Teacher: HALL. ROBINSON 4th Grade Date:11/11-15 Subject: Reading/Language/Spelling/Writing Period: 1st

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| **ACAP PRATICE AND TESTING**  **Alabama CCRS/COS: Standards**  LF.PH.1LF.VO.EXP.S.13R1LF.CO.14LF.WR.EXP.S.41.aLF.FL.5LF.FL.REC.R.6LF.FL.REC.R.7LF.VO.EXP.S.12  LF.CO.REC.R.20.bLF.CO.REC.R.21.aLF.FL.5LF.FL.REC.R.6 LF.CO.REC.R.20.bLF.CO.REC.R.21.aLF.CO.REC.R.20.cLF.CO.EXP.W.28LF.WR.32LF.FL.EXP.W.8LF.CO.14LF.CO.REC.R.20.aLF.FL.5LF.FL.REC.R.6  LF.VO.REC.R.10.aR5LF.FL.EXP.W.8LF.CO.14LF.CO.EXP.W.28LF.WR.32LF.CO.REC.R.20.aLF.CO.REC.R.21.aLF.CO.REC.R.23.bR3LF.VO.9LF.FL.5LF.FL.REC.R.6R1  R.4.15. ANALYZE IN DEPTH A CHARACTER, SETTING, OR EVENT IN A STORY OR DRAMA, DRAWING ON SPECIFIC DETAILS IN THE TEXT.  A. IDENTIFY AND EXPLAIN ATTITIUDES AND INFLUENCES OF MULTIPLE CHARACTERS WITH A TEXT.  B. EXPLAIN HOW THE MAIN CAHRACTER CHANGES THROUGHOUT THE STORY, USING EXPLICIT EVIDENCE FORMTHE TEST.  C. MAKE AN INFERENCE ABOUT A CHARACTER’S BEHAVIOR, THE SETTING AND/OR SPECIFIC EVENTS, USING EXPLICIT DETAILS FROM THE STORY.  R.4.16. DESCRIBE HOW AUTHORS USE LITERARY DEVICES AND TEXT FEATURES TO CONVEY MEANING IN PROSE, POETRY, AND DRAMA.  A. IDENTIFY CLUES IN THE TEXT TO RECOGNIZE IMPLICIT MEANINGS.  B. APPLY PRIOR KNOWLEDGE TO TEXTUAL CLUES TO DRAW CONCLUSIONS ABOUT THE AUTHOR’S MEANING.  C. MAKE AN INFERENCE ABOUT THE MEANING OF A MEANING OF A TEXT AND SUPPORT IT WTH TEXTUAL EVIDENCE.  R.4.17. IDENTIFY THE NARRATOR’S POINT OF VIEW IN A LITERARY TEXT AND EXPLAIN HOW IT DIFFERES FROM A CHARACTER’S PERSPECTIVE.  A. EXPLAIN THE DIFFERENCE BETWEEN FIRST PERSON AND THIRD PERSON NARRATION, INCLUDING OMNISCIENT AND THIRD PERSON LIMITED.  B. STATE AN OPINION OF THE AUTHOR’S US E OF NARRATION, SUPPORTING REASONING WITH EXAMPLE FROM THE TEXT.  R.4.18 INDENTIFY THE POINT OF VIEW IN A NARRATIVE AND DESCRIBE HOW THE NARRATIVE WOULD BE DIFFERENT IF TOLD FROM THE PERSPECTIVE OF A DIFFERENT CHARACTER OR NARRATOR.  A. COMPARE AND CONTRAST FIRSTHAND AND SECONDHAND ACCOUNTS OF THE SAME EVENT OR TOPIC, DESCRIBING THE DIFFERENCES IN FOCUS AND THE INFORMATION PROVIDED.  B. COMPARE THE PERSPECTIVE OF DIFFERENT CHARACTERS WITHIN A TEXT. |

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| **Outcome(s)/Objective(s) Students will …..** Objectives:  * build oral language skills. * ENGAGE IN READING STORIES AND DRAMAS. * DESCRIBE IN DEPTH CHARACTERS, SETTINGS, AND EVENTS IN STORIES AND DRAMAS. * IDENTIFY AND EXPLAIN ATTITUDES AND INFLUENCES OF MULTIPLES CHARACTERS IN A TEXT. * EXPLAIN HOW THE MAIN CHARACTER CHANGES THROUGHOUT THE STORY. * IDENTIFY PARTICUALAR DETAISL WITH THE TEXT THAT CAN BE USED TO EXPLAIN HOW THE MAIN CHARACTER CHANGES THORUGHOUT THE STORY. * IDENTIFY EXPLICIT DETAILS FORM THE TEXT TO MAKE INFERENCES ABOUT THE CHARACTER’S BEHAVIOR, SETTING, AND SPECIFIC EVENTS. * IDENTIFY COMMON LITERARY DEVICES AND TEXT FEATURES USED TO CONVEY MEANING IN PROSE, POETRY, AND DRAMA. * DESCRIBE HOW AUTHORS USE LITERARY DEVICES, TEXT FEATURES AND CLUES TO CONVEY MEANING IN PROSE, POETRY , AND DRAMA. * APPLAY PRIOR KNOWLEDGE TO TEXTUAL CLUES TO DRAW CONCLUSIONS AND MAKE INFERENCES ABOUT THE AUTHOR’S MEANING AND EVIDENCE IN A LITERARY TEXT. * IDENTIFY THE NARRATOR’S POINT OF VIEW, A CHARACTER’S PERSPECTIVE, AND OPINIONS ABOUT THE AUTHOR IN LITERARY TEXTS. * DEFINE FIRST-PERSON AND THRID-PERSON POINT OF VEIW BY EXAMINING EACH CHARACTERISTICS OF EACH. * CONTRAST THE NARRATOR’S POIN TO VIEW WITH A CHARACTER’S PERSPECTIVE. * EXPLAIN THE DIFFERENCES BETWEEN FIRST-PERSON AND THIRD-PERSON NARRATION, INCLUDING THIRD-PERSON AND THIRD PERSON LIMITED. |

**ACTIVATING LEARNING STRATEGY/STRATEGIC TEACHING STRATEGIES:**

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|  | KWL |  | Word Splash |  | Anticipation Guide |  | Lecture |  | Graphic Organizer/VLT | |  | Poem, Rhymes, etc. |
|  | Survey |  | Possible Sentence |  | Think-Pair-Share |  | Reading |  | Pictograph | |  | Acronyms/Word |
|  | First Word |  | Concept Map |  | Vocabulary Overview |  | Model |  | Diagram | |  | Other: \_Clue, Problem, Wondering Board\_\_  Concept Question Board\_ |
|  | Word Map |  | Frayer Model |  | Daily Language Practice (DLP)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | Hands-on |  | Mind Map/Visual Guide |  | |  |
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| **Engagement Strategies:**  - Collaborative Group Work  - Writing to Learn  - Literacy Groups  Sound/Spelling Cards / Routine Cards\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  - Questioning Techniques  - Scaffolding Text  -Classroom Talk  - T.W.I.R.L. | | | | | | | | | | | | |
| **Technology Integration:**  Smart board  Document Camera  IPADS  Mac Books  Computers  Kindles  Interactive Tablets  Digital/ Video Camera  Clickers  ACCESS  Computer Program:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | | |
| **THIS WEEK’S VOCABULARY:**  **LITERARY TEXT: A PIECE OF WRITING**  **STORY: TALE, NARRATIVE, OR ACCOUNT**  **DRAMA: PLAY, SHOW, THEATER…RADIO…TELEVISION**  **CHARACTER: PERSON, ROLE, PLAYER OF PART**  **SETTING: PLACE, SURROUNDINGS, ENVIRONMENT, ECOSYSTEM**  **PLOT: MAIN EVENTS IN STORY, PLAY, NOVEL, MOVIE…. MAIN ACTIONS**  **EVENT: SEQUENCE OF THINGS HAPPENINGS**  **ANALYZE: FIND EVIDENCE OR FACTS ABOUT EVENTS OF STORY/DRAMA**  **EXPLAIN: INFORM OR TELL INFORMATION ABOUT STORY/ DRAMA**  **EXPLICIT: STATES OR DESCRIBE THE FACTUAL MEANING OF STORY/DRAMA**  **EVIDENCE: FACTS THAT SUPPORT UNDERSTANDING OF STORY/DRAMA**  **DETAILS: FACTS OR OPINIONS FROM A STORY/DRAMA**  **ATTITUDE: HOW CHARACTER OR AUTHOR THINKS OR FEELS ABOUT STORY/DRAMA**  **INFLUENCE: HOW CHARACTER CHANGE OR DO SOMETHING TO HELP OR MAKE SOMETHING WORK**  **MAKING INFERENCE: USING CLUES TO SAY WHAT’S HAPPENING OR GIVE AN UNDERSTANDING ABOUT STORY/DRAMA**  **DRAWING CONLUSIONS: USING CONTEXT CLUES TO MAKE INFEERENCES ABOUT STORY/DRAMA** | | | | | | | | | | | | |
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**PROCEDURAL CONTENT (application)**

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|  | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| ***Essential Question*** | | WHAT ARE THE ELEMENTS OF A STORY OR DRAMA? | ***HOW CAN YOU TEXT FEATURES TO CONVEY MEANINGS IN PROSE, POETRY, AND DRAMAS?*** | ***HOW CAN YOU MAKE INFERENCES AND DRAW CONCLUSIONS FROM STORIES AND DRAMAS?*** | ***WHAT IS THE POINT OF VIEW FROM STORIES, POEMS, AND DRAMAS?*** | ***WHAT IS THE POINT OF VIEW FROM STORIES, POEMS, AND DRAMA?*** | |
| ***I Can Statement*** | | **I CAN DEFINE STORY ELEMENTS OF A STORY OR DRAMA.** | I CAN USE TEXT FEATURES TO CONVEY MEANINGS IN PROSE, POETRY, AND DRAMAS. | I CAN MAKE INFERENCES AND DRAW CONCLUSIONS FORM STORIES AND DRAMAS. | I CAN DISTINGUISH POINT OF VIEW FROM STORIES, POEMS, AND DRAMAS. | I CAN DISTINGUISH POINT OF VIEW FROM STORIES, POEMS, AND DRAMAS. | |
| *Preview*  *(Before)*  *Warm-up- Hook* | | Say Something  Word Analysis  INTRODUCTION ALL NEW SKILLS | Say Something  Word Analysis  WHOLE GROUP REVIEW (30 MINS)  SMALL GROUP CENTERS  PHONICS PRACTICE  WORD WORK  SKILLS REVIEW  WRITING  IREADY PATHWAY | Say Something  Word Analy sis  WHOLE GROUP REVIEW (30 MINS)  SMALL GROUP CENTERS  PHONICS PRACTICE  WORD WORK  SKILLS REVIEW  WRITING  IREADY PATHWAY | Say Something  Word Analysis  WHOLE GROUP REVIEW (30 MINS)  SMALL GROUP CENTERS  PHONICS PRACTICE  WORD WORK  SKILLS REVIEW  WRITING  IREADY PATHWAY | Say Something  Word Analysis | |
| *Instruction*  *(During)*  I Do-  We Do-  Y’all Do-  You Do- | | Share and Show  BUILD BACKGROUND  PREVIEW THE SELECTION  COMPREHENSION STRATEGIES:  VISUALIZING, ASK AND ANSWER QUESTIONS SUMMARIZING  DISCUSS THE SLECTION  DEVELOP VOCABULARY  BUILD BACKGROUND  SET PURPOSE  READ THE READ ALOUD  DISCUSS READ ALOUD  CONCEPT/QUESTION BOARD | Popcorn Reading  CLOSE READING  PRACTICE VOCABULARY  BUILD BACKGROUD  PREVIEW THE SELECTION  CAUSE/EFFECT  FACT/OPINION  DISCUSS THE SLECTION  DEVELOP VOCABULARY  FLUENCY  CLUES/PROBLEMS/WONDERINGS | Popcorn Reading  CLOSE READING  CAUSE/EFFECT  FACT/OPINION  BUILD BACKGROUND  EXAGGERATION  TEXT CONNECTIONS  PRACTICE COMPREHENSION  FLUENCY | Share and Show  **HANDING OFF**  **CLOSE READING REVIEW**  **CLOSE READING**  **STORY ELEMENTS: CHARACTER**  **GENRE: REALISTIC FICTION**  **LOOK CLOSER**  **SOCIAL STUDIES/SCIENCE CONNECTION** | WORD ANALYSIS  REVIEW VOCABULARY  COMPREHENSION STRATEGIES  **ACESS COMPLEX TEST** | |
| Small Groups | | INTERVENTION | INTERVENTION | INTERVENTION | INTERVENTION |  | |
| *After/Homework* | | GRAND CONVERSATION  CENTER ACTIVITIES  OCR Practice Skills, Study Notes, Home Connection Sheet | GRAND CONVERSATION  CENTER ACTIVITIES  OCR Practice Skills, Study Notes, Home Connection Sheet  READING SKILLS 159-160  WRITING PG  WORD WORK/DECODING PG 155-156  FLUENCY PG 151-154, 157-158  COMPREHENSION-TEXT  MYON READING  IREADY | GRAND CONVERSATION  CENTER ACTIVITIES  OCR Practice Skills, Study Notes, Home Connection Sheet | GRAND CONVERSATION  CENTER ACTIVITIES  INDEPENDENT REVIEW OCR Practice Skills, Study Notes, Home Connection Sheet | GRAND CONVERSATION  Study Notes, Home Connection Sheet | |
| **Assessment (Formative):** Class work Notebook Homework quizzes Tests Computer activities Collaborative work  Project/ Other: | | | | | |

**Assessment (Summative):** Quizze**s** T**ests** Group activities Project based Other:

**Summarizing****:**  3-2-1  Ticket out the Door  The Important Thing  Cue Cards  Teacher Questions  Student Summary  Other: ART TALK