Fourth Grade	Meaning-Based Map: EL Curriculum-at-a-Glance	Module 2

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 Curriculum Maps

The curriculum map is meant to **support effective planning and instruction**; it is not meant to replace teacher planning or instructional practice. In fact, our goal is not to merely "cover the curriculum," but rather to "uncover" it by developing students' deep understanding of the content and mastery of the standards. While the curriculum map provides the foundation for what is taught in SCS classrooms, and that much is non-negotiable, teacher planning and decision making make the materials come to life in classrooms. To this end, the curriculum map should be viewed as a *guide,* not a *script*, and teacher should work to become experts in teaching and customizing 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 maps. The curriculum maps include the instructional pacing and content for both areas and all grade level ELA standards. While the maps are separate, effective ELA instruction should **integrate practice of both competencies,** both in the ELA block and through the school day. A supplement to the curriculum maps, the K-5 ELA Companion Guide, outlines a protocol or routine for teachers to prepare for lessons based on the materials provided in the EL curriculum.

- 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 Map. 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.

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| **Guidance for the ELA Block** |
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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.
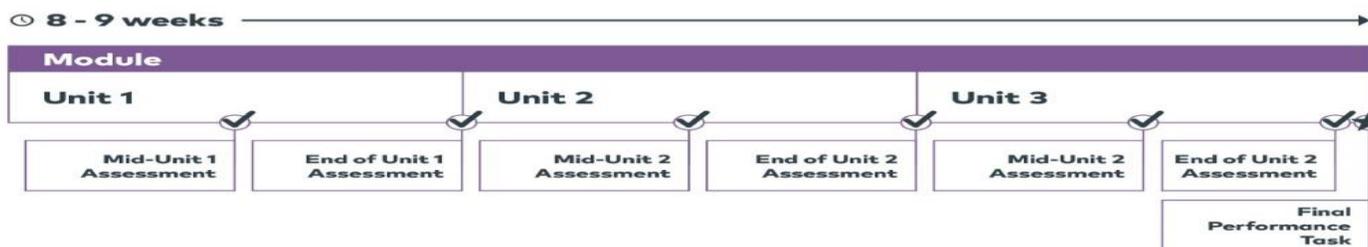
3 Dimensions of Student Work: Principles that underlie the curriculum

➢ **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.

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SCS Instructional Framework

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

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

In our ELA classrooms, students will:

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

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

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

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

ELA Coaching Guide

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

The Coaching Guide is based on the Instructional Practice Guide from Achieve the Core.

ESSA

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

ESL: English Language Development

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

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

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

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	
The Tennessee ELA Standards: https://www.tn.gov/education/instruction/academic-standards/english-language-arts-standards.html	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.
Crosswalk https://drive.google.com/file/d/1I_iDUT0yj0LNbOX4orjUVw76PDUB07Oz/view?usp=sharing	This crosswalk provides a correlation between the Common Core ELA Standards coding and the Tennessee ELA Standards coding.
Scaffolds in the EL Curriculum	
Digging Deeper on Differentiation Strategies https://drive.google.com/file/d/1A6omzTBZGL7WL-xfR530cu0b3490RHGp/view?usp=sharing	This article contains examples of strategies that help all students make the most of challenging texts and harness them for their work and learning.
Scaffolding Options for ELA https://drive.google.com/file/d/1OcHJ8Lwxw9BH6EUCXEZIShL5hxCQ4sRP/view?usp=sharing	This table provides scaffolding options regarding the various instructional components found in EL.
Meeting Students Needs Through Scaffolding https://drive.google.com/file/d/1PU5--lz66v-NRGIZ-VJZ1hp_pz5_UbDl/view?usp=sharing	This table provides temporary instructional supports designed to help students successfully read texts that they may find challenging.
Read-Alouds/Close Reading	
Helping Students Read Closely file:///Users/coach/Downloads/ELED-HelpingStudentsReadCloselyELACurriculumGrades3-8-0815%20(2).pdf	This article provides information regarding how close reads can support students' reading ability.
Close Reading: An Instructional Strategy for Conquering Complex Text https://vimeo.com/89001348	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.
Close Reading Case Study: Grade 3 file:///Users/coach/Downloads/ELED-CloseReadingCaseStudyGrade3InclusionClass-1215.pdf	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.

Grappling with Complex Informational Text https://vimeo.com/54007714	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.
Taking the Conversation Deeper: Read Alouds **https://www.youtube.com/watch?v=B76uqrhHVJs**	In this Reading Rocket video, a teacher engages students in discussion and read aloud of complex text.

Student Engagement: EL Protocols

EL Protocols: **https://drive.google.com/file/d/1tH0UAMzxCRB9Xvwjw7-5tQLYIt6yT6XY/view?usp=sharing**	Teachers can use this resource to learn about how to sequence texts into "expert packs" to build student knowledge of the world.
Classroom Protocols in Action: Science Talk **https://vimeo.com/169909161**	This video is an example of an EL protocol in action. It shows how the engagement protocols engage all students in the learning.

Social Emotional Learning (SEL) in EL

EL Character Framework **https://characterframework.eleducation.org/**	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.
Edutopia: Social Emotional Learning **https://www.edutopia.org/social-emotional-learning**	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.
Social Emotional Learning: FAQ **https://casel.org/faqs/**	Teachers may access the CASEL website to thoroughly develop their professional understanding of Social Emotional Learning.
Aspen Institute: National Commission on Social, Emotional, and Academic Development **https://www.aspeninstitute.org/publications/learning-happens-supporting-students-social-emotional-academic-development/**	Teachers may use this resource to access SEL articles, videos, and other informative supports to learn more about SEL.

Additional Resources

The moDEL Detroit Project: **https://www.detroitk12.org/Page/9721**	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. *Please note, once downloaded, the PowerPoints can be revised to meet your needs.*
SCS English Language Learners: Grade 4 **https://scsk12.sharepoint.com/:f:/s/SCSESLResources/EnzFj6TKGNJJjeV0400SYslBIVOBtmJEDiMFvZIxAYDP6A?e=r2bENb**	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.)

Module Overview: Fourth Grade Module 2: Researching to Build Knowledge and Teach Others: Animal Defense Mechanisms
In this eight-week module, students explore animal defense mechanisms. They build proficiency in writing an informative piece, examining the defense mechanisms of one specific animal about which they build expertise. Students also build proficiency in writing a narrative piece about this animal. In Unit 1, they build background knowledge on general animal defenses through close readings of several informational texts. Students read closely to practice drawing inferences as they begin their research and use a research notebook to make observations and synthesize information. Students will continue to use the research notebook, using the millipede as a whole class model. They begin to research an expert group animal in preparation to write about this animal in Units 2 and 3, again using the research notebook. In Unit 2, students continue to build expertise about their animal and its defense mechanisms, writing the first part of the final performance task—an informative piece describing their animals' physical characteristics, habitat, predators, and defense mechanisms. With their new knowledge about animal defenses from Unit 1, students read informational texts closely, using the same research notebook to synthesize information about their animal. In Unit 3, students apply their research from Units 1 and 2 to write a narrative piece about their animal that incorporates their research. This narrative takes the format of a choose-your-own-adventure. For their performance task, students plan, draft, and revise the introduction and one choice ending of the narrative with the support of both peer and teacher feedback. The second choice ending is planned, written, and revised on demand for the end of unit assessment. **This performance task centers on CCSS ELA RI.4.9, W.4.2, W.4.3, W.4.4, W.4.6, W.4.7, W.4.8, and W.4.9b.**

Guiding Questions and Big Ideas
How do animals' bodies and behaviors help them survive? **How can writers use knowledge from their research to inform and entertain?** • *To protect themselves from predators, animals use different defense mechanisms.* • *Writers use scientific knowledge and research to inform and entertain.*

Task should align to
- Topic
- Targets
- Texts

The 4 T's	
Topic Animal Defenses	**Task** Choose-Your-Own-Adventure Animal Defense Mechanisms Narrative
Targets CCSS explicitly taught and assessed): **RI.4.9, W.4.2, W.4.4, W.4.3, W.4.6, W.4.7, W.4.8, W.4.9b**	**Texts** *Animal Behavior: Animal Defenses*

Fourth Grade Module 2: Unit 1: Building Background Knowledge: Animal Defenses and the Research Process

Habits of Character/Social-Emotional Learning (SEL) Focus: Work 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 module, students **work to become effective learners**: develop the mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration). 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 Researching Animal Defense Mechanisms

This assessment centers on CCSS ELA RI.4.2, RI.4.4, SL.4.2, L.4.4a and L.4.4c. Students watch a video and read a short text to learn about animal defense mechanisms. In Part I, they watch the video and take notes. Then they paraphrase the video. In Part II, students read a text about how some animals use their shells to protect themselves. They answer selected response text-dependent and short answer questions, demonstrating their ability to cite evidence, determine the main idea, identify supporting details, and determine the meaning of unknown words.

End of Unit Assessment: Answering Questions and Summarizing Texts and Animal Defense Mechanisms

This assessment centers on CCSS ELA RI.4.2, RI.4.4, RI.4.7, L4.4a, L.4.4b, and L.4.4c. Students read a new informational text (including diagrams) about animal defense mechanisms. They answer selected response text-dependent questions, demonstrating their ability to use a variety of strategies to define words in the passage, as well as their ability to interpret information presented in diagrams. Students also write a brief summary of the article, identifying the main idea and some of the supporting details used to develop it.

Required Unit Trade book(s): *Venom*

Suggested Pacing: This unit is approximately **2.5 weeks or 12 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
Lesson 1 **Building Background Knowledge: What are Animal Defense Mechanisms?** RI.4.1, W.4.7, W.4.8, SL.4.1, SL.4.1b **TN Standards** **4.RI.KID.1**, **4.W.RBPK.7**, **4.W.RBPK.8**, **4.SL.CC.1**	**1. Opening** A. Discovering Our Topic: Poster Walk (20 minutes) B. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Preparing to Research (10 minutes) B. KWEL Chart: Animal Defense Mechanisms (10 minutes) **3. Closing and Assessment**	• I can infer about animal defense mechanisms based on information in pictures and text. (**RI.4.1**) • I can support my inferences with details and examples from pictures and texts. (**RI.4.1**)	• Observations during Poster Walk (**SL.4.1**) • Participation during unpacking of guiding questions (**SL.4.1**) • KWEL Chart: Animal Defense Mechanisms (**RI.4.1**)	• Poster Walk • Guiding Questions anchor chart • Performance Task anchor chart

	A. Launching Independent Reading (15 minutes) **4. Homework** A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.			
Lesson 2 **Building Background Knowledge: Launching Research of Animal Defense Mechanisms** RI.4.1, RI.4.4, W.4.7, W.4.8, SL.4.2, L.4.4, L.4.4a, L.4.4c **TN Standards** 4.RI.KID1, 4.RI.CS.4, **4.W.RBPK.7, 4.W.RBPK.8, 4.SL.CC.2, 4.FL.VA.7a i/iii**	**1. Opening** A. Reviewing Learning Targets (5 minutes) B. Beginning the Research Process: What Does It Mean to Research? (15 minutes) **2. Work Time** A. Reading Aloud and Paraphrasing *Venom* (15 minutes) B. Reading for Gist: *Animal Behavior: Animal Defenses* (10 minutes) C. A Closer Look at Words: *Animal Behavior: Animal Defenses* (10 minutes) **3. Closing and Assessment** A. Introducing the Word Wall (5 minutes) **4. Homework** A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	• I can paraphrase information presented in a read-aloud on animal defense mechanisms. (**W.4.8**, **SL.4.2**) • I can find the gist and the meaning of unfamiliar vocabulary from an excerpt from *Animal Behavior: Animal Defenses*. (**RI.4.4**, **L.4.4**)	• Listening Closely note-catcher (**W.4.8**, **SL.4.2**) • *Animal Behavior: Animal Defenses* Chapter 1: Gist chart (**RI.4.4**, **L.4.4**)	• Performance Task anchor chart • Researchers Do These Things anchor chart • Close Readers Do These Things anchor chart (from Module 1, Unit 1, Lesson 3) • Domain-Specific Word Wall
Lesson 3 **A Closer Read for Main Ideas: Animal Behavior: Animal Defenses Chapter 1** RI.4.1, RI.4.2, RI.4.4, RI.4.8, W.4.7, W.4.8, SL.4.2, L.4.4, L.4.4a, L.4.4c **TN Standards** 4.RI.KID1, 4.RI.KID.2, 4.RI.CS.4, **4.RI.IKI.8, 4.W.RBPK.7, 4.W.RBPK.8, 4.SL.CC.2,**	**1. Opening** A. Reviewing Learning Targets and Engaging the Reader: Reading Aloud and Paraphrasing *Venom* (10 minutes) **2. Work Time** A. Close Read: "Lying Low" (30 minutes) B. Reading for the Gist: *Animal Behavior: Animal Defenses* (10 minutes) **3. Closing and Assessment** A. Debrief: Creating a Determining	• I can paraphrase information presented in a read-aloud on animal defense mechanisms. (**W.4.8**, **SL.4.2**) • I can determine the main idea of a text and explain how it is supported by key details. (**RI.4.1**, **RI.4.2**)	• Listening Closely note-catcher (**W.4.8**, **SL.4.2**) • Close Read Questions: "Lying Low" (**RI.4.1**, **RI.4.2**, **RI.4.4**, **RI.4.8**, **W.4.7**, **W.4.8**, **L.4.4**) • *Animal Behavior: Animal Defenses*: Expert Group Gist chart (**RI.4.4**, **L.4.4**)	• Close Readers Do These Things anchor chart (from Module 1, Unit 1, Lesson 3) • Determining the Main Idea anchor chart

4.FL.VA.7a i/iii	the Main Idea Anchor Chart (10 minutes) **4. Homework** A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.			
Lesson 4 **Reading Scientific Text: Building Expertise on Animal Defense Mechanisms** RI.4.1, RI.4.2, RI.4.4, RI.4.8, W.4.7, W.4.8, SL.4.2, L.4.4, L.4.4a, L.4.4c **TN Standards** 4.RI.KID.1, 4.RI.KID.2, 4.RI.CS.4, 4.RI.IKI.8, 4.W.RBPK.7, 4.W.RBPK.8, 4.SL.CC.2, 4.FL.VA.7a i/iii	**1. Opening** A. Engaging the Reader: Reading Aloud and Paraphrasing *Venom* (5 minutes) B. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Close Read: "A Life in Hiding" (20 minutes) B. Rereading an Informational Text: Determining the Main Idea (15 minutes) C. A Closer Look at Words: *Animal Behavior: Animal Defenses* (10 minutes) **3. Closing and Assessment** A. KWEL: Animal Defense Mechanisms (5 minutes) **4. Homework** A. Vocabulary Work from your homework resources for this unit. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	• I can paraphrase information presented in a read-aloud on animal defense mechanisms. (**W.4.8**, **SL.4.2**) • I can determine the main idea of a text and explain how it is supported by key details. (**RI.4.2**)	• Listening Closely note-catcher (**W.4.8**, **SL.4.2**) • Close Read Questions: "A Life in Hiding" (**RI.4.1**, **RI.4.2**, **RI.4.4**, **RI.4.8**, **W.4.7**, **W.4.8**, **L.4.4**) • Determining the Main Idea note-catcher (**RI.4.2**)	• Close Readers Do These Things anchor chart (from Module 1, Unit 1, Lesson 3) • Determining the Main Idea anchor chart • Domain-Specific Word Wall
Lesson 5 **Reading Scientific Text: Reading Closely about Animal Defense Mechanisms** RI.4.2, RI.4.4, W.4.7, W.4.8, SL.4.1, SL.4.2, L.4.4, L.4.4a, L.4.4c **TN Standards**	**1. Opening** A. Engaging the Reader: Movement Words (10 minutes) B. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Rereading an Informational Text: Identifying Supporting Details (25 minutes) **3. Closing and Assessment**	• I can identify details that support the main idea of a section of *Animal Behavior: Animal Defenses*. (**RI.4.2**) • I can paraphrase and take notes on information presented by my peers. (**SL.4.1**, **SL.4.2**)	• Movement Words note-catcher (**RI.4.4**, **L.4.4**) • Determining the Main Idea note-catcher (**RI.4.2**) • Observation of participation during peer share (**SL.4.1**, **SL.4.2**)	• Performance Task anchor chart • Determining the Main Idea anchor chart

	A. Share and Debrief (20 minutes) **4. Homework** A. Vocabulary Work from your homework resources for this unit. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.			
4.RI.KID.2, **4.RI.CS.4**, 4.W.RBPK.7, 4.W.RBPK.8, 4.SL.CC.2, **4.FL.VA.7a i/iii**				
[Lesson 6](#) **Mid-Unit 1 Assessment: Reading and Researching Animal Defense Mechanisms** RI.4.1, RI.4.2, RI.4.4, RI.4.10, RL.4.10, SL.4.2, L.4.4, L.4.4a, L.4.4c **TN Standards** 4.RI.KID.1, **4.RI.KID.2**, **4.RI.CS.4**, 4.RI.RRTC.10, 4.RL.RRTC.10, 4.SL.CC.2, **4.FL.VA.7a i/iii**	**1. Opening** A. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Mid-Unit 1 Assessment, Part I: Watching and Paraphrasing a Video (15 minutes) B. Mid-Unit 1 Assessment, Part II: Reading and Answering Questions about Animal Defense Mechanisms (20 minutes) C. Research Reading Share (10 minutes) **3. Closing and Assessment** A. Tracking Progress (10 minutes) **4. Homework** A. Vocabulary Work from your homework resources for this unit. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	• I can paraphrase information presented in a video on animal defense mechanisms. (**SL.4.2**) • I can determine the main idea of a text and explain how it is supported by key details. (**RI.4.1**, **RI.4.2**) • I can find the meaning of unfamiliar vocabulary. (**RI.4.4**, **L.4.4a**, **L.4.4c**)	• Mid-Unit 1 Assessment (**RI.4.1**, **RI.4.2**, **RI.4.4**, **RI.4.10**, **SL.4.2**, **L.4.4a**, **L.4.4c**) • Tracking Progress: Reading, Understanding and Explaining New Text • Independent reading journals (**RI4.10**, **RL.4.10**, **SL.4.1**)	• Guiding Questions anchor chart
[Lesson 7](#) **Generating Criteria of an Effective Summary** RI.4.2, RI.4.4, SL.4.2, L.4.4 **TN Standards** 4.RI.KID.2, **4.RI.CS.4**, 4.SL.CC.2, **4.FL.VA.7a**	**1. Opening** A. Reviewing Learning Targets (5 minutes) B. Reading Aloud: Pages 36–37 of *Venom* (5 minutes) **2. Work Time** A. Analyzing a Model Summary (15 minutes) B. Reading "Fight to Survive!" for Gist (25 minutes) **3. Closing and Assessment** A. Sharing Gist Statements (5	• I can analyze a summary and explain how it is effective. (**RI.4.2**) • I can find the gist of a text and use strategies to determine the meaning of unfamiliar words in a text. (**RI.4.4**, **L.4.4**)	• "Fight to Survive!" annotated for gist and unfamiliar vocabulary (**RI.4.4**, **L.4.4**)	• Criteria of an Effective Summary anchor chart

	minutes) **4. Homework** A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal. B. For ELLs: Complete the Language Dive Part 1 Practice in your Unit 2 Homework.			
Lesson 8 **Interpreting Diagrams with Text** RI.4.7, L.4.4, L.4.4b **TN Standards** **4.RI.IKI.7, 4.FL.VA.7a**	**1. Opening** A. Reviewing Learning Targets (5 minutes) B. Reading Aloud: Pages 47–49 of *Venom* (5 minutes) **2. Work Time** A. Interpreting the Diagram in *Venom* (15 minutes) B. Interpreting the Diagram in "Fight to Survive!" (15 minutes) **3. Closing and Assessment** A. Using Affixes and Roots to Determine the Meaning of Unfamiliar Vocabulary (20 minutes) **4. Homework** A. Choose one of the Affixes Practice sheets from the homework resources for this unit. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	• I can interpret a diagram in a text and use it to help me understand the text. (**RI.4.7**) • I can find the meanings of unfamiliar words by using affixes and roots. (**L.4.4b**)	• "Fight to Survive!" diagram (**RI.4.7**) • Filled-out Affix Word Glossary – ity (**L.4.4b**)	
Lesson 9 **Writing a Summary: "Fight to Survive!"** RI.4.2, RI.4.7, W.4.5, SL.4.2 **TN Standards** **4.RI.CS.4**, **4.RI.IKI.7, 4.W.PDW.5, 4.SL.CC.2**	**1. Opening** A. Discovering Our Topic: Poster Walk (20 minutes) B. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Preparing to Research (10 minutes) B. KWEL Chart: Animal Defense Mechanisms (10 minutes) **3. Closing and Assessment**	• I can write a summary of "Fight to Survive! Including the main idea and supporting details. (**RI.4.**)	• Summary of "Fight to Survive!" (**RI.4.2**)	• Criteria of an Effective Summary anchor chart

	A. Launching Independent Reading (15 minutes) **4. Homework** A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.			
Lesson 10 **End of Unit 1 Assessment: Interpreting Diagrams and Summarizing Texts about Animal Defense Mechanisms** RI.4.2, RI.4.4, RI.4.7, L.4.4 **TN Standards** **4.RI.KID.2**, **4.RI.CS.4**, **4.RI.IKI.7, 4.FL.VA.7a**	**1. Opening** A. Returning Mid-Unit 1 Assessment (5 minutes) B. Reviewing Learning Targets (5 minutes) **2. Work Time** A. End of Unit 1 Assessment: Interpreting Diagrams and Summarizing Texts about Animal Defense Mechanisms (40 minutes) **3. Closing and Assessment** A. Tracking Progress (10 minutes) **4. Homework** A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	• I can use strategies to determine the meaning of unfamiliar vocabulary. (**RI.4.4**, **L.4.4**) • I can interpret a diagram in a text and use it to help me understand the text. (**RI.4.7**) • I can summarize a text using the main idea and supporting details. (**RI.4.2**)	• End of Unit 1 Assessment (**RI.4.2**, **RI.4.4**, **RI.4.7**, **RI.4.10**, **L.4.4**) • Tracking Progress: Reading, Understanding and Explaining New Text • Exit Ticket	
Lesson 11 **Preparing for a Text-Based Discussion: Science Talk about Animal Defenses** SL.4.1, SL.4.1a, SL.4.1b **TN Standards** **4.SL.CC.1**	**1. Opening** A. Research Reading Share (10 minutes) B. Reviewing Learning Target (5 minutes) **2. Work Time** A. What Is a Science Talk? (10 minutes) B. Preparing Evidence and Questions for the Science Talk (30 minutes) **3. Closing and Assessment** A. Reflecting on Learning Target (5 minutes) **4. Homework** A. Review notes for the Science Talk. B. Accountable Research Reading.	• I can prepare for a Science Talk about animal defense mechanisms by using evidence from my research. (**SL.4.1**)	• Animal Defense Mechanisms: Preparing for a Science Talk note-catcher (**SL.4.1**)	• Science Talks • **Discussion Norms anchor chart (from Module 1, Unit 1)**

	Select a prompt to respond to in the front of your independent reading journal.			
Lesson 12 **Text-Based Discussion: Science Talk about Animal Defenses** SL.4.1, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.6 **TN Standards** **4.SL.CC.1, 4.SL.PKI.6**	**1. Opening** A. Engaging the Reader: Connecting Key Vocabulary: Interactive Word Wall (10 minutes) B. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Preparing for a Science Talk (10 minutes) B. Conducting a Science Talk—Round 1 (15 minutes) C. Conducting a Science Talk—Round 2 (15 minutes) **3. Closing and Assessment** A. Debrief (5 minutes) **4. Homework** A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	• I can effectively participate in a Science Talk about animal defense mechanisms. (**SL.4.1**, **SL.4.6**) • I can ask questions so I am clear about what is being discussed and to build my understanding of the topic. (**SL.4.1**, **SL.4.6**)	• Science Talk Notes and Goals (**SL.4.1**, **SL.4.6**)	• Science Talks • **Discussion Norms anchor chart** • Participating in a Science Talk

Fourth Grade Module 2: Unit 2: Using Writing to Inform

Habits of Character/Social-Emotional Learning (SEL) Focus: Work 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).

Students **work to become effective learners**: develop the mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration). 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 Researching the Defense Mechanisms of the Pufferfish

This assessment centers on CCSS ELA RI.4.1, RI 4.2, RI.4.10, W.4.7, and W.4.8. Students read two texts about the pufferfish. They answer text-dependent multiple choice and short answer questions, demonstrating their ability to cite evidence, determine the main idea, summarize, and organize their research.

End of Unit Assessment: Writing an Informative Text about Pufferfish Defense Mechanisms

This assessment centers on CCSS ELA RI.4.9, W.4.2a, W.4.2b, W.4.2d, W.4.2e, W.4.4, W.4.7, W.4.8, W4.9b, W.4.10, L.4.1c, L.4.2a, L.4.2c, L.4.2d, and L.4.3a and has three parts. In Part I, students answer selected response questions targeting assessment of language and writing standards. In Parts II and III, students plan and draft an informative writing piece on the pufferfish and its defense mechanisms. They reread two texts from the unit as well as a new text in order to synthesize information and plan a short, informative piece of writing that answers the question: "How does the pufferfish use its body and behaviors to help it survive?" In their writing, students introduce the pufferfish, describe its defense mechanisms, and use examples from the texts to support their description.

Required Unit Trade book(s): *Venom*

Suggested Pacing: This unit is approximately **2.5 weeks or 12 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
Lesson 1 **Generating Norms for Expert Animal Groups** W.4.7, W.4.8, SL.4.1, SL.4.1b **TN Standards** **4.W.RBPK.7, 4.W.RBPK.8, 4.SL.CC.1**	**1. Opening** A. Poster Walk Review (15 minutes) B. Reviewing Performance Task and Learning Targets (10 minutes) **2. Work Time** A. Revealing Expert Group Animals and Setting Purpose (10 minutes) B. Generating Group Norms (15 minutes) **3. Closing and Assessment**	• I can generate norms for effective collaboration with my expert animal group. (**SL.4.1**) • I can write what I know and questions about things I would like to know about my expert group animal. (**W.4.8**)	• Expert Group Norms (**SL.4.1**) • KWEL charts in Expert Group Animal research notebooks (**W.4.8**)	• Researchers Do These Things anchor chart

	A. Engaging the Reader: Expert Group Animal Defense Mechanisms KWEL Charts (10 minutes) **4. Homework** A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.			
[Lesson 2] **Close Read: "Fight to Survive!"** RI.4.1, RI.4.2, RI.4.4, L.4.1, L.4.1c, L.4.4 **TN Standards** 4.RI.KID.1, 4.RI.KID.2, 4.RI.CS.4, 4.FL.SC.6, 4.FL.VA.7a	**1. Opening** A. Reviewing Learning Targets (10 minutes) **2. Work Time** A. Close Read: "Fight to Survive!" (40 minutes) **3. Closing and Assessment** A. KWEL Chart (10 minutes) **4. Homework** A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.	• I can cite evidence from the text to support the answers to my questions. (**RI.4.1**, **RI.4.2**, **RI.4.4**, **L.4.1c**, **L.4.4**) • I can determine the main idea of a text and explain how it is supported by key details. (**RI.4.1**, **RI.4.2**) • I can identify modal auxiliaries in a text. (**L.4.1c**)	• Close Read Questions: "Fight to Survive!" (**RI.4.1**, **RI.4.2**, **RI.4.4**, **L.4.1c**, **L.4.4**)	• Close Readers Do These Things anchor chart • Researchers Do These Things anchor chart
[Lesson 3] **Reading Informational Texts: Launching the Research Process** RI.4.4, L.4.4 **TN Standards** 4.RI.CS.4, 4.FL.VA.7a	**1. Opening** A. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Introducing Criteria for Reliable Internet Sources (15 minutes) B. Guided Practice: Reading for Gist and Identifying Unfamiliar Vocabulary (10 minutes) C. Expert Group Work: Reading for Gist and Identifying Unfamiliar Vocabulary (25 minutes) **3. Closing and Assessment** A. Research Reading Share (5 minutes) **4. Homework** A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.	• I can explain how to determine if an Internet source is reliable. • I can find the gist and determine the meaning of unfamiliar vocabulary of my expert group animal web page. (**RI.4.4**, **L.4.4**)	• Gist chart (**RI.4.4**, **L.4.4**) • Expert Group Animal Glossary (**RI.4.4**, **L.4.4**)	• Close Readers Do These Things anchor chart • Researchers Do These Things anchor chart

Lesson 4 **Reading Informational Texts: Reading Closely about Expert Group Animals on a Web Page** RI.4.1, W.4.7, W.4.8, W.4.9, L.4.6 **TN Standards** 4.RI.KID.1, 4.W.RBPK.7, 4.W.RBPK.8, 4.W.RBPK.9, 4.FL.VA.7c	**1. Opening** A. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Guided Practice: Using the Web Page Research Guide to Research the Millipede (15 minutes) B. Expert Group Work: Researching the Expert Group Animal (30 minutes) **3. Closing and Assessment** A. Sketching (10 minutes) **4. Homework** A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.	• I can read a web page closely in order to answer research questions. (**RI.4.1**, **W.4.7**, **W.4.8**) • I can cite evidence from the text to support my answers to questions. (**RI.4.1**, **W.4.7**, **W.4.8**)	• Web Page Research Guides in Expert Group Animal research notebooks (**RI.4.1**, **W.4.7**, **W.4.8**)	• Performance Task anchor chart • Close Readers Do These Things anchor chart
Lesson 5 **Organizing and Categorizing Research** W.4.8 **TN Standards** 4.W.RBPK.8	**1. Opening** A. Reviewing the Learning Target (5 minutes) B. Finding the Gist and Unfamiliar Vocabulary: Kenya note-catcher (RI.3.4, L.3.4) **2. Work Time** A. Generating Categories to Organize Research (10 minutes) B. Expert Group Work: Organizing Research (30 minutes) **3. Closing and Assessment** A. Mix and Mingle: Animal Defenses Freeze Frame (5 minutes) **4. Homework** A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal. B. Categorize research from your independent research reading. Determine categories depending on the information you are research reading. Use the Categorizing and Organizing Information graphic organizer in your Unit 2 homework	• I can organize my research into categories. (**W.4.8**)	• Expert Group Animal research notebook: Organizing Research note-catcher (**W.4.8**)	• Mix and Mingle • Researchers Do These Things anchor chart • Performance Task anchor chart

	packet.			
Lesson 6 **Mid-Unit 2 Assessment: Reading and Researching the Defense Mechanisms of the Puffer fish** RI.4.1, RI.4.2, RI.4.10, W.4.7, W.4.8, L.4.1, L.4.1c **TN Standards** 4.RI.KID.1, 4.RI.KID.2, 4.RI.RRTC.10, 4.W.RBPK.7, 4.W.RBPK.8, 4.FL.SC.6	**1. Opening** A. Returning End of Unit 1 Assessment (5 minutes) B. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Mid-Unit 2 Assessment: Reading and Researching the Defense Mechanisms of the Pufferfish (35 minutes) B. Identifying Modal Auxiliaries (5 minutes) **3. Closing and Assessment** A. Tracking Progress (10 minutes) **4. Homework** A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal. B. Continue to categorize research from your independent research reading. Determine categories depending on the information you are research reading. Use the Categorizing and Organizing Information graphic organizer.	• I can determine the main idea of a text and explain how it is supported by key details. (**RI.4.1**, **RI.4.2**) • I can summarize a text. (**RI.4.1**, **RI.4.2**) • I can organize research information into appropriate categories. (**W.4.7**, **W.4.8**) • I can identify modal auxiliaries in a text. (**L.4.1c**)	• Mid-Unit 2 Assessment Parts I and II (**RI.4.1**, **RI.4.2**, **W.4.7**, **W.4.8**, **L.4.1c**) • Tracking Progress: Research	
Lesson 7 **Planning to Write an Informative Piece: Synthesizing Research on Expert Group Animals** RI.4.9, W.4.2, W.4.2a, W.4.4, W.4.5, W.4.7, W.4.8, L.4.3, L.4.3c **TN Standards** 4.RI.IKI.9, 4.W.TTP.2, 4.W.PDW.4, 4.W.PDW.5, 4.W.RBPK.7, 4.W.RBPK.8	**1. Opening** A. Engaging the Writer: Creating an Informational Texts Anchor Chart (10 minutes) B. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Guided Practice: Planning the Introduction for an Informative Text (20 minutes) B. Guided Practice: Planning the Proof Paragraphs for an Informative Text (20 minutes) **3. Closing and Assessment** A. Research Reflection (5 minutes)	• I can synthesize information from my research notes onto a planning graphic organizer. (**RI.4.9**, **W.4.2**, **W.4.5**, **W.4.8**) • I can group together facts from my research with related evidence in my informative piece. (**RI.4.9**, **W.4.2**)	• Informational Writing Planning graphic organizer (**RI.4.9**, **W.4.2**, **W.4.4**, **W.4.5**, **W.4.8**)	• Informational Texts anchor chart • Performance Task anchor chart • Guiding Questions anchor chart • Informative Writing Checklist

	4. Homework A. Choose an Informative Quick Write prompt in your homework resources to respond to. B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.			
Lesson 8 **Writing an Informative Piece: Crafting Introductions** W.4.2, W.4.2a, W.4.2b, W.4.4, W.4.5, W.4.7, W.4.9, W.4.9b, L.4.1, L.4.1c **TN Standards** **4.W.TTP.2 a-d, 4.W.PDW.4, 4.W.PDW.5, 4.W.RBPK.7, 4.W.RBPK.8, 4.W.RBPK.9,** **4.FL.SC.6**	**1. Opening** A. Engaging the Writer and Reviewing Learning Targets (5 minutes) **2. Work Time** A. Examining a Model Introduction (15 minutes) B. Guided Practice: Writing a Focus Statement (10 minutes) C. Drafting an Introduction Paragraph (25 minutes) **3. Closing and Assessment** A. Third Draft of Sketch (5 minutes) **4. Homework** A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal. B. For ELLs: Complete the Language Dive Part 2 Practice in your Unit 2 Homework.	• I can write an introduction paragraph for my informative piece that describes my expert group animal, its habitat, and its predators, and has a focus statement that tells the topic of my writing. (**W.4.2**, **W.4.4**, **W.4.5**, **W.4.7**, **W.4.9b**) • I can use modal auxiliaries to express the condition of verbs. (**L.4.1c**)	• Draft of introduction paragraph (**W.4.2**, **W.4.4**, **W.4.5**, **W.4.7**, **W.4.9b**)	• Informative Writing Checklist • Effective Introductions anchor chart
Lesson 9 **Writing Informative Texts: Developing Proof Paragraphs** RI.4.9, W.4.2, W.4.2b, W.4.2e, W.4.4, W.4.5, W.4.7, W.4.9, W.4.9b, L.4.1, L.4.1c **TN Standards** **4.RI.IKI.9, 4.W.TTP.2 d-e, 4.W.PDW.4, 4.W.PDW.5, 4.W.RBPK.7, 4.W.RBPK.8,**	**1. Opening** A. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Analyzing Model Proof Paragraphs (15 minutes) B. Drafting Proof Paragraphs (25 minutes) C. Guided Practice: Writing a Concluding Statement (10 minutes) **3. Closing and Assessment** A. Fourth Draft of Sketch (5 minutes) **4. Homework**	• I can write proof paragraphs for my informative piece that describe the defense mechanisms of my expert group animal. (**RI.4.9**, **W.4.2**, **W.4.4**, **W.4.5**, **W.4.9b**) • I can write a concluding statement for my informative piece that summarizes the defense mechanisms of my expert group animal. (**RI.4.9**, **W.4.2**, **W.4.4**, **W.4.5**, **W.**	• Draft of proof paragraphs (**RI.4.9**, **W.4.2**, **W.4.4**, **W.4.5**, **W.4.7**, **W.4.9b**)	• Developing Proof Paragraphs anchor chart • Informative Writing Checklist

4.W.RBPK.9, 4.FL.SC.6	A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.	4.9b) • I can use modal auxiliaries to express the condition of verbs. (**L.4.1c**)		
Lesson 10 **Writing Informative Texts: Revising for Supporting Details and Word Choice** W.4.2, W.4.2b, W.4.2d, W.4.5, L.4.3, L.4.3a, L.4.6 **TN Standards** **4.W.TTP.2 d/g, 4.W.PDW.5, 4.FL.VA.7c**	**1. Opening** A. Engaging the Writer: Act It Out! (5 minutes) B. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Analyzing a Model for Supporting Details (15 minutes) B. Analyzing a Model for Word Choice (10 minutes) C. Independent Practice: Revising for Supporting Details and Word Choice (20 minutes) **3. Closing and Assessment** A. Finishing Sketches (5 minutes) **4. Homework** A. Choose and respond to an informative Quick Write prompt from your homework resources for this unit. B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.	• I can revise my writing for accurate facts with related evidence using my planning graphic organizer. (**W.4.2b**, **W.4.2d**, **W.4.5**) • I can use vocabulary from my research on animal defense mechanisms to write accurate descriptions in my informative piece. (**W.4.2b**, **W.4.2d**, **W.4.5**, **L.4.3a**, **L.4.6**)	• Revisions of informative piece (**W.4.2b**, **W.4.2d**, **W.4.5**, **L.4.3a**, **L.4.6**)	• Informative Writing Checklist • Informational Texts anchor chart • Steps for Revising My Writing anchor chart
Lesson 11 **Writing Informative Texts: Editing for Conventions** W.4.2, W.4.5, L.4.2, L.4.2a, L.4.2c, L.4.2d **TN Standards** **4.W.TTP.2, 4.W.PDW.5, 4.FL.SC.6 f/h**	**1. Opening** A. Research Reading Share (5 minutes) B. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Mini Lesson: Using Commas before Coordinating Conjunctions (10 minutes) B. Guided Practice: Editing for Conventions (15 minutes) C. Editing Stations (20 minutes) **3. Closing and Assessment** A. Exit Ticket (5 minutes)	• I can check my peers' work for correct capitalization and spelling. (**W.4.5**, **L.4.2a**, **L.4.2d**) • I can check my peers' work for correct use of a comma before a coordinating conjunction. (**W.4.5**, **L.4.2c**)	• Edits of informative piece (**W.4.2**, **W.4.5**, **L.4.2**)	• Informative Writing Checklist • Coordinating Conjunctions anchor chart • Spelling Conventions anchor chart • Capitalization Conventions anchor chart • Punctuation Conventions anchor chart

	4. Homework A. Complete Coordinating Conjunctions I in your Unit homework resources. B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.			
Lesson 12 **End of Unit 2 Assessment: Writing an Informative Text about Puffer fish Defense Mechanisms** RI.4.9, W.4.2, W.4.2a, W.4.2b, W.4.2d, W.4.2e, W.4.4, W.4.7, W.4.8, W.4.9, W.4.9b, L.4.2, L.4.2a, L.4.2c, L.4.2d, L.4.3, L.4.3a **TN Standards** **4.RI.IKI.9**, **4.W.TTP.2 a-e/g-h, 4.W.PDW.4, 4.W.RBPK.7, 4.W.RBPK.8, 4.W.RBPK.9, 4.FL.SC.6 f/h**	**1. Opening** A. Reviewing Learning Targets (5 minutes) **2. Work Time** A. End of Unit 2 Assessment, Part I: Multiple Choice (10 minutes) B. End of Unit 2 Assessment, Part II: Planning (10 minutes) C. End of Unit 2 Assessment, Part III: Drafting (30 minutes) **3. Closing and Assessment** A. Tracking Progress (5 minutes) **4. Homework** A. Complete Coordinating Conjunctions II in your Unit 2 homework resources. B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.	• I can analyze writing and answer language questions about it. (**W.4.2**, **W.4.4**, **W.4.10**, **L.4.2**, **L.4.3a**) • I can synthesize information from my research to plan and write a draft of an informative piece describing the pufferfish and its defense mechanisms. (**RI.4.9**, **W.4.2**, **W.4.4**, **W.4.9b**, **W.4.10**, **L.4.2**, **L.4.3a**)	• End of Unit 2 Assessment: Parts I, II, and III (**RI.4.9**, **W.4.2**, **W.4.4**, **W.4.9b**, **W.4.10**, **L.4.2**, **L.4.3a**) • Tracking Progress: Informative Writing	• Guiding Questions anchor chart

Fourth Grade Module 2: Unit 3: Using Writing to Entertain

Habits of Character/Social-Emotional Learning (SEL) Focus: Work 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 module, students work to **become effective learners**: develop the mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration). 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: Planning for and Drafting a Narrative Introduction

This assessment centers on CCSS ELA RI.4.9, W.4.3a, W.4.3d, W.4.4, W.4.9b, W.4.10, L.4.3a, and L.4.6 and has two parts. In Part I, students answer selected response questions targeting assessment of language and writing standards. In Part II, students plan and write a first draft beginning to their choose-your-own-adventure narrative. Students use their Introduction Expansion graphic organizers to write a beginning that establishes their narrative by introducing their character, setting, and problem of their story, using carefully chosen words and phrases to describe the characters, experiences, and events precisely.

End of Unit Assessment: Writing Choice #2 of the Choose-Your-Own-Adventure Narrative

This assessment centers on CCSS ELA RI.4.9, W.4.3b, W.4.3c, W.4.3d, W.4.3e, W.4.4, W.4.9b, W.4.10, L.4.1d, L.4.2a, L.4.2b, L.4.2d and L.4.3a, L.4.3b, L.4.3c, and L.4.6 and has two parts. In Part I, students answer selected response questions targeting assessment of language and reading standards. In Part II, students write Choice #2 for their choose-your-own-adventure narrative. In this narrative conclusion, students feature another defense mechanism of their animal.

Required Unit Trade book(s): *Venom* **and** *Can You Survive the Wilderness?*

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
Lesson 1 **Preparing to Write: Determining Characteristics of the Format** W.4.3, W.4.4, W.4.10 **TN Standards** **4.W.TTP.3, 4.W.PDW.4, 4.W.RW.10**	**1. Opening** A. Engaging the Reader: Reading *Can You Survive the Wilderness?* (15 minutes) B. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Revisiting the Performance Task Prompt (10 minutes) B. Rereading for Format: *Can You Survive the Wilderness?* (15 minutes)	• I can determine the characteristics of the "choose-your-own-adventure" format by analyzing an example.	• Participation in creation of Choose-Your-Own-Adventure Narrative anchor chart (W.4.4)	• Guiding Questions anchor chart • Performance Task anchor chart • Choose-Your-Own-Adventure anchor chart

	C. Creating a Choose-Your-Own-Adventure Narrative anchor chart (10 minutes) **3. Closing and Assessment** A. Exit Ticket (5 minutes) **4. Homework** A. Complete Editing for Capitalization, Punctuation, and Spelling I from your homework resources for this unit. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.			
Lesson 2 **Setting a Purpose for Writing: Understanding the Performance Task and Getting Started** W.4.2, W.4.4, W.4.5, W.4.6, L.4.1, L.4.2, L.4.3, L.4.3c **TN Standards** **4.W.TTP.2, 4.W.PDW.4, 4.W.PDW.5, 4.W.RBPK.6,** **4.FL.SC.6**	**1. Opening** A. Engaging the Writer: Reading *Can You Survive the Wilderness?* (10 minutes) B. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Shared Writing: About Your Adventure Page (20 minutes) B. Modeling: Preparing the Informative Page (10 minutes) **3. Closing and Assessment** A. Preparing the Informative Page (15 minutes) **4. Homework** A. Complete the Finding and Analyzing Description note-catcher from your homework resources for this unit. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	• I can collaborate with my peers to write an About Your Adventure page for my choose-your-own-adventure animal defense narrative. (**W.4.2**, **W.4.4**, **W.4.5**, **L.4.3c**) • I can prepare a final copy of my informative page for my choose-your-own-adventure animal defense narrative. (**W.4.4**, **W.4.5**, **W.4.6**, **L.4.1**, **L.4.2**, **L.4.3c**)	• Participation in shared writing of About Your Adventure page (**W.4.2**, **W.4.4**, **W.4.5**, **L.4.3c**) • Students' informative pages (**W.4.4**, **W.4.5**, **W.4.6**, **L.4.1**, **L.4.2**, **L.4.3c**)	• About Your Adventure Page anchor chart • Performance Task anchor chart
Lesson 3 **Orienting the Reader: Developing a Character Profile**	**1. Opening** A. Engaging the Writer: Sharing (10 minutes) B. Reviewing Learning Targets (5 minutes)	• I can listen as my peers share their informational writing and give specific praise for their work. (**W.4.4**, **L.4.3c**) • I can synthesize information to	• Informative page (**W.4.4**, **L.4.3c**) • Character Profile graphic organizer (**RI.4.9**, **W.4.3a**, **W.4.3d**, **W.4.5**	• Author's Chair Celebration Protocol • Author's Chair Celebration anchor chart • Choose- Your-Own-Adventure

RI.4.9, W.4.3, W.4.3a, W.4.3d, W.4.4, W.4.5, SL.4.1, SL.4.1b, L.4.3, L.4.3a, L.4.3c, L.4.6 **TN Standards** **4.RI.IKI.9**, 4.W.TTP.3 a-b/f, 4.W.PDW.4, 4.W.PDW.5, 4.SL.CC.1, 4.FL.VA.7c	**2. Work Time** A. Developing a Character Profile for the Millipede (10 minutes) B. Partner Practice: Developing a Character Profile for the Millipede (5 minutes) C. Independent Practice: Developing a Character Profile for the Expert Group Animal (20 minutes) **3. Closing and Assessment** A. Sharing (10 minutes) **4. Homework** A. Reread "Powerful Polly" for the gist. B. Choose and respond to a narrative QuickWrite prompt from your homework resources for this unit. C. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	develop an accurate character profile supported by research. (**RI.4.9**, **W.4.3a**, **W.4.3d**, **W.4.5**, **L.4.3a**, **L.4.6**)	, **L.4.3a**, **L.4.6**)	anchor chart
[Lesson 4] **Developing Plot: Establishing a Problem** RI.4.9, W.4.3, W.4.3a, W.4.3d, W.4.4, W.4.5, L.4.3, L.4.3a, L.4.6 **TN Standards** **4.RI.IKI.9**, 4.W.TTP.3, a-b/f 4.W.PDW.4, 4.W.PDW.5, 4.FL.VA.7c	**1. Opening** A. Engaging the Writer: Sketching (5 minutes) B. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Examining Organization of Narratives (20 minutes) B. Guided Practice: Planning the Millipede Narrative (15 minutes) C. Independent Practice: Reviewing Research and Planning the Expert Group Animal Narrative (10 minutes) **3. Closing and Assessment** A. Sharing (5 minutes) **4. Homework** A. Read and annotate "How the Monkey Got Food When He Was Hungry" from your homework resources for this unit. B. Accountable Research Reading.	• I can determine the characteristics of a narrative. (**W.4.3a**, **W.4.3d**, **L.4.3a**) • I can organize a plot for a narrative using events based on research of my animal and its defense mechanisms. (**RI.4.9**, **W.4.3a**, **W.4.3d**, **W.4.4**, **W.4.5**, **L.4.3a**, **L.4.6**)	• Plot Structure note-catcher (**W.4.3a**, **W.4.3d**, **L.4.3a**) • Narrative Planning graphic organizer (**RI.4.9**, **W.4.3a**, **W.4.3d**, **W.4.4**, **W.4.5**, **L.4.3a**, **L.4.6**)	• Narrative Texts anchor chart • Performance Task anchor chart • Steps for Planning and Drafting My Narrative anchor chart

	Select a prompt to respond to in the front of your independent reading journal.			
Lesson 5 **Developing Plot: Establishing a Resolution and Conclusion** RI.4.9, W.4.3, W.4.3a, W.4.3d, W.4.3e, W.4.4, W.4.5, L.4.3, L.4.3a, L.4.6 **TN Standards** **4.RI.IKI.9**, **4.W.TTP.3**, **4.W.PDW.4**, **4.W.PDW.5**, **4.FL.VA.7c a-b/d-f**	**1. Opening** A. Engaging the Writer: Understanding the Narrative Writing Checklist (5 minutes) B. Reviewing Learning Target (5 minutes) **2. Work Time** A. Reviewing Organization of Narratives (10 minutes) B. Guided Practice: Planning the Millipede Narrative (10 minutes) C. Independent Practice: Reviewing Research and Planning the Expert Group Animal Narrative (25 minutes) **3. Closing and Assessment** A. Exit Ticket (5 minutes) **4. Homework** A. Read and annotate "How the Monkey Got Food When He Was Hungry" from your homework resources for this unit. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	• I can organize a plot for a narrative using events based on research of my animal and its defense mechanisms. (**RI.4.9**, **W.4.3a**, **W.4.3d**, **W.4.3e**, **W.4.4**, **W.4.5**, **L.4.3a**, **L.4.6**)	• Narrative Planning graphic organizer (**RI.4.9**, **W.4.3a**, **W.4.3d**, **W.4.3e**, **W.4.4**, **W.4.5**, **L.4.3a**, **L.4.6**)	• Choose-Your-Own-Adventure anchor chart • Narrative Texts anchor chart • Performance Task anchor chart • Steps for Planning and Drafting My Narrative anchor chart
Lesson 6 **Peer Critique for Organization and Language** RI.4.9, RI.4.10, RL.4.10, W.4.3, W.4.3a, W.4.3d, W.4.3e, W.4.4, W.4.5, SL.4.1, L.4.3, L.4.3a, L.4.6 **TN Standards** **4.RI.IKI.9**, **4.RI.RRTC.10**, **4.RL.RRTC.10**, **4.W.TTP.3 a-b/e-f**, **4.W.PDW.4**, **4.W.PDW.5**, **4.SL.CC.1**,	**1. Opening** A. Engaging the Writer: Sketching (5 minutes) B. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Research Reading Share (20 minutes) B. Peer Critique (15 minutes) C. Annotating Plans for Revision (5 minutes) **3. Closing and Assessment** A. Revising Narrative Plan (10	• I can organize a plot for a narrative using events based on research of my animal and its defense mechanisms. (**RI.4.9**, **W.4.3a**, **W.4.3d**, **W.4.3e**, **W.4.4**, **W.4.5**) • I can critique the ideas of my writing partner's Narrative Planning graphic organizer for the characteristics of a narrative. This means I can look for a plan for the characters, setting,	• Independent reading journals (**RI.4.10**, **RL.4.10**) • Narrative Planning graphic organizer (**RI.4.9**, **W.4.3a**, **W.4.3d**, **W.4.3e**, **W.4.4**, **W.4.5**, **SL.4.1**, **L.4.3a**, **L.4.6**)	• Peer Critique protocol • Peer Critique Protocol anchor chart • Steps for Revising My Writing anchor chart

4.FL.VA.7c	minutes) **4. Homework** A. Choose and respond to a narrative Quick Write prompt from your homework resources for this unit. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	introduction, rising action, problem, resolution, and conclusion, and for precise words and phrases. (**RI.4.9**, **W.4.3a**, **W.4.3d**, **W.4.3 e**, **W.4.5**, **SL.4.1**, **L.4.3a**, **L.4.6**)		
[Lesson 7](#) **Planning Organization: Expanding the Introduction** RI.4.9, W.4.3, W.4.3a, W.4.3d, W.4.4, W.4.5, L.4.3, L.4.3a, L.4.3c, L.4.6 **TN Standards** **4.RI.IKI.9**, **4.W.TTP.3 a-b/f, 4.W.PDW.4, 4.W.PDW.5, 4.FL.VA.7c**	**1. Opening** A. Reviewing Learning Targets and Engaging the Writer: Understanding the Narrative Writing Checklist (10 minutes) **2. Work Time** A. Examining a Model: An Introductory Paragraph for the Pufferfish Narrative (10 minutes) B. Guided Practice: Planning the Millipede Narrative Introduction (15 minutes) C. Guided Writing: Drafting the Introduction for the Millipede Narrative (20 minutes) **3. Closing and Assessment** A. Debriefing (5 minutes) **4. Homework** A. Create a short comic strip based on the plans for Choice #1 of your story by drawing a picture for each section of your Narrative Planning graphic organizer. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal. C. For ELLs: Complete the Language Dive Practice in your Unit 3 Homework.	• I can plan and draft a compelling introduction that establishes a situation by introducing and describing the characters, setting, and plot of my narrative. (**RI.4.9**, **W.4.3a**, **W.4.3d**, **W.4.4**, **W.4.5**, **L.4.3a**, **L.4.3c**, **L.4.6**)	• Millipede Introduction Expansion graphic organizer (**RI.4.9**, **W.4.3a**, **W.4.3d**, **W.4.5**, **L.4.3a**) • Millipede Introduction draft (**RI.4.9**, **W.4.3a**, **W.4.3d**, **W.4.4**, **W.4.5**, **L.4.3a**, **L.4.3c**, **L.4.6**)	• Narrative Texts anchor chart
[Lesson 8](#)	**1. Opening** A. Engaging the Writer: Popcorn	• I can plan and draft a compelling introduction that	• Mid-Unit 3 Assessment: Narrative Writing: Choose-	• Narrative Texts anchor chart • Performance Task anchor

Mid-Unit Assessment: Narrative Writing: Choose-Your-Own-Adventure Introduction RI.4.9, W.4.3, W.4.3a, W.4.3d, W.4.4, W.4.9, W.4.9b, W.4.10, L.4.3, L.4.3a, L.4.6 **TN Standards** **4.RI.IKI.9, 4.W.TTP.3 a-b/f, 4.W.PDW.4, 4.W.RBPK.9, 4.W.RW.10, 4.FL.VA.7c**	Read (5 minutes) B. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Mid-Unit 3 Assessment, Part I: Multiple Choice (10 minutes) B. Mid-Unit 3 Assessment, Part II: Planning the Expert Group Animal Narrative Introduction (10 minutes) C. Mid-Unit 3 Assessment, Part III: Drafting the Expert Group Animal Narrative Introduction (25 minutes) **3. Closing and Assessment** A. Tracking Progress (5 minutes) **4. Homework** A. Choose and respond to a narrative QuickWrite prompt from your homework resources for this unit. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	establishes a situation by introducing the characters, setting, and plot of my narrative. (**RI.4.9**, **W.4.3a**, **W.4.3d**, **W.4.4**, **W.4.9b**, **W.4.10**, **L.4.3a**, **L.4.6**)	Your-Own-Adventure Introduction (**RI.4.9**, **W.4.3a**, **W.4.3d**, **W.4.4**, **W.4.9b**, **W.4.10**, **L.4.3a**, **L.4.6**) • Tracking Progress: Narrative Writing (**W.4.3**)	chart • Steps for Planning and Drafting My Narrative anchor chart
<u>Lesson 9</u> **Revising Narrative Texts: Organization** W.4.3, W.4.3a, W.4.3b, W.4.5, L.4.2, L.4.2b, L.4.3, L.4.3a **TN Standards** **4.W.TTP.3 a-c, 4.W.PDW.5, 4.FL.SC.6**	**1. Opening** A. Reviewing Learning Targets (10 minutes) **2. Work Time** A. Peer Critique of Drafts: Introductions (20 minutes) B. Annotating Drafts for Revision (10 minutes) **3. Closing and Assessment** A. Examining Models of Dialogue (20 minutes) **4. Homework** A. Complete two of the dialogue practices from your homework resources for this unit. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading	• I can critique my writing partner's narrative for organization and provide kind, helpful, and specific feedback. (**W.4.3**, **W.4.5**) • I can explain how authors of narratives use dialogue to help the reader understand the thoughts, feelings, and responses of characters. (**W.4.3**, **L.4.3a**) • I can use commas and quotation marks correctly to show dialogue. (**L.4.2b**)	• Choose-your-own-adventure narrative (annotated first draft) (**W.4.3**, **W.4.5**, **L.4.2b**, **L.4.3a**) • Narrative Feedback recording form (**W.4.5**)	• Narrative Texts anchor chart • Performance Task anchor chart • Steps for Planning and Drafting My Narrative anchor chart • Peer Critique protocol • Peer Critique Protocol anchor chart • Steps for Revising My Writing anchor chart • Writing Dialogue anchor chart

	journal.			
Lesson 10 **Revising Narrative Texts: Dialogue** W.4.3, W.4.3b, W.4.5, L.4.2, L.4.2b **TN Standards** **4.W.TTP.3, 4.W.PDW.5, 4.FL.SC.6**	**1. Opening** A. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Guided Practice: Annotating Millipede Draft for Use of Dialogue (15 minutes) B. Partner Work: Identifying Where to Add Dialogue to Narratives (10 minutes) C. Independent Practice: Writing Dialogue (25 minutes) **3. Closing and Assessment** A. Exit Ticket (5 minutes) **4. Homework** A. Complete one of the dialogue practices from your homework resources for this unit. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	• I can revise my narrative to add dialogue to help the reader understand what the characters are thinking and feeling. (**W.4.3b**, **W.4.5**, **L.4.2b**) • I can use commas and quotation marks correctly to show dialogue. (**L.4.2b**)	• Choose-your-own-adventure narrative (annotated first draft) (**W.4.3b**, **W.4.5**, **L.4.2b**)	• Writing Dialogue anchor chart • Steps for Revising My Writing anchor chart
Lesson 11 **Revising Narrative Texts: Sensory Details and Domain-Specific Vocabulary** W.4.3, W.4.3d, W.4.5, L.4.1, L.4.1d, L.4.3, L.4.3a, L.4.6 **TN Standards** **4.W.TTP.3, 4.W.PDW.5, 4.FL.SC.6, 4.FL.VA.7c**	**1. Opening** A. Reviewing Learning Targets: Examining a Checklist to Understand Criteria for Choose-Your-Own-Adventure Narratives (10 minutes) **2. Work Time** A. Examining Models for Sensory Details and Vocabulary (10 minutes) B. Mini Lesson: Ordering Adjectives (10 minutes) C. Guided Practice: Revising for Sensory Details/Vocabulary from Research (1o minutes) **3. Closing and Assessment** A. Independent Practice: Revising for Sensory Details and Vocabulary from Research (20 minutes) **4. Homework** A. Complete at least one of the	• I can use domain-specific vocabulary from my research to precisely describe my animal and its defense mechanisms in my narrative. (**W.4.3d**, **W.4.5**, **L.4.3a**, **L.4.6**) • I can use sensory details to help the reader understand how things look, smell, taste, sound, and feel. (**W.4.3d**, **W.4.5**, **L.4.3a**, **L.4.6**) • I can use adjectives in a sentence in the correct order. (**L.4.1d**)	• Choose-your-own-adventure narrative (annotated first draft) (**W.4.3d**, **W.4.5**, **L.4.1d**, **L.4.3a**, **L.4.6**)	• Adjective Order anchor chart • Steps for Revising My Writing anchor chart

	Ordering Adjectives practices from your homework resources for this unit. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.			
Lesson 12 **Revising Narrative Texts: Drafting a Conclusion and Using Transitional Words and Phrases** W.4.3, W.4.3c, W.4.3e, W.4.5 **TN Standards** **4.W.TTP.3 d-e, 4.W.PDW.5**	**1. Opening** A. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Guided Practice: Writing a Conclusion for the Millipede Draft (15 minutes) B. Independent Practice: Writing a Conclusion for Your Choose-Your-Own-Adventure Narrative (20 minutes) **3. Closing and Assessment** A. Mini Lesson and Revisions: Adding Transitional Words and Phrases (15 minutes) **4. Homework** A. Complete at least one of the Transitional Words and Phrases practices from your homework resources for this unit. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	• I can write an ending that resolves the problem and brings the story to a close. (**W.4.3e**, **W.4.5**) • I can use transitional words and phrases to sequence events in my narrative. (**W.4.3c**, **W.4.5**)	• Choose-your-own-adventure narrative (annotated first draft) (**W.4.3c**, **W.4.3e**, **W.4.5**)	• Narrative Texts anchor chart • Steps for Revising My Writing anchor chart
Lesson 13 **Revising Narrative Texts: Editing Conventions and Writing a Second Draft** W.4.5, L.4.2, L.4.2a, L.4.2b, L.4.2d **TN Standards** **4.W.PDW.5, 4.FL.SC.6 f-g**	**1. Opening** A. Research Reading Share (5 minutes) B. Reviewing Learning Targets (10 minutes) **2. Work Time** A. Editing for Conventions (10 minutes) B. Reviewing Feedback from Mid-Unit 3 Assessment (10 minutes) C. Writing Second Draft of Narratives	• I can check my peers' work for correct spelling, capitalization, and punctuation. (**W.4.5**, **L.4.2a**, **L.4.2b**, **L.4.2d**) • I can write a new draft of my narrative incorporating all of my revisions and teacher feedback. (**W.4.5**, **L.4.2a**, **L.4.2b**, **L.4.2d**)	• Choose-your-own-adventure narrative (second draft) (**W.4.5**, **L.4.2a**, **L.4.2b**, **L.4.2d**)	• Performance Task anchor chart • Steps for Planning and Drafting My Narrative anchor chart

	(20 minutes) **3. Closing and Assessment** A. Preparing for the End of Unit 3 Assessment (5 minutes) **4. Homework** A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.			
Lesson 14 **End of Unit Assessment: Narrative Writing: Choose-Your-Own-Adventure Conclusion** RI.4.9, W.4.3, W.4.3b, W.4.3c, W.4.3d, W.4.3e, W.4.4, W.4.9, W.4.9b, W.4.10, L.4.1, L.4.1d, L.4.2, L.4.2a, L.4.2b, L.4.2d, L.4.3, L.4.3a, L.4.3b, L.4.3c **TN Standards** **4.RI.IKI.9**, **4.W.TTP.3 c-f, 4.W.PDW.4, 4.W.RBPK.9, 4.W.RW.10, 4.FL.SC.6 f-g**	**1. Opening** A. Reviewing Learning Targets (10 minutes) **2. Work Time** A. End of Unit 3 Assessment (45 minutes) **3. Closing and Assessment** A. Tracking Progress (5 minutes) **4. Homework** A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	• I can analyze writing and answer language questions about it. (**W.4.3**, **W.4.4**, **L.4.1**, **L.4.2**, **L.4.3**) • I can write Choice #2 for my choose-your-own-adventure animal defense mechanisms narrative. (**RI.4.9**, **W.4.3**, **W.4.4**, **W.4.9b**, **L.4.1**, **L.4.2**, **L.4.3**)	• End of Unit 3 Assessment: Narrative Writing: Choose-Your-Own-Adventure Conclusion (**RI.4.9**, **W.4.3**, **W.4.4**, **W.4.9b**, **L.4.1**, **L.4.2**, **L.4.3**) • Tracking Progress: Narrative Writing (**W.4.3**)	
Lesson 15 **Publishing the Choose-Your-Own Adventure Animal Defense Mechanisms Narrative** RI.4.9, W.4.2, W.4.3, W.4.3b, W.4.3c, W.4.3d, W.4.3e, W.4.6, W.4.7, W.4.8, W.4.9, W.4.9b **TN Standards** **4.RI.IKI.9**, **4.W.TTP.3 c-f, 4.W.PDW.6, 4.W.RBPK.7, 4.W.RBPK.8, 4.W.RBPK.9**	**1. Opening** A. Reviewing Learning Targets (10 minutes) **2. Work Time** A. Independent Work and Conferring (35 minutes) **3. Closing and Assessment** A. Writer's Gallery (15 minutes) **4. Homework** A. None	• I can publish my choose-your-own-adventure animal defense mechanisms narrative. (**RI.4.9**, **W.4.3**, **W.4.6**, **W.4.7**, **W.4.8**, **W.4.9b**) • I can write a positive comment after reading a classmate's writing.	• Choose-your-own-adventure animal defense mechanisms narratives (final copy) (**RI.4.9**, **W.4.3**, **W.4.6**, **W.4.7**, **W.4.8**, **W.4.9b**)	• Performance Task anchor chart • Steps for Publishing My Narrative anchor chart