

Fourth Grade	Meaning-Based Map: EL Curriculum-at-a-Glance	Module 3
<b>Introduction</b>		
<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><b>By 2025,</b></p>		
<ul style="list-style-type: none"> <li>● <b>80% of our students will graduate from high school college or career ready</b></li> <li>● <b>90% of students will graduate on time</b></li> <li>● <b>100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.</b></li> </ul>		
<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 <a href="#">TN State Standards</a>, 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 <a href="#">the instructional shifts</a>.</p>		
<b>How to Use the module guidance documents</b>		
<p>The curriculum maps are meant to <b>support effective planning and instruction</b>; they are 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 maps provide 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 should be viewed as a <i>guide</i>, not a <i>script</i>, and teachers should work to become experts in teaching and adapting 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 <b>skills-based</b> and <b>meaning-based competencies</b>, which are outlined in two separate curriculum maps. Curriculum maps include the instructional pacing and content for both areas and all grade level ELA standards. While the curriculum maps are separate, effective ELA instruction should <b>integrate practice of both competencies</b>, 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"> <li>● 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.</li> <li>● For skills-based lessons, the <i>Journeys</i> series remains our primary instructional resource as outlined in the Foundational Literacy Guidance document. <a href="#">Research demonstrates</a> 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.</li> </ul>		

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**Guidance for the ELA Block**

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. At a high-level, we recommend that SCS 3rd-5th grade students engage in the following types of practice daily:

**Working with High-Quality Texts (60 minutes daily EL lessons)** – 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.

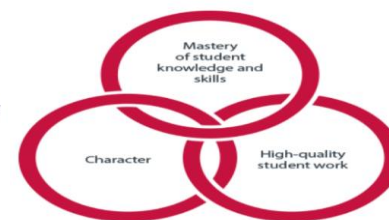
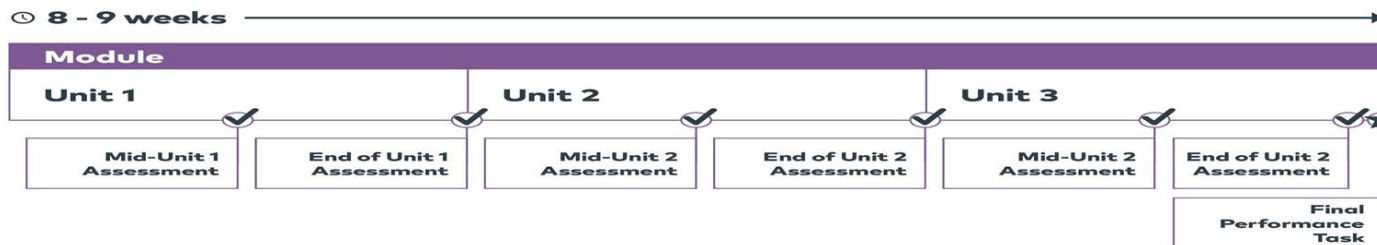
**Ongoing Practice with Foundational Literacy Skills (30-60 minutes daily)** – including instruction and practice reading texts that are targeted at building and strengthening decoding skills and word recognition. In grades 3-5 students should also work with multisyllabic words and words with irregular 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

These recommendations align to the [TDOE recommendations](#) for Tier I ELA instruction. In 3rd – 5th grade, students should receive **120 to 150 minutes** of Tier 1 ELA instruction daily. In SCS, daily instruction should include an EL module lesson (60 minutes) and Foundational Literacy instruction (30-60 minutes).

**Guidance for Meaning-Based Instruction: Structure of an EL Module**

Across all K-5 classrooms, students experience four modules over the course of a school year. In grades 3-5, each module has a consistent structure of three units, each of which includes two formal assessments – a mid-unit assessment and an end-of unit assessment. Each unit progresses in a standard sequence. Unit 1, students read, discuss, and write so that they acquire strong and specific content and background knowledge about the topic. Unit 2 extends the reading, research and writing on the topic. Finally, Unit 3 includes the performance task: an extended, supported writing task or presentation where students need to successfully bring together what they have learned about the topic of study.



**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.

These three dimensions are the aspirational outcomes for the entire K-5 EL curriculum. Achievement is more than mastery of knowledge and skills or students' scores on a test. Habits of character and high-quality work are also taught and practiced.

## 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 guidance document.</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>

Throughout this curriculum map, teachers will notice high-quality texts identified for students to engage with through reading/read alouds, discussing, and writing tasks that align to the demands of the standards. Therefore, the high-leverage resources noted below are intended to support teachers' understanding of the curriculum, the standards, and/or instructional practices specified in EL. **To access the resource, click the link. If the link does not open when clicked, copy and paste the link into your browser.**

Reading Resource Tool Kit: Meaning-based Instruction	
The Tennessee State ELA Standards and Crosswalk	
<p><b>The Tennessee ELA Standards:</b>  <a href="https://www.tn.gov/education/instruction/academic-standards/english-language-arts-standards.html">https://www.tn.gov/education/instruction/academic-standards/english-language-arts-standards.html</a></p>	<p>Teachers can access the Tennessee State Standards, which are featured throughout this curriculum map and represent college and career ready student learning at each respective grade level.</p>
<p><b>Crosswalk</b>  <a href="https://drive.google.com/file/d/1IiDUT0yj0LNbOX4orjUVw76PDUB07Oz/view?usp=sharing">https://drive.google.com/file/d/1IiDUT0yj0LNbOX4orjUVw76PDUB07Oz/view?usp=sharing</a></p>	<p>This crosswalk provides a correlation between the Common Core ELA Standards coding and the Tennessee ELA Standards coding.</p>
Scaffolds in the EL Curriculum	
<p><b>Digging Deeper on Differentiation Strategies</b>  <a href="https://drive.google.com/file/d/1A6omzTBZGL7WL-xfR530cu0b3490RHGp/view?usp=sharing">https://drive.google.com/file/d/1A6omzTBZGL7WL-xfR530cu0b3490RHGp/view?usp=sharing</a></p>	<p>This article contains examples of strategies that help all students make the most of challenging texts and harness them for their work and learning.</p>
<p><b>Scaffolding Options for ELA</b>  <a href="https://drive.google.com/file/d/1OchJ8Lwxw9BH6EUCXEZIShL5hxCQ4sRP/view?usp=sharing">https://drive.google.com/file/d/1OchJ8Lwxw9BH6EUCXEZIShL5hxCQ4sRP/view?usp=sharing</a></p>	<p>This table provides scaffolding options regarding the various instructional components found in EL.</p>
<p><b>Meeting Students Needs Through Scaffolding</b>  <a href="https://drive.google.com/file/d/1PU5-lz66v-NRGIZ-VJZ1hp_pz5_UbDI/view?usp=sharing">https://drive.google.com/file/d/1PU5-lz66v-NRGIZ-VJZ1hp_pz5_UbDI/view?usp=sharing</a></p>	<p>This table provides temporary instructional supports designed to help students successfully read texts that they may find challenging.</p>
Read-Alouds/Close Reading	
<p><b>Helping Students Read Closely</b>  <a href="file:///Users/coach/Downloads/ELED-HelpingStudentsReadCloselyELACurriculumGrades3-8-0815%20(2).pdf">file:///Users/coach/Downloads/ELED-HelpingStudentsReadCloselyELACurriculumGrades3-8-0815%20(2).pdf</a></p>	<p>This article provides information regarding how close reads can support students' reading ability.</p>
<p><b>Close Reading: An Instructional Strategy for Conquering Complex Text</b>  <a href="https://vimeo.com/89001348">https://vimeo.com/89001348</a></p>	<p>In this video, students and teachers are engaged with EL Education's grades 3-8 ELA curriculum. The teacher guides students through the close reading process, checks for understanding, and leverages the power of student talk and collaboration to help them make meaning of a complex text.</p>
<p><b>Close Reading Case Study: Grade 3</b>  <a href="file:///Users/coach/Downloads/ELED-CloseReadingCaseStudyGrade3InclusionClass-1215.pdf">file:///Users/coach/Downloads/ELED-CloseReadingCaseStudyGrade3InclusionClass-1215.pdf</a></p>	<p>Teachers can access a case study that features 3<sup>rd</sup> grade inclusion class engaging in a close reading whereby the teacher is guiding her students through a carefully crafted sequence of text dependent questions that engages all learners.</p>

<p><b>Grappling with Complex Informational Text</b>  <a href="https://vimeo.com/54007714">https://vimeo.com/54007714</a></p>	<p>In this video, students and teachers are engaged with EL Education's grades 3-8 ELA curriculum. Students in a fifth-grade class use close reading strategies to determine the main idea and important details from a newspaper article about the Seneca people.</p>
<p><b>Taking the Conversation Deeper: Read Alouds</b>  <a href="https://www.youtube.com/watch?v=B76uqrhHVJs">https://www.youtube.com/watch?v=B76uqrhHVJs</a></p>	<p>In this Reading Rocket video, a teacher engages students in discussion and read aloud of complex text.</p>
<p><b>Student Engagement: EL Protocols</b></p>	
<p><b>EL Protocols:</b>  <a href="https://drive.google.com/file/d/1tH0UAMzxCRB9Xvwjw7-5tQLYlt6yT6XY/view?usp=sharing">https://drive.google.com/file/d/1tH0UAMzxCRB9Xvwjw7-5tQLYlt6yT6XY/view?usp=sharing</a></p>	<p>Teachers can use this resource to learn about how to sequence texts into “expert packs” to build student knowledge of the world.</p>
<p><b>Classroom Protocols in Action: Science Talk</b>  <a href="https://vimeo.com/169909161">https://vimeo.com/169909161</a></p>	<p>This video is an example of an EL protocol in action. It shows how the engagement protocols engage all students in the learning.</p>
<p><b>Social Emotional Learning (SEL) in EL</b></p>	
<p><b>EL Character Framework</b>  <a href="https://characterframework.eleducation.org/">https://characterframework.eleducation.org/</a></p>	<p>Central to EL Education curriculum is a focus on “habits of character” and <b>social-emotional learning</b>. This website highlights what EL means by character and how EL Education’s curriculum promotes habits of character.</p>
<p><b>Edutopia: Social Emotional Learning</b>  <a href="https://www.edutopia.org/social-emotional-learning">https://www.edutopia.org/social-emotional-learning</a></p>	<p>This website has a robust library of Social Emotional Learning (SEL) resources, such as videos and articles, that teachers may access to learn more about SEL.</p>
<p><b>Social Emotional Learning: FAQ</b>  <a href="https://casel.org/faqs/">https://casel.org/faqs/</a></p>	<p>Teachers may access the CASEL website to thoroughly develop their professional understanding of Social Emotional Learning.</p>
<p><b>Aspen Institute: National Commission on Social, Emotional, and Academic Development</b>  <a href="https://www.aspeninstitute.org/publications/learning-happens-supporting-students-social-emotional-academic-development/">https://www.aspeninstitute.org/publications/learning-happens-supporting-students-social-emotional-academic-development/</a></p>	<p>Teachers may use this resource to access SEL articles, videos, and other informative supports to learn more about SEL.</p>
<p><b>Additional Resources</b></p>	
<p><b>The moDEL Detroit Project:</b>  <a href="https://www.detroitk12.org/Page/9721">https://www.detroitk12.org/Page/9721</a></p>	<p>The moDEL Detroit Project provides both planning and delivery resources to teachers who are implementing the EL Education curriculum. <b>This includes PowerPoints for every lesson in grades K-8.</b> These resources were developed in conjunction with various literacy experts. However, SCS teachers who choose to use the presentations should review them before use to ensure the information highlights the lesson’s priorities identified for their students. <i>Please note, once downloaded, the PowerPoints can be revised to meet your needs.</i></p>
<p><b>SCS English Language Learners: Grade 4</b>  <a href="https://scsk12.sharepoint.com/:f:/s/SCSESLResources/EnzFj6TKGNJJjeV0400SYslBIVOBtmJEDiMFvZlxAYDP6A?e=r2bENb">https://scsk12.sharepoint.com/:f:/s/SCSESLResources/EnzFj6TKGNJJjeV0400SYslBIVOBtmJEDiMFvZlxAYDP6A?e=r2bENb</a></p>	<p>This resources provides scaffolding options for ESL students within EL in order to support their language needs as outlined on their Individual Learning Plans (ILPs) per Tennessee Policy 3.207. (Please copy and paste the link into your browser.)</p>

**Module Overview: Fourth Grade Module 3: The American Revolution**

How does one’s perspective influence his or her opinion? In this module, students consider the answer to this question through the lens of the American Revolution. In Unit 1, students build background knowledge about the Revolutionary War and the different perspectives of colonists. In the second half of the unit, students read about different groups within the Loyalists and Patriots, reading informational texts to determine the main idea, analyze the overall structure of the text, and summarize the texts.

In Unit 2, students read the historical fiction play *Divided Loyalties* to deepen their understanding of the Patriot and Loyalist perspectives. Drawing on their background knowledge about the Revolutionary War from Unit 1, students read the text closely, focusing on character thoughts, feelings, and actions in response to the different perspectives on the American Revolution. In Unit 3, students synthesize their research on the Revolutionary War from Unit 1 and their analysis of perspectives from Unit 2 to write an opinion piece from the Patriot perspective, outlining reasons colonists should join the Patriot cause, in the form of a broadside. Students write a broadside from the Loyalist perspective for the end of unit assessment. Then, for the performance task, students consider both sides and discuss whether they would or would not have supported the American Revolution had they lived during colonial times. This performance task centers on CCSS ELA **RI.4.9** and **SL.4.1**.

**Guiding Questions and Big Ideas**

**How did the American Revolution and the events leading up to it affect the people in the colonies?**

- *The American Revolution resulted in the United States of America becoming a new country with independence from Britain.*
- *The American Revolution, like many wars, divided people: brother against brother, mother against daughter, neighbor against neighbor.*
- *American colonists had different perspectives on fighting for independence from Britain.*

**Task should align to**

- Topic
- Targets
- Texts

The 4 T's	
<p><b>Topic</b> Perspectives on the American Revolution</p>	<p><b>Task</b> Students participate in a text-based discussion sharing whether they would have supported the American Revolution if they had lived during colonial times.</p>
<p><b>Targets</b> CCSS explicitly taught and assessed): <b>RF.4.9, SL.4.1</b></p>	<p><b>Texts</b> <i>Colonial Voices: Hear Them Speak, Revolutionary War: Parts I, II, and III, An Incomplete Revolution, American Indians and the American Revolution, Divided Loyalties</i></p>





Fourth Grade Module 3: Unit 1: Perspectives on the American Revolution: Building Background Knowledge

**Habits of Character/Social-Emotional Learning (SEL) Focus: Work to Become Ethical People and to Become Effective Learners**

Central to EL Education curriculum is a focus on “habits of character” and social-emotional learning. Students work to become effective learners, developing mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration); work to become ethical people, treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion); and work to contribute to a better world, putting their learning to use to improve communities (e.g., citizenship, service).

In this unit, students **work to become effective learners**, developing the mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration). They collaborate and persevere as they work in pairs and small groups to read complex texts. Students also **work to become ethical people**, treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion). They show respect and integrity as they engage in discussions about their research throughout the unit. Lessons that engage students with social emotional learning and use an anchor chart or protocol as part of the engagement strategy are identified in **bold print** under the category Anchor Charts and Protocols.

**Mid Unit Assessment: Researching Perspectives of the American Revolution: Patriots**

This assessment centers on CCSS ELA RI.4.1, RI.4.3, RI.4.10, W.4.7, W.4.8, W.4.9b, and L.4.2b. Students apply what they have learned about reading and analyzing informational texts to answer selected response questions about what happened and why in a new informational text. They then use the text to research to find out more about the Patriots, gathering information on a note-catcher, to write an informative paragraph about who the Patriots were and what they believed.

**End of Unit Assessment: Answering Questions about an Informational Text**

This assessment centers on CCSS ELA RI.4.1, RI.4.2, RI.4.4, RI.4.5, RI.4.10, and L.4.1f. Students apply what they have learned about reading and analyzing informational texts to answer selected response questions about the main idea and overall structure of a new informational text. They then summarize the text.

**Required Unit Trade book(s):** *Divided Loyalties: The Barton Family during the American Revolution* and *Colonial Voices: Hear Them Speak*

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

**NOTE:** (1) 2017-18 Power Standards highlighted in **red**. (2) Standards assessed on the Quarterly Common Assessment highlighted in **green**. (3) Click on the **blue “Lesson #”** to access the complete EL lesson details online.

Lesson	Agenda	Daily Learning	Ongoing Assessment	Anchor Charts & Protocols
<a href="#">Lesson 1</a> <b>Discovering Our Topic: American Revolution</b>  RI.4.1, W.4.8, SL.4.1  <b>TN Standards</b> <b>4.RI.KID.1, 4.W.RBPK.8, 4.SL.CC.1</b>	<b>Discovering Our Topic: American Revolution</b>  <b>1. Opening</b> A. Reviewing Learning Targets (5 minutes) <b>Work Time</b> A. Infer the Topic (15 minutes) B. Introducing the Performance Task and the Module Guiding Questions	<ul style="list-style-type: none"> <li>I can infer the topic of this module from the resources. (RI.4.1)</li> <li>I can ask questions about a new text. (RI.4.1, W.4.8)</li> </ul>	<ul style="list-style-type: none"> <li>I Notice/I Wonder note-catcher (RI.4.1, W.4.8)</li> <li>Questions on sticky notes</li> </ul>	<ul style="list-style-type: none"> <li>Infer the Topic protocol</li> <li>Close Readers Do These Things anchor chart</li> <li>Performance Task anchor chart</li> <li>Module Guiding Questions anchor chart</li> <li>Analyzing Peter Pan anchor chart</li> </ul>



	<p>(10 minutes)  <b>3. Closing and Assessment</b>                  A. Engaging the Reader: <i>Colonial Voices: Hear Them Speak</i> (30 minutes)  <b>4. Homework</b>                  A. Read and reflect on the guiding questions for the module. Talk about them with someone at home. How do the questions make you feel? Why? What do they make you think about? You can sketch or write your reflections.</p>			
<p><u>Lesson 2</u>  <b>Reading for Gist: “Revolutionary War, Part I”</b></p> <p>RL.4.1, RL.4.10, RI.4.1, RI.4.4, RI.4.10, L.4.4</p> <p><b>TN Standards</b>                  4.RL.KID.1, 4.RL.RRTC.10, 4.RI.KID.1, 4.RI.CS.4, 4.RI.KID.10, 4.FL.VA.7a</p>	<p><b>1. Opening</b>                  A. Reflecting on Module Guiding Questions (5 minutes)                  B. Reviewing Learning Targets (5 minutes)  <b>2. Work Time</b>                  A. Reading for Gist: “Revolutionary War, Part I” (20 minutes)                  B. Making Connections to <i>Colonial Voices: Hear Them Speak</i> (5 minutes)  <b>Closing and Assessment</b>                  A. Launching Independent Reading (25 minutes)  <b>4. Homework</b>                  A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> <li>• I can determine the gist of “Revolutionary War, Part I.” (RI.4.1, RI.4.4, L.4.4)</li> <li>• I can determine the meaning of unfamiliar words and phrases in “Revolutionary War, Part I.” (RI.4.4, L.4.4)</li> </ul>	<ul style="list-style-type: none"> <li>• Gist of each paragraph of “Revolutionary War, Part I” (RI.4.1, RI.4.4, L.4.4)</li> </ul>	<ul style="list-style-type: none"> <li>• Module Guiding Questions anchor chart</li> <li>• <b>Working to Become Ethical People anchor chart</b></li> <li>• Close Readers Do These Things anchor chart</li> </ul>
<p><u>Lesson 3</u>  <b>Close Reading: “Revolutionary War, Part I”</b></p> <p>RI.4.1, RL.4.2, RI.4.3, RI.4.4, RI.4.5, L.4.4, L.4.4a</p> <p><b>TN Standards</b>                  4.RI.KID.1, 4.RL.KID.2, 4.RI.KID.3, 4.RI.CS.4, 4.RI.CS.5, 4.FLVA.7a</p>	<p><b>1. Opening</b>                  A. Reading Aloud: <i>Colonial Voices: Hear Them Speak</i> (20 minutes)                  B. Reviewing Learning Targets (5 minutes)  <b>2. Work Time</b>                  A. Close Reading: “Revolutionary War, Part I” (25 minutes)  <b>3. Closing and Assessment</b>                  A. Determining Topic and Theme:</p>	<ul style="list-style-type: none"> <li>• I can explain what happened and why in the American Revolution using “Revolutionary War, Part I.” (RI.4.3)</li> <li>• I can describe the overall structure of “Revolutionary War, Part I.” (RI.4.5)</li> </ul>	<ul style="list-style-type: none"> <li>• Close Reading Note-catcher: “Revolutionary War, Part I” (RI.4.1, RI.4.3, RI.4.4, RI.4.5, L.4.4, L.4.4a)</li> <li>• Exit Ticket: Colonial Voices: Hear Them Speak (RL.4.1, RL.4.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Questions about <i>Colonial Voices: Hear Them Speak</i> anchor chart</li> <li>• <b>Working to Become Ethical People anchor chart</b></li> <li>• Close Readers Do These Things anchor chart</li> <li>• <b>Working to Become Effective Learners anchor chart</b></li> <li>• Strategies to Answer Selected</li> </ul>

	<p><i>Colonial Voices: Hear Them Speak</i> (10 minutes)  <b>4. Homework</b>  A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>			<p>Response Questions anchor chart</p> <ul style="list-style-type: none"> <li>Criteria of an Effective Summary anchor chart</li> </ul>
<p><b>Lesson 4</b>  <b>Research: Loyalists</b></p> <p>RI.4.1, RI.4.3, RI.4.4, RI.4.5, W.4.7, W.4.8, W.4.9, W.4.9b, L.4.1, L.4.1f, L.4.2, L.4.2b, L.4.4</p> <p><b>TN Standards</b>  <b>4.RI.KID.1, 4.RI.KID.3, 4.RI.CS.4, 4.RI.CS.5, 4.W.RBPK.7, 4.W.RBPK.8, 4.W.RBPK.9, 4.FL.SC.6, 4.FL.VA.7a</b></p>	<p><b>1. Opening</b>  A. Engaging the Reader: <i>Colonial Voices: Hear Them Speak</i> (5 minutes)  B. Reviewing Learning Targets (5 minutes)  <b>2. Work Time</b>  A. Reading for Gist: “Loyalists” (15 minutes)  B. Partner Research: Loyalists (20 minutes)  <b>3. Closing and Assessment</b>  A. Independent Writing: Loyalists (10 minutes)  B. Reading Aloud: “Revolutionary War, Part II” (5 minutes)  <b>4. Homework</b>  A. Complete the Marking Quotes Practice 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"> <li>I can explain who the Loyalists were and what they believed. (RI.4.1, RI.4.3)</li> <li>I can describe the overall structure of the text “Loyalists.” (RI.4.5)</li> </ul>	<ul style="list-style-type: none"> <li>Research Note-catcher: Loyalists (RI.4.1, RI.4.3, RI.4.5, W.4.8)</li> <li>Loyalist paragraph (RI.4.1, RI.4.3, W.4.9b, L.4.1f, L.4.2b)</li> </ul>	<ul style="list-style-type: none"> <li>Close Readers Do These Things anchor chart</li> <li><b>Working to Become Effective Learners anchor chart</b></li> <li>Informational Text anchor chart</li> </ul>
<p><b>Lesson 5</b>  <b>Research: Patriots</b></p> <p>RI.4.1, RI.4.3, W.4.7, W.4.8, W.4.9, W.4.9b</p> <p><b>TN Standards</b>  <b>4.RI.KID.1, 4.RI.KID.3, 4.W.RBPK.7, 4.W.RBPK.8, 4.W.RBPK.9</b></p>	<p><b>1. Opening</b>  A. Shared Writing: Loyalists (10 minutes)  B. Reviewing Learning Target (5 minutes)  <b>2. Work Time</b>  A. Engaging the Reader: <i>Colonial Voices: Hear Them Speak</i> (10 minutes)  B. Language Dive: “Revolutionary War, Part I” (15 minutes)  C. Partner Research: Patriots (15</p>	<ul style="list-style-type: none"> <li>I can research to find out who the Patriots were and what they believed. (RI.4.1, RI.4.3, W.4.8, W.4.9b)</li> </ul>	<ul style="list-style-type: none"> <li>Research Note-catcher: Patriots (RI.4.1, W.4.8, W.4.9b)</li> <li>Exit Ticket: “Revolutionary War, Part I” (RI.4.1, RI.4.3)</li> </ul>	<ul style="list-style-type: none"> <li>Informational Text anchor chart</li> <li><b>Working to Become Effective Learners anchor chart</b></li> <li>Strategies to Answer Selected Response Questions anchor chart</li> </ul>

	<p>minutes)  <b>3. Closing and Assessment</b>                  A. Exit Ticket: "Revolutionary War, Part I" (5 minutes)  <b>4. Homework</b>                  A. Complete the Language Dive Practice: "Revolutionary War, Part I" in your Unit 1 homework.                  B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>			
<p><b>Lesson 6</b>  <b>Mid-Unit 1 Assessment: Researching Perspectives of the American Revolution: Patriots</b></p> <p>RI.4.1, RI.4.3, RI.4.10, W.4.7, W.4.8, W.4.9, W.4.9b, L.4.2, L.4.2b</p> <p><b>TN Standards</b>                  4.RI.KID.1, 4.RI.KID.3, 4.RI.RRTC.10, 4.W.RBPK.7, 4.W.RBPK.8, 4.W.RBPK.9, 4.FL.SC.6</p>	<p><b>1. Opening</b>                  A. Reviewing Learning Targets (5 minutes)  <b>2. Work Time</b>                  A. Mid-Unit 1 Assessment: Researching Perspectives of the American Revolution: Patriots (40 minutes)  <b>3. Closing and Assessment</b>                  A. Tracking Progress (15 minutes)  <b>4. Homework</b>                  A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> <li>I can use details in the text to answer questions about a new informational text. (RI.4.1, RI.4.3, W.4.7, W.4.8, W.4.9b, L.4.2b)</li> <li>I can explain who the Patriots were and what they believed. (RI.4.1, RI.4.3, W.4.7, W.4.8, W.4.9b, L.4.2b)</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Unit 1 Assessment: Researching Perspectives of the American Revolution: Patriots (RI.4.1, RI.4.3, W.4.7, W.4.8, W.4.9b, L.4.2b)</li> <li>Tracking Progress: Reading, Understanding, and Explaining New Text (R.1, R.4, R.10, L.4)</li> </ul>	<ul style="list-style-type: none"> <li>Close Readers Do These Things anchor chart</li> <li>Strategies to Answer Selected Response Questions</li> <li><b>Working to Become Effective Learners anchor chart</b></li> </ul>
<p><b>Lesson 7</b>  <b>Reading for Gist: "An Incomplete Revolution"</b></p> <p>RI.4.1, RI.4.4, RI.4.5, L.4.1, L.4.1f, L.4.4</p> <p><b>TN Standards</b>                  4.RI.KID.1, 4.RI.CS.4, 4.RI.CS.5, 4.FL.SC.6, 4.FL.VA.7a</p>	<p><b>1. Opening</b>                  A. Engaging the Reader: <i>Colonial Voices: Hear Them Speak</i> (10 minutes)                  B. Reviewing Learning Targets (5 minutes)  <b>2. Work Time</b>                  A. Reading for Gist Jigsaw: "An Incomplete Revolution" (20 minutes)                  B. Language Dive: "An Incomplete Revolution" (15 minutes)  <b>3. Closing and Assessment</b>                  A. Research Reading Share (10 minutes)  <b>4. Homework</b></p>	<ul style="list-style-type: none"> <li>I can determine the gist of "An Incomplete Revolution." (RI.4.4, L.4.4)</li> <li>I can determine the meaning of unfamiliar words and phrases in "An Incomplete Revolution." (RI.4.4, L.4.4)</li> </ul>	<ul style="list-style-type: none"> <li>Gist statements on text and unfamiliar vocabulary in vocabulary logs (RI.4.4, L.4.4)</li> </ul>	<ul style="list-style-type: none"> <li><b>Working to Become Ethical People anchor chart</b></li> <li>Close Readers Do These Things anchor chart</li> <li><b>Working to Become Effective Learners anchor chart</b></li> </ul>

	<p>A. Complete the Language Dive Practice: “An Incomplete Revolution” in your Unit 1 homework.                  B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>			
<p><b>Lesson 8</b>  <b>Close Read: “An Incomplete Revolution”</b></p> <p>RI.4.1, RI.4.2, RI.4.4, RI.4.5, W.4.9, W.4.9b, L.4.1, L.4.1f, L.4.4</p> <p><b>TN Standards</b>  <b>4.RI.KID.1, 4.RI.KID.2, 4.RI.CS.4, 4.RI.CS.5, 4.W.RBPK.9, 4.FLSC.6, 4.FL.VA.7a</b></p>	<p><b>1. Opening</b>                  A. Engaging the Reader: “An Incomplete Revolution” Vocabulary Game (10 minutes)                  B. Reviewing Learning Targets (5 minutes)  <b>2. Work Time</b>                  A. Text-Dependent Questions: “An Incomplete Revolution” (30 minutes)  <b>3. Closing and Assessment</b>                  A. Independent Writing: Summary of “An Incomplete Revolution” (15 minutes)  <b>4. Homework</b>                  A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> <li>I can determine the main idea and summarize the text “An Incomplete Revolution.” (RI.4.1, RI.4.2, W.4.9b, L.4.1f)</li> <li>I can describe the overall structure of the text “An Incomplete Revolution.” (RI.4.5)</li> </ul>	<ul style="list-style-type: none"> <li>Text-Dependent Questions: “An Incomplete Revolution” (RI.4.1, RI.4.2, RI.4.4, RI.4.5, L.4.4)</li> <li>Summary of “An Incomplete Revolution” (RI.4.1, RI.4.2, W.4.9b, L.4.1f)</li> </ul>	<ul style="list-style-type: none"> <li><b>Working to Become Effective Learners anchor chart</b></li> <li>Determining the Main Idea anchor chart</li> <li>Questions about <i>Colonial Voices: Hear Them Speak</i> anchor chart</li> <li>Criteria of an Effective Summary anchor chart</li> </ul>
<p><b>Lesson 9</b>  <b>Reading for Gist: “American Indians and the American Revolution”</b></p> <p>RI.4.1, RI.4.4, RI.4.5, L.4.1, L.4.1a, L.4.4</p> <p><b>TN Standards</b>  <b>4.RI.KID.1, 4.RI.CS.4, 4.RI.CS.5, 4.FL.SC.6, 4.FLVA.7a</b></p>	<p><b>1. Opening</b>                  A. Engaging the Reader: <i>Colonial Voices: Hear Them Speak</i> (10 minutes)                  B. Reviewing Learning Targets (5 minutes)  <b>2. Work Time</b>                  A. Reading for Gist Jigsaw: “American Indians and the American Revolution” (20 minutes)                  B. Language Dive: “American Indians and the American Revolution” (20 minutes)  <b>3. Closing and Assessment</b>                  A. Reflecting on Learning: Working to Become Effective Learners (5 minutes)</p>	<ul style="list-style-type: none"> <li>I can determine the gist of “American Indians and the American Revolution.” (RI.4.4, L.4.4)</li> <li>I can determine the meaning of unfamiliar words and phrases in “American Indians and the American Revolution.” (RI.4.4, L.4.4)</li> </ul>	<ul style="list-style-type: none"> <li>Gist statements on text and unfamiliar vocabulary in vocabulary logs (RI.4.4, L.4.4)</li> </ul>	<ul style="list-style-type: none"> <li><b>Working to Become Ethical People anchor chart</b></li> <li><b>Working to Become Effective Learners anchor chart</b></li> <li>Close Readers Do These Things anchor chart</li> </ul>

	<p><b>4. Homework</b>                  A. Complete the Language Dive Practice: “American Indians and the American Revolution” in your Unit 1 homework.                  B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>			
<p><u>Lesson 10</u>  <b>Close Read: “American Indians and the American Revolution”</b></p> <p>RI.4.1, RI.4.2, RI.4.4, RI.4.5, W.4.9, W.4.9b, L.4.1, L.4.1f, L.4.5, L.4.5c</p> <p><b>TN Standards</b>  <b>4.RI.KID.1, 4.RI.KID.2, 4.RI.CS.4, 4.RI.CS.5, 4.W.RBPK.9, 4.FL.SC.6, 4.FL.VA.7b</b></p>	<p><b>1. Opening</b>                  A. Returning “An Incomplete Revolution” Summaries (10 minutes)                  B. Reviewing Learning Targets (5 minutes)  <b>2. Work Time</b>                  A. Close Reading: “American Indians and the American Revolution” (35 minutes)  <b>3. Closing and Assessment</b>                  A. Independent Writing: Summary of “American Indians and the American Revolution” (10 minutes)  <b>4. Homework</b>                  A. Complete the Fragments and Run-ons Practice 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"> <li>I can determine the main idea and summarize the text “American Indians and the American Revolution.” (RI.4.1, RI.4.2, W.4.9b, L.4.1f)</li> <li>I can describe the overall structure of the text “American Indians and the American Revolution.” (RI.4.5)</li> </ul>	<ul style="list-style-type: none"> <li>Close Reading Note-catcher: “American Indians and the American Revolution” (RI.4.1, RI.4.2, RI.4.4, RI.4.5, L.4.4, L.4.5c)</li> <li>Summary of “American Indians and the American Revolution” (RI.4.1, RI.4.2, W.4.9b, L.4.1f)</li> </ul>	<ul style="list-style-type: none"> <li>Criteria of an Effective Summary anchor chart</li> <li><b>Working to Become Effective Learners anchor chart</b></li> <li>Close Readers Do These Things anchor chart</li> <li>Determining the Main Idea anchor chart</li> <li>Strategies for Answering Selected Response Questions anchor chart</li> <li>Questions about <i>Colonial Voices: Hear Them Speak</i> anchor chart</li> </ul>
<p><u>Lesson 11</u>  <b>End of Unit 1 Assessment: Answering Questions about an Informational Text</b></p> <p>RI.4.1, RI.4.2, RI.4.4, RI.4.5, RI.4.10, L.4.1, L.4.1f</p> <p><b>TN Standards</b>  <b>4.RI.KID.1, 4.RI.KID.2, 4.RI.CS.4, 4.RI.CS.5, 4.RI.RRTC.10, 4.FL.SC.6</b></p>	<p><b>1. Opening</b>                  A. Returning Mid-Unit 1 Assessments (5 minutes)                  B. Reviewing Learning Targets (5 minutes)  <b>2. Work Time</b>                  A. End of Unit 1 Assessment: Answering Questions about an Informational Text (35 minutes)  <b>3. Closing and Assessment</b>                  A. Tracking Progress (15 minutes)  <b>4. Homework</b></p>	<ul style="list-style-type: none"> <li>I can determine the main idea and summarize the text “Revolutionary War, Part III.” (RI.4.1, RI.4.2)</li> <li>I can describe the overall structure of the text “Revolutionary War, Part III.” (RI.4.5)</li> </ul>	<ul style="list-style-type: none"> <li>End of Unit 1 Assessment: Answering Questions about an Informational Text (RI.4.1, RI.4.2, RI.4.4, RI.4.5, L.4.1f)</li> <li>Tracking Progress: Reading, Understanding, and Explaining New Text (R.1, R.4, R.10, L.4) (RI.4.5)</li> </ul>	<ul style="list-style-type: none"> <li>Close Readers Do These Things anchor chart</li> <li>Determining the Main Idea anchor chart</li> <li>Criteria of an Effective Summary anchor chart</li> <li>Strategies to Answer Selected Response Questions anchor chart</li> <li><b>Working to Become Effective Learners anchor chart</b></li> </ul>

	A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.			
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Fourth Grade Module 3: Unit 2: Perspectives on the American Revolution: Perspectives in Literature

**Habits of Character/Social-Emotional Learning (SEL) Focus: Work to Become Ethical People and to Become Effective Learners**

Central to EL Education curriculum is a focus on “habits of character” and social-emotional learning. Students work to become effective learners, developing mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration); work to become ethical people, treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion); and work to contribute to a better world, putting their learning to use to improve communities (e.g., citizenship, service).

In this unit, students **work to become effective learners**, developing the mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration). They collaborate and persevere as they work in pairs to read and analyze complex texts. Students also **work to become ethical people**, treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion). They show respect and integrity as they reflect on the texts they are reading and as they engage in the peer critique protocol throughout the unit. Lessons that engage students with social emotional learning and use an anchor chart or protocol as part of the engagement strategy are identified in **bold print** under the category Anchor Charts and Protocols.

**Mid Unit Assessment: Reading and Discussing *Divided Loyalties***

This assessment centers on CCSS ELA RL.4.1, RL.4.3, RL.4.4, RL.4.10, RF.4.3, W.4.9a, SL.4.1, SL.4.6, and L.4.4 and has two parts. In Part I, students read Act II, Scene III of *Divided Loyalties* and answer selected response and short constructed response questions about the text. They also write a descriptive paragraph about the character Mary in this scene of the play. In Part II, after closely reading a line of the Declaration of Independence, students participate in a text-based discussion during which they respond to the question, “In your opinion, what would the characters in *Divided Loyalties* think of this line? Would they agree with the ideas in this excerpt? Why or why not?”

**End of Unit Assessment: Narrative Writing: First Person Story Based on *Divided Loyalties***

This two-part assessment centers on CCSS ELA RL.4.1, RL.4.3, RL.4.5, RL.4.6, RL.4.9, RF.4.3, W.4.3, W.4.10, and L.4.1b. In Part I, students write a short first person narrative explaining in detail what a character from *Divided Loyalties* is thinking and feeling at a specific point in a scene. In Part II, students answer selected response and short answer questions about literary texts.

**Required Unit Trade book(s):** *Divided Loyalties: The Barton Family during the American Revolution*

**Suggested Pacing:** This unit is approximately **2.5 weeks or 13 sessions of instruction**.

**NOTE:** (1) 2017-18 Power Standards highlighted in **red**. (2) Standards assessed on the Quarterly Common Assessment highlighted in **green**. (3) Click on the **blue “Lesson #”** to access the complete EL lesson details online.

Lesson	Agenda	Daily Learning	Ongoing Assessment	Anchor Charts & Protocols
<a href="#">Lesson 1</a> <b>Establishing Reading Routines: <i>Divided Loyalties</i> Act I, Scene 1</b> RL.4.1, RL.4.4, RL.4.10, RI.4.10,	<b>1. Opening</b> A. Reviewing Learning Targets (5 minutes) <b>2. Work Time</b> A. Introducing <i>Divided Loyalties</i> (10	<ul style="list-style-type: none"> <li>I can determine the gist and the meaning of unfamiliar words and phrases in Act I, Scene 1 of <i>Divided Loyalties</i>. (RL.4.1, RL.4.4, L.4.4)</li> </ul>	<ul style="list-style-type: none"> <li><i>Divided Loyalties</i> Gist note-catcher (RL.4.1, RL.4.4, L.4.4)</li> </ul>	<ul style="list-style-type: none"> <li>Close Readers Do These Things anchor chart</li> <li><b>Discussion Norms anchor chart</b></li> <li>I Notice/I Wonder anchor chart</li> </ul>

<p>SL.4.1, L.4.4</p> <p><b>TN Standards</b>  <b>4.RL.KID.1, 4.RL.CS.4,</b>  <b>4.RL.RRTC.10, 4.RI.RRTC.10,</b>  <b>4.SL.CC.1, 4.FL.VA.7a</b></p>	<p>minutes)                  B. Reading Aloud and Determining the Gist: <i>Divided Loyalties</i>, Act I, Scene 1 (25 minutes)                  C. Making Connections between <i>Divided Loyalties</i> and Unit 1 Texts (10 minutes)  <b>3. Closing and Assessment</b>                  A. Research Reading Share (10 minutes)  <b>4. Homework</b>                  A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> <li>I can make connections between Act I, Scene 1 of <i>Divided Loyalties</i> and the informational texts from Unit 1. (RL.4.1)</li> </ul>		<ul style="list-style-type: none"> <li><b>Working to Become Ethical People anchor chart</b></li> <li><b>Working to Become Effective Learners anchor chart</b></li> </ul>
<p><u>Lesson 2</u>  <b>Analyzing Character: <i>Divided Loyalties</i> Act I, Scene 2</b></p> <p>RL.4.1, RL.4.3, RL.4.4, W.4.9, W.4.9a, L.4.4</p> <p><b>TN Standards</b>  <b>4.RL.KID.1, 4.RL.KID.3, 4.RL.CS.4,</b>  <b>4.W.RBPK.9, 4.FL.VA.7a</b></p>	<p><b>1. Opening</b>                  A. Reviewing Learning Targets (5 minutes)  <b>2. Work Time</b>                  A. Reading Aloud and Determining the Gist: <i>Divided Loyalties</i>, Act I, Scene 2 (25 minutes)                  B. Analyzing Character Reactions: <i>Divided Loyalties</i>, Act I, Scene 2 (20 minutes)  <b>3. Closing and Assessment</b>                  A. Group Writing: Robert in <i>Divided Loyalties</i>, Act I, Scene 2 (10 minutes)  <b>4. Homework</b>                  A. Use your Character Analysis Note-catcher: Act I, Scene 2 to write a character analysis paragraph for William in this scene.                  B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> <li>I can determine the gist and the meaning of unfamiliar words and phrases in Act I, Scene 2 of <i>Divided Loyalties</i>. (RL.4.1, RL.4.4, L.4.4)</li> <li>I can describe a character using details from the text in Act I, Scene 2 of <i>Divided Loyalties</i>. (RL.4.1, RL.4.3)</li> </ul>	<ul style="list-style-type: none"> <li>Character Analysis Note-catcher: Act I, Scene 2 (RL.4.1, RL.4.3)</li> </ul>	<ul style="list-style-type: none"> <li><b>Working to Become Ethical People anchor chart</b></li> <li>Close Readers Do These Things anchor chart</li> <li><b>Working to Become Effective Learners anchor chart</b></li> </ul>
<p><u>Lesson 3</u>  <b>Analyzing Character: <i>Divided Loyalties</i> Act I, Scene 3</b></p> <p>RL.4.1, RL.4.3, RL.4.4, W.4.9, W.4.9a, L.4.4</p>	<p><b>1. Opening</b>                  A. Reviewing Learning Targets (5 minutes)  <b>2. Work Time</b>                  A. Reading Aloud and Determining the Gist: <i>Divided Loyalties</i>, Act I, Scene 3 (25 minutes)</p>	<ul style="list-style-type: none"> <li>I can determine the gist and the meaning of unfamiliar words and phrases in Act I, Scene 3 of <i>Divided Loyalties</i>. (RL.4.1, RL.4.4, L.4.4)</li> <li>I can describe a character using details from the text in Act I,</li> </ul>	<ul style="list-style-type: none"> <li>Character Analysis Note-catcher: Act I, Scene 3 (RL.4.1, RL.4.3)</li> <li>Character Analysis Paragraph: Act I, Scene 3—William (RL.4.1, RL.4.3, W.4.9a)</li> </ul>	<ul style="list-style-type: none"> <li><b>Working to Become Ethical People anchor chart</b></li> <li>Close Readers Do These Things anchor chart</li> <li><b>Working to Become Effective Learners anchor chart</b></li> </ul>

<p><b>TN Standards</b>  <b>4.RL.KID.1, 4.RL.KID.3, 4.RL.CS.4,</b>  <b>4.W.RBPK.9, 4.FL.VA.7a</b></p>	<p>B. Analyzing Character Reactions:  <i>Divided Loyalties</i>, Act I, Scene 3 (20 minutes)  <b>3. Closing and Assessment</b>  A. Pair Writing: William in <i>Divided Loyalties</i>, Act I, Scene 3 (10 minutes)  <b>4. Homework</b>  A. Use your Character Analysis Note-catcher: Act I, Scene 3 to write a character analysis paragraph for Robert in this scene.  B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<p>Scene 3 of <i>Divided Loyalties</i>. (RL.4.1, RL.4.3)</p>		
<p><b>Lesson 4</b>  <b>Analyzing Character: <i>Divided Loyalties</i> Act II, Scene 1</b></p> <p>RL.4.1, RL.4.3, RL.4.4, W.4.9, W.4.9a, L.4.4</p> <p><b>TN Standards</b>  <b>4.RL.KID.1, 4.RL.KID.3, 4.RL.CS.4,</b>  <b>4.W.RBPK.9, 4.FL.VA.7a</b></p>	<p><b>1. Opening</b>  A. Reviewing Learning Targets (5 minutes)  <b>2. Work Time</b>  A. Reading Aloud and Determining the Gist: <i>Divided Loyalties</i>, Act II, Scene 1 (25 minutes)  B. Analyzing Character Reactions: <i>Divided Loyalties</i>, Act II, Scene 1 (20 minutes)  <b>3. Closing and Assessment</b>  A. Pair Writing: Abigail in <i>Divided Loyalties</i>, Act II, Scene 1 (10 minutes)  <b>4. Homework</b>  A. Use your Character Analysis Note-catcher: Act II, Scene 1 to write a character analysis paragraph for Mary in this scene.  B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> <li>I can determine the gist and the meaning of unfamiliar words and phrases in Act II, Scene 1 of <i>Divided Loyalties</i>. (RL.4.1, RL.4.4, L.4.4)</li> <li>I can describe a character using details from the text in Act II, Scene 1 of <i>Divided Loyalties</i>. (RL.4.1, RL.4.3)</li> </ul>	<ul style="list-style-type: none"> <li>Character Analysis Note-catcher: Act II, Scene 1 RL.4.1, RL.4.3)</li> <li>Character Analysis Paragraph: Act II, Scene 1– Abigail (RL.4.1, RL.4.3, W.4.9a)</li> </ul>	<ul style="list-style-type: none"> <li><b>Working to Become Ethical People anchor chart</b></li> <li>Close Readers Do These Things anchor chart</li> <li><b>Working to Become Effective Learners anchor chart</b></li> </ul>
<p><b>Lesson 5</b>  <b>Close Read: Excerpt of the Declaration of Independence, Part I</b></p>	<p><b>1. Opening</b>  A. Reviewing Learning Targets (5 minutes)  <b>2. Work Time</b></p>	<ul style="list-style-type: none"> <li>I can closely read an excerpt of the Declaration of Independence to restate it in my own words. (RL.4.1, RL.4.3,</li> </ul>	<ul style="list-style-type: none"> <li>Close Read Note-catcher: Excerpt of the Declaration of Independence, Part I (RL.4.1, RL.4.3, RI.4.1, RI.4.4, SL.4.1a,</li> </ul>	<ul style="list-style-type: none"> <li>Fishbowl protocol</li> <li>Close Readers Do These Things anchor chart</li> <li><b>Working to Become Effective</b></li> </ul>

<p>RI.4.1, RI.4.4, RL.4.1, SL.4.1, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d, SL.4.6, L.4.4</p> <p><b>TN Standards</b>  <b>4.RI.KID.1, 4.RI.CS.4, 4.RL.KID.1, 4.SL.CC.1, 4.SL.PKI.6, 4.FL.VA.7a</b></p>	<p>A. Close Reading: Excerpt of the Declaration of Independence, Part I (25 minutes)          B. Text-Based Discussion: Character Reactions to the Declaration of Independence (20 minutes)  <b>3. Closing and Assessment</b>          A. Reflecting on Discussion (10 minutes)  <b>4. Homework</b>          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: Excerpt of the Declaration of Independence, Part I in your homework resources.</p>	<p>RI.4.1, RI.4.4, SL.4.1a, L.4.4)</p> <ul style="list-style-type: none"> <li>I can make connections between an excerpt of the Declaration of Independence and the opinions of characters in <i>Divided Loyalties</i>. (RI.4.1, RL.4.1)</li> <li>I can follow discussion norms to participate in a productive discussion about opinions of the characters in <i>Divided Loyalties</i>. (SL.4.1)</li> </ul>	<p>L.4.4)</p> <ul style="list-style-type: none"> <li>Discussion Notes (SL.4.1c, SL.4.1d)</li> </ul>	<p><b>Learners anchor chart</b></p>
<p><b>Lesson 6</b>  <b>Analyzing Character: <i>Divided Loyalties</i> Act II, Scene 2</b></p> <p>RL.4.1, RL.4.3, RL.4.4, W.4.9, W.4.9a, L.4.4</p> <p><b>TN Standards</b>  <b>4.RL.KID.1, 4.RL.KID.3, 4.RL.CS.4, 4.W.RBPK.9, 4.FL.VA.7a</b></p>	<p><b>1. Opening</b>          A. Reviewing Learning Targets (5 minutes)  <b>2. Work Time</b>          A. Reading Aloud and Determining the Gist: <i>Divided Loyalties</i>, Act II, Scene 2 (25 minutes)          B. Analyzing Character Reactions: <i>Divided Loyalties</i>, Act II, Scene 2 (20 minutes)  <b>3. Closing and Assessment</b>          A. Pair Writing: William in <i>Divided Loyalties</i>, Act II, Scene 2 (10 minutes)  <b>4. Homework</b>          A. Use your Character Analysis Note-catcher: Act II, Scene 2 to write a character analysis paragraph for Abigail in this scene.          B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> <li>I can determine the gist and the meaning of unfamiliar words and phrases in Act II, Scene 2 of <i>Divided Loyalties</i>. (RL.4.1, RL.4.4, L.4.4)</li> <li>I can describe a character using details from the text in Act II, Scene 2 of <i>Divided Loyalties</i>. (RL.4.1, RL.4.3)</li> </ul>	<ul style="list-style-type: none"> <li>Character Analysis Note-catcher: Act II, Scene 2 (RL.4.1, RL.4.3)</li> <li>Character Analysis Paragraph: Act II, Scene 2— Abigail (RL.4.1, RL.4.3, W.4.9a)</li> </ul>	<ul style="list-style-type: none"> <li><b>Working to Become Ethical People anchor chart</b></li> <li>Close Readers Do These Things anchor chart</li> <li><b>Working to Become Effective Learners anchor chart</b></li> </ul>
<p><b>Lesson 7</b></p>	<p><b>1. Opening</b></p>	<ul style="list-style-type: none"> <li>I can determine the gist and the</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Unit 2 Assessment:</li> </ul>	<ul style="list-style-type: none"> <li>Close Readers Do These</li> </ul>

<p><b>Mid-Unit 2 Assessment: Reading and Discussing <i>Divided Loyalties</i>, Part I</b></p> <p>RL.4.1, RL.4.3, RL.4.4, RL.4.10, RF.4.3, W.4.9, W.4.9a, L.4.4</p> <p><b>TN Standards</b>  <b>4.RL.KID.1, 4.RL.KID.3, 4.RL.CS.4, 4.RL.RRTC.10, 4.W.RBPK.9, 4.FL.PWR.3, 4.FL.VA.7a</b></p>	<p>A. Returning End of Unit 1 Assessment (5 minutes)          B. Reviewing Learning Targets (5 minutes)</p> <p><b>2. Work Time</b>          A. Reading Aloud: <i>Divided Loyalties</i>, Act II, Scene 3 (10 minutes)          B. Mid-Unit 2 Assessment: Reading and Discussing <i>Divided Loyalties</i>, Part I (25 minutes)</p> <p><b>3. Closing and Assessment</b>          A. Tracking Progress (15 minutes)</p> <p><b>4. Homework</b>          A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<p>meaning of unfamiliar words and phrases in Act II, Scene 3 of <i>Divided Loyalties</i>. (RL.4.1, RL.4.4, L.4.4)</p> <ul style="list-style-type: none"> <li>I can describe a character using details from the text in Act II, Scene 3 of <i>Divided Loyalties</i>. (RL.4.1, RL.4.3)</li> </ul>	<p>Reading and Discussing <i>Divided Loyalties</i>, Part I (RL.4.1, RL.4.3, RL.4.4, W.4.9a, L.4.4)</p>	<p>Things anchor chart</p> <ul style="list-style-type: none"> <li>Strategies to Answer Selected Response Questions</li> <li><b>Working to Become Effective Learners anchor chart</b></li> <li><b>Working to Become Ethical People anchor chart</b></li> </ul>
<p><b>Lesson 8</b>  <b>Mid-Unit 2 Assessment: Reading and Discussing <i>Divided Loyalties</i>, Part II</b></p> <p>RI.4.1, RI.4.4, RL.4.1, SL.4.1, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d, SL.4.6, L.4.4</p> <p><b>TN Standards</b>  <b>4.RI.KID.1, 4.RI.CS.4, 4.RL.KID.1, 4.SL.CC.1, 4.FL.VA.7a</b></p>	<p><b>1. Opening</b>          A. Reviewing Learning Targets (5 minutes)</p> <p><b>2. Work Time</b>          A. Close Reading: Excerpt of the Declaration of Independence, Part II (20 minutes)          B. Mid-Unit 2 Assessment: Making Connections between <i>Divided Loyalties</i> and the Declaration of Independence, Part II (30 minutes)</p> <p><b>3. Closing and Assessment</b>          A. Reflecting on Learning (5 minutes)</p> <p><b>4. Homework</b>          A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> <li>I can closely read an excerpt of the Declaration of Independence to restate it in my own words. (RL.4.1, RL.4.3, RI.4.1, RI.4.4, SL.4.1a, SL.4.6, L.4.4)</li> <li>I can make connections between an excerpt of the Declaration of Independence and the opinions of characters in <i>Divided Loyalties</i>. (RL.4.1, RI.4.1)</li> <li>I can follow discussion norms to participate in a productive discussion about opinions of the characters in <i>Divided Loyalties</i>. (SL.4.1)</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Unit 2 Assessment: Making Connections between <i>Divided Loyalties</i> and the Declaration of Independence, Part II (RL.4.1, RL.4.3, RI.4.1, RI.4.4, SL.4.1a, SL.4.6, L.4.4)</li> <li>Tracking Progress: Collaborative Discussion (SL.1)</li> </ul>	<ul style="list-style-type: none"> <li><b>Working to Become Effective Learners anchor chart</b></li> <li>Close Readers Do These Things anchor chart</li> <li><b>Discussion Norms anchor chart</b></li> <li><b>Working to Become Ethical People anchor chart</b></li> </ul>
<p><b>Lesson 9</b>  <b>Analyzing Character: <i>Divided Loyalties</i> Act III, Scene 1</b></p> <p>RL.4.1, RL.4.3, RL.4.4, W.4.3, W.4.3a, W.4.3b, W.4.3e, L.4.4</p>	<p><b>1. Opening</b>          A. Reviewing Learning Targets (5 minutes)</p> <p><b>2. Work Time</b>          A. Reading Aloud and Determining the Gist: <i>Divided Loyalties</i>, Act III, Scene 1 (25 minutes)</p>	<ul style="list-style-type: none"> <li>I can determine the gist and the meaning of unfamiliar words and phrases in Act III, Scene 1 of <i>Divided Loyalties</i>. (RL.4.1, RL.4.4, L.4.4)</li> <li>I can write a first person point of</li> </ul>	<ul style="list-style-type: none"> <li>Character Analysis Note-catcher: Act III, Scene 1 (RL.4.1, RL.4.3)</li> <li>First Person Narrative: Act III, Scene 1—William (RL.4.3,</li> </ul>	<ul style="list-style-type: none"> <li><b>Working to Become Ethical People anchor chart</b></li> <li>Close Readers Do These Things anchor chart</li> <li><b>Working to Become Effective Learners anchor chart</b></li> </ul>

<p><b>TN Standards</b>  <b>4.RL.KID.1, 4.RL.KID.3, 4.W.TTP.3 a-c/e/g, 4.FL.VA.7a</b></p>	<p>B. Analyzing Character Reactions: <i>Divided Loyalties</i>, Act III, Scene 1 (10 minutes)  <b>3. Closing and Assessment</b>  A. Group Writing: William in <i>Divided Loyalties</i>, Act III, Scene 1 (20 minutes)  <b>4. Homework</b>  A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<p>view narrative of a character using details from the text in Act III, Scene 1 of <i>Divided Loyalties</i>. (RL.4.3, W.4.3)</p>	<p>W.4.3)</p>	
<p><b>Lesson 10</b>  <b>Analyzing Character: <i>Divided Loyalties</i> Act III, Scene 2</b></p> <p>RL.4.1, RL.4.3, RL.4.4, W.4.3, W.4.3a, W.4.3b, W.4.3e, L.4.4</p> <p><b>TN Standards</b>  <b>4.RL.KID.1, 4.RL.KID.3, 4.RL.CS.4, 4.W.TTP.3 a-c/e/g, 4.FL.VA.7a</b></p>	<p><b>1. Opening</b>  A. Reviewing Learning Targets (5 minutes)  <b>2. Work Time</b>  A. Reading Aloud and Determining the Gist: <i>Divided Loyalties</i>, Act III, Scene 2 (25 minutes)  B. Analyzing Character Reactions: <i>Divided Loyalties</i>, Act III, Scene 2 (10 minutes)  <b>3. Closing and Assessment</b>  A. Pair Writing: Robert in <i>Divided Loyalties</i>, Act III, Scene 2 (20 minutes)  <b>4. Homework</b>  B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> <li>I can determine the gist and the meaning of unfamiliar words and phrases in Act III, Scene 2 of <i>Divided Loyalties</i>. (RL.4.1, RL.4.4, L.4.4)</li> <li>I can write a first person point of view narrative of a character using details from the text in Act III, Scene 2 of <i>Divided Loyalties</i>. (RL.4.3, W.4.3)</li> </ul>	<ul style="list-style-type: none"> <li>Character Analysis Note-catcher: Act III, Scene 2 (RL.4.1, RL.4.3)</li> <li>First Person Narrative: Act III, Scene 2— Robert (RL.4.3, W.4.3)</li> </ul>	<ul style="list-style-type: none"> <li><b>Working to Become Ethical People anchor chart</b></li> <li>Close Readers Do These Things anchor chart</li> <li><b>Working to Become Effective Learners anchor chart</b></li> </ul>
<p><b>Lesson 11</b>  <b>Peer Critique: First Person Narratives</b></p> <p>RL.4.5, RL.4.6, RL.4.9, W.4.3, W.4.3a, W.4.3b, W.4.3e, W.4.5, L.4.1, L.4.1b</p> <p><b>TN Standards</b>  <b>4.RL.CS.4, 4.RL.CS.6, 4.RL.IKI.9, 4.W.TTP.3 a-c/e/g, 4.W.PDW.5,</b></p>	<p><b>1. Opening</b>  A. Reviewing Learning Targets (5 minutes)  <b>2. Work Time</b>  A. Language Dive II: Model First Person Narrative (20 minutes)  B. Peer Critique: First Person Narratives (20 minutes)  <b>3. Closing and Assessment</b>  A. Revisiting <i>Colonial Voices: Hear Them Speak</i> (15 minutes)</p>	<ul style="list-style-type: none"> <li>I can critique my partner's first person narrative and provide kind, helpful, and specific feedback. (W.4.5)</li> <li>I can revise my first person narrative based on peer feedback. (RL.4.3, W.4.3, W.4.5)</li> <li>I can form and use the progressive verb tenses.</li> </ul>	<ul style="list-style-type: none"> <li>Revised First Person Narrative: Act III, Scene 2— Robert (RL.4.3, W.4.3, W.4.5)</li> <li>Exit Ticket: Similarities and Differences (RL.4.5, RL.4.6)</li> </ul>	<ul style="list-style-type: none"> <li><b>Working to Become Ethical People anchor chart</b></li> <li>Peer Critique anchor chart</li> <li>Strategies to Answer Selected Response Questions anchor chart</li> <li>Parts of Speech anchor chart</li> </ul>



<p><b>4.FL.SC.6</b></p>	<p><b>4. Homework</b>                  A. Complete Language Dive II Practice: Model First Person Narrative: Progressive Verb Tenses in your Unit 2 homework.                  B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<p>(L.4.1b)</p>		
<p><b>Lesson 12</b>  <b>End of Unit 2 Assessment: Narrative Writing: First Person Story Based on <i>Divided Loyalties</i></b></p> <p>RL.4.1, RL.4.3, RL.4.5, RL.4.6, RL.4.9, RF.4.3, W.4.3, W.4.3a, W.4.3b, W.4.3e, W.4.10, L.4.1, L.4.1b</p> <p><b>TN Standards</b>                  4.RL.KID.1, 4.RL.KID.3, 4.RL.CS.5, 4.RL.CS.6, 4.RL.IKI.9, 4.FL.PWR.3, 4.W.TTP.3 a-c/e/g, 4.W.RW.10, 4.SL.CC.1</p>	<p><b>1. Opening</b>                  A. Returning Mid-Unit 2 Assessments and Reviewing Learning Targets (5 minutes)  <b>2. Work Time</b>                  A. Reading Aloud: <i>Divided Loyalties</i>, Act III, Scene 3 (10 minutes)                  B. End of Unit 2 Assessment: Narrative Writing: First Person Story Based on <i>Divided Loyalties</i> (35 minutes)  <b>3. Closing and Assessment</b>                  A. Tracking Progress (10 minutes)  <b>4. Homework</b>                  A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> <li>I can write a first person point of view narrative of a character using details from the text in Act III, Scene 3 of <i>Divided Loyalties</i>. (RL.4.1, RL.4.3, RL.4.5, RL.4.6, RL.4.9, W.4.3, W.4.10)</li> <li>I can form and use the progressive verb tenses. (L.4.1b)</li> </ul>	<ul style="list-style-type: none"> <li>End of Unit 2 Assessment: Narrative Writing:</li> <li>First Person Story Based on <i>Divided Loyalties</i> (RL.4.1, RL.4.3, RL.4.5, RL.4.6, RL.4.9, W.4.3, W.4.10, L.4.1b)</li> </ul>	<ul style="list-style-type: none"> <li>Close Readers Do These Things anchor chart</li> <li>Strategies to Answer Selected Response Questions anchor chart</li> <li><b>Working to Become Effective Learners anchor chart</b></li> </ul>
<p><b>Lesson 13</b>  <b>Close Read: Excerpt of the Declaration of Independence, Part III</b></p> <p>RI.4.1, RI.4.4, RL.4.1, SL.4.1, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d, SL.4.6, L.4.4</p> <p><b>TN Standards</b>                  4.RI.KID.1, 4.RI.CS.4, 4.RL.KID.1, 4.SL.CC.1, 4.SL.PKI.6, 4.FL.VA.7a</p>	<p><b>1. Opening</b>                  A. Reviewing Learning Targets (5 minutes)  <b>2. Work Time</b>                  A. Close Reading: Excerpt of the Declaration of Independence, Part III (25 minutes)                  B. Text-Based Discussion: Character Reaction to the Declaration of Independence (20 minutes)  <b>3. Closing and Assessment</b>                  A. Reflecting on Discussion (10 minutes)  <b>4. Homework</b>                  A. Accountable Research Reading. Select a prompt and respond in the</p>	<ul style="list-style-type: none"> <li>I can closely read an excerpt of the Declaration of Independence to restate it in my own words. (RL.4.1, RL.4.3, RI.4.1, RI.4.4, SL.4.1a, L.4.4)</li> <li>I can make connections between an excerpt of the Declaration of Independence and the opinions of characters in <i>Divided Loyalties</i>. (RI.4.1, RL.4.1)</li> <li>I can follow discussion norms to participate in a productive discussion about opinions of the characters in <i>Divided Loyalties</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Close Read Note-catcher: Excerpt of the Declaration of Independence, Part III (RL.4.1, RL.4.3, RI.4.1, RI.4.4, SL.4.1a, L.4.4)</li> <li>Discussion Notes (SL.4.1c, SL.4.1d)</li> </ul>	<ul style="list-style-type: none"> <li>Fishbowl protocol</li> <li><b>Working to Become Effective Learners anchor chart</b></li> <li>Close Readers Do These Things anchor chart</li> <li><b>Discussion Norms anchor chart</b></li> <li><b>Working to Become Ethical People anchor chart</b></li> </ul>

	front of your independent reading journal.	(SL.4.1)		
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### Fourth Grade Module 3: Unit 3: Using Writing to Share an Opinion

**Habits of Character/Social-Emotional Learning (SEL) Focus: Work to Become Ethical People and to Become Effective Learners**

Central to EL Education curriculum is a focus on “habits of character” and social-emotional learning. Students work to become effective learners, developing mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration); work to become ethical people, treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion); and work to contribute to a better world, putting their learning to use to improve communities (e.g., citizenship, service).

In this unit, students **work to become effective learners**, developing the mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration). They collaborate and persevere as they analyze and write opinion texts. Students also **work to become ethical people**, treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion). They show respect and integrity as they engage in the peer critique protocol throughout the unit and use their peers’ feedback to revise their work. Lessons that engage students with social emotional learning and use an anchor chart or protocol as part of the engagement strategy are identified in **bold print** under the category Anchor Charts and Protocols.

**Mid Unit Assessment: Reading and Answering Questions about an Opinion Text**

This assessment centers on CCSS ELA RI.4.1, RI.4.2, RI.4.8, and RI.4.10. Students apply what they have learned about reading and analyzing opinion texts to answer selected response and short answer questions about how an author supports a point with reasons and evidence.

**End of Unit Assessment: Opinion Writing: Loyalist Broadside**

This assessment centers on CCSS ELA RI.4.9, W.4.1, W.4.5, W.4.9b, W.4.10, L.4.1e, and L.4.1g and has two parts. In Part I, students demonstrate what they have learned about writing an opinion piece by drafting a broadside from the Loyalist perspective. In Part II, students apply what they have learned about linking words, prepositional phrases, and frequently confused words to revise and edit the broadside. In an optional Part III, students answer selected response questions about prepositional phrases and frequently confused words.

**Required Unit Trade book(s):** *Divided Loyalties: The Barton Family during the American Revolution*

**Suggested Pacing:** This unit is approximately **3 weeks or 15 sessions of instruction.**

**NOTE:** (1) 2017-18 Power Standards highlighted in **red**. (2) Standards assessed on the Quarterly Common Assessment highlighted in **green**. (3) Click on the **blue “Lesson #”** to access the complete EL lesson details online.

Lesson	Agenda	Daily Learning	Ongoing Assessment	Anchor Charts & Protocols
<a href="#">Lesson 1</a> <b>Reading Opinion Texts:                      Determining an Author’s Opinion</b>  RI.4.8  <b>TN Standards</b>	<b>1. Opening</b> A. Entrance Ticket: Identifying Opinion from <i>Divided Loyalties</i> (10 minutes) B. Reviewing Performance Task and Learning Targets (10 minutes) <b>2. Work Time</b> A. Reading Aloud and Determining	<ul style="list-style-type: none"> <li>I can determine an author’s opinion in a text. (RI.4.8)</li> <li>I can explain how an author supports an opinion with reasons and evidence. (RI.4.8)</li> </ul>	<ul style="list-style-type: none"> <li>Annotated William Barton’s letter (RI.4.8)</li> </ul>	<ul style="list-style-type: none"> <li>Guiding Questions anchor chart</li> <li>Performance Task anchor chart</li> <li>Working to Become Ethical People anchor chart</li> <li>Close Readers Do These Things anchor chart</li> <li>Working to Become Effective</li> </ul>

<p>4.RI.IK1.8</p>	<p>the Gist: William Barton's Letter (15 minutes)                  B. Determining Reasons and Evidence: William Barton's Letter (20 minutes)  <b>3. Closing and Assessment</b>                  A. Exploring Opinions as Readers and Writers (5 minutes)  <b>4. Homework</b>                  A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.</p>			<p>Learners anchor chart</p>
<p><u>Lesson 2</u>  <b>Reading Opinion Texts: Determining an Author's Opinion</b></p> <p>RI.4.8, W.4.1</p> <p><u>TN Standards</u>                  4.RI.IK1.8, 4.W.TTP.1</p>	<p><b>1. Opening</b>                  A. Engaging the Reader: Opinion in <i>Divided Loyalties</i> (5 minutes)                  B. Reviewing Learning Targets (5 minutes)  <b>2. Work Time</b>                  A. Reading Aloud and Determining the Gist: Robert Barton's Letter (15 minutes)                  B. Independent Practice: Determining Reasons and Evidence (30 minutes)  <b>3. Closing and Assessment</b>                  A. Exit Ticket: Determining an Opinion (5 minutes)  <b>4. Homework</b>                  A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> <li>• I can determine an author's opinion in a text. (RI.4.8)</li> <li>• I can explain how an author supports an opinion with reasons and evidence. (RI.4.8)</li> </ul>	<ul style="list-style-type: none"> <li>• Annotated Robert Barton's letter (RI.4.8)</li> <li>• Exit Ticket: Determining an Opinion (RI.4.8, W.4.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Working to Become Ethical People anchor chart</li> <li>• Close Readers Do These Things anchor chart</li> <li>• Working to Become Effective Learners anchor chart</li> </ul>
<p><u>Lesson 3</u>  <b>Preparing to Write: Determining Characteristics of the Format</b></p> <p>RL.4.10, RI.4.10, W.4.1, W.4.4, SL.4.1</p> <p><u>TN Standards</u>                  4.RL.RRTC.10, 4.RI.RRTC.10,</p>	<p><b>1. Opening</b>                  A. Research Reading Share (15 minutes)                  B. Reviewing Learning Target (5 minutes)  <b>2. Work Time</b>                  A. Discussing Opinion during the American Revolution (10 minutes) B. Poster Walk: Exploring BroadSides</p>	<ul style="list-style-type: none"> <li>• I can identify the characteristics of a broadside. (W.4.1, W.4.4, SL.4.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in creation of Characteristics of BroadSides anchor chart (W.4.1, W.4.4, SL.4.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Poster Walk protocol</li> <li>• Back-to-Back and Face-to-Face protocol</li> <li>• Working to Become Ethical People anchor chart</li> <li>• Characteristics of BroadSides anchor chart</li> </ul>

<p>4.W.TTP.1, 4.W.PDW.4, 4.SL.CC.1</p>	<p>(15 minutes)  <b>3. Closing and Assessment</b>            A. Back-to-Back and Face-to-Face: Reflecting on Learning (10 minutes)            B. Preparing for the Mid-Unit 3 Assessment (5 minutes)  <b>4. Homework</b>            A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.</p>			
<p><u>Lesson 4</u>  <b>Mid-Unit 3 Assessment: Reading and Answering Questions about an Opinion Text</b></p> <p>RI.4.1, RI.4.2, RI.4.8, RI.4.10</p> <p><b>TN Standards</b>  <b>4.RI.KID.1, 4.RI.KID.2, 4.RI.IKI.8, 4.RI.RRTC.10</b></p>	<p><b>1. Opening</b>            A. Returning End of Unit 2 Assessments (5 minutes)            B. Reviewing Learning Target (5 minutes)  <b>2. Work Time</b>            A. Practice Using Opinion Words and Discussing Guiding Questions (10 minutes)            B. Mid-Unit 3 Assessment: Reading and Answering Questions about an Opinion Text (30 minutes)  <b>3. Closing and Assessment</b>            A. Tracking Progress (10 minutes)  <b>4. Homework</b>            A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> <li>I can explain how an author supports an opinion with reasons and evidence. (RI.4.1, RI.4.2, RI.4.8)</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Unit 3 Assessment: Reading and Answering Questions about an Opinion Text (RI.4.1, RI.4.2, RI.4.8)</li> </ul>	<ul style="list-style-type: none"> <li>Close Readers Do These Things anchor chart</li> <li>Strategies to Answer Selected Response Questions anchor chart</li> <li>Working to Become Effective Learners anchor chart</li> </ul>
<p><u>Lesson 5</u>  <b>Writing Opinion Texts: Analyzing a Model</b></p> <p>W.4.1, W.4.4, W.4.5, L.4.1e</p> <p><b>TN Standards</b>  <b>4.W.TTP.1, 4.W.PDW.4, 4.W.PDW.5, 3.FL.SC.6</b></p>	<p><b>1. Opening</b>            A. Engaging the Reader: Reading Aloud and Determining the Gist (15 minutes)            B. Reviewing Learning Target (5 minutes)  <b>2. Work Time</b>            A. Analyzing a Model (20 minutes)            B. Language Dive I: Violence Is Not the Answer! (15 minutes)  <b>3. Closing and Assessment</b>            A. Reflecting on Learning (5 minutes)</p>	<ul style="list-style-type: none"> <li>I can use the Painted Essay structure to analyze a model. (W.4.1, W.4.4, W.4.5)</li> </ul>	<ul style="list-style-type: none"> <li>The Painted Essay® template (W.4.1, W.4.4, W.4.5)</li> </ul>	<ul style="list-style-type: none"> <li>Performance Task anchor chart</li> <li>Working to Become Effective Learners anchor chart</li> </ul>

	<p><b>4. Homework</b>  A. Choose and respond to an opinion QuickWrite prompt in your Unit 3 homework.  B. Complete the Language Dive I Practice: Violence Is Not the Answer! in your homework resources.  C. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>			
<p><b>Lesson 6</b>  <b>Writing Opinion Texts: Planning a Broadside</b></p> <p>W.4.1, W.4.1a, W.4.4, W.4.5, W.4.9, W.4.9b, SL.4.1</p> <p><b>TN Standards</b>  <b>4.W.TTP.1, 4.W.PDW.4, 4.W.PDW.5, 4.W.RBPK.9, 4.SL.CC.1</b></p>	<p><b>1. Opening</b>  A. Reviewing Learning Targets (5 minutes)  <b>2. Work Time</b>  A. Guided Practice: Planning a Broadside (20 minutes)  B. Independent Practice: Planning a Broadside (20 minutes)  <b>3. Closing and Assessment</b>  A. Peer Critique: Opinion Writing Planning (15 minutes)  <b>4. Homework</b>  A. Choose and respond to an opinion QuickWrite prompt in your Unit 3 homework.  B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> <li>I can plan a broadside that states an opinion and has reasons that are supported by facts and details. (W.4.1, W.4.4, W.4.5, W.4.9b)</li> <li>I can give kind, helpful, and specific feedback to my partner. (W.4.5, SL.4.1)</li> </ul>	<ul style="list-style-type: none"> <li>Opinion Writing Planning graphic organizer (W.4.1, W.4.4, W.4.5, W.4.9b)</li> </ul>	<ul style="list-style-type: none"> <li>Close Readers Do These Things anchor chart</li> <li>Working to Contribute to a Better World anchor chart</li> <li>Peer Critique anchor chart</li> </ul>
<p><b>Lesson 7</b>  <b>Writing Opinion Texts: Drafting the Introduction of a Broadside</b></p> <p>W.4.1, W.4.1a, L.4.1, L.4.1e, L.4.1f</p> <p><b>TN Standards</b>  <b>4.W.TTP.1, 4.FL.SC.6 d-e</b></p>	<p><b>1. Opening</b>  A. The Painted Essay: Sorting and Color- Coding the Parts of an Introductory Paragraph (10 minutes)  B. Reviewing Learning Targets (5 minutes)  <b>2. Work Time</b>  A. Mini Lesson: Prepositional Phrases (10 minutes)  B. Independent Writing: Drafting an Introduction (30 minutes)  <b>3. Closing and Assessment</b></p>	<ul style="list-style-type: none"> <li>I can identify prepositional phrases in a sentence. (L.4.1e)</li> <li>I can write an introductory paragraph for my broadside giving context on the issue and clearly stating my opinion. (W.4.1a)</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to Patriot broadside (W.4.1a)</li> </ul>	<ul style="list-style-type: none"> <li>Characteristics of Broadside anchor chart</li> <li>Working to Become Effective Learners anchor chart</li> </ul>



	<p>A. Sharing Our Work (5 minutes)  <b>4. Homework</b>  A. Complete the Prepositional Phrases I practice in your Unit 3 homework.  B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.</p>			
<p><b>Lesson 8</b>  <b>Writing Opinion Texts: Drafting Proof Paragraph 1 of a Broadside</b></p> <p>W.4.1, W.4.1a, W.4.1b, W.4.1c, W.4.5, SL.4.1, L.4.1, L.4.1f</p> <p><b>TN Standards</b>  <b>4.W.TTP.1a-c/f-g, 4.W.PDW.5, 4.FL.SC.6, 4.SL.CC.1</b></p>	<p><b>1. Opening</b>  A. The Painted Essay: Sorting and Color- Coding the Parts of Proof Paragraph 1 (15 minutes)  B. Reviewing Learning Targets (5 minutes)  <b>2. Work Time</b>  <b>A. Independent Writing: Drafting Proof Paragraph 1 (20 minutes)</b>  <b>B. Peer Critique: Proof Paragraph 1 (15 minutes)</b>  <b>3. Closing and Assessment</b>  <b>A. Annotating Drafts for Revision (5 minutes)</b>  <b>4. Homework</b>  A. Complete the Prepositional Phrases II practice in your Unit 3 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"> <li>I can write Proof Paragraph 1 of my broadside using evidence from the text to support a reason for my opinion. (W.4.1a,b,c)</li> <li>I can give kind, helpful, and specific feedback to my partner. (W.4.5, SL.4.1)</li> </ul>	<ul style="list-style-type: none"> <li>Proof Paragraph 1 of Patriot broadside (W.4.1a, W.4.1b, W.4.1c)</li> </ul>	<ul style="list-style-type: none"> <li>Characteristics of Broadside anchor chart</li> <li>Working to Become Ethical People anchor chart</li> <li>Peer Critique anchor chart</li> </ul>
<p><b>Lesson 9</b>  <b>Writing Opinion Texts: Drafting Proof Paragraph 2 of a Broadside</b></p> <p>W.4.1, W.4.1b, W.4.1c, W.4.5, L.4.1, L.4.1e, L.4.1f</p> <p><b>TN Standards</b>  <b>4.W.TTP.1 c-d/f-g, 4.W.PDW.5, 4.FL.SC.6</b></p>	<p><b>1. Opening</b>  A. The Painted Essay: Sorting and Color- Coding the Parts of Proof Paragraph 2 (15 minutes)  B. Reviewing Learning Targets (5 minutes)  <b>2. Work Time</b>  A. Independent Writing: Drafting Proof Paragraph 2 (20 minutes)  B. Guided Practice: Revising Proof Paragraphs 1 and 2 (15 minutes)</p>	<ul style="list-style-type: none"> <li>I can write Proof Paragraph 2 of my broadside using evidence from the text to support a reason for my opinion. (W.4.1b)</li> <li>I can revise the proof paragraphs of my broadside for linking words and phrases, prepositional phrases, and complete sentences. (W.4.1c, W.4.5, L.4.1e, L.4.1f)</li> </ul>	<ul style="list-style-type: none"> <li>Proof Paragraph 2 of Patriot broadside (W.4.1b, W.4.1c, W.4.5, L.4.1e, L.4.1f)</li> </ul>	<ul style="list-style-type: none"> <li>Characteristics of Broadside anchor chart</li> <li>Working to Become Effective Learners anchor chart</li> </ul>

	<p><b>3. Closing and Assessment</b>  A. Reflecting on Learning (5 minutes)  <b>4. Homework</b>  A. Choose and respond to an opinion QuickWrite prompt in your Unit 3 homework.  B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>			
<p><u>Lesson 10</u>  <b>Writing Opinion Texts: Drafting the Conclusion Paragraph of a Broadside</b>   W.4.1, W.4.1d, L.4.1, L.4.1e, L.4.1f   <u>TN Standards</u>  <b>4.W.TTP.1, 4.FL.SC.6</b></p>	<p><b>1. Opening</b>  A. The Painted Essay: Sorting and Color- Coding the Parts of a Conclusion Paragraph (10 minutes)  B. Reviewing Learning Targets (5 minutes)  <b>2. Work Time</b>  A. Mini Lesson: Prepositional Phrases (20 minutes)  B. Independent Writing: Drafting a Conclusion Paragraph (20 minutes)  <b>3. Closing and Assessment</b>  A. Reflecting on Learning (5 minutes)  <b>4. Homework</b>  A. Choose and respond to an opinion QuickWrite prompt in your Unit 3 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"> <li>• I can write a conclusion paragraph for my broadside. (W.4.1d)</li> <li>• I can form and use prepositional phrases. (L.4.1e)</li> </ul>	<ul style="list-style-type: none"> <li>• Conclusion paragraph of Patriot broadside (W.4.1d)</li> </ul>	<ul style="list-style-type: none"> <li>• Characteristics of Broadside anchor chart</li> <li>• Working to Become Effective Learners anchor chart</li> </ul>
<p><u>Lesson 11</u>  <b>Writing Opinion Texts: Revising a Broadside</b>   RL.4.10, RI.4.10, W.4.1, W.4.5, SL.4.1, L.4.1, L.4.1e, L.4.1f, L.4.1g   <u>TN Standards</u>  <b>4.RL.RRTC.10, 4.RI.RRTC.10, 4.W.TTP.1, 4.W.PDW.5, 4.SL.CC.1, 4.FL.SC.6</b></p>	<p><b>1. Opening</b>  A. Research Reading Share (10 minutes)  B. Reviewing Learning Targets (5 minutes)  <b>Work Time</b>  A. Mini Lesson: Frequently Confused Words (15 minutes)  B. Independent Practice: Revising a Broadside (15 minutes)  <b>3. Closing and Assessment</b></p>	<ul style="list-style-type: none"> <li>• I can correctly use frequently confused words in my writing. (L.4.1g)</li> <li>• I can revise my broadside for correct use of prepositional phrases, complete sentences, and frequently confused words. (W.4.1, W.4.5, L.4.1e, L.4.1f, L.4.1g)</li> </ul>	<ul style="list-style-type: none"> <li>• Revised Patriot broadside (W.4.1, W.4.5, L.4.1e, L.4.1f, L.4.1g)</li> </ul>	<ul style="list-style-type: none"> <li>• Working to Become Ethical People anchor chart</li> <li>• Close Readers Do These Things anchor chart</li> <li>• Working to Become Effective Learners anchor chart</li> <li>• Characteristics of Broadside anchor chart</li> </ul>

	<p>A. Independent Practice: Planning a Broadside (15 minutes)</p> <p><b>4. Homework</b></p> <p>A. Complete the Frequently Confused Words practice in your Unit 3 homework.</p> <p>B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>			
<p><b>Lesson 12</b></p> <p><b>End of Unit 3 Assessment, Part I: Opinion Writing: Loyalist Broadside</b></p> <p>RI.4.9, W.4.1, W.4.1a, W.4.1b, W.4.1c, W.4.1d, W.4.5, W.4.9, W.4.9b, W.4.10, L.4.1, L.4.1e, L.4.1g</p> <p><b>TN Standards</b></p> <p><b>4.RI.IK1.9, 4.W.TTP.1 a-f, 4.W.PDW.5, 4.W.RBPK.9, 4.W.RW.10, 4.FL.SC.6</b></p>	<p><b>1. Opening</b></p> <p>A. Returning Mid-Unit 3 Assessments (5 minutes)</p> <p>B. Reviewing Learning Targets (5 minutes)</p> <p><b>2. Work Time</b></p> <p>A. End of Unit 3 Assessment, Part I: Drafting an Opinion Piece (45 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Preparing for End of Unit 3 Assessment, Part II (5 minutes)</p> <p><b>4. Homework</b></p> <p>A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> <li>I can form and use prepositional phrases. (L.4.1e)</li> <li>I can correctly use frequently confused words. (L.4.1g)</li> <li>I can write a broadside stating my opinion on the American Revolution from the Loyalist perspective. (RI.4.9, W.4.1, W.4.5, W.4.9b, W.4.10, L.4.1e, L.4.1g)</li> </ul>	<ul style="list-style-type: none"> <li>End of Unit 3 Assessment, Part I (RI.4.9, W.4.1, W.4.5, W.4.9b, W.4.10, L.4.1e, L.4.1g)</li> </ul>	<ul style="list-style-type: none"> <li>Characteristics of Broadside anchor chart</li> <li>Working to Become Effective Learners anchor chart</li> </ul>
<p><b>Lesson 13</b></p> <p><b>End of Unit 3 Assessment, Part II: Opinion Writing: Loyalist Broadside</b></p> <p>RI.4.9, W.4.1, W.4.1c, W.4.5, W.4.9, W.4.9b, SL.4.1, SL.4.1a, L.4.1, L.4.1e, L.4.1g</p> <p><b>TN Standards</b></p> <p><b>4.RI.IK1.9, 4.W.TTP.1, 4.W.PDW.5, 4.W.RBPK.9, 4.SL.CC.1, 4.FL.SC.6</b></p>	<p><b>1. Opening</b></p> <p>A. Reviewing Learning Target (5 minutes)</p> <p><b>2. Work Time</b></p> <p>A. End of Unit 3 Assessment, Part II: Revising for Linking Words, Prepositional Phrases, and Frequently Confused Words (25 minutes)</p> <p>B. Tracking Progress (10 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Preparing for a Text-Based Discussion: The American Revolution (20 minutes)</p> <p><b>4. Homework</b></p>	<ul style="list-style-type: none"> <li>I can revise my broadside for linking words and phrases, prepositional phrases, and frequently confused words. (W.4.1c, W.4.5, L.4.1e, L.4.1g)</li> <li>I can prepare for a text-based discussion by forming an opinion and identifying reasons and evidence. (RI.4.9, SL.4.1a)</li> </ul>	<ul style="list-style-type: none"> <li>End of Unit 3 Assessment, Part II (W.4.1c, W.4.5, L.4.1e, L.4.1g)</li> <li>Preparing for a Text-Based Discussion: American Revolution note-catcher (RI.4.9, SL.4.1a)</li> </ul>	<ul style="list-style-type: none"> <li>Working to Become Effective Learners anchor chart</li> <li>Performance Task anchor chart</li> <li>Discussion Norms anchor chart</li> </ul>

	<p>A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>			
<p><b>Lesson 14</b>  <b>Writing Opinion Texts: Publishing a Broadside</b></p> <p>W.4.1, W.4.5, W.4.6, L.4.1, L.4.2</p> <p><b>TN Standards</b>  <b>4.W.TTP.1, 4.W.PDW.5, 4.W.PDW.6, 4.FL.SC.6</b></p>	<p><b>1. Opening</b>  A. Poster Walk: Reexamining Broadside from the Revolutionary War (10 minutes)  B. Reviewing Learning Targets (5 minutes)</p> <p><b>2. Work Time</b>  A. Modeling: Using Technology to Publish (10 minutes)  B. Independent Work and Conferencing (30 minutes)</p> <p><b>3. Closing and Assessment</b>  A. Reflecting on Listening (5 minutes)</p> <p><b>4. Homework</b>  A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> <li>I can correct conventions based on editing notes on my writing and online reference resources. (W.4.1, W.4.5, L.4.1, L.4.2)</li> <li>I can publish a typed version of my broadside. (W.4.6)</li> </ul>	<ul style="list-style-type: none"> <li>Loyalist broadside (final copy) (W.4.1, W.4.5, W.4.6, L.4.1, L.4.2)</li> </ul>	<ul style="list-style-type: none"> <li>Poster Walk protocol</li> <li>Working to Contribute to a Better World anchor chart</li> <li>Steps for Publishing Our Broadside anchor chart</li> </ul>
<p><b>Lesson 15</b>  <b>Performance Task: Participating in a Text-Based Discussion</b></p> <p>RI.4.9, SL.4.1, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d</p> <p><b>TN Standards</b>  <b>4.RI.IK1.9, 4.SL.CC.1</b></p>	<p><b>1. Opening</b>  A. Reviewing Learning Target (5 minutes)</p> <p><b>2. Work Time</b>  A. Participating in a Text-Based Discussion: American Revolution (30 minutes)  B. Reflecting on Discussion (10 minutes)</p> <p><b>3. Closing and Assessment</b>  A. Sharing Our Work (15 minutes)</p> <p><b>4. Homework</b>  A. None</p>	<ul style="list-style-type: none"> <li>I can follow discussion norms to participate in a productive discussion about my opinion of the American Revolution. (RI.4.9, SL.4.1)</li> </ul>	<ul style="list-style-type: none"> <li>Participation in text-based discussion (RI.4.9, SL.4.1)</li> </ul>	<ul style="list-style-type: none"> <li>Fishbowl protocol</li> <li>Performance Task anchor chart</li> <li>Discussion Norms anchor chart</li> <li>Working to Become Ethical People anchor chart</li> </ul>