

Fourth Grade	Quarter 1: Meaning-Based Curriculum Map-EL	Module 1
Introduction		
<p>In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.</p> <p>By 2025,</p> <ul style="list-style-type: none"> ● 80% of our students will graduate from high school college or career ready ● 90% of students will graduate on time ● 100% of our students who graduate college or career ready will enroll in a post-secondary opportunity. <p>In order to achieve these ambitious goals, we must provide our students with high-quality, standards-aligned instruction in English Language Arts (ELA) that prepares them to be strong readers, writers, thinkers, and communicators. High-quality instruction provides quality content, effective teacher practices, and effective student practices every day for every student. In our ELA classrooms, we integrate the elements of literacy instruction and consistently provide opportunities for students to take ownership over their learning, as outlined in the SCS ELA Instructional Framework (see the full Framework on page 3).</p> <p>The curriculum maps are meant to help teachers and their support providers (e.g., coaches, leaders) to provide College and Career Ready (CCR) aligned instruction in pursuit of Destination 2025. The curriculum maps are a resource for organizing instruction to reach the TN State Standards, which define what to teach and what students need to learn at each grade level. The maps also support teachers in reaching the ELA Instructional Framework by providing resources and content that represents our vision for excellent ELA instruction, including the instructional shifts.</p>		
How to Use the Curriculum Maps		
<p>The curriculum map is meant to support effective planning and instruction; it is not meant to replace teacher planning or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. While the curriculum map provides the foundation for what is taught in SCS classrooms, and that much is non-negotiable, teacher planning and decision making make the materials come to life in classrooms. To this end, the curriculum map should be viewed as a <i>guide</i>, not a <i>script</i>, and teacher should work to become experts in teaching and customizing the curriculum to meet the needs of their students.</p> <p>Curriculum maps outline the content and pacing for each grade and subject. For grades K-5 ELA teachers must carefully balance attention between skills-based and meaning-based competencies, which are outlined in two separate maps. By providing a map for each competency the curriculum maps include the instructional pacing and content for both areas and all grade level ELA standards. While the maps are separate, effective ELA instruction should integrate practice of both competencies, both in the ELA block and through the school day. A supplement to the curriculum maps, the K-5 ELA Companion Guide, outlines a protocol or routine for teachers to prepare for lessons based on the materials provided in the EL curriculum.</p> <ul style="list-style-type: none"> ● For meaning-based lessons, it is critical that teachers not only prepare to deliver <i>lessons</i>, but also prepare to teach full <i>units</i> and/or <i>modules</i>. The K-5 ELA Companion Guide outlines how to examine units and modules to understand the instructional logic of the curriculum before beginning lesson preparation. The Companion Guide also outlines a “text talk” process for teachers to discuss the curriculum texts in advance of instruction and analyze those texts to understand their features and meaning. ● For skills-based lessons, the <i>Journeys</i> series remains our primary instructional resource as outlined in the Foundational Literacy Map. Research demonstrates that the foundational literacy standards are best taught through a systematic and explicit sequence (such as the sequence provided by <i>Journeys</i>). While we will add on the <i>Journeys</i> resources, it is critical that teachers follow the sequence as provided. 		

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Guidance for the ELA Block		
<p>One of the most challenging choices we make as educators is how to spend our time with students, especially when no one structure or recipe will work for all students in all contexts. But, research suggests that some elements of instruction should happen daily, while others can occur less frequently. We can also rely on research to help us understand which methods (i.e. whole group or small group instruction) are most effective for the specific content or skills we are teaching. The SCS ELA Block Guidance document for Grades 3-5 summarizes these findings to assist educators in choosing how to spend time with students. At a high-level, we recommend that SCS 3rd grade students engage in the following types of practice daily:</p>		
<ul style="list-style-type: none"> ● Working with High-Quality Texts (at least 45-60 minutes daily) – including reading, discussing, writing about, and listening to texts. The primary goal is developing meaning-based competencies, though work with complex texts should reinforce foundational literacy skills and teachers should look for opportunities to make those connections explicit. ● Ongoing Practice with Foundational Literacy Skills (at least 30 minutes daily) – including instruction and practice reading texts that are targeted at building and strengthening decoding skills and word recognition. In grades 3-5 students should also work with multisyllabic words and words with irregular spellings, as specified in the Standards. ● A Volume of Reading (as much as possible) – additional reading (guided, independent, or shared) both within the ELA block and across the school day to support all aspects of reading, including engagement and motivation 		
<p>In 3rd grade, students should receive a total of 120 minutes of Tier 1 ELA instruction daily. We suggest approaching the Grades 3-5 ELA block in two portions: <i>Module Study</i> and <i>Small Group Instruction</i>, each about 60 minutes, though structure should be flexible to best meet the needs of students. Foundational skills instruction should be thoughtfully included in <i>both or either</i> of the Module Study and Small Group Instruction portions of the block, depending on the specific content goals for the day, week, and unit.</p>		
Guidance for Small Group Instruction		
<p>Small-group instruction offers an environment for students to express what they know and receive feedback from other students and the teacher. This includes the teacher led guided reading group in conjunction with literacy workstations. The small group rotations are often divided into three 20-minute rotations or four 15-minute rotations equaling about 60 minutes of small group reading instruction. In the upper grades, the teacher led guided group provides a context in which the teacher can provide additional support for students in working with complex texts and additional support for students practicing specific foundational literacy skills. Workstations provide students with an opportunity to practice and solidify the knowledge and understanding of previously taught concepts. Workstations can reinforce the standards being taught during the Unit/Module Study, provide additional practice with previously taught skills, or build toward upcoming content.</p>		
<p>Possible literacy workstations for 3rd grade are listed below. For more information about these workstations, see the Resource Toolkit on page 4.</p>		
<ul style="list-style-type: none"> ● Additional Work with Complex Text - Students work on the various aspects of text (meaning, language, structure, or knowledge) individually, with a partner, or with a teacher-led small group. This is an opportunity to provide additional instruction with the anchor text or supplemental text from their whole group unit or module study. ● Show the Rule™ Grammar Protocol - Use the Show the Rule protocol throughout the week to reinforce the identified grammar skill. This protocol gives students an opportunity to practice and apply what they have learned about grammar through text and creative writing rather than by completing worksheets or practice in isolation. ● Independent Reading - Students need to read a large volume and wide range of texts to become strong readers, and this reading practice is best accomplished when students have accountability for their independent reading, through reading logs, conversations with teachers and peers, weekly checkpoints and assignments when they finish a text. Teachers should leverage school libraries, classroom libraries, and supplemental texts from whole group units to provide students with options for independent reading. ● Word Study (Decoding, Spelling Principle, Vocabulary) - Word study is a combination of phonics (decoding), spelling principle, and vocabulary instruction. Word study gives students an opportunity to investigate and understand patterns and word relationships and apply this knowledge to their reading and writing. Teachers should utilize the <i>Journeys</i> Decoding, Spelling, and Vocabulary lessons for explicit instruction and determine ways to provide students with access to those skills within text. ● Fluency - Fluency is a bridge between word recognition and comprehension. Fluency practice involves ample <i>practice</i> for students, including repeated readings of the sample text and independent, partner, and small group practice, to prepare them to <i>perform</i> on a fluency task. ● Writing - Research shows that reading and writing develop hand in hand. In this station, students should be given multiple opportunities and materials to practice and improve writing skills, including writing in response to the anchor text(s), comparing texts, routine writing through journals or other prompts, and/or editing and revising writing. 		

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SCS Instructional Framework		

The purpose of this Instructional Framework is to increase our capacity to improve students' literacy by outlining research-supported instructional practices and a shared language for what effective ELA instruction looks like and sounds like in Shelby County School. We believe that consistent use of these practices in every classroom could make measurable positive differences in SCS literacy achievement.

The recommended practices should occur throughout the day, including being integrated into science and social studies learning. These practices should be viewed as the minimum standard of literacy instruction for SCS, not as an exhaustive list of ELA instructional practices.

In our ELA classrooms, students will:

- **Build strong reading foundational skills, starting in the early grades.** Foundational literacy skills unlock the code of text so that students can read and write. We aim for all students to gain these critical skills in the early grades while supporting students of all ages as they strive towards reading proficiently.
- **Work with worthwhile and complex texts.** By reading, discussing and writing about rich texts students build their understanding of the world and their understanding of language. Students must experience a staircase of text complexity across their K-12 experience to prepare them for college and career.
- **Experience a volume of reading to build knowledge, vocabulary, fluency, and independence.** Reading a large volume and wide variety of texts provides students with critical practice in both skills-based and meaning-based competencies. This practice also builds more confident readers and lifelong habits of reading.
- **Regularly discuss and write about texts, grounded in evidence.** Students read texts closely and are challenged to speak and write about what they have read using evidence to justify their positions. Practice should include a focus on the academic language of texts and using such language in discussions and writing.
- **Own the thinking of the lesson.** Students should do most of the reading, thinking, speaking and talking in our classrooms, supported by their peers and their teacher. Students engage in the work of the lesson and take ownership of their learning.

Effective ELA instruction requires research-based instructional practices which include:

- **Thoughtfully planned and executed lessons.** Teachers use a deep understanding of grade-level standards, literacy development, and the curriculum units to ensure daily lessons have clear objectives, worthwhile texts, and aligned tasks. Lesson implementation supports students in achieving the lesson goals while maintaining the rigor of tasks and requiring students to do the thinking.
- **Attention to both skills-based and meaning-based competencies.** Proficient readers simultaneously use skills-based competencies (including decoding, word recognition, and fluency) and meaning-based competencies (including vocabulary and knowledge) to read and make sense of texts. Our students must receive instruction and practice in both competencies to become strong readers.
- **Daily integration of reading, speaking, listening and writing to understand texts and express understanding.** Literacy skills are complex and intertwined and are best developed when practiced in combination, not in isolation. Students need daily, connected practice with the *inputs* of reading and listening and the *outputs* of speaking and writing to develop and express understanding. Strong environments also provide students with regular opportunities to write about their acquired understanding of text and topics.
- **An environment that supports text-based discourse.** Teachers create habits of culture that provide opportunities for students to engage in text-based discussions. Student discussion in ELA builds understanding of the text and topic being studied.
- **Data-informed instruction.** Teachers develop a clear vision of success and use evidence of student thinking to monitor and adjust instruction. Student mistakes are viewed as opportunities for learning and guide teachers in providing strategic scaffolding for students to access rigorous content.

Research suggests these practices can have a positive impact on students, but they do not prescribe how the practices will be used as we know there is no one set recipe for success. Our students depend on educators making deliberate, researched-informed decisions daily to best meet their students. This document is intended to assist you in making those choices.

ELA Coaching Guide

The ELA Coaching Guide is a tool to diagnose when and if classrooms are meeting the expectations of the Instructional Framework. Designed as a developmental rather than an evaluation tool, it can be used for planning, reflection, and collaboration.

The Coaching Guide is based on the [Instructional Practice Guide from Achieve the Core](#).

ESSA

ESSA is a federal education law committed to equal opportunity for all students. ESSA is about equity and ensuring the federal guardrails are in place, which include provisions that will help to ensure success for all students and schools. In order to provide students with equitable access to the ELA curriculum, scaffolded instruction is expected to support student mastery of the TN Academic Standards. It is imperative for instructional practices to provide each student with the best opportunity to meet these standards by supporting their learning needs.

ESL: English Language Development

To support teachers in helping to ensure success for ESL students in the general education classroom, the EL curriculum provides recommendations for scaffolds for the ELL students in the section called *Meeting Students Needs*. Model Performance Indicators (MPIs) help to make content comprehensible for all learners. The link and the MPI chart below provide instructional recommendations for scaffolds based on the student’s level.

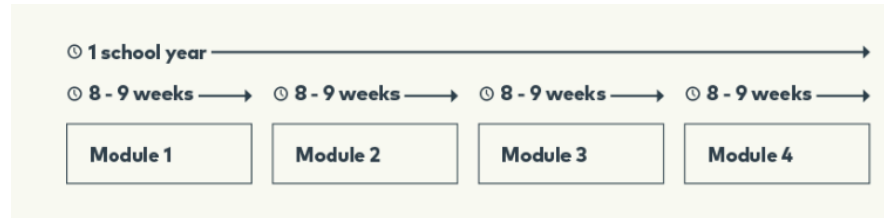
Model Performance Indicators (MPIs): Provide examples (models) of assessable language skills. Reflect the second language acquisition process. Describe how students can use the language (purpose). Relate to specific criteria and elements of academic language. Provide the anchors for curriculum, instruction, and assessment.

	Level 1 (Entering)	Level 2 (Emerging)	Level 3 (Developing)	Level 4 (Expanding)	Level 5 (Bridging)
Listening	<i>Match pictures of key details (vocabulary) from informational text to words read aloud by a teacher/partner.</i>	<i>Sort pictures of key details in informational text according to corresponding basic sentences read aloud by a partner.</i>	<i>Sequence key details that support the main topic of an informational text written in extended sentences from oral presentation with a partner.</i>	<i>Organize details that support the main idea of informational text told in expanded oral discourse with visual support.</i>	<i>Interpret key details that support the main topic in orally presented informational text using complex grade-level oral discourse with visual support.</i>
Reading	<i>Sequence a series of pictures to retell key details of informational text with a partner.</i>	<i>Locate key details within illustrated informational text with a partner.</i>	<i>Sequence key details written in simple sentences on sentence strips with a peer.</i>	<i>Organize main topics and key details from informational text in a graphic organizer with a small group.</i>	<i>Draw conclusions about key details written in complex language using a graphic organizer.</i>
Speaking	<i>Name key details (words) in familiar informational text using illustrations when repeating after a peer.</i>	<i>Describe key details of informational text using phrases and short sentences with visual support such as photos, illustrations and picture books with modeled support.</i>	<i>Retell key details and main topics of informational text using basic sentence structures with models and visual support such as photos, illustrations or picture books.</i>	<i>Explain the main topic and key details of informational text using specific and some technical content-area language in expanded sentences while working with a partner.</i>	<i>Discuss the main topic and key details of informational text using creative word choice and technical and abstract language in multiple complex sentences in a small group.</i>
Writing	<i>Draw and label (with words) illustrations that represent key details of informational text with modeled support.</i>	<i>Compose phrases or short sentences for labeled illustrations representing key details of informational text with a peer.</i>	<i>Retell (in short sentences) the main topic and details of a text supported by a labeled and illustrated flow map.</i>	<i>Summarize the main topics of an informational text and give specific key details in expanded sentences using an illustrated graphic organizer.</i>	<i>Elaborate on the main topic and key details of informational text using organized expression of complex ideas with a word bank.</i>

The WIDA English Language Development (ELD) Standards Connections are found at the following link: <https://www.wida.us/standards/eld.asp>

Meaning-Based Instruction: Structure of an EL Module:

Across all K-5 classrooms, students experience four modules over the course of a school year. Each module has a consistent structure of three units, each of which includes both a mid unit and end of unit assessment.



3 Dimensions of Student Work: Principles that underlie the curriculum:



- **Mastery of student knowledge and skills:** Students demonstrate proficiency and deeper understanding, apply their learning, think critically, and communicate early.
- **Character:** Students work to become effective learners, to become ethical people, and to contribute to a better world.
- **High-quality work:** Students create complex work, demonstrate craftsmanship, and create authentic work.

Module Overview: Fourth Grade Module 1: Poetry, Poets, and Becoming Writers

This module uses literature and informational text to introduce students to what inspires people to write. It is intentionally designed to encourage students to embrace a love of literacy and writing. In Unit 1, students begin to build their close reading skills by reading the novel in verse *Love That Dog* by Sharon Creech and analyzing how the main character, Jack, feels in response to events that happen in the story. Alongside *Love That Dog*, students closely read and analyze the poems Jack reads and describes, including “The Red Wheelbarrow” by William Carlos Williams and “Stopping by Woods on a Snowy Evening” by Robert Frost. They analyze the poems to determine a theme and to identify characteristics of poetry in order to effectively summarize the poems.

In the first half of Unit 2, students finish reading *Love That Dog* and plan and write an informative paragraph about what inspires Jack to write poetry. In the second half of the unit, they read *A River of Words* by Jen Bryant and learn about poet William Carlos Williams, again thinking about what inspired this poet to write. Then, in expert groups, students study a poet of their choice and write a four-paragraph essay about what inspired their poet to write poetry.

Finally, in Unit 3, students move from considering what has inspired the poets they have been reading about to write poetry, to thinking about what inspires them to write poetry. They begin the unit by writing original poems, focusing on word and phrase choice and adding punctuation for effect. In the second half of the unit, students write a presentation explaining why they wrote their original poem and where you can see evidence of this in their poem. In the second half of the unit, students also practice reading new poems aloud for fluency in preparation for reading their poems aloud for the performance task. For the performance task at the end of the unit, students participate in a poetry presentation in which they read aloud an original poem and then explain to the audience, with the use of visuals and evidence from the poem, why they were inspired to write their original poem. This task centers on CCSS ELA Standards **SL.4.4** and **SL.4.5**.

Guiding Questions and Big Ideas

What makes a poem a poem?

- *Poetry has characteristics that are unique and distinct from prose.*

What inspires writers to write poetry?

- *Writers draw inspiration from many places, including the work of other writers and their own lives.*

Task should align to

- Topic
- Targets
- Texts

The 4 T's	
Topic Poetry, Poets, and Becoming Writers	Task Poetry Presentation
Targets CCSS explicitly taught and assessed): SL.4.4, SL.4.5	Texts <i>Love That Dog and A River of Words</i>



Fourth Grade Module 1: Reading and Analyzing Poetry: Love That Dog and Famous Poems Unit 1: Curriculum Guidance

Habits of Character/Social-Emotional Learning Focus: Work to Become Ethical People

In Unit 1, students are introduced to poetry through *Love That Dog*, a novel written in verse by Sharon Creech. As Jack, the main character in the novel, reads famous poems, students analyze what is happening in the novel and how Jack feels about it, and they also read and analyze those famous poems to identify characteristics of poetry and to determine their theme. They then use the characteristics of poetry they have identified to summarize the poems, and to compare poetry to prose. For the mid-unit assessment, students read new pages of *Love That Dog* and analyze one of Jack’s poems for the theme and characteristics of poetry, in order to write a summary. They also compare a poem, “Stopping by Woods on a Snowy Evening” by Robert Frost, with a prose version of the same poem.

Throughout the unit, students are introduced to routines and anchor charts that will be used throughout the rest of the module, as well as the rest of the year. In the first half of the unit, students generate discussion norms and receive their independent reading journals and vocabulary logs. In the second half of the unit, students continue the routine of reading *Love That Dog*, analyzing the famous poems described, and they prepare for a text-based discussion about how Jack’s feelings about poetry have changed from the beginning of the book to where they are by the end of the unit. For the end of unit assessment, students participate in a small group discussion about how Jack’s feelings about poetry have changed over the course of the book, and they answer short and selected response questions about this.

Mid Unit Assessment: [G4M1U1L8: Summarizing a Poem and Comparing Prose and Poetry](#)

This assessment centers on CCSS ELA RL.4.1, RL.4.2, RL.4.5, RL.4.10, and W.4.9a. Students apply what they have learned about reading poems to a familiar poem as well as to a new poem. In Part I, they reread “*Stopping by Woods on a Snowy Evening*” and compare the poem to a prose version of the same event by completing a chart. They then show their understanding of the elements of poetry by answering selected response questions about the poem. In Part II, students read a new poem and write a summary, demonstrating their ability to use details from the poem to determine a theme and summarize the text.

End of Unit Assessment: [G4M1U1L12: Analyzing Changes in Jack’s Character](#)

This assessment centers on CCSS ELA RL.4.1, RL.4.3, RL.4.10, W.4.9a, SL.4.1a, SL.4.1b, and SL.4.1c. Students complete two tasks in which they describe Jack’s character in depth, drawing on specific details in the text. In Part I, students use notes prepared in the previous lesson to discuss the change in Jack’s feelings about poetry. They question each other to check for understanding and to gather additional information, demonstrating their ability to participate actively and respectfully in collaborative discussions. In Part II, students answer selected response and short constructed response questions to show their understanding of Jack’s thoughts, feelings, and actions and how his character has developed.

Required Unit Trade book(s): *Love That Dog*

Suggested Pacing: This unit is approximately 2.5 weeks or 12 sessions of instruction.

Lesson	Agenda	Daily Learning	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1 Discovering Our Topic: Poetry	1. Opening A. Practicing Observing Closely: I Notice/I Wonder (10 minutes)	<ul style="list-style-type: none"> I can discuss and record what I notice and wonder about resources. (RL.4.1, W.4.8, 	<ul style="list-style-type: none"> I Notice/I Wonder Note-catcher: Inferring the Topic (RL.4.1, W.4.8) 	<ul style="list-style-type: none"> Infer the Topic

<p>RL.4.1, W.4.8, SL.4.1</p> <p>TN Standards 4.RL.KID.1, 4.W.RBPK.8, 4.SL.CC.1</p>	<p>B. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. Infer the Topic (20 minutes) B. Generating Discussion Norms (15 minutes)</p> <p>3. Closing and Assessment A. Introducing the Performance Task and Module Guiding Questions (10 minutes)</p> <p>4. Homework A. Read and reflect on the guiding questions for the module. Talk about them with your family. How do they make you feel? Why? What do they make you think about? You can sketch or write your reflections.</p>	<p>SL.4.1)</p> <ul style="list-style-type: none"> I can infer the topic of this module from the resources. (RL.4.1, W.4.8) 		
<p>Lesson 2</p> <p>Establishing Reading Routines: Pages 1–5 of Love That Dog</p> <p>RL.4.1, RL.4.3</p> <p>TN Standards 4.RL.KID.1, 4.RL.KID.3</p>	<p>1. Opening A. Reflecting on Module Guiding Questions (10 minutes) B. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. Reading Aloud and Finding the Gist: <i>Love That Dog</i>, Pages 1–5 (20 minutes)</p> <p>3. Closing and Assessment A. Launching Independent Research Reading (25 minutes)</p> <p>4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can determine the gist of pages 1–5 of <i>Love That Dog</i>. (RL.4.1) I can describe what happens in pages 1–5 of <i>Love That Dog</i> and how Jack feels about it. (RL.4.1, RL.4.3) 	<ul style="list-style-type: none"> Gist of each page on sticky notes in <i>Love That Dog</i> (RL.4.1) What Happens and How Does Jack Feel about It? anchor chart (RL.4.1, RL.4.3) 	<ul style="list-style-type: none"> Thumb-O-Meter
<p>Lesson 3</p> <p>Establishing Reading Routines: “The Red Wheelbarrow”</p> <p>RL.4.2, RL.4.5</p> <p>TN Standards 4.RL.KID.2, 4.RL.CS.5</p>	<p>1. Opening A. Launching Vocabulary Logs (15 minutes) B. Reviewing Learning Targets (10 minutes)</p> <p>2. Work Time A. Engaging the Reader: Rereading <i>Love That Dog</i>, Pages 1–</p>	<ul style="list-style-type: none"> I can determine the theme of “The Red Wheelbarrow” from details in the text and summarize it. (RL.4.2, RL.4.5) I can identify the characteristics of poetry in “The Red Wheelbarrow.” (RL.4.1, RL.4.5) 	<ul style="list-style-type: none"> I Notice/I Wonder Note-catcher: “The Red Wheelbarrow” (RL.4.2, RL.4.5) What Makes a Poem a Poem? anchor chart 	<ul style="list-style-type: none"> Red Light, Green Light

	<p>5 (5 minutes) B. Analyzing Poetry: "The Red Wheelbarrow" (20 minutes) 3. Closing and Assessment A. Determining a Theme and Summarizing (10 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>			
<p>Lesson 4 Analyzing Poetry: Pages 6–7 of Love That Dog and “Stopping by Woods on a Snowy Evening” RL.4.1, RL.4.2, RL.4.3, RL.4.5 <u>TN Standards</u> 4.RL.KID.1, 4.RL.KID.2, 4.RL.KID.3, 4.RL.CS.5</p>	<p>1. Opening A. Engaging the Reader: Love That Dog, Pages 6–7 (5 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Analyzing What Happened: Love That Dog, Pages 6–7 (5 minutes) B. Close Reading: "Stopping by Woods on a Snowy Evening" (30 minutes) C. Determining Theme and Supporting Details: "Stopping by Woods on a Snowy Evening" (10 minutes) 3. Closing and Assessment A. Exit Ticket: Summarizing the Poem (5 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can describe what happens in pages 6–7 of <i>Love That Dog</i> and how Jack feels about it. (RL.4.3) I can determine the theme of “Stopping by Woods on a Snowy Evening” from details in the text and summarize it. (RL.4.2, RL.4.5) I can identify the characteristics of poetry in “Stopping by Woods on a Snowy Evening.” (RL.4.1, RL.4.5) 	<ul style="list-style-type: none"> Gist of pages 6–7 on sticky notes in <i>Love That Dog</i> I Notice/I Wonder Note-catcher: “Stopping by Woods on a Snowy Evening” (RL.4.2, RL.4.5) Exit Ticket: Summarizing the Poem (RL.4.2) 	<ul style="list-style-type: none"> Thumb-O-Meter
<p>Lesson 5 Analyzing Poetry: Pages 8–11 of Love That Dog and “The Tiger” RL.4.2, RL.4.5 <u>TN Standards</u> 4.RL.KID.2, 4.RL.CS.5</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Mini Lesson: Writing a Summary (15 minutes) B. Analyzing What Happened: Love That Dog, Pages 8–11 (15 minutes)</p>	<ul style="list-style-type: none"> I can revise my summary based on peer feedback. (RL.4.2) I can use the characteristics of poetry to explain how poetry and prose are similar and different. (RL.4.5) 	<ul style="list-style-type: none"> Revise summaries on exit tickets from Lesson 4 (RL.4.2) Gist of pages 8–11 on sticky notes in <i>Love That Dog</i> I Notice/I Wonder Note-catcher: “The Tiger” (RL.4.5) Comparing and Contrasting Poetry and Prose Graphic 	<ul style="list-style-type: none"> Red Light, Green Light

	<p>C. Analyzing Characteristics of Poetry: "The Tiger" (15 minutes) 3. Closing and Assessment A. Comparing a Poem with Prose: "The Tiger" (10 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>		<p>Organizer: "The Tiger" (RL.4.5)</p>	
<p>Lesson 6 Analyzing Poetry: Pages 12–19 of Love That Dog and “dog” RL.4.1, RL.4.2, RL.4.5 <u>TN Standards</u> 4.RL.KID.1, 4.RL.KID.2, 4.RL.CS.5</p>	<p>1. Opening A. Engaging the Reader: Love That Dog, Pages 12–19 (10 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Analyzing Poetry: "dog" (25 minutes) 3. Closing and Assessment A. Determining the Theme and Summarizing the Poem: "dog" (20 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal. B. For ELLs: Complete the Language Dive Practice in your Unit 1 Homework.</p>	<ul style="list-style-type: none"> • I can determine the theme of “dog” from details in the text and summarize it. (RL.4.2, RL.4.5) • I can identify the characteristics of poetry in “dog.” (RL.4.1, RL.4.5) 	<ul style="list-style-type: none"> • I Notice/I Wonder Note-catcher: “dog” (RL.4.2, RL.4.5) 	<ul style="list-style-type: none"> • Thumb-O-Meter
<p>Lesson 7 Analyzing Poetry: Pages 20–24 of Love That Dog and “The Pasture” RL.4.1, RL.4.2, RL.4.5 <u>TN Standards</u> 4.RL.KID.1, 4.RL.KID.2, 4.RL.CS.5</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Analyzing Poetry: "The Pasture" (20 minutes) B. Determining the Theme and Summarizing the Poem: "The Pasture" (20 minutes) 3. Closing and Assessment A. Comparing a Poem with Prose: "The Pasture" (15 minutes)</p>	<ul style="list-style-type: none"> • I can determine the theme of “The Pasture” from details in the text and summarize it. (RL.4.2, RL.4.5) • I can identify the similarities and differences between poetry and prose. (RL.4.1, RL.4.5) 	<ul style="list-style-type: none"> • I Notice/I Wonder Note-catcher: “The Pasture” (RL.4.2, RL.4.5) • Comparing and Contrasting Poetry and Prose Graphic Organizer: “The Pasture” (RL.4.5) 	<ul style="list-style-type: none"> • Thumb-O-Meter

	<p>4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>			
<p>Lesson 8 Mid-Unit 1 Assessment: Summarizing a Poem and Comparing Poetry and Prose</p> <p>RL.4.1, RL.4.2, RL.4.5, RL.4.10, W.4.9a</p> <p>TN Standards 4.RL.KID.1, 4.RL.KID.2, 4.RL.CS.5, 4.RL.RRTC.10, 4.W.RBPK.9</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Working to Become Ethical People Anchor Chart (5 minutes) B. Mid-Unit 1 Assessment: Summarizing a Poem and Comparing Poetry and Prose (35 minutes) 3. Closing and Assessment A. Launching Tracking Progress (15 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can identify the similarities and differences between poetry and prose. (RL.4.1, RL.4.5, RL.4.10) I can determine the theme of Jack’s poem about the animal shelter from details in the text and summarize it. (RL.4.1, RL.4.2, RL.4.10, W.4.9a) I can identify the characteristics of poetry in Jack’s poem about the animal shelter. (RL.4.1, RL.4.5, RL.4.10, W.4.9a) 	<ul style="list-style-type: none"> Mid-Unit 1 Assessment: Summarizing a Poem and Comparing Poetry and Prose (RL.4.1, RL.4.2, RL.4.5, RL.4.10, W.4.9a) Tracking Progress: Reading, Understanding, and Explaining New Text (RL/RI.4.1, RL/RI.4.4, RL.RI.4.10, L.4.4) 	
<p>Lesson 9 Text-Based Discussion: What Inspires Jack to Write His Street Poem?</p> <p>RL.4.1, RL.4.5, W.4.9a, SL.4.1a</p> <p>TN Standards 4.RL.KID.1, 4.RL.CS.5, 4.W.RBPK.9, 4.SL.CC.1</p>	<p>1. Opening A. Engaging the Reader: <i>Love That Dog</i>, Pages 28-34 (10 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Analyzing Poetry: "Street Music" (15 minutes) B. Preparing for a Text-Based Discussion (20 minutes) 3. Closing and Assessment A. Participating in a Text-Based Discussion (10 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can identify the characteristics of poetry in "Street Music." (RL.4.5) I can find evidence of the poems that inspired Jack in his poetry. (RL.4.1, RL.4.5, W.4.9a, SL.4.1a) I can follow discussion norms to have an effective text-based discussion. (SL.4.1a) 	<ul style="list-style-type: none"> I Notice/I Wonder Note-catcher: "Street Music" (RL.4.5) Preparing for a Text-Based Discussion note-catcher (RL.4.1, RL.4.5, W.4.9a, SL.4.1a) 	<ul style="list-style-type: none"> Thumb-O-Meter

<p>Lesson 10 Analyzing Poetry: Pages 35–41 of Love That Dog and “The Apple”</p> <p>RL.4.1, RL.4.5</p> <p><u>TN Standards</u> 4.RL.KID.1, 4.RL.CS.5</p>	<p>1. Opening A. Engaging the Reader: Love That Dog, Pages 35–41 (10 minutes) B. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. Analyzing Poetry: “The Apple” (10 minutes) B. What Inspires Jack to Write Poetry? (20 minutes)</p> <p>3. Closing and Assessment A. Research Reading Share (15 minutes)</p> <p>4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can identify the characteristics of poetry in “The Apple.” (RL.4.1, RL.4.5) I can identify what inspired Jack to write poetry and find evidence of this in his poems. (RL.4.1, RL.4.5) 	<ul style="list-style-type: none"> What Inspires Poets to Write Poetry? note-catcher (RL.4.1, RL.4.5) 	
<p>Lesson 11 Analyzing Poetry: Pages 42–45 of Love That Dog and “Love That Boy”</p> <p>RL.4.1, RL.4.5, W.4.9a, SL.4.1a</p> <p><u>TN Standards</u> 4.RL.KID.4, 4.RL.CS.5, 4.W.RBPK.9, 4.SL.CC.1</p>	<p>1. Opening A. Engaging the Reader: Love That Dog, Pages 42–45 (10 minutes) B. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. Analyzing Poetry: “Love That Boy” (10 minutes) B. Preparing for a Text-Based Discussion (30 minutes)</p> <p>3. Closing and Assessment A. Exit Ticket: Goals for a Text-Based Discussion (5 minutes)</p> <p>4. Homework A. Complete Affixes Practice I in your Unit 1 Homework. B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can identify the characteristics of poetry in the first stanza of “Love That Boy.” (RL.4.1, RL.4.5) I can describe how Jack’s feelings about poetry changed using evidence from the text. (RL.4.1, RL.4.5, W.4.9a, SL.4.1a) 	<ul style="list-style-type: none"> Preparing for a Text-Based Discussion note-catcher (RL.4.1, RL.4.5, W.4.9a, SL.4.1a) Exit Ticket: Goals for a Text-Based Discussion (SL.4.1) 	<ul style="list-style-type: none"> Thumb-O-Meter
<p>Lesson 12 End of Unit 1 Assessment: Analyzing Changes in Jack’s Character</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time</p>	<ul style="list-style-type: none"> I can describe how Jack’s feelings about poetry changed using evidence from the text. (RL.4.1, RL.4.3, RL.4.10, 	<ul style="list-style-type: none"> End of Unit 1 Assessment: Analyzing Changes in Jack’s Character (RL.4.1, RL.4.3, RL.4.10, W.4.9a, SL.4.1a, 	

<p>RL.4.1, RL.4.3, RL.4.10, W.4.9a, SL.4.1a, SL.4.1b, SL.4.1c</p> <p>TN Standards 4.RL.KID.1, 4.RL.KID.3, 4.RL.RRTC.10, 4.W.RBPK.9</p>	<p>A. End of Unit 1 Assessment: Analyzing Changes in Jack's Character (40 minutes)</p> <p>3. Closing and Assessment A. Tracking Progress (15 minutes)</p> <p>4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<p>W.4.9a, SL.4.1a, SL.4.1b, SL.4.1c)</p> <ul style="list-style-type: none"> I can follow discussion norms to have an effective text-based discussion. (SL.4.1a, SL.4.1b, SL.4.1c) 	<p>SL.4.1b, SL.4.1c)</p> <ul style="list-style-type: none"> Tracking Progress: Collaborative Discussion (SL.4.1) 	
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Fourth Grade Module 1: Writing to Inform: What Inspires Writers to Write Poetry? Unit 2: Curriculum Guidance

Habits of Character/Social-Emotional Learning Focus: Work to Become Ethical People

In Unit 2, students continue thinking about what inspires writers to write poetry. In the first half of Unit 2, students finish reading *Love That Dog*. They think about what inspired the main character, Jack, to write and they collect evidence from his poetry supporting their thinking. They are introduced to informative writing and write an informative paragraph for the mid-unit assessment about what inspires Jack.

In the second half of the unit, students continue thinking about what inspires people to write poetry, first focusing on poet William Carlos Williams as a class and then studying a poet of their choice in more depth. The poets they choose from are poets Jack learned about in *Love That Dog*: Robert Frost, Valerie Worth, and Walter Dean Myers. Students work in expert groups to learn about their selected poet and to read and analyze his or her poems. They then use the Painted Essay structure to write a four-paragraph informative essay about what inspired their selected poet to write poetry.

Mid Unit Assessment: [G4M1U2L4: Informative Paragraph: What Inspired Jack?](#)

This assessment centers on CCSS ELA RL.4.1, RL.4.3, W.4.2a, W.4.2b, W.4.2e, W.4.9a, and W.4.10. Students use notes from earlier in the unit to write an informative paragraph that answers the question: What inspired Jack to write poetry, and where can you see evidence of this in his poetry? Students use what they have learned about explanatory writing to show a deep understanding of characters and events in the text.

End of Unit Assessment: [G4M1U2L14: Revising a Literary Essay](#)

This assessment centers on CCSS ELA W.4.2a, W.4.5, L.4.1f, and L.4.2b and has two parts. Students revise the drafts of their literary essays with a focus on organizing relevant text evidence, writing in complete sentences and correctly punctuating quotations. In an optional Part II, students revise a sample paragraph to more thoroughly assess targeted language standards.

Required Unit Trade book(s): *Love That Dog* and *A River of Words*

Suggested Pacing: This unit is approximately **2.5 weeks or 14 sessions of instruction.**

Lesson	Agenda	Daily Learning	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1 Reading Literary Texts: Pages 46–67 of <i>Love That Dog</i> RL.4.1, RL.4.3 TN Standards 4.RL.KID.1, 4.RL.KID.3	1. Opening A. Engaging the Reader: Module Guiding Questions (10 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Reading Aloud and Determining the Gist: <i>Love That Dog</i> , Pages 46–67 (30 minutes) B. What Inspires Poets to Write	<ul style="list-style-type: none"> I can describe what happens in pages 46–67 of <i>Love That Dog</i> and how Jack feels about it. (RL.4.1, RL.4.3) I can describe what inspires Jack to write poetry using evidence from his thoughts, words, and actions. (RL.4.1, RL.4.3) 	<ul style="list-style-type: none"> Gist of each page on sticky notes in <i>Love That Dog</i> What Happens and How Does Jack Feel about It? anchor chart (RL.4.1, RL.4.3) What Inspires Poets to Write Poetry? note-catcher (RL.4.1, RL.4.3) 	<ul style="list-style-type: none"> Thumb-O-Meter

	<p>Poetry? (10 minutes) 3. Closing and Assessment A. Reflecting on Learning (5 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>			
<p>Lesson 2 Reading, Writing, and Emotion: Love That Dog, Pages 68–72 RL.4.1, RL.4.3, W.4.10, SL.4.1 TN Standards 4.RL.KID.1, 4.RL.KID.3, 4.W.RW.10, 4.SL.CC.1</p>	<p>1. Opening A. Reviewing Learning Targets (10 minutes) 2. Work Time A. Preparing to Read: Writing and Emotion (10 minutes) B. Reading and Reflection: The Emotional Impact of "My Sky" (15 minutes) C. Rereading and Discussion: What Inspired Jack to Write "My Sky"? (15 minutes) 3. Closing and Assessment A. Reflecting on Learning (10 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal. B. Optional: Think of a time you experienced a strong feeling such as happiness, sadness, anger, or another emotion. Write a poem about this experience in the "My Poems" section of your poetry journal.</p>	<ul style="list-style-type: none"> • I can reflect in writing about my thoughts and feelings after reading "My Sky." (W.4.10) • I can describe what inspired Jack to write the poem "My Sky." (RL.4.1, RL.4.3) • I can show empathy and compassion for my classmates during a discussion of "My Sky." (SL.4.1) 	<ul style="list-style-type: none"> • What Inspires Poets to Write Poetry? note-catcher (RL.4.1, RL.4.3) 	<ul style="list-style-type: none"> • Thumb-O-Meter
<p>Lesson 3 Preparing to Write about a Literary Text: Gathering and Organizing Evidence RL.4.1, RL.4.3, W.4.2a</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Reading Aloud and Finding the Gist: Love That Dog, Pages 73–86</p>	<ul style="list-style-type: none"> • I can describe what inspired Jack to write poetry using evidence from his thoughts, words, and actions. (RL.4.1, RL.4.3) • I can write a focus statement 	<ul style="list-style-type: none"> • Gist of each page on sticky notes in <i>Love That Dog</i> • What Happens and How Does Jack Feel about It? anchor chart (RL.4.1, RL.4.3) • Focus statement (W.4.2a) 	<ul style="list-style-type: none"> • Thumb-O-Meter

<p>TN Standards 4.RL.KID.1, 4.RL.KID.3, 4.W.TTP.2</p>	<p>(15 minutes) B. Analyzing a Model Paragraph (15 minutes) C. Guided Practice: Writing a Focus Statement (15 minutes) 3. Closing and Assessment A. Back-to-Back and Face-to-Face: Sharing Our Work (10 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<p>that clearly states what inspired Jack to write poetry. (W.4.2a)</p>		
<p>Lesson 4 Mid-Unit 2 Assessment: Informative Paragraph: What Inspires Jack? RL.4.1, RL.4.3, W.4.2, W.4.10 TN Standards 4.RL.KID.1, 4.RL.KID.3, 4.W.TTP.2, 4.W.RW.10</p>	<p>1. Opening A. Returning End of Unit 1 Assessment (5 minutes) B. Reviewing Learning Target (5 minutes) 2. Work Time A. Rereading to Gather Evidence (15 minutes) B. Mid-Unit 2 Assessment: Informative Paragraph: What Inspires Jack? (25 minutes) 3. Closing and Assessment A. Reflecting on Learning (10 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can plan and write an informative paragraph describing what inspires Jack in <i>Love That Dog</i> to write poetry. (RL.4.1, RL.4.3, W.4.2, W.4.10) 	<ul style="list-style-type: none"> Mid-Unit 2 Assessment: Informative Paragraph: What Inspires Jack? (RL.4.1, RL.4.3, W.4.2, W.4.10) 	<ul style="list-style-type: none"> Red Light, Green Light
<p>Lesson 5 Introducing Biographies: A River of Words RI.4.4, L.4.4 TN Standards 4.RI.CS.4, 4.FL.VA.7a</p>	<p>1. Opening A. Engaging the Reader and Reviewing Learning Targets (10 minutes) 2. Work Time A. Exploring the Text: <i>A River of Words</i> (15 minutes) B. Reading for Gist: <i>A River of Words</i> (20 minutes) 3. Closing and Assessment</p>	<ul style="list-style-type: none"> I can determine the gist of <i>A River of Words</i>. (RI.4.4, L.4.4) I can determine the meaning of unfamiliar vocabulary from <i>A River of Words</i>. (RI.4.4, L.4.4) 	<ul style="list-style-type: none"> Finding the Gist and Unfamiliar Vocabulary: <i>A River of Words</i> note-catcher (RI.4.4, L.4.4) 	<ul style="list-style-type: none"> Thumb-O-Meter

	<p>A. Research Reading Share (15 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>			
<p>Lesson 6 Close Reading: A River of Words, Author's Note RI.4.1, RI.4.3, RI.4.4, L.4.4 <u>TN Standards</u> 4.RI.KID.1, 4.RI.KID.3, 4.RI.CS.4, 4.FL.VA.7a</p>	<p>1. Opening A. Engaging the Reader and Reviewing Learning Targets (10 minutes) 2. Work Time A. Close Reading: A River of Words, Author's Note (40 minutes) 3. Closing and Assessment A. Revisiting the Guiding Question: What Inspired William Carlos Williams? (10 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal. B. For ELLs: Complete the Language Dive I Practice in your Unit 2 Homework</p>	<ul style="list-style-type: none"> I can describe the life of William Carlos Williams and explain what inspired him to write poetry. (RI.4.1, RI.4.3, RI.4.4, L.4.4) I can cite evidence from the text to support the answers to my questions. (RI.4.1) 	<ul style="list-style-type: none"> Close Read Note-catcher: A <i>River of Words</i>, Author's Note (RI.4.1, RI.4.3, RI.4.4, L.4.4) What Inspires Poets to Write Poetry? note-catcher (RL.4.5) 	<ul style="list-style-type: none"> Thumb-O-Meter
<p>Lesson 7 Reading Informational Texts: Expert Group Biographies RI.4.1, RI.4.3, RI.4.4, L.4.4 <u>TN Standards</u> 4.RI.KID.1, 4.RI.KID.3, 4.RI.CS.4, 4.FL.VA.7a</p>	<p>1. Opening A. Engaging the Reader: Selecting a Poet to Study (10 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Expert Group Work: Reading for Gist and Unfamiliar Vocabulary (10 minutes) B. Expert Group Work: Close Reading, Poet Biographies (25 minutes) 3. Closing and Assessment A. Sharing Our Work (10 minutes) 4. Homework A. Accountable Research Reading.</p>	<ul style="list-style-type: none"> I can describe the life of my poet and explain what inspired him or her to write poetry. (RI.4.1, RI.4.3, RI.4.4, L.4.4) I can cite evidence from the text to support the answers to my questions. (RI.4.1) 	<ul style="list-style-type: none"> Close Read Note-catcher: Expert Group Poet (RI.4.1, RI.4.3, RI.4.4, L.4.4) What Inspires Poets to Write Poetry? note-catcher (RL.4.5) 	<ul style="list-style-type: none"> Thumb-O-Meter

	<p>Select a prompt and respond in the front of your independent reading journal.</p>			
<p>Lesson 8 Preparing to Write a Literary Essay: Gathering Evidence</p> <p>RI.4.1, W.4.2b</p> <p>TN Standards 4.RI.KID.1, 4.W.TTP.2</p>	<p>1. Opening A. Reviewing Learning Target (5 minutes) 2. Work Time A. Guided Practice: Rereading to Gather Evidence (20 minutes) B. Expert Group Work: Reading to Gather Evidence (30 minutes) 3. Closing and Assessment A. Back-to-Back and Face-to-Face: Sharing Our Work (5 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can describe what inspired my poet to write poetry using evidence from his or her poems. (RI.4.1, W.4.2b) 	<ul style="list-style-type: none"> Close Read Note-catcher: Expert Group Poet (RI.4.1, W.4.2b) 	<ul style="list-style-type: none"> Back-to-back and Face-to-Face
<p>Lesson 9 Writing a Literary Essay: Analyzing a Model</p> <p>W.4.2, W.4.4, W.4.5</p> <p>TN Standards 4.W.TTP.2, 4.W.PDW.4, 4.W.PDW.5</p>	<p>1. Opening A. Engaging the Reader: Model Literary Essay (10 minutes) B. Reviewing Learning Target (5 minutes) 2. Work Time A. Analyzing a Model: The Painted Essay (30 minutes) 3. Closing and Assessment A. Research Reading Share (15 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal. B. Choose an informative writing prompt to complete in your Unit 2 Homework. C. For ELLs: Complete the Language Dive II Practice worksheet in your Unit 2 Homework.</p>	<ul style="list-style-type: none"> I can use the Painted Essay structure to analyze a model. (W.4.2, W.4.4, W.4.5) 	<ul style="list-style-type: none"> Painted Essay® template 	

<p>Lesson 10 Writing a Literary Essay: Introduction</p> <p>W.4.2a, W.4.5, L.4.1f</p> <p><u>TN Standards</u> 4.W.TTP.2, 4.W.PDW.5, 3.FL.SC.6</p>	<p>1. Opening A. The Painted Essay: Sorting and Color-Coding the Parts of an Introductory Paragraph (10 minutes) B. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. Mini Lesson: Producing Complete Sentences (10 minutes) B. Independent Writing: Writing an Introduction (30 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (5 minutes)</p> <p>4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal. B. Complete the Sentences practice in your Unit 2 Homework.</p>	<ul style="list-style-type: none"> I can plan and write the introductory paragraph for my essay. (W.4.2a, W.4.5) I can recognize and write a complete sentence. (L.4.1f) 	<ul style="list-style-type: none"> Introduction to literary essay (W.4.2a, W.4.5) 	
<p>Lesson 11 Writing a Literary Essay: Proof Paragraph 1</p> <p>W.4.2a, W.4.2b, W.4.5, L.4.1f</p> <p><u>TN Standards</u> 4.W.TTP.2, 4.W.PDW.5, 4.FL.SC.6</p>	<p>1. Opening A. The Painted Essay: Sorting and Color-Coding the Parts of Proof Paragraph 1 (15 minutes) B. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. Mini Lesson: Recognizing and Correcting Fragments and Run-on Sentences (10 minutes) B. Independent Writing: Writing Proof Paragraph 1 (25 minutes)</p> <p>3. Closing and Assessment A. Revising Our Writing (5 minutes)</p> <p>4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal. B. Complete the Fragments and Run-ons practice in your Unit 2 Homework.</p>	<ul style="list-style-type: none"> I can plan and write Proof Paragraph 1 for my essay. (W.4.2a, W.4.2b, W.4.5) I can recognize and correct fragments and run-on sentences. (L.4.1f) 	<ul style="list-style-type: none"> Proof Paragraph 1 of literary essay (W.4.2a, W.4.2b, W.4.5) 	<ul style="list-style-type: none"> Thumb-O-Meter

<p>Lesson 12 Writing a Literary Essay: Proof Paragraph 2</p> <p>W.4.2a, W.4.2b, W.4.2c, W.4.5, L.4.2b</p> <p><u>TN Standards</u> 4.W.TTP.2, 4.W.PDW.5, 4.FL.SC.6</p>	<p>1. Opening A. The Painted Essay: Sorting and Color-Coding the Parts of Proof Paragraph 2 (15 minutes) B. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. Mini Lesson: Using Punctuation to Mark Direct Quotes from a Text (10 minutes) B. Independent Writing: Writing Proof Paragraph 2 (25 minutes)</p> <p>3. Closing and Assessment A. Sharing Our Work (5 minutes)</p> <p>4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal. B. Complete the Marking Quotes practice in your Unit 2 Homework.</p>	<ul style="list-style-type: none"> I can plan and write Proof Paragraph 2 for my essay. (W.4.2a, W.4.2b, W.4.2c, W.4.5) I can use commas and quotation marks to mark quotations from a text. (L.4.2b) 	<ul style="list-style-type: none"> Proof Paragraph 2 of literary essay (W.4.2a, W.4.2b, W.4.2c, W.4.5) 	<ul style="list-style-type: none"> Red Light, Green Light
<p>Lesson 13 Writing a Literary Essay: Conclusion</p> <p>W.4.2e, W.4.5</p> <p><u>TN Standards</u> 4.W.TTP.2, 4.W.PDW.5</p>	<p>1. Opening A. The Painted Essay: Sorting and Color-Coding the Parts of a Conclusion Paragraph (10 minutes) B. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. Independent Writing: Writing a Conclusion Paragraph (25 minutes) B. Mini Lesson: Revising for Organization (15 minutes)</p> <p>3. Closing and Assessment A. Sharing Our Work (5 minutes)</p> <p>4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal. B. Choose an informative prompt to respond to in your Unit 2 Homework.</p>	<ul style="list-style-type: none"> I can plan and write the conclusion paragraph for my essay. (W.4.2e, W.4.5) I can revise my essay so related information is grouped into paragraphs, and each paragraph explains a main idea. (W.4.2a) 	<ul style="list-style-type: none"> Conclusion of literary essay (W.4.2e, W.4.5) Revision notes (W.4.2a) 	<ul style="list-style-type: none"> Thumb-O-Meter

<p>Lesson 14 End of Unit 2 Assessment: Revising a Literary Essay</p> <p>W.4.2a, W.4.5, L.4.1f, L.4.2b</p> <p>TN Standards 4.W.TTP.2, 4.W.PDW.5, 4.FL.SC.6</p>	<p>1. Opening A. Returning Mid-Unit 2 Assessments (5 minutes) B. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. Peer Critique: Literary Essay (15 minutes) B. End of Unit 2 Assessment: Revising a Literary Essay (20 minutes)</p> <p>3. Closing and Assessment A. Tracking Progress (15 minutes)</p> <p>4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> • I can give kind, helpful, and specific feedback to my partner. (W.4.5) • I can revise my literary essay for complete sentences and for correct use of commas and quotation marks to mark quotations from the text. (W.4.2a, L.4.1f, L.4.2b) 	<ul style="list-style-type: none"> • End of Unit 2 Assessment: Revising a Literary Essay (W.4.2a, L.4.1f, L.4.2b) • Tracking Progress: Informative Writing 	<ul style="list-style-type: none"> • Red Light, Green Light
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Fourth Grade Module 1: Writing to Inform: Overcoming Learning Challenges—Reading Unit 3: Curriculum Guidance

Habits of Character/Social-Emotional Learning Focus: Work to Become Effective Learners

In Unit 3, students move from considering what has inspired the poets they have been reading about to write poetry, to thinking about what inspires them to write poetry. For the performance task, students participate in a poetry presentation in which they read aloud an original poem and then explain to the audience with the use of visuals and evidence from the poem why they were inspired to write their poem. Building on their learning from Units 1 and 2 that many poets write about things that are important to them, students begin the unit by writing an original poem. For the mid-unit assessment, students revise their poems for word and phrase choice and to add punctuation for effect.

In the second half of the unit, students write their presentation explaining why they wrote their original poem and where you can see evidence of this in their poem. In order to do this, they analyze a model presentation to generate criteria of an effective poetry presentation, and then apply these criteria to write their own presentations. At the end of the unit, they choose visuals to support their presentations. In the second half of the unit, students also practice reading new poems aloud for fluency in preparation for reading their poems aloud for the performance task, and also in preparation for the end of unit assessment, in which they read a new poem aloud.

Mid Unit Assessment: [G4M1U3L3: Revising a Poem](#)

This assessment centers on CCSS ELA W.4.4, L.4.3a–c. Students revise their poems to choose words and phrases to convey ideas precisely and to choose punctuation for effect. They then complete a revisions form to show what they have revised and the rationale for the choice they have made.

End of Unit Assessment: [G4M1U3L8: Reading a New Poem Aloud for Fluency](#)

This assessment centers on CCSS ELA RF.4.3 and RF.4.4a–c. Students are given an excerpt of a new poem to read aloud and are assessed on their fluency and accuracy.

Performance Task: [G4M1U3L10: Poetry Presentation](#)

In this performance task, students synthesize their learning about what inspires poets to write poetry by presenting their own original poems inspired by something meaningful, along with a speech, including supporting visuals, about what inspired their poem and where you can see evidence of this in their poem. Their speech answers the question: What inspired you to write poetry, and where can you see evidence of this in your poem? **This task centers on CCSS ELA SL.4.4 and SL.4.5.**

Required Unit Trade book(s): “Breathing Fire” model presentation written by EL Education for instructional purposes

Suggested Pacing: This unit is approximately **2.5 weeks or 11 sessions of instruction.**

Lesson	Agenda	Daily Learning	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1 Poetry Workshop: Writing a Poem, Part I – Planning	1. Opening A. Reviewing Learning Target (10 minutes) 2. Work Time	<ul style="list-style-type: none"> I can write a poem inspired by something meaningful to me. (W.4.4, W.4.5) 	<ul style="list-style-type: none"> Writing a Poem: Planning graphic organizer (W.4.5) Poem (W.4.4) 	<ul style="list-style-type: none"> Thumb-O-Meter

<p>W.4.4, W.4.5</p> <p>TN Standards 4.W.PDW.4, 4.W.PDW.5</p>	<p>A. Selecting a Topic: Part I (10 minutes) B. Selecting a Topic: Part II (15 minutes) C. Writing Poetry (20 minutes)</p> <p>3. Closing and Assessment A. Partner Share (5 minutes)</p> <p>4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>			
<p>Lesson 2</p> <p>Poetry Workshop: Writing a Poem, Part II</p> <p>W.4.4</p> <p>TN Standards 4.W.PDW.4</p>	<p>1. Opening A. Engaging the Reader: Revisiting the Performance Task (5 minutes) B. Reviewing Learning Target (5 minutes)</p> <p>2. Work Time A. Writing Poetry (45 minutes)</p> <p>3. Closing and Assessment A. Partner Share (5 minutes)</p> <p>4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can write a poem inspired by something meaningful to me. (W.4.4) 	<ul style="list-style-type: none"> Poem (W.4.4) 	
<p>Lesson 3</p> <p>Mid-Unit 3 Assessment: Revising a Poem for Word Choice and Punctuation</p> <p>W.4.4, L.4.3, L.4.3a, L.4.3b, L.4.3c</p> <p>TN Standards 4.W.PDW.4, 4.FL.SC.6</p>	<p>1. Opening A. Engaging the Writer: Mid-Unit 3 Assessment (5 minutes) B. Reviewing Learning Targets and Returning End of Unit 2 Assessments (10 minutes)</p> <p>2. Work Time A. Mini Lesson: Word Choice and Punctuation (20 minutes) B. Mid-Unit 3 Assessment: Revising a Poem for Word Choice and Punctuation (20 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (5 minutes)</p> <p>4. Homework</p>	<ul style="list-style-type: none"> I can revise words and phrases in my poem to convey ideas precisely. (W.4.4, L.4.3, L.4.3a, L.4.3b, L.4.3c) I can revise punctuation in my poem for effect. (W.4.4, L.4.3, L.4.3a, L.4.3b, L.4.3c) 	<ul style="list-style-type: none"> Mid-Unit 3 Assessment Part I: Final draft of poem (W.4.4, L.4.3, L.4.3a, L.4.3b, L.4.3c) Mid-Unit 3 Assessment Part II: Revisions and Rationale graphic organizer (L.4.3, L.4.3a, L.4.3b, L.4.3c) 	<ul style="list-style-type: none"> Red Light, Green Light

	<p>A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>			
<p>Lesson 4 Writing a Poetry Presentation: Introduction</p> <p>RF.4.4, RF.4.4a, RF.4.4b, RF.4.4c, W.4.2a, W.4.2b, W.4.4, L.4.1f</p> <p>TN Standards 4.FL.F.5, 4.W.TTP.2, 4.W.PDW.4, 4.FL.SC.6</p>	<p>1. Opening A. Engaging the Writer: Performance Task Anchor Chart (5 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Introducing a Model: Analyzing the Structure (15 minutes) B. Writing a Poetry Presentation: Introduction (20 minutes) 3. Closing and Assessment A. Launching Reading Fluency (15 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal. B. For ELLs: Complete the Language Dive Practice in your Unit 3 Homework.</p>	<ul style="list-style-type: none"> I can write an introduction to a presentation about what inspired me to write my poem, using complete sentences. (W.4.2a, W.4.2b, W.4.4, L.4.1f) I can analyze someone reading aloud effectively to generate criteria for reading fluency. (RF.4.4, RF.4.4a, RF.4.4b, RF.4.4c) 	<ul style="list-style-type: none"> Annotated model poetry presentation Poetry presentation introduction (W.4.2a, W.4.2b, W.4.4, L.4.1f) 	<ul style="list-style-type: none"> Thumb-O-Meter
<p>Lesson 5 Writing a Poetry Presentation: Proof Paragraph</p> <p>RF.4.4, RF.4.4a, RF.4.4b, RF.4.4c, W.4.2a, W.4.2b, W.4.4, L.4.1f</p> <p>TN Standards 4.FL.F.5, 4.W.TTP.2, 4.W.PDW.4, 4.FL.SC.6</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Analyzing a Model: Proof Paragraph (10 minutes) B. Writing a Poetry Presentation: Planning the Proof Paragraph (20 minutes) C. Writing a Poetry Presentation: Writing the Proof Paragraph (15 minutes) 3. Closing and Assessment A. Reading Fluency Practice (10 minutes) 4. Homework A. Reading fluency practice. Choose</p>	<ul style="list-style-type: none"> I can write a proof paragraph for a presentation about what inspired me to write my poem, using complete sentences. (W.4.2a, W.4.2b, W.4.4, L.4.1f) I can read a new poem aloud fluently. (RF.4.4, RF.4.4a, RF.4.4b, RF.4.4c) 	<ul style="list-style-type: none"> Proof Paragraph Planning graphic organizer (W.4.2a, W.4.2b) Poetry presentation proof paragraph (W.4.2a, W.4.2b, W.4.4, L.4.1f) 	<ul style="list-style-type: none"> Red Light, Green Light

	<p>a poem or an excerpt of a poem in your Unit 3 Homework to read aloud for fluency. B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>			
<p>Lesson 6 Writing a Poetry Presentation: Conclusion</p> <p>RF.4.4, RF.4.4a, RF.4.4b, RF.4.4c, W.4.2a, W.4.2b, W.4.4, L.4.1f</p> <p>TN Standards 4.FL.F.5, 4.W.TTP.2, 4.W.PDW.4, 4.FL.SC.6</p>	<p>1. Opening A. Research Reading Share (15 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Analyzing a Model: Conclusion (10 minutes) B. Writing a Poetry Presentation: Writing the Conclusion (15 minutes) 3. Closing and Assessment A. Reading Fluency Practice (15 minutes) 4. Homework A. Reading fluency practice. Choose a poem or an excerpt of a poem in your Unit 3 Homework to read aloud for fluency. B. If available, prepare some photographs, video, or objects of what inspired you to write your poem to bring in for Lesson 8. C. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can write a conclusion for a presentation about what inspired me to write my poem, using complete sentences. (W.4.2a, W.4.2e, W.4.4, L.4.1f) I can read a new poem aloud fluently. (RF.4.4, RF.4.4a, RF.4.4b, RF.4.4c) 	<ul style="list-style-type: none"> Poetry presentation conclusion (W.4.2a, W.4.2e, W.4.4, L.4.1f) 	<ul style="list-style-type: none"> Thumb-O-Meter
<p>Lesson 7 Writing a Poetry Presentation: Revising and Editing</p> <p>RF.4.4, RF.4.4a, RF.4.4b, RF.4.4c, W.4.2c, W.4.2d, W.4.5</p> <p>TN Standards 4.FL.F.5, 4.W.TTP.2, 4.W.PDW.4</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Analyzing a Model: Linking Words and Phrases and Precise Vocabulary (20 minutes) B. Writing a Poetry Presentation: Peer Critique and Revision (20</p>	<ul style="list-style-type: none"> I can link ideas in my poetry presentation with linking words and phrases. (W.4.2c, W.4.5) I can use precise language and vocabulary to explain what inspired me to write my poem. (W.4.2d, W.4.5) I can read a new poem aloud fluently. (RF.4.4, RF.4.4a, 	<ul style="list-style-type: none"> Revised poetry presentation (W.4.2c, W.4.2d, W.4.5) 	<ul style="list-style-type: none"> Red Light, Green Light

	<p>minutes) 3. Closing and Assessment A. Reading Fluency Practice (15 minutes) 4. Homework A. Reading fluency practice. Choose a poem or an excerpt of a poem in your Unit 3 Homework to read aloud for fluency. B. If available, prepare some photographs, video, or objects of what inspired you to write your poem to bring in for the next lesson. C. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<p>RF.4.4b, RF.4.4c)</p>		
<p>Lesson 8 End of Unit 3 Assessment: Reading a New Poem Aloud for Fluency RF.4.3, RF.4.4, SL.4.5 <u>TN Standards</u> 4.FL.SC.6, 4.FL.VA.7a, 3.SL.PK1.5</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Analyzing a Model: Images (10 minutes) B. End of Unit 3 Assessment: Reading Aloud a New Poem for Fluency (90 minutes) 3. Closing and Assessment A. Tracking Progress (15 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> • I can read a new poem aloud fluently. (RF.4.3, RF.4.4) • I can select visuals for my poetry presentation that will help the audience understand what I was inspired by. (SL.4.5) 	<ul style="list-style-type: none"> • End of Unit 3 Assessment: Reading a New Poem Aloud for Fluency (RF.4.3, RF.4.4) • Images for poetry presentation (SL.4.5) 	
<p>Lesson 9 End of Unit 3 Assessment: Reading a New Poem Aloud for Fluency RF.4.3, RF.4.4, SL.4.5 <u>TN Standards</u> 4.FL.SC.6, 4.FL.VA.7a, 3.SL.PK1.5</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Analyzing a Model: Images (10 minutes) B. End of Unit 3 Assessment: Reading Aloud a New Poem for Fluency (90 minutes)</p>	<ul style="list-style-type: none"> • I can read a new poem aloud fluently. (RF.4.3, RF.4.4) • I can select visuals for my poetry presentation that will help the audience understand what I was inspired by. (SL.4.5) 	<ul style="list-style-type: none"> • End of Unit 3 Assessment: Reading a New Poem Aloud for Fluency (RF.4.3, RF.4.4) • Images for poetry presentation (SL.4.5) 	

	<p>3. Closing and Assessment A. Tracking Progress (15 minutes)</p> <p>4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>			
<p>Lesson 10 Performance Task: Preparation and Practice</p> <p>SL.4.4, SL.4.5</p> <p>TN Standards 4.SL.PKI.4, 4.SL.PKI.5</p>	<p>1. Opening A. Returning Mid-Unit 3 Assessment (5 minutes) B. Reviewing Learning Target (5 minutes)</p> <p>2. Work Time A. Practicing Poetry Presentations, Part I (20 minutes) B. Peer Critique: Poetry Presentations (20 minutes)</p> <p>3. Closing and Assessment A. Practicing Poetry Presentations, Part II (10 minutes)</p> <p>4. Homework A. Practice your poetry presentation for the next lesson. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal</p>	<ul style="list-style-type: none"> I can clearly and confidently present my poem and explain what inspired me to write it. (SL.4.4, SL.4.5) 	<ul style="list-style-type: none"> Peer Critique form (SL.4.4, SL.4.5) 	<ul style="list-style-type: none"> Thumb-O-Meter
<p>Lesson 11 Performance Task: Presentations</p> <p>SL.4.4, SL.4.5</p> <p>TN Standards 4.SL.PKI.4, 4.SL.PKI.5</p>	<p>1. Opening A. Reviewing Learning Target (10 minutes)</p> <p>2. Work Time A. Poetry Presentations (45 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (5 minutes)</p> <p>4. Homework A. N/A</p>	<ul style="list-style-type: none"> I can clearly and confidently present my poem and explain what inspired me to write it. (SL.4.4, SL.4.5) 	<ul style="list-style-type: none"> Recorded poetry presentation (SL.4.4, SL.4.5) 	

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