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.12LF.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.6LF.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.6R1R.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.
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**ACTIVATING LEARNING STRATEGY/STRATEGIC TEACHING STRATEGIES:**

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|  [ ]  | KWL |  |  [ ]  Word Splash |   | [ ]  Anticipation Guide |  | [x]  Lecture |  | [ ]  Graphic Organizer/VLT |   | [ ]  Poem, Rhymes, etc. |
|  [ ]  | Survey |   |  [ ]  Possible Sentence |   | [x]  Think-Pair-Share |  | [x]  Reading |   | [ ]  Pictograph |   | [ ]  Acronyms/Word |
|  [ ]  | First Word |   |  [x]  Concept Map |  | [x]  Vocabulary Overview |   | [ ]  Model |   | [ ]  Diagram |   | [x]  Other: \_Clue, Problem, Wondering Board\_\_Concept Question Board\_ |
|  [ ]  |  Word Map |   |  [ ]  Frayer Model |  | [x]  Daily Language Practice (DLP)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |   | [ ]  Hands-on |   | [ ]  Mind Map/Visual Guide |  |  |
|   |   |   |   |   |   |   |   |   |   |   |   |
| **Engagement Strategies:**[x]  - Collaborative Group Work [ ]  - Writing to Learn [ ]  - Literacy Groups [x]  Sound/Spelling Cards / Routine Cards\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [x]  - Questioning Techniques [x]  - Scaffolding Text [x]  -Classroom Talk [x]  - T.W.I.R.L. |
| **Technology Integration:** [x]  Smart board [ ]  Document Camera [ ]  IPADS [ ]  Mac Books [x]  Computers [ ]  Kindles [ ]  Interactive Tablets [ ]  Digital/ Video Camera [ ]  Clickers [ ]  ACCESS [x]  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 SomethingWord AnalysisINTRODUCTION ALL NEW SKILLS | Say SomethingWord Analysis WHOLE GROUP REVIEW (30 MINS)SMALL GROUP CENTERSPHONICS PRACTICEWORD WORKSKILLS REVIEWWRITINGIREADY PATHWAY | Say SomethingWord Analy sis WHOLE GROUP REVIEW (30 MINS)SMALL GROUP CENTERSPHONICS PRACTICEWORD WORKSKILLS REVIEWWRITINGIREADY PATHWAY | Say SomethingWord AnalysisWHOLE GROUP REVIEW (30 MINS)SMALL GROUP CENTERSPHONICS PRACTICEWORD WORKSKILLS REVIEWWRITINGIREADY PATHWAY | Say SomethingWord Analysis   |
| *Instruction* *(During)*I Do-We Do-Y’all Do-You Do- | Share and ShowBUILD BACKGROUND PREVIEW THE SELECTIONCOMPREHENSION STRATEGIES: VISUALIZING, ASK AND ANSWER QUESTIONS SUMMARIZINGDISCUSS THE SLECTIONDEVELOP VOCABULARY BUILD BACKGROUND SET PURPOSEREAD THE READ ALOUD DISCUSS READ ALOUD CONCEPT/QUESTION BOARD  | Popcorn ReadingCLOSE READINGPRACTICE VOCABULARYBUILD BACKGROUD PREVIEW THE SELECTIONCAUSE/EFFECTFACT/OPINION DISCUSS THE SLECTION DEVELOP VOCABULARYFLUENCY CLUES/PROBLEMS/WONDERINGS | Popcorn ReadingCLOSE READINGCAUSE/EFFECT FACT/OPINIONBUILD BACKGROUNDEXAGGERATIONTEXT CONNECTIONSPRACTICE 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 CONVERSATIONCENTER ACTIVITIESOCR Practice Skills, Study Notes, Home Connection Sheet | GRAND CONVERSATIONCENTER ACTIVITIESOCR Practice Skills, Study Notes, Home Connection SheetREADING SKILLS 159-160WRITING PG WORD WORK/DECODING PG 155-156FLUENCY PG 151-154, 157-158COMPREHENSION-TEXT MYON READING IREADY | GRAND CONVERSATIONCENTER ACTIVITIESOCR Practice Skills, Study Notes, Home Connection Sheet | GRAND CONVERSATIONCENTER ACTIVITIESINDEPENDENT REVIEW OCR Practice Skills, Study Notes, Home Connection Sheet | GRAND CONVERSATIONStudy Notes, Home Connection Sheet |
| **Assessment (Formative):** [x] Class work [ ] Notebook [ ] Homework [x] quizzes [x] Tests [x] Computer activities [ ] Collaborative work [ ]  Project/ Other: |

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

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