

Introduction

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.

By 2025,

- 80% of our students will graduate from high school college or career ready
- 90% of students will graduate on time
- 100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.

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).

The curriculum maps are meant to help teachers and their support providers (e.g., coaches, leaders) to provide College and Career Ready (CCR) aligned instruction in pursuit of Destination 2025. The curriculum maps are a resource for organizing instruction to reach the [TN State Standards](#), which define what to teach and what students need to learn at each grade level. The maps also support teachers in reaching the ELA Instructional Framework by providing resources and content that represents our vision for excellent ELA instruction, including [the instructional shifts](#).

How to Use the module guidance documents

The curriculum maps are meant to **support effective planning and instruction**; 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 *guide*, not a *script*, and teachers should work to become experts in teaching and adapting the curriculum to meet the needs of their students.

Curriculum maps outline the content and pacing for each grade and subject. For grades K-5 ELA teachers must carefully balance attention between **skills-based** and **meaning-based competencies**, which are outlined in two separate 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 **integrate practice of both competencies**, both in the ELA block and through the school day. A supplement to the curriculum maps, the K-5 ELA Companion Guide, outlines a protocol or routine for teachers to prepare for lessons based on the materials provided in the EL curriculum.

- For meaning-based lessons, it is critical that teachers not only prepare to deliver *lessons*, but also prepare to teach full *units* and/or *modules*. The K-5 ELA Companion Guide outlines how to examine units and modules to understand the instructional logic of the curriculum before beginning lesson preparation. The Companion Guide also outlines a “text talk” process for teachers to discuss the curriculum texts in advance of instruction and analyze those texts to understand their features and meaning.
- For skills-based lessons, the *Journeys* series remains our primary instructional resource as outlined in the Foundational Literacy Guidance document. [Research demonstrates](#) that the foundational literacy standards are best taught through a systematic and explicit sequence (such as the sequence provided by *Journeys*). While we will add on the *Journeys* resources, it is critical that teachers follow the sequence as provided.

Fourth Grade	Meaning-Based Map: EL Curriculum-at-a-Glance	Module 4
--------------	--	----------

Guidance for the ELA Block

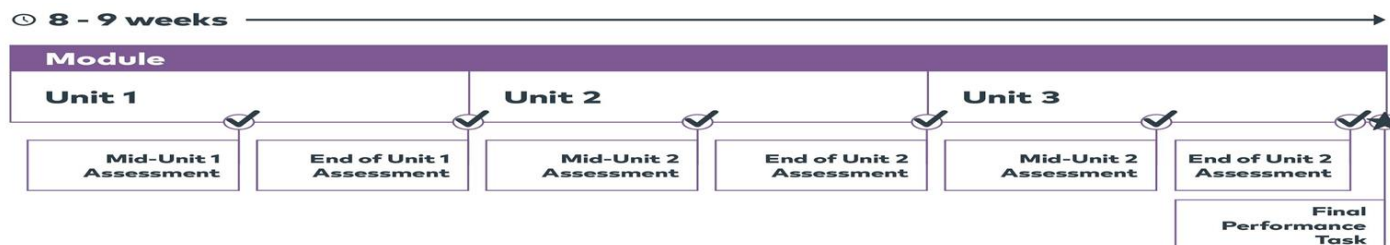
One of the most challenging choices we make as educators is how to spend our time with students, especially when no one structure or recipe will work for all students in all contexts. But, research suggests that some elements of instruction should happen daily, while others can occur less frequently. 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.

Fourth Grade	Meaning-Based Map: EL Curriculum-at-a-Glance	Module 4
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>The Tennessee ELA Standards: https://www.tn.gov/education/instruction/academic-standards/english-language-arts-standards.html</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>Crosswalk https://drive.google.com/file/d/1iDUT0yj0LNbOX4orjUVw76PDUB07Oz/view?usp=sharing</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>Digging Deeper on Differentiation Strategies https://drive.google.com/file/d/1A6omzTBZGL7WL-xfR530cu0b3490RHGp/view?usp=sharing</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>Scaffolding Options for ELA https://drive.google.com/file/d/1OchJ8Lwxw9BH6EUCXEZIShL5hxCQ4sRP/view?usp=sharing</p>	<p>This table provides scaffolding options regarding the various instructional components found in EL.</p>
<p>Meeting Students Needs Through Scaffolding https://drive.google.com/file/d/1PU5--lz66v-NRGIZ-VJZ1hp_pz5_UbDI/view?usp=sharing</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>Helping Students Read Closely file:///Users/coach/Downloads/ELED-HelpingStudentsReadCloselyELACurriculumGrades3-8-0815%20(2).pdf</p>	<p>This article provides information regarding how close reads can support students' reading ability.</p>
<p>Close Reading: An Instructional Strategy for Conquering Complex Text https://vimeo.com/89001348</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>Close Reading Case Study: Grade 3 file:///Users/coach/Downloads/ELED-CloseReadingCaseStudyGrade3InclusionClass-1215.pdf</p>	<p>Teachers can access a case study that features 3rd 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>Grappling with Complex Informational Text https://vimeo.com/54007714</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>Taking the Conversation Deeper: Read Alouds https://www.youtube.com/watch?v=B76uqrhHVJs</p>	<p>In this Reading Rocket video, a teacher engages students in discussion and read aloud of complex text.</p>
<p>Student Engagement: EL Protocols</p>	
<p>EL Protocols: https://drive.google.com/file/d/1tH0UAMzxCRB9Xvwjw7-5tQLYlt6yT6XY/view?usp=sharing</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>Classroom Protocols in Action: Science Talk https://vimeo.com/169909161</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>Social Emotional Learning (SEL) in EL</p>	
<p>EL Character Framework https://characterframework.ededucation.org/</p>	<p>Central to EL Education curriculum is a focus on “habits of character” and social-emotional learning. This website highlights what EL means by character and how EL Education’s curriculum promotes habits of character.</p>
<p>Edutopia: Social Emotional Learning https://www.edutopia.org/social-emotional-learning</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>Social Emotional Learning: FAQ https://casel.org/faqs/</p>	<p>Teachers may access the CASEL website to thoroughly develop their professional understanding of Social Emotional Learning.</p>
<p>Aspen Institute: National Commission on Social, Emotional, and Academic Development https://www.aspeninstitute.org/publications/learning-happens-supporting-students-social-emotional-academic-development/</p>	<p>Teachers may use this resource to access SEL articles, videos, and other informative supports to learn more about SEL.</p>
<p>Additional Resources</p>	
<p>The moDEL Detroit Project: gisdijodgdlk</p>	<p>The moDEL Detroit Project provides both planning and delivery resources to teachers who are implementing the EL Education curriculum. This includes PowerPoints for every lesson in grades K-8. 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>SCS English Language Learners: Grade 4 https://scsk12.sharepoint.com/:f:/s/SCSESLResources/EnzFi6TKGNJJjeV0400SYsIBIVOBtmJEDiMFvZlxAYDP6A?e=r2bENb</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 4: Responding to Inequality: Ratifying the 19th Amendment

This module uses literature and informational texts to introduce students to gender and racial inequality issues in the United States in the first half of the 20th century, and to recognize how the process of ratifying the 19th Amendment can teach us about how people were responding to gender and racial inequality at that time. In Unit 1, students begin reading *The Hope Chest* by Karen Schwabach. As they read about events in *The Hope Chest*, they also read informational firsthand and secondhand accounts of real-life responses to inequality and compare and contrast the information in both. In Unit 2, students continue to read *The Hope Chest*, identifying themes in each chapter and summarizing events that show evidence of a theme. They also analyze the meaning of similes, metaphors, idioms, adages, and proverbs. In Unit 3, students connect their learning about the process of ratifying the 19th Amendment to their own lives as they focus on how students can make a difference and contribute to a better world. They research how students around the world have made a difference, before taking action as a class on an issue in their community. At the end of the unit, students write PSAs encouraging other students to make a difference, and they write a press release sharing with the local media what the class did to take action and the impact of their work. This performance task centers on CCSS ELA **W.4.2** and **W.4.4**.

Guiding Questions and Big Ideas

What can we learn from the process of ratifying the 19th Amendment?

- *In 1920, the U.S. Constitution was amended to give women the right to vote; however, this did not allow African American women to vote.*
- *When people take action against inequality, they can cause social change.*

How can stories inspire us to take action to contribute to a better world?

- *Stories can build our awareness, empathy, and understanding of injustice and other problems in the world.*

How and why can we encourage and support others to contribute to a better world?

- *We can encourage others to create a better world by raising awareness, offering ideas, and providing opportunities for them to help.*

Task should align to

- Topic
- Targets
- Texts

The 4 T's	
Topic Perspectives on the American Revolution	Task Taking Action Project Press Release
Targets CCSS explicitly taught and assessed): W.4.2 and W.4.4	Texts <i>The Hope Chest</i>



Fourth Grade Module 4: Unit 1: Building Background Knowledge: Reading about and Analyzing Events in *The Hope Chest*

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 ethical people** by showing respect, empathy, and compassion for one another as they read about sensitive topics in *The Hope Chest*. 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: Answering Questions about a Literary Text

This assessment centers on CCSS ELA RL.4.1, RL.4.3, RL.4.4, RL.4.7, RF.4.4, L.4.4, and L.4.5c, and has two parts. In Part I, students read aloud a new excerpt of text from *The Hope Chest* and are assessed on accuracy, appropriate rate, and expression. Students then orally summarize what they have read to assess basic understanding of the text. In Part II, students read Chapter 4 of *The Hope Chest* and answer selected and short response questions about the meanings of unfamiliar words and phrases, and their synonyms and antonyms. They also analyze artwork inspired by *The Hope Chest* to identify how it reflects and enhances specific descriptions in the text.

End of Unit Assessment: Comparing Firsthand and Secondhand Accounts of the Same Event

This assessment centers on CCSS ELA RI.4.1, RI.4.4, RI.4.6, and L.4.4. Students read a new firsthand informational text and answer selected and short response questions about the meaning of words and phrases. They then compare it to the secondhand account of the same event they read previously.

Required Unit Trade book(s): *The Hope Chest*

Suggested Pacing: This unit is approximately **2 weeks or 10 sessions of instruction**.

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

Lesson	Agenda	Daily Learning	Ongoing Assessment	Anchor Charts & Protocols
<p>Lesson 1</p> <p>Discovering Our Topic: Responding to Inequality: Ratifying the 19th Amendment</p> <p>RL.4.4, RI.4.1, RF.4.4, W.4.8, L.4.4</p> <p>TN Standards 4.RL.CS.4, 4.RI.KID.1, 4.FL.F.5, 4.FL.VA.7a, 4.W.RBPK.8</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. Infer the Topic: Responding to Inequality: Ratifying the 19th Amendment (15 minutes) B. Introducing the Performance Task and the Module Guiding Questions (10 minutes)</p> <p>3. Closing and Assessment A. Reading in Triads: <i>The Hope Chest</i>, Chapter 1 (30 minutes)</p> <p>4. Homework</p>	<ul style="list-style-type: none"> I can infer the topic of this module from quotes. (RI.4.1) I can determine the meaning of unfamiliar words and phrases. (RL.4.4, L.4.4) 	<ul style="list-style-type: none"> I Notice/I Wonder note-catcher (RI.4.1, W.4.8) Unfamiliar words and phrases on sticky notes (RL.4.4, L.4.4) 	<ul style="list-style-type: none"> Infer the Topic protocol Close Readers Do These Things anchor chart Working to Become Ethical People anchor chart Performance Task anchor chart Module Guiding Questions anchor chart

	<p>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> Answering Questions about a Text: Chapter 2 of The Hope Chest RL.4.1, RL.4.4, RL.4.7, RL.4.10, RI.4.10, L.4.4, L.4.5c <u>TN Standards</u> 4.RL.KID.1, 4.RL.CS.4, 4.RL.IKI.7, 4.RL.RRTC.10, 4.RI.KID.10, 4.FL.VA.7a, 4.FL.VA.7b</p>	<p>1. Opening A. Reflecting on Module Guiding Questions (5 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Reading in Triads: <i>The Hope Chest</i>, Chapter 2 (30 minutes) 3. Closing and Assessment A. Launching Independent Reading (15 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can identify synonyms and antonyms of words. (L.4.5c) I can make connections between Chapter 2 of <i>The Hope Chest</i> and artwork inspired by the text. (RL.4.7) 	<ul style="list-style-type: none"> Reading Guide: <i>The Hope Chest</i>, Chapter 2 (RL.4.1, RL.4.4, RL.4.7, L.4.4, L.4.5c) 	<ul style="list-style-type: none"> Module Guiding Questions anchor chart Working to Become Ethical People anchor chart Close Readers Do These Things anchor chart
<p><u>Lesson 3</u> Answering Questions about a Text: Chapter 3 of The Hope Chest RL.4.1, RL.4.3, RL.4.4, RL.4.7, L.4.4, L.4.5c <u>TN Standards</u> 4.RL.KID.1, 4.RL.KID.3, 4.RL.CS.4, 4.RI.IKI.7, 4.FLVA.7a, 4.FL.VA.7b</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) B. Reviewing Fluent Readers Do These Things Anchor Chart (5 minutes) 2. Work Time A. Reading in Triads: <i>The Hope Chest</i>, Chapter 3 (40 minutes) 3. Closing and Assessment A. Making Connections to Real-Life Events (10 minutes) 4. Homework A. Complete the Synonyms and Antonyms Practice II in your Unit 1 Homework. B. For ELLs: Complete the Language Dive I Practice: <i>The Hope Chest</i> in your Unit 1 Homework.</p>	<ul style="list-style-type: none"> I can provide kind, specific, and helpful feedback to peers about their reading fluency. (RF.4.4) I can make connections between Chapter 3 of <i>The Hope Chest</i> and artwork inspired by the text. (RL.4.7) 	<ul style="list-style-type: none"> Stars and steps on sticky notes (RF.4.4) Reading Guide: <i>The Hope Chest</i>, Chapter 3 (RL.4.1, RL.4.3, RL.4.4, RL.4.7, L.4.4, L.4.5c) 	<ul style="list-style-type: none"> Fluent Readers Do These Things anchor chart Working to Become Ethical People anchor chart Peer Critique anchor chart (begun in Module 1) Close Readers Do These Things anchor chart Questions We Can Ask during a Language Dive anchor chart

	C. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.			
<p>Lessons 4 and 5 Mid-Unit 1 Assessment: Answering Questions about a Literary Text</p> <p>RL.4.1, RL.4.3, RL.4.4, RL.4.7, RF.4.4, L.4.4, L.4.5c</p> <p>TN Standards 4.RL.KID.1, 4.RL.KID.3, 4.RI.CS.4, 4.W.RBPK.7, 4.FL.F.5, 4.FL.VA.7a, 4.FL.VA.7b</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Mid-Unit 1 Assessment: Answering Questions about a Literary Text (100 minutes) 3. Closing and Assessment A. Tracking Progress (15 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can read a new excerpt of <i>The Hope Chest</i> aloud fluently. (RF.4.4) I can use the text to answer questions about Chapter 4 of <i>The Hope Chest</i>. (RL.4.1, RL.4.3, RL.4.4, RL.4.7, L.4.4, L.4.5c) 	<ul style="list-style-type: none"> Mid-Unit 1 Assessment: Answering Questions about a Literary Text (RL.4.1, RL.4.3, RL.4.4, RL.4.7, RF.4.4, L.4.4, L.4.5c) Tracking Progress: Reading, Understanding, and Explaining New Text (R.1, R.4, R.10, L.4) 	<ul style="list-style-type: none"> Working to Become Effective Learners anchor chart Strategies to Answer Selected Response Questions anchor chart Fluent Readers Do These Things anchor chart
<p>Lesson 6 Determining Theme and Summarizing a Text: Chapter 5 of The Hope Chest</p> <p>RL.4.1, RL.4.2, RL.4.4, L.4.5b</p> <p>TN Standards 4.RL.KID.1, 4.RL.KID.2, 4.RL.CS.4, 4.FL.VA.7b</p>	<p>1. Opening A. Engaging the Reader: <i>The Hope Chest</i>, Chapter 5 (10 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Determining Themes of <i>The Hope Chest</i> (15 minutes) 3. Closing and Assessment A. Summarizing Chapter 5 of <i>The Hope Chest</i> (15 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can determine themes of <i>The Hope Chest</i> using details from the text. (RL.4.1, RL.4.2) I can summarize Chapter 5 of <i>The Hope Chest</i>. (RL.4.1, RL.4.2) 	<ul style="list-style-type: none"> Exit Ticket: Summarizing <i>The Hope Chest</i>, Chapter 5 (RL.4.1, RL.4.2) 	<ul style="list-style-type: none"> Working to Become Ethical People anchor chart Idioms, Adages, and Proverbs anchor chart Theme Anchor Charts Criteria of an Effective Summary anchor chart
<p>Lesson 7 Close Reading: “Ten Suffragists Arrested while Picketing at the White House”</p> <p>RI.4.1, RI.4.4, RI.4.6, L.4.4, L.4.5b</p>	<p>1. Opening A. Reading in Triads: <i>The Hope Chest</i>, Chapter 6 (25 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Close Reading: “Ten Suffragists Arrested while Picketing at the White</p>	<ul style="list-style-type: none"> I can use the text to answer questions about “Ten Suffragists Arrested while Picketing at the White House.” (RI.4.1, RI.4.4, L.4.4) I can identify whether a text is a firsthand or secondhand account 	<ul style="list-style-type: none"> Close Reading Note-catcher: “Ten Suffragists Arrested while Picketing at the White House” (RI.4.1, RI.4.4, L.4.4) 	<ul style="list-style-type: none"> Working to Become Ethical People anchor chart Close Readers Do These Things anchor chart Theme Anchor Charts Idioms, Adages, and Proverbs anchor chart

<p>TN Standards 4.RI.KID.1, 4.RI.CS.4, 4.RI.CS.6, 4.FL.VA.7a, 4.FL.VA.7b</p>	<p>House”(25 minutes) 3. Closing and Assessment A. Identifying a Secondhand Account (5 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<p>of an event. (RI.4.6)</p>		<ul style="list-style-type: none"> • Questions We Can Ask during a Language Dive anchor chart • Firsthand and Secondhand Accounts anchor chart
<p>Lesson 8 Answering Questions about a Text: “The Suffragists: From Tea-Parties to Prison”</p> <p>RI.4.1, RI.4.4, RI.4.6, L.4.4</p> <p>TN Standards 4.RI.KID.1, 4.RI.CS.4, 4.RI.CS.6, 4.FL.VA.7a</p>	<p>1. Opening A. Engaging the Reader: “The Suffragists: From Tea-Parties to Prison” (5 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Answering Questions about a Text: An Excerpt of “The Suffragists: From Tea- Parties to Prison” (30 minutes) 3. Closing and Assessment A. Comparing a Firsthand and a Secondhand Account (20 minutes) 4. Homework A. For ELLs: Complete Language Dive Practice: “Ten Suffragists Arrested while Picketing at the White House” in your Unit 1 Homework. B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> • I can use the text to answer questions about an excerpt of “The Suffragists: From Tea-Parties to Prison.” (RI.4.1, RI.4.4, L.4.4) • I can compare and contrast a firsthand account to a secondhand account of an event. (RI.4.6) 	<ul style="list-style-type: none"> • Answering Questions about a Text: An Excerpt of “The Suffragists: From Tea- Parties to Prison” (RI.4.1, RI.4.4, RI.4.6, L.4.4) 	<ul style="list-style-type: none"> • Working to Become Ethical People anchor chart • Close Readers Do These Things anchor chart • Strategies to Answer Selected Response Questions anchor chart • Questions We Can Ask during a Language Dive anchor chart • Firsthand and Secondhand Accounts anchor chart

<p><u>Lesson 9</u> Close Reading: “The Girl Who Acted before Rosa Parks”</p> <p>RI.4.1, RI.4.4, RI.4.6, L.4.4, L.4.5b</p> <p><u>TN Standards</u> 4.RI.KID.1, 4.RI.CS.4, 4.RI.CS.6, 4.FL.VA.7a, 4.FL.VA.7b</p>	<p>1. Opening A. Reading in Triads: <i>The Hope Chest</i>, Chapter 7 (25 minutes) B. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. Close Reading: “The Girl Who Acted before Rosa Parks” (25 minutes)</p> <p>3. Closing and Assessment A. Identifying a Secondhand Account (5 minutes)</p> <p>4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can use the text to answer questions about “The Girl Who Acted before Rosa Parks.” (RI.4.1, RI.4.4, L.4.4) I can identify whether a text is a firsthand or secondhand account of an event. (RI.4.6) 	<ul style="list-style-type: none"> Close Reading Note-catcher: “The Girl Who Acted before Rosa Parks” (RI.4.1, RI.4.4, L.4.4) 	<ul style="list-style-type: none"> Working to Become Ethical People anchor chart Close Readers Do These Things anchor chart Theme anchor charts Idioms, Adages, and Proverbs anchor chart Firsthand and Secondhand Accounts anchor chart
<p><u>Lesson 10</u> End of Unit 1 Assessment: Comparing Firsthand and Secondhand Accounts of the Same Event</p> <p>RI.4.1, RI.4.4, RI.4.6, L.4.4</p> <p><u>TN Standards</u> 4.RI.KID.1, 4.RI.CS.4, 4.RI.CS.6, 4.FLVA.7a</p>	<p>1. Opening A. Returning Mid-Unit 1 Assessments (5 minutes) B. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. End of Unit 1 Assessment: Comparing Firsthand and Secondhand Accounts of the Same Event (35 minutes)</p> <p>3. Closing and Assessment A. Tracking Progress (15 minutes)</p> <p>4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can use the text to answer questions about a new informational text. (RI.4.1, RI.4.4, L.4.4) I can compare and contrast a firsthand account to a secondhand account of an event. (RI.4.6) 	<ul style="list-style-type: none"> End of Unit 1 Assessment: Comparing Firsthand and Secondhand Accounts of the Same Event (RI.4.1, RI.4.4, RI.4.6, L.4.4) Tracking Progress: Reading, Understanding, and Explaining New Text (R.1, R.4, R.10, L.4) 	<ul style="list-style-type: none"> Working to Become Effective Learners anchor chart Strategies to Answer Selected Response Questions anchor chart



Fourth Grade Module 4: Unit 2: Analyzing Characters and How Their Actions Contribute to Theme: Reading and Analyzing *The Hope Chest*

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

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 continue to **work to become ethical people** by showing respect, empathy, and compassion for one another as they read about sensitive topics in *The Hope Chest*. 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: Summarizing Events in a Chapter

This assessment centers on CCSS ELA RL.4.1, RL.4.2, L.4.1a, L.4.5a and L.4.5b. Students read a chapter of *The Hope Chest* and answer selected and short response questions about similes, metaphors, idioms, adages, proverbs, relative pronouns, and relative adverbs. They then summarize events in the chapter showing evidence of a theme, citing evidence to support the chosen theme.

End of Unit Assessment: Writing a Literary Essay about a Theme in *The Hope Chest*

This assessment centers on CCSS ELA RL.4.1, RL.4.2, W.4.2, W.4.4, W.4.6, and W.4.9a. Students write an on-demand literary essay to respond to the prompt. *The Hope Chest* explores several themes. Write an essay that explains one of the major themes of the book. Use evidence and examples from the text to support your interpretation.”

Required Unit Trade book(s): *The Hope Chest*

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

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

Lesson	Agenda	Daily Learning	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1 Determining Theme and Summarizing a Text: Chapter 8 of The Hope Chest RL.4.1, RL.4.2, RL.4.4, L.4.5, L.4.5a, L.4.5b TN Standards 4.RL.KID.1, 4.RL.KID.2, 4.RL.CS.4, 4.FL.VA.7bi-ii	1. Opening A. Reviewing Learning Targets (5 minutes) B. Reading in Triads: <i>The Hope Chest</i> , Chapter 8 (25 minutes) 2. Work Time A. Summarizing Chapter 8 of <i>The Hope Chest</i> (20 minutes) 3. Closing and Assessment A. Similes and Metaphors in Chapter 8 of <i>The Hope Chest</i> (10 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading	<ul style="list-style-type: none"> I can summarize Chapter 8 of <i>The Hope Chest</i>. (RL.4.1, RL.4.2) I can explain the meaning of similes and metaphors in Chapter 8 of <i>The Hope Chest</i>. (L.4.5a) 	<ul style="list-style-type: none"> Summarizing <i>The Hope Chest</i>, Chapter 8 (RL.4.1, RL.4.2) Similes and Metaphors in <i>The Hope Chest</i> (L.4.5a) 	<ul style="list-style-type: none"> Working to Become Ethical People anchor chart Close Readers Do These Things anchor chart Theme anchor charts Idioms, Adages, and Proverbs anchor chart Criteria of an Effective Summary anchor chart

	journal.			
<p>Lesson 2 Determining Theme and Summarizing a Text: Chapter 9 of The Hope Chest</p> <p>RL.4.1, RL.4.2, RL.4.4, L.4.5, L.4.5a, L.4.5b</p> <p>TN Standards 4.RL.KID.1, 4.RL.KID.2, 4.RL.CS.4, 4.FL.VA.7bi-ii</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) B. Reading in Triads: <i>The Hope Chest</i>, Chapter 9 (25 minutes)</p> <p>2. Work Time A. Summarizing Chapter 9 of <i>The Hope Chest</i> (20 minutes)</p> <p>3. Closing and Assessment A. Similes and Metaphors in Chapter 9 of <i>The Hope Chest</i> (10 minutes)</p> <p>4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can summarize Chapter 9 of <i>The Hope Chest</i>. (RL.4.1, RL.4.2) I can explain the meaning of similes and metaphors in Chapter 9 of <i>The Hope Chest</i>. (L.4.5a) 	<ul style="list-style-type: none"> Summarizing <i>The Hope Chest</i>, Chapter 9 (RL.4.1, RL.4.2) Similes and Metaphors in <i>The Hope Chest</i> (L.4.5a) 	<p>Working to Become Ethical People anchor chart</p> <ul style="list-style-type: none"> Close Readers Do These Things anchor chart Theme anchor charts Idioms, Adages, and Proverbs anchor chart Criteria of an Effective Summary anchor chart
<p>Lesson 3 Determining Theme and Summarizing a Text: Chapter 10 of The Hope Chest</p> <p>RL.4.1, RL.4.2, RL.4.4, RL.4.10, RI.4.10, L.4.5, L.4.5b</p> <p>TN Standards 4.RL.KID.1, 4.RL.KID.2, 4.RL.CS.4, 4.RL.RRTC.10, 4.RI.RRTC.10, 4.FL.VA.7b</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) B. Reading in Triads: <i>The Hope Chest</i>, Chapter 10 (25 minutes)</p> <p>2. Work Time A. Summarizing Chapter 10 of <i>The Hope Chest</i> (20 minutes)</p> <p>3. Closing and Assessment A. Research Reading Share (10 minutes)</p> <p>4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can summarize Chapter 10 of <i>The Hope Chest</i>. (RL.4.1, RL.4.2) 	<ul style="list-style-type: none"> Summarizing <i>The Hope Chest</i>, Chapter 10 (RL.4.1, RL.4.2) 	<p>Working to Become Ethical People anchor chart</p> <ul style="list-style-type: none"> Close Readers Do These Things anchor chart Theme anchor charts Idioms, Adages, and Proverbs anchor chart Criteria of an Effective Summary anchor chart
<p>Lesson 4 Determining Theme and Summarizing a Text: Chapter 11 of The Hope Chest</p> <p>RL.4.1, RL.4.2, RL.4.4, L.4.5, L.4.5a, L.4.5b</p> <p>TN Standards 4.RL.KID.1, 4.RL.KID.2, 4.RL.CS.4,</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) B. Reading in Triads: <i>The Hope Chest</i>, Chapter 11 (25 minutes)</p> <p>2. Work Time A. Summarizing Chapter 11 of <i>The Hope Chest</i> (20 minutes)</p> <p>3. Closing and Assessment A. Similes and Metaphors in Chapter 11 of <i>The Hope Chest</i> (10 minutes)</p>	<ul style="list-style-type: none"> I can summarize Chapter 11 of <i>The Hope Chest</i>. (RL.4.1, RL.4.2) I can explain the meaning of similes and metaphors in Chapter 11 of <i>The Hope Chest</i>. (L.4.5a) 	<ul style="list-style-type: none"> Summarizing <i>The Hope Chest</i>, Chapter 11 (RL.4.1, RL.4.2) Similes and Metaphors in <i>The Hope Chest</i> (L.4.5a) 	<p>Working to Become Ethical People anchor chart</p> <ul style="list-style-type: none"> Close Readers Do These Things anchor chart Theme anchor charts Idioms, Adages, and Proverbs anchor chart Criteria of an Effective Summary anchor chart

<p>4.FL.VA.7bi-ii</p>	<p>4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>			
<p>Lesson 5 Determining Theme and Summarizing a Text: Chapter 12 of The Hope Chest</p> <p>RL.4.1, RL.4.2, RL.4.4, L.4.1, L.4.1a, L.4.5, L.4.5b</p> <p>TN Standards 4.RL.KID.1, 4.RL.CS.4, 4.RL.KID.2, 4.FL.SC.6, 4.FL.VA.7bi-ii</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) B. Reading in Triads: <i>The Hope Chest</i>, Chapter 12 (25 minutes)</p> <p>2. Work Time A. Language Dive: Relative Adverbs (15 minutes)</p> <p>3. Closing and Assessment A. Summarizing Chapter 12 of <i>The Hope Chest</i> (15 minutes)</p> <p>4. Homework A. Complete the Language Dive I Practice: <i>The Hope Chest</i>: Relative Adverbs in your Unit 2 Homework. B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can use relative adverbs. (L.4.1a) I can summarize Chapter 12 of <i>The Hope Chest</i>. (RL.4.1, RL.4.2) 	<ul style="list-style-type: none"> Summarizing <i>The Hope Chest</i>, Chapter 12 (RL.4.1, RL.4.2) Similes and Metaphors in <i>The Hope Chest</i> (L.4.5a) 	<ul style="list-style-type: none"> Parts of Speech anchor chart Working to Become Ethical People anchor chart Close Readers Do These Things anchor chart Theme anchor charts Idioms, Adages, and Proverbs anchor chart Questions We Can Ask during a Language Dive anchor chart Criteria of an Effective Summary anchor chart
<p>Lesson 6 Determining Theme and Summarizing a Text: Chapter 13 of The Hope Chest</p> <p>RL.4.1, RL.4.2, RL.4.4, L.4.1, L.4.1a, L.4.5, L.4.5a</p> <p>TN Standards 4.RL.KID.1, 4.RL.KID.2, 4.RL.CS.4, 4.FL.SC.6, 4.FL.VA.7b</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) B. Reading in Triads: <i>The Hope Chest</i>, Chapter 13 (25 minutes)</p> <p>2. Work Time A. Language Dive: Relative Pronouns (15 minutes)</p> <p>3. Closing and Assessment A. Summarizing Chapter 13 of <i>The Hope Chest</i> (15 minutes)</p> <p>4. Homework A. Complete the Language Dive II Practice: <i>The Hope Chest</i>: Relative Pronouns in your Unit 2 Homework. B. Accountable Research Reading. Select a prompt and respond in the</p>	<ul style="list-style-type: none"> I can use relative pronouns. (L.4.1a) I can summarize Chapter 13 of <i>The Hope Chest</i>. (RL.4.1, RL.4.2) 	<ul style="list-style-type: none"> Summarizing <i>The Hope Chest</i>: Chapter 13 (RL.4.1, RL.4.2) 	<ul style="list-style-type: none"> Parts of Speech anchor chart Working to Become Ethical People anchor chart Close Readers Do These Things anchor chart Theme anchor charts Idioms, Adages, and Proverbs anchor chart Questions We Can Ask during a Language Dive anchor chart Criteria of an Effective Summary anchor chart

	front of your independent reading journal.			
<p>Lesson 7 Determining Theme and Summarizing a Text: Chapter 14 of The Hope Chest</p> <p>RL.4.1, RL.4.2, RL.4.4, W.4.5, L.4.5, L.4.5a, L.4.5b</p> <p>TN Standards 4.RL.KID.1, 4.RL.KID.2, 4.RL.CS.4, 4.W.PDW.5, 4.FL.VA.7bi-ii</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) B. Reading in Triads: <i>The Hope Chest</i>, Chapter 14 (25 minutes)</p> <p>2. Work Time A. Summarizing Chapter 14 of <i>The Hope Chest</i> (20 minutes)</p> <p>3. Closing and Assessment A. Peer Critique: Summaries (10 minutes)</p> <p>4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can summarize Chapter 14 of <i>The Hope Chest</i>. (RL.4.1, RL.4.2) I can provide kind, specific, and helpful feedback to peers about their summaries. (RL.4.1, RL.4.2, W.4.5) 	<ul style="list-style-type: none"> Summarizing <i>The Hope Chest</i>, Chapter 14 (RL.4.1, RL.4.2) Stars and steps on sticky notes (RL.4.1, RL.4.2, W.4.5) 	<ul style="list-style-type: none"> Working to Become Ethical People anchor chart Close Readers Do These Things anchor chart Theme anchor charts Idioms, Adages, and Proverbs anchor chart Criteria of an Effective Summary anchor chart (begun in Module 1)
<p>Lesson 8 Mid-Unit 2 Assessment: Summarizing Events in a Chapter</p> <p>RL.4.1, RL.4.2, L.4.1, L.4.1a, L.4.5, L.4.5a, L.4.5b</p> <p>TN Standards 4.RL.KID.1, 4.RL.KID.2, 4.FL.SC.6, 4.FL.VA.7bi-ii</p>	<p>1. Opening A. Returning End of Unit 1 Assessments (5 minutes) B. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. Reading in Triads: <i>The Hope Chest</i>, Chapter 15 (15 minutes) B. Mid-Unit 2 Assessment: Summarizing Events in a Chapter (25 minutes)</p> <p>3. Closing and Assessment A. Tracking Progress (10 minutes)</p> <p>4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can summarize Chapter 15 of <i>The Hope Chest</i>. (RL.4.1, RL.4.2) I can use relative pronouns and relative adverbs. (L.4.1a) I can explain the meaning of similes, metaphors, idioms, adages, and proverbs in Chapter 15 of <i>The Hope Chest</i>. (L.4.5a, L.4.5b) 	<ul style="list-style-type: none"> Mid-Unit 2 Assessment: Summarizing Events in a Chapter (RL.4.1, RL.4.2, L.4.1a, L.4.5a, L.4.5b) Tracking Progress: Reading, Understanding, and Explaining New Text (R.1, R.4, R.10, L.4) 	<ul style="list-style-type: none"> Working to Become Ethical People anchor chart Close Readers Do These Things anchor chart Working to Become Effective Learners anchor chart Criteria of an Effective Summary anchor chart Strategies to Answer Selected Response Questions anchor chart
<p>Lesson 9 Writing a Literary Essay: Analyzing a Model</p> <p>RL.4.1, RL.4.2, W.4.1, W.4.2, W.4.5</p>	<p>1. Opening A. Reading in Triads: <i>The Hope Chest</i>, Chapter 16 (20 minutes) B. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time</p>	<ul style="list-style-type: none"> I can use the Painted Essay® structure to analyze a model. (W.4.2, W.4.5) I can write a focus statement for my literary essay. (RL.4.1, 	<ul style="list-style-type: none"> Painted Essay® template (W.4.2) Exit Ticket: Focus Statement (RL.4.1, RL.4.2, W.4.2, W.4.5) 	<ul style="list-style-type: none"> Working to Become Ethical People anchor chart Close Readers Do These Things anchor chart Theme anchor charts

<p>TN Standards 4.RL.KID.1, 4.RL.KID.2, 4.W.TTP.1, 4.W.TTP.2, 4.W.PDW.5</p>	<p>A. Analyzing a Model: “Do Something Meaningful” (25 minutes) 3. Closing and Assessment A. Independent Writing: Writing a Focus Statement (10 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<p>RL.4.2, W.4.2)</p>		
<p>Lesson 10 Writing a Literary Essay: Drafting the Introduction</p> <p>RL.4.1, RL.4.2, W.4.2, W.4.2a, W.4.2b, W.4.4, W.4.5, W.4.6</p> <p>TN Standards 4.RL.KID.1, 4.RL.KID.2, 4.W.TTP.2, 4.W.PDW.4, 4.W.PDW.5, 4.W.PDW.6</p>	<p>1. Opening A. Reading in Triads: <i>The Hope Chest</i>, Chapter 17 (20 minutes) B. Reviewing Learning Target (5 minutes) 2. Work Time A. Planning an Introduction (20 minutes) 3. Closing and Assessment A. Independent Writing: Writing an Introduction (15 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can plan and write an introductory paragraph for my literary essay that gives context on the issue and clearly states the topic. (W.4.1a, W.4.4, W.4.6) 	<ul style="list-style-type: none"> Essay planning sheet (student-created) (RL.4.1, W.4.2b, W.4.5) Literary essay introduction (RL.4.2, W.4.2a, W.4.4, W.4.6) 	<ul style="list-style-type: none"> Working to Become Ethical People anchor chart Close Readers Do These Things anchor chart Theme anchor charts
<p>Lesson 11 Writing a Literary Essay: Drafting Proof Paragraph 1</p> <p>RL.4.1, RL.4.2, W.4.2, W.4.2a, W.4.2b, W.4.2c, W.4.2d, W.4.4, W.4.6, W.4.9, W.4.9a</p> <p>TN Standards 4.RL.KID.1, 4.RL.KID.2, 4.W.TTP.2, 4.W.PDW.4, 4.W.PDW.6, 4.W.RBPK.9</p>	<p>1. Opening A. Reading in Triads: <i>The Hope Chest</i>, Chapter 18 (20 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Independent Writing: Writing Proof Paragraph 1 (30 minutes) 3. Closing and Assessment A. Reflecting on Learning (5 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can write Proof Paragraph 1 of my literary essay, elaborating on evidence to support the theme I have identified. (RL.4.1, RL.4.2, W.4.2a, W.4.2b, W.4.2c, W.4.2d, W.4.4, W.4.6, W.4.9a) 	<ul style="list-style-type: none"> Literary essay Proof Paragraph 1 (RL.4.1, RL.4.2, W.4.2a, W.4.2b, W.4.2c, W.4.2d, W.4.4, W.4.6, W.4.9a) 	<ul style="list-style-type: none"> Working to Become Ethical People anchor chart Close Readers Do These Things anchor chart Theme anchor charts
<p>Lesson 12</p>	<p>1. Opening A. Reading in Triads: <i>The Hope</i></p>	<ul style="list-style-type: none"> I can write Proof Paragraph 	<ul style="list-style-type: none"> Literary essay Proof Paragraph 	<ul style="list-style-type: none"> Working to Become Ethical People anchor chart

<p>Writing a Literary Essay: Drafting Proof Paragraph 2</p> <p>RL.4.1, RL.4.2, W.4.2, W.4.2a, W.4.2b, W.4.2c, W.4.2d, W.4.4, W.4.6, W.4.9, W.4.9a</p> <p>TN Standards 4.RL.KID.1, 4.RL.KID.2, 4.W.TTP.2, 4.W.PDW.4, 4.W.PDW.6, 4.W.RBPK.9</p>	<p><i>Chest</i>, Chapter 19 (20 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Independent Writing: Writing Proof Paragraph 2 (30 minutes) 3. Closing and Assessment A. Reflecting on Learning (5 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<p>2 of my literary essay, elaborating on evidence to support the theme I have identified. (RL.4.1, RL.4.2, W.4.2a, W.4.2b, W.4.2c, W.4.2d, W.4.4, W.4.6, W.4.9a)</p>	<p>2 (RL.4.1, RL.4.2, W.4.2a, W.4.2b, W.4.2c, W.4.2d, W.4.4, W.4.6, W.4.9a)</p>	<ul style="list-style-type: none"> • Close Readers Do These Things anchor chart • Theme anchor charts
<p>Lesson 13 Writing a Literary Essay: Drafting a Conclusion</p> <p>RL.4.1, RL.4.2, W.4.2, W.4.2a, W.4.2b, W.4.2c, W.4.2d, W.4.2e, W.4.4, W.4.5, W.4.6</p> <p>TN Standards 4.RL.KID.1, 4.RL.KID.2, 4.W.TTP.2, 4.W.PDW.4, 4.W.PDW.5, 4.W.PDW.6</p>	<p>1. Opening A. Reviewing Learning Target (5 minutes) 2. Work Time A. Independent Writing: Writing a Conclusion Paragraph (25 minutes) B. Peer Critique: Literary Essays (20 minutes) 3. Closing and Assessment A. Making Connections to Real-Life Events (10 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> • I can write the conclusion of my literary essay that restates the focus. (RL.4.1, RL.4.2, W.4.2a, W.4.2b, W.4.2c, W.4.2d, W.4.2e, W.4.4, W.4.6) • I can provide kind, specific, and helpful feedback to peers about their essays. (W.4.5) 	<ul style="list-style-type: none"> • Literary essay conclusion (RL.4.1, RL.4.2, W.4.2a, W.4.2b, W.4.2c, W.4.2d, W.4.2e, W.4.4, W.4.6) • Stars and steps on sticky notes (W.4.5) 	<ul style="list-style-type: none"> • Theme anchor charts • Working to Become Ethical People anchor chart • Peer Critique anchor chart



Fourth Grade Module 4: Unit 3: Responding to Inequality: Ratifying the 19th Amendment

Habits of Character/Social-Emotional Learning (SEL) Focus: **Work to Contribute to a Better World**

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 contribute to a better world** by putting their learning to use to improve their community through a project the class develops and carries out. 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 How Kids Have Taken Action

This assessment centers on CCSS ELA RI.4.1, RI.4.4, RI.4.7, W.4.7, W.4.8, SL.4.3, L.4.4a and L.4.4c, and has two parts. In Part I, students work with new texts to add to their research from throughout the first half of the unit about how kids can take action. They first watch a video of a speech made by 14-year old Kayla Abramowitz. They identify reasons and evidence Kayla gives to support the point that kids can make a difference. They then read a new text about fourth-grader Jessica Carscadden and how she took action and made a difference in her community. After watching the video and reading this text, students take and categorize their notes into research categories focused on how kids can take action to make a difference.

End of Unit Assessment: Writing a PSA

This assessment centers on CCSS ELA W.4.1a, W.4.1b, W.4.1d and W.4.4. In this assessment, students draft a script for a new PSA about the importance of kids taking action. In their script, they clearly state the opinion that it is important for kids to take action to make a difference in one’s community and provide reasons to support their opinion with facts and details from their research.

Required Unit Trade book(s): *The Hope Chest*

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

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

Lesson	Agenda	Daily Learning	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1 Launching Research of How Kids Can Take Action W.4.7, W.4.8, SL.4.3 TN Standards 4.W.RBPK.7, 4.W.RBPK.8, 4.SL.CC.3	1. Opening A. Engaging the Learner: <i>The Hope Chest</i> , Page 255 (15 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Listening Closely: “For the Heroes: A Pep Talk from Kid President” (30 minutes) 3. Closing and Assessment A. Reviewing the Performance Task and Guiding Questions (10 minutes) 4. Homework	<ul style="list-style-type: none"> I can identify the reasons and evidence Kid President gives to support the point that kids can be heroes. (SL.4.3) I can research how kids can take action to make a difference in their community. (W.4.7, W.4.8) 	<ul style="list-style-type: none"> Listening Closely: “For the Heroes: A Pep Talk from Kid President” note-catcher (SL.4.3) 	<ul style="list-style-type: none"> Performance Task anchor chart Module Guiding Questions anchor chart Working to Contribute to a Better World anchor chart Researchers Do These Things anchor chart

	A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.			
<p>Lesson 2</p> <p>Reading Informational Texts: Researching How Kids Have Taken Action</p> <p>RL.4.1, W.4.7, W.4.8</p> <p>TN Standards 4.RL.KID.1, 4.W.RBPK.7, 4.W.RBPK.8,</p>	<p>1. Opening A. Reading for Gist and Unfamiliar Vocabulary: Expert Group Texts (10 minutes) B. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. Generating Categories to Organize Research (10 minutes) B. Guided Practice: Researching How Kids Have Taken Action (15 minutes)</p> <p>3. Closing and Assessment A. Expert Group Work: Researching How Kids Have Taken Action (20 minutes)</p> <p>4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can organize my research into categories. (W.4.7, W.4.8) I can cite evidence from the text to support answers to my questions. (RI.4.1, W.4.8) 	<ul style="list-style-type: none"> Taking Action Research note-catcher (RI.4.1, W.4.7, W.4.8) 	<ul style="list-style-type: none"> Close Readers Do These Things anchor chart Working to Become Effective Learners anchor chart Performance Task anchor chart
<p>Lesson 3</p> <p>Sharing Our Research: How Kids Can Take Action</p> <p>W.4.7, W.4.8, SL.4.1, SL.4.3</p> <p>TN Standards 4.W.RBPK.7, 4.W.RBPK.8, 4.SL.CC.1, 4.SL.CC.3</p>	<p>1. Opening A. Listening Closely: “A Boy, a Brown Bag, and a Tidal Wave of Change” (15 minutes) B. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. Small Group Share: Researching How Kids Can Take Action (25 minutes)</p> <p>3. Closing and Assessment A. Research Reading Share (15 minutes)</p> <p>4. Homework 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"> I can identify the reasons and evidence Braeden gives to support the point that kids can make a difference. (SL.4.3) I can paraphrase and take notes on information shared with my peers about how kids can take action to make a difference in their community. (W.4.7, W.4.8, SL.4.1) 	<ul style="list-style-type: none"> Listening Closely: “A Boy, a Brown Bag, and a Tidal Wave of Change” note-catcher (SL.4.3) Taking Action Research note-catcher (W.4.7, W.4.8, SL.4.1) 	<ul style="list-style-type: none"> Researchers Do These Things anchor chart Close Readers Do These Things anchor chart Working to Become Effective Learners anchor chart Working to Contribute to a Better World anchor chart Working to Become Ethical People anchor chart

<p><u>Lesson 4</u> Mid-Unit 3 Assessment: Researching How Kids Have Taken Action</p> <p>RI.4.1, W.4.7, W.4.8, SL.4.3</p> <p><u>TN Standards</u> 4.RI.KID.1, 4.W.RBPK.7, 4.W.RBPK.8, 4.SL.CC.3</p>	<p>1. Opening A. Returning End of Unit 2 Assessments (5 minutes) B. Reviewing Learning Target (5 minutes)</p> <p>2. Work Time A. Mid-Unit 3 Assessment: Researching How Kids Have Taken Action (30 minutes) B. Tracking Progress (10 minutes)</p> <p>3. Closing and Assessment A. Debrief (10 minutes)</p> <p>4. Homework 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"> I can identify the reasons and evidence Kayla Abramowitz gives to support the point that kids can be heroes. (SL.4.3) I can cite evidence from the text to support answers to my questions. (RI.4.1, W.4.8) I can take notes and organize my research into categories. (W.4.7, W.4.8) 	<ul style="list-style-type: none"> Mid-Unit 3 Assessment: Researching How Kids Have Taken Action (RI.4.1, W.4.7, W.4.8, SL.4.3) 	<ul style="list-style-type: none"> Close Readers Do These Things anchor chart Strategies to Answer Selected Response Questions anchor chart Working to Become Effective Learners anchor chart
<p><u>Lesson 5</u> Writing a Reading Contract: Analyzing a Model</p> <p>SL.4.1</p> <p><u>TN Standards</u> 4.SL.CC.1</p>	<p>1. Opening A. Chalk Talk: Brainstorming How to Take Action (15 minutes) B. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. Debrief: Choosing a Cause and Developing a Plan (30 minutes)</p> <p>3. Closing and Assessment A. Exit Ticket: Project Teams (5 minutes)</p> <p>4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can discuss with my peers issues in our community and decide on an issue to take action on and improve. (SL.4.1) I can develop an action plan with my peers outlining how we will address an issue in our community. (SL.4.1) 	<ul style="list-style-type: none"> Chalk Talk protocol (SL.4.1) How Can We Make a Difference?: Action Plan anchor chart (SL.4.1) 	<ul style="list-style-type: none"> Performance Task anchor chart Working to Contribute to a Better World anchor chart How Can We Make a Difference?: Action Plan anchor chart
<p><u>Lesson 6</u> How Can We Make a Difference?: Project Team Planning</p> <p>W.4.10, SL.4.1</p> <p><u>TN Standards</u> 4.W.RW.10, 4.SL.CC.1</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. Project Teamwork: Developing a Plan (50 minutes)</p> <p>3. Closing and Assessment A. Pair Share: Project Team Debrief (5 minutes)</p>	<ul style="list-style-type: none"> I can develop a plan with my project team outlining how we will contribute to the class's project to address an issue in our community. (W.4.10, SL.4.1) 	<ul style="list-style-type: none"> How Can We Make a Difference?: Team Project Plan (W.4.10, SL.4.1) 	<ul style="list-style-type: none"> Close Readers Do These Things anchor chart Working to Contribute to a Better World anchor chart Peer Critique anchor chart

	<p>4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>			
<p>Lesson 7 Writing a PSA: Analyzing a Model</p> <p>W.4.1, W.4.4, W.4.6</p> <p>TN Standards 4.W.TTP.1, 4.W.PDW.4, 4.W.PDW.6</p>	<p>1. Opening A. Engaging the Learner: Listening to a Model PSA (15 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Analyzing a Model and Generating Criteria for an Effective PSA (15 minutes) 3. Closing and Assessment A. Planning a PSA (25 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can analyze a model in order to generate criteria for an effective PSA. (W.4.1, W.4.4) I can plan the key points of a PSA that raises awareness about my class's selected community issue. (W.4.1, W.4.4, W.4.6) 	<ul style="list-style-type: none"> PSA Planning note-catcher (W.4.1, W.4.4, W.4.6) 	<ul style="list-style-type: none"> Performance Task anchor chart Working to Become Effective Learners anchor chart Working to Become Ethical People anchor chart Working to Contribute to a Better World anchor chart Characteristics of PSAs anchor chart
<p>Lesson 8 Writing a PSA: Drafting the Introduction</p> <p>W.4.1, W.4.1a, W.4.4, W.4.5, L.4.3c, L.4.4</p> <p>TN Standards 4.W.TTP.1, 4.W.PDW.4, 4.W.PDW.5 4.FL.VA.7a</p>	<p>1. Opening A. Analyzing a Model PSA: Introduction (10 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Language Dive: Model PSA Script (10 minutes) B. Independent Writing: Writing an Introduction (25 minutes) 3. Closing and Assessment A. Research Reading Share (10 minutes) 4. Homework A. Complete the Language Dive Practice: Model PSA Script 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"> I can write the introduction for the script of my PSA. (W.4.1a, W.4.4, W.4.5, L.4.3c) 	<ul style="list-style-type: none"> Introduction to PSA script (W.4.1a, W.4.4, W.4.5, L.4.3c) 	<ul style="list-style-type: none"> Characteristics of PSAs anchor chart Working to Become Effective Learners anchor chart Working to Become Ethical People anchor chart

<p><u>Lesson 9</u> Writing a PSA: Drafting the Body and Conclusion</p> <p>W.4.1, W.4.1a, W.4.1d, W.4.4, W.4.5, SL.4.1, L.4.3c, L.4.4, L.4.6</p> <p><u>TN Standards</u> 4.W.TTP.1, 4.W.PDW.4, 4.W.PDW.5, 4.SL.CC.1, 4.FL.VA.7a, 4.FL.VA.7c</p>	<p>1. Opening A. Analyzing a Model PSA: Body and Conclusion (15 minutes) B. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. Independent Writing: Writing a Body and Conclusion (25 minutes)</p> <p>3. Closing and Assessment A. Peer Critique: Task, Purpose, and Audience (15 minutes)</p> <p>4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can write a script for my PSA. (W.4.1a, W.4.1b, W.4.1d, W.4.4, W.4.5, L.4.3c, L.4.6) I can critique my partner's script and provide kind, helpful, and specific feedback about the appropriateness for task, purpose, and audience. (W.4.4, W.4.5, SL.4.1, L.4.3c, L.4.6) 	<ul style="list-style-type: none"> Draft PSA script with revision notes (W.4.1a, W.4.1b, W.4.1d, W.4.4, W.4.5, L.4.3c) 	<ul style="list-style-type: none"> Peer Critique Protocol Close Readers Do These Things anchor chart Working to Become Effective Learners anchor chart Peer Critique anchor chart
<p><u>Lesson 10</u> Writing a PSA: Revising and Practicing</p> <p>W.4.1, W.4.4, W.4.5, SL.4.4, SL.4.6</p> <p><u>TN Standards</u> 4.W.TTP.1, 4.W.PDW.4, 4.W.PDW.5, 4.SL.PKI.4, 4.SL.PKI.6</p>	<p>1. Opening A. Reviewing Learning Target (5 minutes)</p> <p>2. Work Time A. Revising PSA: Task, Purpose, and Audience (20 minutes) B. Practicing PSA Presentations (20 minutes)</p> <p>3. Closing and Assessment A. Peer Critique: PSA Presentations (15 minutes)</p> <p>4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can revise my PSA for appropriateness of task, purpose, and audience. (W.4.1, W.4.4, W.4.5) I can effectively perform my PSA. (SL.4.4) I can critique my partner's performance and provide kind, helpful, and specific feedback. (SL.4.4, SL.4.6) 	<ul style="list-style-type: none"> Revised PSA (W.4.1, W.4.4, W.4.5) Stars and steps on sticky notes (SL.4.4, SL.4.6) 	<ul style="list-style-type: none"> Peer Critique protocol Working to Become Effective Learners anchor chart Characteristics of PSAs anchor chart Working to Become Ethical People anchor chart Peer Critique anchor chart
<p><u>Lesson 11</u> How Can We Make a Difference? Recording PSAs</p> <p>W.4.1, W.4.4, SL.4.4</p> <p><u>TN Standards</u> 4.W.TTP.1, 4.W.PDW.4, 4.SL.PKI.4</p>	<p>1. Opening A. Research Reading Share (10 minutes) B. Reviewing Learning Targets (5 minutes)</p> <p>Work Time A. Mini Lesson: Frequently Confused Words (15 minutes) B. Independent Practice: Revising a Broadside (15 minutes)</p> <p>3. Closing and Assessment</p>	<ul style="list-style-type: none"> I can record my PSA. (SL.4.4) I can plan the key points of a PSA that raises awareness about the importance of taking action. (W.4.1, W.4.4) 	<ul style="list-style-type: none"> Recorded PSA (SL.4.4) End of Unit Assessment PSA Planning note-catcher (W.4.1, W.4.4) 	<ul style="list-style-type: none"> Working to Contribute to a Better World anchor chart Working to Become Ethical People anchor chart Characteristics of PSAs anchor chart

	<p>A. Independent Practice: Planning a Broadside (15 minutes)</p> <p>4. Homework</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>Lesson 12</p> <p>End of Unit 3 Assessment: Writing a PSA</p> <p>W.4.1, W.4.4</p> <p>TN Standards</p> <p>4.W.TTP.1, 4.W.PDW.4</p>	<p>1. Opening</p> <p>A. Returning Mid-Unit 3 Assessments (5 minutes)</p> <p>B. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time</p> <p>A. End of Unit 3 Assessment: Writing a PSA (35 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Tracking Progress (15 minutes)</p> <p>4. Homework</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"> I can write a PSA script about the importance of taking action in your community. (W.4.1, W.4.4) 	<ul style="list-style-type: none"> End of Unit 3 Assessment: Writing a PSA (W.4.1, W.4.4) 	<ul style="list-style-type: none"> Characteristics of PSAs anchor chart Working to Become Effective Learners anchor chart
<p>Lesson 13</p> <p>Performance Task: Analyzing a Model Press Release</p> <p>W.4.2, W.4.4, W.4.5, SL.4.1</p> <p>TN Standards</p> <p>4.W.TTP.2, 4.W.PDW.4, 4.W.PDW.5, 4.SL.CC.1</p>	<p>1. Opening</p> <p>A. Engaging the Writer: Reflecting on Our Project (5 minutes)</p> <p>B. Reviewing Learning Target (5 minutes)</p> <p>1. Work Time</p> <p>A. Poster Walk: Exploring Press Releases (15 minutes)</p> <p>B. Analyze a Model and Generating Criteria for an Effective Press Release (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Independent Practice: Planning a Press Release (20 minutes)</p> <p>4. Homework</p> <p>A. Complete the Writing Thank You Notes I in your Unit 3 Homework.</p> <p>B. Accountable Research Reading.</p>	<ul style="list-style-type: none"> I can analyze a model in order to generate criteria for an effective press release. (W.4.2, SL.4.1) I can plan a press release about the results of our class project. (W.4.2, W.4.4, W.4.5) 	<ul style="list-style-type: none"> Press Release Planning note-catcher (W.4.2, W.4.4, W.4.5) 	<ul style="list-style-type: none"> Poster Walk protocol Performance Task anchor chart Characteristics of Press Releases anchor chart Characteristics of Press Releases anchor chart Working to Become Effective Learners anchor chart How Can We Make a Difference?: Action Plan anchor chart

	Select a prompt and respond in the front of your independent reading journal.			
<p>Lesson 14</p> <p>Performance Task: Drafting a Press Release</p> <p>W.4.2, W.4.4, W.4.5</p> <p>TN Standards 4.W.TTP.2, 4.W.PDW.4, 4.W.PDW.5</p>	<p>1. Opening A. Reviewing Learning Targets (10 minutes)</p> <p>2. Work Time A. Determining Characteristics of the Format: Press Release (10 minutes) B. Language Dive: Model Press Release (10 minutes) C. Partner Writing: Drafting a Press Release (30 minutes)</p> <p>3. Closing and Assessment A. Group Share: Press Release (5 minutes)</p> <p>4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can write a press release sharing the results of our class project. (W.4.2, W.4.4, W.4.5) 	<ul style="list-style-type: none"> Press release draft (W.4.2, W.4.4, W.4.5) 	<ul style="list-style-type: none"> Performance Task anchor chart Working to Become Effective Learners anchor chart Working to Contribute to a Better World anchor chart Characteristics of Press Releases anchor chart
<p>Lesson 15</p> <p>Launching Research of How Kids Can Take Action</p> <p>W.4.2, W.4.4, W.4.5</p> <p>TN Standards 4.W.TTP.2, 4.W.PDW.4, 4.W.PDW.5</p>	<p>1. Opening A. Reviewing Learning Target (10 minutes)</p> <p>2. Work Time A. Shared Writing: Drafting a Whole Class Press Release (45 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (10 minutes)</p> <p>4. Homework A. None for this lesson</p>	<ul style="list-style-type: none"> I can collaborate with my peers to write a press release about the results and impact of our class project. (W.4.2, W.4.4, W.4.5) 	<ul style="list-style-type: none"> Participation in shared writing of press release (W.4.2, W.4.4, W.4.5) Language Dive Practice: Model Press Release homework from Lesson 14 	<ul style="list-style-type: none"> Performance Task anchor chart Working to Contribute to a Better World anchor chart Characteristics of Press Releases anchor chart