1)

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. (CCSS: W.5.1a)

Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). (CCSS: W.5.1c)

Provide a concluding statement or section related to the opinion presented. (CCSS: W.5.1d)

Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS: W.5.2)

Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a)

Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). (CCSS: W.5.2c)

Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS: L.5.1f)

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)

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 two pages in a single sitting. (CCSS: W.5.6)

Summarize and support key ideas

Demonstrate comprehension of information with supporting logical and valid inferences

Develop and present a brief (oral or written) research report with clear focus and supporting detail for an intended audience

Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.5.9)

Instruction Change matrix, vocabulary web, literature web, Socratic Seminar, Writing Process model, hamburger model, reasoning model (2nd edition), interpretive questions and literary response, reasoning question,

Key teaching and Learning Experiences that embed 21st Century Skills

Collaboration, critical thinking and reasoning, self direction, invention, information literacy, meaning-based, meta-cognition, concept based, learner outcomes of significance, higher order thinking, habits of mind, multiculturalism and globalism, intra-and interdisciplinary connections, active learning and problem solving, technology-relevant, authentic assessment

Resources


Bolded Text = Potential assessment items for 2012
# Fifth Grade William and Mary Reading Curriculum Guide

## Unit: Quarter 4

### Timeline: Lesson 19-24

**Enduring Concept: Cyclic change**

### Grade Level Expectations (GLE)

1. **Oral Expression and Listening**
   - Effective communication requires speakers to express an opinion, provide information, describe a process, and persuade an audience (lesson 19,20,21,22)
   - Listening strategies are techniques that contribute to understanding different situations and serving different purposes (lesson 19,20,21,22)

2. **Reading for All Purposes**
   - Literary texts are understood and interpreted using a range of strategies (lesson 19,20,21,24)
   - Ideas found in a variety of informational texts need to be compared and understood (lesson 21)
   - Knowledge of morphology and word relationships matters when reading (lesson 19,21,23)

3. **Writing and Composition**
   - The recursive writing process contributes to the creative and unique literary genres for a variety of audiences and purposes (lesson 23)
   - The recursive writing process creates stronger informational and persuasive texts for a variety of audiences and purposes (lesson 20,24)
   - Conventions apply consistently when evaluating written texts (lesson 20,23,24)

4. **Research and Reasoning**
   - High-quality research requires information that is organized and presented with documentation (lesson 22)
   - Quality reasoning requires asking questions and analyzing and evaluating viewpoints (lesson 19,20,21,23,24)

### Inquiry Question(s): (From the standards document)

- What are some cyclic patterns of change?
- How are these cyclic patterns evident in literature?

### Vocabulary:
- aphids, audible, communal, elemental, intuition, besiege, succession, thriftless

### Assessments

<table>
<thead>
<tr>
<th>Performance Tasks</th>
<th>Evidence Outcomes</th>
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</thead>
<tbody>
<tr>
<td>Assessment: Self-Assessment for Writing</td>
<td>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (CCSS: RL.5.4)</td>
</tr>
<tr>
<td>Peer Assessment for Writing</td>
<td>Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. (CCSS: RL.5.9)</td>
</tr>
<tr>
<td>Teacher Assessment for Writing</td>
<td>Use knowledge of literary devices (such as imagery, rhythm, foreshadowing, simple metaphors) to understand and respond to text.</td>
</tr>
<tr>
<td>Research Project Assessment</td>
<td>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. (CCSS: RL.5.10)</td>
</tr>
</tbody>
</table>

- **Assessment:** 50 point Quiz (5 questions) using Literary Response and Interpretation Question p. 209 and Reasoning Question p. 150 (Question Box - 10)

- **Write a persuasive paragraph defending the actual title of one of the two novels they have read or arguing for a new title, giving specific reasons and examples from the book.**

- **100 point Quiz (10 questions) using Literary Response and Interpretation Questions p. 217, 218 (Question Box - 1, 2, 3, 6, 11,13 and Reasoning Questions p. 218,219 (Question Box - 2,3,4) and**

- **Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (CCSS: RL.5.4) |

- **Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. (CCSS: RL.5.9) |

- **Use knowledge of literary devices (such as imagery, rhythm, foreshadowing, simple metaphors) to understand and respond to text. |

- **By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. (CCSS: RL.5.10) |

- **Distinguish between fact and opinion, providing support for judgments made**

- **Use informational text features (such as bold type, headings, graphic organizers, numbering schemes, glossary) and text structures to organize or categorize information, to answer questions, or to perform specific tasks**

- **Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (CCSS: RL.5.7) |

- **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. (CCSS: RF.5.3c) |

- **Use a variety of transitional words, phrases, and clauses to manage the sequence of events. (CCSS: W.5.3c) |

- **Provide logically ordered reasons that are supported by facts and details. (CCSS: W.5.1b) |

- **Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b) |

- **Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d) |

- **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when**
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
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<tbody>
<tr>
<td>Cycles Questions p 219 (Question Box – 5)</td>
<td>Final draft of a student written sonnet. Journal writing Literature Webs Socratic Seminars</td>
</tr>
<tr>
<td>Oral Presentation Evaluation Form</td>
<td>Final Writing Assignment, p. 241 Use Persuasive Writing Rubric for evaluation.</td>
</tr>
<tr>
<td>Other Assessments</td>
<td>Writing. (CCSS: L.5.2)</td>
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<td></td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)</td>
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<td></td>
<td>Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. (CCSS: L.5.1b)</td>
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<tr>
<td></td>
<td>Use verb tense to convey various times, sequences, states, and conditions. (CCSS: L.5.1c)</td>
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<tr>
<td></td>
<td>Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)</td>
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<td></td>
<td>Apply grade 5 Reading standards to literature (e.g., &quot;Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]&quot;). (CCSS: W.5.9a)</td>
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<tr>
<td></td>
<td>Apply grade 5 Reading standards to informational texts (e.g., &quot;Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]&quot;). (CCSS: W.5.9b)</td>
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<tr>
<td></td>
<td>Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes. (CCSS: SL.5.4)</td>
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<td></td>
<td>Adapt language as appropriate to purpose: to persuade, explain/provide information, or express an opinion.</td>
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<td></td>
<td>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.5.1)</td>
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<td></td>
<td>Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (CCSS: RL.5.2)</td>
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<tr>
<td></td>
<td>Compare and contrast two or more character's points of view, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). (CCSS: RL.5.3)</td>
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<td></td>
<td>Describe how a narrator's or speaker's point of view influences how events are described. (CCSS: RL.5.6)</td>
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<td></td>
<td>Locate information to support opinions, predictions, inferences, and identification of the author's message or theme</td>
</tr>
<tr>
<td></td>
<td>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.5.1)</td>
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<tr>
<td></td>
<td>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2)</td>
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<td></td>
<td>Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (CCSS: RI.5.5)</td>
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<td></td>
<td>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (CCSS: RI.5.6)</td>
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<td></td>
<td>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeable. (CCSS: RI.5.9)</td>
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<td></td>
<td>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. (CCSS: RI.5.10)</td>
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<td>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. (CCSS: RF.5.4)</td>
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<td>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: RF.5.4a)</td>
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<tr>
<td></td>
<td>Read grade-level text with purpose and understanding. (CCSS: RF.5.4a)</td>
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<tr>
<td></td>
<td>Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.5.4c)</td>
</tr>
</tbody>
</table>
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCSS: W.5.3)

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.5.3a)

Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS: W.5.3d)

Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.5.3e)

Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (CCSS: W.5.1)

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. (CCSS: W.5.1a)

Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). (CCSS: W.5.1c)

Provide a concluding statement or section related to the opinion presented. (CCSS: W.5.1d)

Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS: W.5.2)

Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a)

Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). (CCSS: W.5.2c)

Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS: L.5.1f)

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)

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 two pages in a single sitting. (CCSS: W.5.6)

Summarize and support key ideas

Demonstrate comprehension of information with supporting logical and valid inferences

Develop and present a brief (oral or written) research report with clear focus and supporting detail for an intended audience

Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.5.9)

**Instruction Change matrix, vocabulary web, literature web, Socratic Seminar, Writing Process model, hamburger model, reasoning model (2nd edition), interpretive questions and literary response, reasoning question.**

**Key teaching and Learning Experiences that embed 21st Century Skills**

Collaboration, critical thinking and reasoning, self direction, invention, information literacy, meaning-based, meta-cognition, concept based, learner outcomes of significance, higher order thinking, habits of mind, multiculturalism and globalism, intra-and interdisciplinary connections, active learning and problem solving, technology-relevant, authentic assessment

**Resources**

Teacher resource book; student literature book and handouts, American Heritage Dictionary, Merriam-Webster Dictionary online, response journal, Jacob’s Ladder III, Caesars English 2,

**Bolded Text = Potential assessment items for 2012**