

GRADE 4: LITERACY

4.1A TLW read and analyze narrative texts using reading strategies to make a literary analysis.

A. Read and understand literature from a variety of genre (myths, legends, tall tales, historical fictions, poetry).

<p>Performance Content Descriptors (MDE Academic Objectives and tested on MEAP)</p>	<p style="text-align: center;">Literacy Instructional Model: Comprehensive Literacy Framework ■ Readers Workshop ■ Writers Workshop</p> <p style="text-align: center;">Recommended Best Practice and Social Studies and Science Connections</p>
<ul style="list-style-type: none"> • Acquire and apply strategies to construct meaning, self monitor, and identify unknown words or word parts R.WS.04.05 • Analyze characters’ thought and motivation through dialogue, various character roles and functions; know first person point of view and conflict/resolution R.NT.04.03 • Explain oral and written relationships among themes, ideas and character within and across texts to create a deeper understanding R.CM.04.03 • Self-monitor comprehension when reading or listening to text by automatically using and discussing strategies used by mature readers to increase comprehension and engage in interpretive discussions R.MT.04.01 • plan, monitor, regulate and evaluate skills, strategies and processes to construct and convey meaning R.MT.04.02 	<p>The purpose of this standard is for readers to engage in a response based approach to literature in order to negotiate their own meaning and come to a deeper interpretation about what they read. Introduce multicultural literature across a variety of genres with positive portrayal of characters to help students develop multiple perspectives and to get a better sense of their own culture as well as that of others.</p> <p>Effective reading involves the use of a variety of strategies - before, during and after reading - that enable students to construct meaning from works of literature.</p> <p>Provide focused lessons on how to use before, during and after reading strategies.</p> <p>Before Reading strategies help students preview/survey the text, identify the type of material to be read, set a purpose for reading, activate prior knowledge and make global predictions. Before reading strategies cause speculation, raise curiosity and interest, introduce content vocabulary and support comprehension. Some strategies that are effective for previewing works of literature are: • Preview Text • Make Predictions • Visualize</p> <p>During Reading strategies help students monitor their comprehension by assessing and revising their predictions, asking themselves questions, making associations and retaining important points, clarifying confusions and employing fix-up strategies. Effective strategies that help students monitor comprehension and pro- mote active reading and critical thinking are: • Response Logs • Marking Text • Structured Note taking • Clarify, Review, Reread, Read On</p> <p>After Reading strategies help students to retell and summarize the material they have read and make critical evaluations of the material. Strategies for summarization and retelling include: • Magnet summaries • Cubing • Anticipation Guides • Performance Tasks • Readers Theater • Creative Debates</p> <p>Graphic organizers give students a framework to visually organize the connections among major concepts from a text. Demonstrate and have students use a variety of graphic organizers that will support and reinforce comprehension. Graphic organizers that are especially useful for supporting comprehension are: • Story Web • Outlining • Maps • Pyramids</p> <p>Cooperative learning strategies provide opportunities for students to analyze and synthesize information through discussion. Cooperative learning activities that pro- mote discussion are (explanations in appendix): • Think-Pair-Share • Book Talks • Roundtable Discussions</p>

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4.1A TLW read and analyze narrative texts using reading strategies to make a literary analysis.

A. Read and understand works of literature from a variety of genre (myths, legends, tall tales, historical fictions, poetry).

Content Resources	Assessment Alignment	Extended Learning Opportunities
<p>Shared Reading <i>Trophies Pupil Anthology and Teacher's Editions</i></p> <p>Theme 1 T50-77 Theme 2 T176-195, 198-203 Theme 3 T326-345 Theme 4 T438-449 Theme 5 T568J, 570-583,586 Theme 6 T672-681</p> <p>Social Studies/Science Connection <i>Thirteen Moons on Turtle's Back: A Native American Year of the Moons</i> By Joseph and Johnathan Bruchac.</p> <p><i>Paul Bunyon</i> By Steven Kellogg</p> <p><i>The Legend of Mackinac Island.</i> By Kathy Jo Wargin</p> <p><i>The Legend of Sleeping Bear.</i> Kathy Jo Wargin</p> <p><i>Next Spring an Oriole</i> By Gloria Whalen</p> <p><i>Night of the Full Moon.</i> By Gloria Whalen</p> <p>Intervention Resources</p> <ul style="list-style-type: none"> • Small Group instruction • Quick Read • Soar to Success • Saxon Phonics • Source Books • MLPP: Module 2, 3 	<ul style="list-style-type: none"> • MEAP Part 1: Writing from Knowledge and Experience Rubric • MEAP Part 2B: Response to the Reading Selections Rubric • ITBS • QRI-3 • MLPP: Module 8 <p>Class-Based Assessments</p> <ul style="list-style-type: none"> • Teacher observations • Anecdotal records • Student/teacher conferences • MEAP performance tasks • Student writing which includes responses to literature • Student use of graphic organizers, response logs, teacher-made tests 	<p>English Language Learners Modeling is particularly beneficial for ELL students when teaching strategies that support comprehension and promote active reading and critical thinking, especially when the examples reference their culture and language.</p> <p>Students with Disabilities All teachers working with identified students with disabilities must review the student's need for Specially Designed instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9(d) (3) (i)] For more details on accommodations and modifications see Resources/References.</p> <p>Home Connections Share with family members some thoughts and information about the book or story being read.</p> <p>Community Connections Interview someone who owns a successful minority business. Ask questions about how he became interested and involved in his business.</p>

GRADE 4: LITERACY

4.1 TLW read and analyze narrative texts using reading strategies to make a literary analysis.

B. Explain the use of literary elements within and among texts (e.g., character, setting and plot). Identify literary elements in stories including theme and point of view.

Performance Content Descriptors (MDE Academic Objectives and tested on MEAP)	Literacy Instructional Model: Comprehensive Literacy Framework ■ Readers Workshop ■ Writers Workshop Recommended Best Practice and Social Studies and Science Connections
<ul style="list-style-type: none"> • Acquire and apply strategies to construct meaning, self monitor, and identify unknown words or word parts R.WS.04.05 • Analyze characters’ thought and motivation through dialogue, various character roles and functions; know first person point of view and conflict/ resolution R.NT.04.03 • explain oral and written relationships among themes, ideas and character within and across texts to create a deeper understanding R.CM.04.03 • self-monitor comprehension when reading or listening to text by automatically using and discussing strategies used by mature readers to increase comprehension and engage in interpretive discussions R.MT.04.01 • plan, monitor, regulate and evaluate skills, strategies and processes to construct and convey meaning R.MT.04.02 	<p>Literary elements in narrative text refer to characters, setting, plot, theme and point of view.</p> <p>Model, demonstrate and teach students how to identify and explain literary elements during Shared Reading and Interactive Read-Aloud. Identifying and explaining literary elements strengthens students’ recall of story events.</p> <p>Characters are the people or animals portrayed in a story. Students:</p> <ul style="list-style-type: none"> • Learn to identify major and minor characters • Learn to recognize how and why characters change or develop throughout a story <p>Activities to help students identify characters include:</p> <ul style="list-style-type: none"> • Drawing characters and writing captions • Writing dialogue for characters • Writing speech bubbles for characters • Making and using puppets <p>Setting is the time and place in which the story takes place and usually has an effect on the characters, plot and the overall feeling or mood.</p> <p>Activities to help students identify and focus on setting include:</p> <ul style="list-style-type: none"> • Drawing the setting and writing an explanation (e.g., scenery on craft paper) • Changing the setting and explaining the effects of the change • Pantomime or reenactment <p>Plot is the series of related events that make up the story. Most plots are a series of events that lead to a conflict. This conflict then reaches a climax before the story is resolved and the problem is solved.</p> <p>Theme is the general idea or insight about life that a work of literature reveals. It is usually not stated directly and the reader makes an inference to determine the theme.</p> <p>Point of view is the vantage point from which the story is told. Stories may be told in the first person (using I) or the third person (he or she). To help students identify and focus on point of view, skim text with focus on pronouns.</p> <ul style="list-style-type: none"> • I, me, my, etc - the point of view is first person • He, she - indicates third person <p>During Shared Reading, discuss and gather details to help students identify, organize and describe characters, setting and plot by using the following:</p> <ul style="list-style-type: none"> • Character Webs • Story Maps • Partner Prediction • Dialogue Journals • Plot Chart • Story Boards • Think-Pair-Share <p>After reading, book talks and written responses provide opportunities for students to describe their understanding of characters, setting and plot. These graphic organizers can be used to help students demonstrate their understanding and support their writing:</p> <ul style="list-style-type: none"> • Retelling • Pocket Character • Follow the character • Readers Theater • Guided Imagery • Dialogue Journal <p>Expressive arts (visual arts, dance, music, rap and poetry) are a rich part of many cultures and provide a valuable vehicle for demonstrating comprehension and generating interest and enthusiasm. Students enjoy and need opportunities to respond expressive.</p>

GRADE 4: LITERACY

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B. Explain the use of literary elements within and among texts (e.g., character, setting and plot). Identify literary elements in stories including theme and point of view.

Content Resources	Assessment Alignment	Extended Learning Opportunities
<p>Shared Reading <i>Trophies Pupil Anthology and Teacher’s Editions</i></p> <p>Theme 1 T20-49, 20I, 48-49 Theme 2 T174I, 176-195, 204, 205 Theme 3 T302-319 Theme 4 T424-435 Theme 5 T522I, 524-537 Theme 6 T714I, 716-729</p> <p>Social Studies/Science Connections <i>Going Home and Felita</i> by Nicholasa Mohr</p> <p><i>The Great Kapok Tree: Tales of the American Amazon</i> by Lynne Cherry</p> <p><i>Finding Buck McHenry</i> by Alfred Stone</p> <p><i>Freedom Crossing</i> by Margaret Goff Clark</p> <p><i>Justin and the Best Biscuits in the World</i> by Mildred Pitts Walter</p> <p>Intervention Resources</p> <ul style="list-style-type: none"> • Small group instruction • Quick Reads • Soar to Success • Saxon Phonics • Source Books • MLPP – Module 2, 3 	<ul style="list-style-type: none"> • MEAP Part 1: Writing from knowledge and Experience Rubric • MEAP Part 1B: Response to the Reading Selections Rubric • ITBS • QRI • MLPP: Module 8 <p><i>Class-Based Assessments</i></p> <ul style="list-style-type: none"> • Teacher observations • Anecdotal records • Student/teacher conferences • MEAP performance tasks • Student writing which includes responses to literature\ • Student use of graphic organizers, response logs, teacher-made tests <p>For Students on the Advanced Level</p> <p>Provide opportunities for students to read many texts by the same author (author study) and compare the author’s use of literary elements, including style and point of view.</p>	<p>English Language Learners ELLs must be guided in the use of literary elements. Provide ELL students with background information on characterization, set- ting, plot, theme, point of view, tone and style. Model using literature which highlights the literary element being taught.</p> <p>Students with Disabilities All teachers working with identified students with disabilities <i>must review the student’s need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records.</i> Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9(d) (3) (i)] For more details on accommodations And modifications see Resources / References.</p> <p>Home Connections With your child, make individual cards that have one character, situation, setting or prop written on each card. Have your child select one from each category and act them out.</p> <p><i>Community Connections</i> Go to the library with your child. Look at the variety of newspapers and magazines available. Talk about the differences in picture and text. For example, talk about comic strips as a medium for portraying a message.</p>

GRADE 4: LITERACY

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C. Read and respond to a variety of narrative texts.

Performance Content Descriptors
(MDE Academic Objectives and tested on MEAP)

Literacy Instructional Model:
Comprehensive Literacy Framework ■ Readers Workshop ■ Writers Workshop
Recommended Best Practice and Social Studies and Science Connections

- Acquire and apply strategies to construct meaning, self monitor, and identify unknown words or word parts
R.WS.04.05
- Analyze characters’ thought and motivation through dialogue, various character roles and functions; know first person point of view and conflict/ resolution
R.NT.04.03
- explain oral and written relationships among themes, ideas and character within and across texts to create a deeper understanding
R.CM.04.03
- self-monitor comprehension when reading or listening to text by automatically using and discussing strategies used by mature readers to increase comprehension and engage in interpretive discussions
R.MT.04.01
- plan, monitor, regulate and evaluate skills, strategies and processes to construct and convey meaning
R.MT.04.02

It is essential to create a literature-rich environment that accurately reflects students’ cultural heritage and the contributions of various ethnic, racial and cultural groups.

To respond proficiently to nonfiction, fiction, poetry and drama, students must use effective strategies before, during and after reading to support and maximize comprehension.

Before reading strategies help students activate prior knowledge to aid comprehension. Some strategies to help student activate prior knowledge are:

- Word Splash
- KWL

During reading strategies aid students in comprehending text as they read. Teachers should teach, Think Aloud and model the following strategies during Shared Reading to help students monitor their understanding as they read.

- Clarifying Text
- Reread, Read On
- Asking Questions
- Inferencing
- Marking Text
- Note taking
- Making connections

After reading strategies help students to summarize, evaluate and analyze.

Analyzing can help students understand how a text “works” and can boost comprehension. Students break texts apart to discover how texts are organized.

- RAFT
- Point-of-View Study Guide
- Character Profile

Cooperative learning strategies are useful because they allow students to engage in discussions that help them to process the text they have read.

- Literature Study Circles
- Creative Debate
- Four Corners

Provide opportunities for students to respond to literature in a variety of ways.

- Roll Play
- Art, Music, Drama
- Dialogue Journals
- Readers Theater
- Writing
- Character Analysis

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<p>Shared Reading <i>Trophies Pupil Anthology and Teacher's Editions</i></p> <p>Theme 1 T102-123 Theme 2 TT206I, 208-225, 228-229 Theme 3 T372I, 374-391, 394, 395 Theme 4 T438I, 440-449, 450-451, 452-453 Theme 5 T568J, 570-583, 586 Theme 6 T612I-J.614-633, 637D</p> <p>Social Studies/ Science Connection <i>The Legend of Jimmy Spoon</i> by Kristiana Gregory</p> <p><i>Coming to America: A Muslim Family Story</i> by Bernard Wolf</p> <p><i>Goldfish and Chrysanthemums</i> by Andrea Cheng</p> <p><i>Crazy Horse's Vision</i> by Joseph Bruchac</p> <p><i>Grandma and Me at the Flea/Los Meros Meros Remateros</i> by Juan Filipe Herrera</p> <p>Intervention Resources</p> <ul style="list-style-type: none"> • Small Group instruction • Quick Reads • Soar to Success • Saxon Phonics • Source Books • MLPP: Modules 2 and 3 	<ul style="list-style-type: none"> • MEAP Part 1: Writing from Knowledge and Experience Rubric • MEAP Part 2: Response to the Reading Selections Rubric • ITBS • MLPP: Module 8 • QRI-3 <p>Class-Based Assessments</p> <ul style="list-style-type: none"> • Teacher observations • Anecdotal records • Student/teacher conferences • MEAP format performance tasks • MEAP reading rubric • Student use of graphic organizers, response logs, teacher-made tests 	<p>English Language Learners Enactments such as debates, panel discussions, dramatizations, simulations, and role plays give ELL students opportunities to deepen, extend, and demonstrate their understanding of text.</p> <p>Students with Disabilities All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records.</i> Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9(d) (3) (i)] For more details on accommodations and modifications see Resources/References</p> <p>Home Connections Read a book about a possible career in which you may be interested. Interpret how the information in this book can assist you in fulfilling your dream.</p> <p>Community Connections Visit the Korean War Veterans' Memorial in Washington, D.C. Research the company owned by Patricia Ghigliouis, who built the Memorial; interpret how her overcoming struggles can motivate you to be successful.</p>

GRADE 4: LITERACY

4.1 TLW read and analyze narrative texts using reading strategies to make a literary analysis.

D. Identify and correctly use words (e.g. synonyms, antonyms, homophones, homographs, words with roots, suffixes prefixes, and categories of words to acquire a reading vocabulary. Use a dictionary and thesaurus.

Performance Content Descriptors (MDE Academic Objectives and tested on MEAP)	Literacy Instructional Model: Comprehensive Literacy Framework ■ Readers Workshop ■ Writers Workshop Recommended Best Practice and Social Studies and Science Connections
<ul style="list-style-type: none"> • Acquire and apply strategies to construct meaning, self monitor, and identify unknown words or word parts R.WS.04.05 • Analyze character’s thought and motivation through dialogue, various character roles and functions; know first person point of view and conflict/ resolution R.NT.04.03 • explain oral and written relationships among themes, ideas and character within and across texts to create a deeper understanding R.CM.04.03 • self-monitor comprehension when reading or listening to text by automatically using and discussing strategies used by mature readers to increase comprehension and engage in interpretive discussions R.MT.04.03 • plan, monitor, regulate and evaluate skills, strategies and processes to construct and convey meaning R.MT.04.02 	<p>Word Study is learning how written language is organized, how written language “works.” The goal is to teach students how to recognize and access the meaning of words that are embedded in text.</p> <p>Vocabulary development is a critical component of reading comprehension. Vocabulary can be learned independently by extensive reading, through direct instruction and by employing various strategies for learning vocabulary.</p> <p>During Shared Reading teachers model and demonstrate how to use phonics, syllabication, prefixes, suffixes, context clues, dictionaries and glossaries to decode and understand new words. Give explicit attention to words, word parts, letter clusters and letters as the opportunity arises in the text.</p> <p>During Shared Reading/Word Study provide focused lessons to teach the rules and principles of phonics, word analysis, syllabication, prefixes, suffixes, context clues.</p> <p>Mini-Lessons are brief and clear demonstrations of a principle, pattern or rule that a student needs to learn in order to take words apart and understand word meaning.</p> <ul style="list-style-type: none"> • Use prefixes, suffixes and syllables to break up words for analysis • Use known words, word parts and root words • Combine word-solving strategies in flexible ways • Use language and text meaning to gain individual word meaning • Use dictionary to identify roots of words, syllabification, word origins <p>Effective strategies for learning how words work are:</p> <ul style="list-style-type: none"> • Word Family Tree • Word Games (Concentration) • Use the Word <p>Create, post and display charts that are helpful in solving unfamiliar words.</p> <ul style="list-style-type: none"> • Roots • Suffixes • Prefixes • Test-taking Words <p>Develop Word Study Charts which help students attend to aspects of words and ways that words are connected.</p> <p>During Shared Reading and Shared Writing, use direct and explicit instruction of context clues to determine the meanings of unfamiliar words. Explain how writers provide clues to the meanings of words through linked synonyms and the comparison and/or contrast of antonyms or a phrase with the opposite meaning. Demonstrate the use of a dictionary to locate unknown words as they are encountered in books.</p> <p>Improve vocabulary and comprehension by pre-teaching various words that are important to the meaning of a text and by reinforcing the meaning after the text has been read.</p> <ul style="list-style-type: none"> • Word Splash • Does It Belong? <p>Teachers observe and monitor students as they practice applying word recognition strategies while working with texts that are at their independent and instructional levels</p>

GRADE 4: LITERACY

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<p>Shared Reading <i>Trophies Pupil Anthology and Teacher's Editions</i></p> <p>Theme 1 T50-77, 50I, 76-77 Theme 2 T173C-D, 173K Theme 3 T326L, 326-327, 349A Theme 4 T437A Theme 5 T522J Theme 6 T638L, 638-639</p> <p><i>Social Studies/Science Connections</i> <i>Homeless Bird</i> by Gloria Whelan</p> <p><i>Jesse and Baseball in April</i> by Gary Soto</p> <p><i>Alphabetical Order: How the Alphabet Began</i> by Tiphaine Samoyault</p> <p><i>The Disappearing Alphabet</i> by Richard Wilbur/David Diaz</p> <p>Intervention Resources</p> <ul style="list-style-type: none"> • Small Group instruction • Quick Reads • Soar to Success • Saxon Phonics • MLPP: Module 7 	<ul style="list-style-type: none"> • MEAP Part 1: Writing from Knowledge and Experience Rubric • MEAP Part 2B: Response to the Reading Selections Rubric • ITBS • MLPP: Module 7 & 8 • QRI-3 <p>Class-Based Assessments</p> <ul style="list-style-type: none"> • Teacher observations • Anecdotal records • Student/teacher conferences • MEAP format performance tasks • Student use of graphic organizers, response logs, teacher-made tests 	<p>English Language Learners Activities in which students use familiar word parts to figure out unknown words are helpful to ELL students. This instruction may be provided through the use of word families such as -ock, -unk, -ight, etc.</p> <p>Students with Disabilities All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records.</i> Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9(d) (3) (i)] For more details on accommodations and modifications see Resources/References.</p> <p>Home Connections Play word games on your computer with your child. For example, you could play "Text Twist (3046) at (www.games.yahoo.com). Play scrabble or complete crossword puzzles.</p> <p>Community Connections Visit places of interest with your child like: a Cinco de Maya celebration, a Kwanzaa celebration or a Chinese New Year celebration. Create a crossword puzzle and exchange.</p>

GRADE 4: LITERACY

4.1 TLW read and analyze narrative texts using reading strategies to make a literary analysis.

E. After reading demonstrate an understanding and interpretation of fiction text.

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<ul style="list-style-type: none"> • Acquire and apply strategies to construct meaning, self monitor, and identify unknown words or word parts R.WS.04.05 • Analyze characters’ thought and motivation through dialogue, various character roles and functions; know first person point of view and conflict/ resolution R.NT.04.03 • explain oral and written relationships among themes, ideas and character within and across texts to create a deeper understanding R.CM.04.03 • self-monitor comprehension when reading or listening to text by automatically using and discussing strategies used by mature readers to increase comprehension and engage in interpretive discussions R.MT.04.01 • plan, monitor, regulate and evaluate skills, strategies and processes to construct and convey meaning R.MT.04.02 	<p>The purpose of this Standard Statement is to ensure that students are able to:</p> <ul style="list-style-type: none"> • Retell and discuss their own interpretation of texts • Summarize information relating to plot and characterization in narrative • Use main ideas and supporting detail to summarize informational text • Make connections to themselves, other books and the real world • Justify their own interpretation of the text • Make connections between widely separated sections of the text or to other texts <p>Summarizing involves putting together information while reading and bringing it together in concise form. A <i>good summary</i> is brief, describes the main topic or theme, includes only the important information, omits minor details, organizes the information in a clear way and restates the meaning in the reader’s own words. During shared reading, teachers explicitly teach students to distinguish between “retelling” a story (a simple recounting of many details) and “summarizing” which involves selecting information and creating a concise statement.</p> <p>Give students opportunities to respond to teacher created summaries identifying in what ways they do or do not meet the criteria of a good summary.</p> <p>During modeled and guided writing, model and demonstrate how to write a summary and analyze it to clarify characteristics of a good summary.</p> <p>Use appropriate graphic organizers (that mesh with text structure) for students to record important events, details and/or other information as they read. Students then write summaries after reading based on information gathered.</p> <ul style="list-style-type: none"> • <i>Probable Passage</i>: Use narrative story frames with portions deleted to have students predict major elements in a story. After reading, students use the story frame to create a summary of the selection. <p>Students need ample opportunities to cite evidence from the text to substantiate how they come to judgment, form opinions and answer questions, indicating quotes, lines and various sections of a text that form the basis for their positions. Strategic readers make meaning from a text by combining prior knowledge with evidence from the text.</p> <ul style="list-style-type: none"> • Extend understanding by using a book like <i>Circle of Gold</i> by Candy Dawson Boyd. Have students extend their understandings by contrasting what they might have done to support the family in the story with the decisions made by main character (Mattie). • Provide opportunities for student discussions that allow them to develop understanding of the text. • Oral presentations, demonstrations, talks and interviews that allow students to clarify their own ideas of a text will encourage students’ appreciation of how the spoken word is used to clarify and develop ideas

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GRADE 4: LITERACY

4.2 TLW read and analyze informational texts using reading strategies to identify central purpose, main idea and supporting details in order to make generalizations.

A. Use prior knowledge and ideas presented in text e.g. illustrations, titles, topic sentences and key words to make predictions.

Performance
Content Descriptors
(MDE Academic Objectives and tested on MEAP)

Literacy Instructional Model:
Comprehensive Literacy Framework ■ Readers Workshop ■ Writers Workshop
Recommended Best Practice and Social Studies and Science Connections

- identify and describe informational text patterns R.IT.04.02
- apply significant knowledge from what is read in grade level science and social studies texts R.CM.04.04
- self-monitor comprehension when reading or listening to text by automatically using and discussing strategies used by mature readers to increase comprehension and engage in interpretive discussions R.MT.04.01
- plan, monitor, regulate and evaluate skills, strategies and processes to construct and convey meaning R.MT.04.02

It is essential to create a literature-rich environment that accurately reflects students’ cultural heritage and the contributions of various ethnic, racial, and cultural groups.

Prior knowledge is the knowledge that stems from previous experience. Activating the prior knowledge that students bring to the reading selection may be the most important factor affecting how well they comprehend. It is critical that teachers use a wide variety of strategies to actively help students access their prior knowledge and anticipate and predict in a way that makes processing information more efficient.

Activating prior knowledge is essential because it supports students as they:

- Preview text
- Set a purpose for reading
- Anticipate meaning
- Generate questions
- Make predictions

Previewing text allows students to look at the illustrations, subtitles and headings and make predictions about the text. Teach, Think-Aloud and Model the use of illustrations and headings to make predictions about text.

Pre-reading strategies that activate prior knowledge orient students to a topic and facilitate comprehension. The following pre-reading strategies focus students’ attention on their prior knowledge:

- Brainstorming
- Webbing
- Graphic Organizers
- Mind Map
- KWL
- Anticipation Guides

Teach, think-aloud and model strategies that are used to activate prior knowledge.

Making predictions is a strategy that students use to draw a conclusion about what may happen. Good readers gather information as they read and combine new information with prior knowledge to predict upcoming events in a story.

While students are reading, they need to continue to make connections between the text and their prior knowledge through making text-to-self connections, text-to text connections and text-to-world connections. Students will learn to make these kinds of connections by observing teachers Thinking Aloud and modeling their own connections frequently when reading.

The gap between what students already understand about a given selection and what they need to know may be large. Students need ample opportunities to revise predictions as they become more familiar with ideas presented in the text. These revisions should be recorded on any graphic organizers, anticipation guides, mind maps or KWL charts that were used as pre-reading strategies.

GRADE 4: LITERACY

4.2 TLW read and analyze informational texts using reading strategies to identify central purpose, main idea and supporting details in order to make generalizations.

A. Read and understand a variety of media (e.g. newspapers, magazines, videos, T.V., internet)

Content Resources	Assessment Alignment	Extended Learning Opportunities
<p>Shared Reading <i>Trophies Pupil Anthology and Teacher's Editions</i></p> <p>Theme 1 T20-49, 20J, 49A-B Theme 2 T230I-J, 232-243, 250-251 Theme 3 T300I, 300J, 302-318, 324 Theme 4 T472I-J, 474-492, 498-499 Theme 5 T502I, 504-517, 520-521 Theme 6 T670-671, 672-681</p> <p>Social Studies/Science Connections <i>Faith and the Electric Dog</i> by Patricia Jennings</p> <p><i>Mine Eyes Have Seen</i> by Ann Rinaldi</p> <p>Miracle Boys by Jaqueline Woodson</p> <p><i>Monster</i> by Walter Dean Myers</p> <p><i>How My Parents Learned to Eat</i> by Ina Friedman/Allen Sayr ad</p> <p><i>Family Pictures</i> by Carmen Iomas Garcia</p> <p><i>My Name Is Maria Isabelle</i> by Alma Flor Ada / Dyble Thompson</p> <p>Intervention Resources</p> <ul style="list-style-type: none"> • Small Group instruction • Interactive Reader • Quick Reads • Source Books • Soar to Success • Saxon Phonics • MLPP: Module 2 	<ul style="list-style-type: none"> • MEAP Part 1: Writing from Knowledge and Experience Rubric • MEAP Part 2B: Response to the Reading Selections Rubric • ITBS • MLPP: Module 8 <p style="text-align: center;">Class-Based Assessments</p> <ul style="list-style-type: none"> • Teacher observations • Anecdotal records • Student/teacher conferences • MEAP format performance tasks • Student use of graphic organizers, response logs, teacher-made tests 	<p>English Language Learners Teach, Think Aloud and model strategies to identify basic facts in text. Make connections by asking students to connect background knowledge to the text. Students should make text-to-self, text-to-text, and text-to-world connections.</p> <p><i>Students with Disabilities</i> All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records.</i> Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9(d) (3) (i)] For more details on accommodations and modifications see Resources/References.</p> <p>Home Connections Select books, magazines, and Internet articles to read with your child. Discuss the different types of books and their characteristics.</p> <p>Community Connections Visit a meeting of the City Council. Discuss with your child how our government functions and research information to make sure final understandings are accurate. Discuss how he/she feels he/she can make a contribution.</p>

GRADE 4: LITERACY	
4.2 TLW read and analyze informational texts using reading strategies to identify central purpose, main idea, and supporting details in order to make generalizations.	
B. Read and understand essential content of informational texts and documents.	
Performance Content Descriptors (MDE Academic Objectives and tested on MEAP)	Literacy Instructional Model: Comprehensive Literacy Framework ■ Readers Workshop ■ Writers Workshop Recommended Best Practice and Social Studies and Science Connections
<ul style="list-style-type: none"> • Identify and explain the defining characteristics of informational genre e.g., autobiography/ biography, personal essay, almanac, newspaper. R.IT.04.01 • Identify and explain the defining characteristics of informational genre e.g., compare/ contrast, position/ support, problem/ solution. R.IT.04.02 • Independently self monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretive discussions e.g., predicting, construction mental images, representing ideas in text, questioning, rereading or listening again inferring, summarizing. R.MT.04.02 	<p>Reading Critically means understanding and evaluating the point the author is trying to make. The reader:</p> <ul style="list-style-type: none"> • Knows to look deeper while differentiating between facts and opinions and essential and nonessential information • Makes inferences and draws conclusions based on the presenting evidence • Determines the accuracy of the writer by identifying exaggerations • Evaluates the author’s point of view and asks if there is another side <p>Students must become adept at detecting the relationships among the main ideas and their supporting details in order to read informational materials effectively.</p> <p>Informational texts</p> <ul style="list-style-type: none"> • Include real world topics which children find interesting and accessible • Feature real places, things and events • Are often easier to relate to and understand than fantasy topics • Allow children to draw on their prior knowledge and experience to make meaning • Build a foundation for reading in the content area <p>A Fact is something you know to be true. An Opinion is how you think or feel. Before reading strategies prepare students for reading information. They help students activate prior knowledge, make connections, form predictions and establish a purpose for reading. Students learn best when they have adequate background knowledge about a topic. The more the teacher can do to help students understand concepts prior to reading, the better the student will comprehend. Some effective strategies used before reading are:</p> <ul style="list-style-type: none"> • Preview Text • Word Splash • KWL • Make Connections <p>During reading strategies help students make inferences, differentiate fact from opinion and distinguish between essential and nonessential information. Some effective strategies during reading are:</p> <ul style="list-style-type: none"> • Structured Note taking • It Says...I Say...And So • Predicting • Most Important Word • Say Something • Questioning <p>After reading strategies help students to discuss the content of the text. These strategies help readers determine the author’s purpose and effectiveness. Some effective strategies to use after reading are:</p> <ul style="list-style-type: none"> • Problem/Solution • Summaries • Cause/Effect • Outlining • Making Connections • 3-2-1 • Compare and Contrast <p>Use cooperative learning strategies to encourage discussion of the content of the text. Dialogue with other readers encourages construction of knowledge, the generation of questions and reflection on the progress of their reading. Some strategies are:</p> <ul style="list-style-type: none"> • Think-Pair-Share • Numbered Heads Together • Roundtable Discussion • Turn to your neighbor <p>Use Graphic Organizers to help students identify and describe: essential information, fact and opinion within text and organizational structures of text. Some effective graphic organizers are:</p> <ul style="list-style-type: none"> • Webbing • Story Maps • Ideas/Details Chart • T-chart

GRADE 4: LITERACY

4.2 TLW read and analyze informational texts using reading strategies to identify central purpose, main idea and supporting details in order to make generalizations.
B. Read and understand essential content of informational texts and documents.

Content Resources	Assessment Alignment	Extended Learning Opportunities
<p>Shared Reading <i>Trophies Pupil Anthology and Teacher's Editions</i></p> <p>Theme 1 T124I, 126-139, 142-145, 146-147 Theme 2 T252J, 254-267 Theme 3 T350I, 352-367, 370-371 Theme 4 402-417 Theme 5 T502I, 504-517, 520-521 Theme 6 T612I-J, 614-633, 637D</p> <p>Social Studies/Science Connections</p> <p>Friends by Alma Flor Ada</p> <p><i>El Reino de la Geometria</i> by Alma Flor Ada</p> <p><i>Hiroshima: A Novella</i> by Laurence Yep</p> <p><i>Hiroshima: A Novella</i> by Nancy M. Armstrong</p> <p><i>Sadako and the Thousand Cranes</i> by Eleanor Coerr</p> <p><i>Black Diamond: The Story of the Negro Baseball League</i> by Patricia C. and Fredrick L. McKissack</p> <p>Intervention Resources</p> <ul style="list-style-type: none"> • Small group instruction • Quick Reads • Soar to Success • Saxon Phonics • Source Books • MLPP 	<ul style="list-style-type: none"> • MEAP Part 1: Writing from Knowledge and Experience Rubric • MEAP Part 2B: Response to the Reading Selections Rubric • ITBS • MLPP • QRI-3 <p>Class-Based Assessments</p> <ul style="list-style-type: none"> • Teacher observations • Anecdotal records • Student/teacher conferences • Student use of graphic organizers, response logs, teacher-made tests • MEAP format performance • MEAP reading rubric <p>For Students on the Advanced Level Provide opportunities for students to analyze the difference between fact and opinion across texts, evaluate author's references and propaganda techniques in increasingly complex text.</p>	<p>English Language Learners Linguistic modifications such as simplified speech and controlled vocabulary that are necessary for comprehensible input should be used to make content meaningful for ELL students. Use a word web to organize key terms in the text. Use a T-chart to help students sort fact and opinion, essential and nonessential information.</p> <p>Students with Disabilities All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records.</i> Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9(d) (3) (i)] For more details on accommodations and modifications see Resources/References.</p> <p>Home Connections Read an editorial from the newspaper with your family. Identify bias and propaganda where present. View a documentary to evaluate the content to determine the author's purpose.</p> <p>Community Connections Write a letter to the editor of the neighborhood newspaper stating your opinion about a topic of importance in the neighborhood.</p>

GRADE 4: LITERACY

**4.2 TLW read and analyze informational texts using reading strategies to identify central purpose, main idea and supporting details in order to make generalizations.
C. After reading demonstrate an understanding and interpretation of informational text.**

Performance Content Descriptors
(MDE Academic Objectives and tested on MEAP)

Literacy Instructional Model:
Comprehensive Literacy Framework ■ Readers Workshop ■ Writers Workshop
Recommended Best Practice and Social Studies and Science Connections

- acquire and apply strategies to construct meaning, self monitor, and identify unknown words or word parts R.WS.04.05
- identify and explain the defining characteristics of informational genre R.IT.04.01
- identify and describe informational text patterns R.IT.04.02
- explain how authors use appendices, headings, subheadings, marginal notes, keys and legends, figures and bibliographies to enhance understanding of supporting and key ideas R.IT.04.03
- retell and summarize grade level appropriate informational text R.CM.04.02)
- knowledge from what is read in grade level science and social studies texts R.CM.04.04
- self-monitor comprehension when reading or listening to text by automatically using and discussing strategies used by mature readers to increase comprehension and engage in interpretive discussions R.MT.04.01
- plan, monitor, regulate and evaluate skills, strategies and processes to construct and convey meaning R.MT.04.02

The purpose of this Standard Statement is to ensure that students are able to:

- Retell and discuss their own interpretation of texts
- Summarize information relating to plot and characterization in narrative
- Use main ideas and supporting detail to summarize informational text
- Make connections to themselves, other books and the real world
- Justify their own interpretation of the text
- Make connections between widely separated sections of the text or to other texts

Summarizing involves putting together information while reading and bringing it together in concise form. A *good summary* is brief, describes the main topic or theme, includes only the important information, omits minor details, organizes the information in a clear way and restates the meaning in the reader’s own words. **During shared reading**, teachers explicitly teach students to distinguish between “retelling” a story (a simple recounting of many details) and “summarizing” which involves selecting information and creating a concise statement.

Give students opportunities to respond to teacher created summaries identifying in what ways they do or do not meet the criteria of a good summary.

During modeled and guided writing, model and demonstrate how to write a summary and analyze Oit to clarify characteristics of a good summary.

Use appropriate graphic organizers (that mesh with text structure) for students to record important events, details and/or other information as they read. Students then write summaries after reading based on information gathered.

Some specific techniques for developing summarizing abilities are:

- *Newspaper Headlines*: Remove headlines from three or four newspaper articles of varying length. Direct students to read each story and match to appropriate headline from a composite list. Students can also read articles and write their own headlines.
- *Probable Passage*: Use narrative story frames with portions deleted to have students predict major elements in a story. After reading, students use the story frame to create a summary of the selection.

Students need ample opportunities to **cite evidence** from the text to substantiate how they come to judgment, form opinions and answer questions, indicating quotes, lines and various sections of a text that form the basis for their positions. Strategic readers make meaning from a text by combining prior knowledge with evidence from the text.

- **Extend understanding** by using a book like *Circle of Gold* by Candy Dawson Boyd. Have students extend their understandings by contrasting what they might have done to support the family in the story with the decisions made by main character (Mattie).
- **Provide opportunities for student discussions** that allow them to develop understanding of the text.
- **Oral presentations**, demonstrations, talks and interviews that allow students to clarify their own ideas of a text will encourage students’ appreciation of how the spoken word is used to clarify and develop ideas.

GRADE 4: LITERACY

4.2 TLW read and analyze informational texts using reading strategies to identify central purpose, main idea and supporting details in order to make generalizations.
C. After reading demonstrate an understanding and interpretation of informational text.

Content Resources	Assessment Alignment	Extended Learning Opportunities
<p>Shared Reading <i>Trophies Pupil Anthology and Teacher’s Editions</i></p> <p>Theme 1 T102-123 Theme 2 TT206I, 208-225, 228, 229 Theme 3 T372I, 374-391, 394, 395 Theme 4 T438I, 440-449, 450-451, 452-453 Theme 5 T568J, 570-583, 586 Theme 6 T612I-J.614-633, 637D</p> <p>Social Studies/Science Connections <i>The Legend of Jimmy Spoon</i> by Kristiana Gregory</p> <p><i>Coming to America: A Muslim Family Story</i> by Bernard Wolf</p> <p><i>Goldfish and Chrysanthemums</i> by Andrea Cheng</p> <p><i>Crazy Horse’s Vision</i> by Joseph Bruchac</p> <p><i>Grandma and Me at the Flea / Los Meros Meros Remateros</i> by Juan Filipe Herrera</p> <p>Intervention Resources</p> <ul style="list-style-type: none"> • Small group instruction • Quick Reads • Soar to Success • Saxon Phonics • MLPP: Module 2 • Source Books 	<ul style="list-style-type: none"> • MEAP Part 1: Writing from Knowledge and Experience Rubric • MEAP Part 2B: Response to the Reading Selections Rubric • ITBS • QRI-3 <p>Class-Based Assessments</p> <ul style="list-style-type: none"> • Teacher Observations • Anecdotal records • Student/teacher conferences • MEAP format performance tasks • MEAP reading rubric • Student use of graphic organizers, response logs, teacher-made tests <p>For Students on the Advanced Level Provide opportunities for students to make sophisticated assertions about the ideas from text by citing in-depth evidence and apply ideas beyond text.</p>	<p>English Language Learners Enactments such as debates, panel discussions, dramatizations, simulations, and role plays give ELL students opportunities to deepen, extend, and demonstrate their understanding of text.</p> <p>Students with Disabilities All teachers working with identified students with disabilities <i>must review the student’s need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records.</i> Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9(d) (3) (i)] For more details on accommodations and modifications see Resources/References.</p> <p>Home Connections Read a book about a possible career in which you may be interested. Interpret how the information in this book can assist you in fulfilling your dream.</p> <p>Community Connections Visit the Korean War Veterans’ Memorial in Washington, D.C. Research the company owned by Patricia Ghiglinois, who built the Memorial; interpret how her overcoming struggles can motivate you to be successful.</p>

GRADE 4: LITERACY

4.2 TLW read and analyze informational texts using reading strategies to identify central purpose, main idea and supporting details in order to make generalizations.

D. Explain how authors use text structure and graphic aids to enhance the understanding of supporting and key ideas.

Performance Content Descriptors

(MDE Academic Objectives and tested on (MEAP))

- Acquire and apply strategies to construct meaning, self monitor, and identify unknown words or word parts R.WS.04.05
- Identify and explain the defining characteristics of informational genre R.IT.04.01
- identify and describe informational text patterns R.IT.04.02
- explain how authors use appendices, headings, subheadings, marginal notes, keys and legends, figures and bibliographies to enhance understanding of supporting and key ideas R.IT.04.03
- retell and summarize grade level appropriate informational text R.CM.04.02
- Apply significant knowledge from what is read in grade level science and social studies texts R.CM.04.04
- self-monitor comprehension when reading or listening to text by automatically using and discussing strategies used by mature readers to increase comprehension and engage in interpretive discussions R.MT.04.01
- plan, monitor, regulate and evaluate skills, strategies and processes to construct and convey meaning R.MT.04.02

Literacy Instructional Model:

Comprehensive Literacy Framework ■ Readers Workshop ■ Writers Workshop

Recommended Best Practice and Social Studies and Science Connections

It is essential to create a literature-rich environment that accurately reflects students’ cultural heritage and the contributions of various ethnic, racial, and cultural groups. Research suggests student self-esteem is strengthened when they see and read about the contributions made by their own cultural group to the history and culture of the United States.

Text Structure refers to the organizational and graphic features of text; the chapter titles, subtitles, and table of contents in a text. They help the reader locate information in the text and represent information in some specific way. Students need to understand organizational structures in order to determine important information when reading nonfiction. Because formats vary greatly, teachers need to **Think Aloud, model and demonstrate** how to identify and use the particular features of a text so the reader can decide whether the text will fit their purpose.

Graphic Aides are items such as charts, pictures, captions and maps that are found in a text. They summarize and condense the written information and communicate the meaning in a visual form. These graphic features are designed to enhance, explain and clarify concepts or ideas that are written in texts.

Model and demonstrate how to effectively **skim** (glance through the material quickly to get a general idea of what it is about) and **scan** (look through material to locate particular information) text for big ideas and relevant information prior to reading the text.

Provide opportunities for students to use skimming and scanning skills before, during and after reading.

Guide students to identify and use text structures and graphic features. Effective strategies are:

- Table of Contents Predictions
- Read the Preview section of textbooks
- Preview/Survey (Headings, Boldface Terms, Illustrations)

Graphic organizers that are effective for comparing and contrasting text formats are:

- T-chart
- Venn diagram
- Webs

GRADE 4: LITERACY

4.2 TLW read and analyze informational texts using reading strategies to identify central purpose, main idea and supporting details in order to make generalizations.

D. Explain how authors use text structure and graphic aids to enhance the understanding of supporting and key ideas.

Content Resources	Assessment Alignment	Extended Learning Opportunities
<p>Shared Reading <i>Trophies Pupil Anthology and Teacher’s Editions</i></p> <p>Theme 1 T124I, 126-146-147 Theme 2 T252J, 254-265 Theme 3 T372J, 374-391 Theme 4 T402-417 Theme 5 T544I, 546-561, 563-564, 566 Theme 6 T692-709</p> <p>Social Studies/Science Connections</p> <p><i>Looking at the Body</i> by David Suzuki</p> <p><i>America Is Her Name</i> by Luis Rodriguez</p> <p><i>The Magic Shell</i> by Nicholasa Mohr</p> <p><i>Day of the Dead</i> by Tony Johnston/Jeannette Winter</p> <p><i>Celebrate! In South Asia</i> by Deborah Hopkinson</p> <p><i>The Little Weaver of Thai-Village</i> by Tran Khanh-Tuyet/Nancy Horn</p> <p><i>Intervention Resources</i></p> <ul style="list-style-type: none"> • Small group instruction • Quick Reads • Soar to Success • Saxon Phonics • Source Books • MLPP 	<ul style="list-style-type: none"> • MEAP Part 1: Writing from Knowledge and Experience Rubric • MEAP Part 1B: Response to the Reading Selections Rubric • ITBS • QRI-3 • MLPP: Module 8 <p><i>Class-Based Assessments</i></p> <ul style="list-style-type: none"> • Teacher Observations • Anecdotal Records • Student/Teacher Conferences • MEAP Format • Performance Tasks • Student use of graphic organizers, response logs, teacher-made tests <p><i>For Students on the Advanced Level</i> Provide opportunities for students to use a wide variety of texts to gather information for a research topic.</p>	<p>English Language Learners Creating graphic organizers will identify common organizational structures for the students. This will facilitate comprehension.</p> <p>Students with Disabilities All teachers working with identified students with disabilities <i>must review the student’s need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records.</i> Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9(d) (3) (i)] For more details on accommodations and modifications see Resources/References.</p> <p>Home Connections Compare the same story in the different media-newspapers, magazines, TV or radio. Which is more effective? Support your answer.</p> <p>Community Connections Visit the airport, train stations or bus terminals. Decide upon the mode of transportation for your trip depending upon your length of stay, the cost, etc. Compare / contrast which is more appropriate for your family.</p>

GRADE 4: LITERACY

4.3 TLW read a variety of texts with accuracy, appropriate rate, and expression.

A. Demonstrate fluency and comprehension in reading

Performance Content Descriptors
(MDE Academic Objectives and tested on MEAP)

Literacy Instructional Model:
Comprehensive Literacy Framework ■ Readers Workshop ■ Writers Workshop
Recommended Best Practice and Social Studies and Science Connections

- automatically recognize frequently encountered words in print, with the number of words that can be read fluently increasing steadily across the school year (R.WS.04.03)

The purpose of this standard statement is to ensure that fourth grade students read at least 25 books or book equivalents. The materials are drawn from a variety of genres and content areas. Students will read accurately, with appropriate pace, expression and comprehension. Fluency frees students to understand what they read. Students maintain a reading log of the books they read.

- know the meanings of words encountered frequently in grade level reading and oral language contexts (R.WS. 04.04)

Fluency is important because it provides a bridge between word recognition and comprehension. Fluent readers do not have to concentrate on decoding text and, therefore, can focus their attention on what the text means, how it should sound, and how their interpretation might influence how it is read. Fluency is the clear, rapid, and easy expression of ideas in reading, writing, or speaking. Model fluency by reading aloud from a variety of genres.

- acquire and apply strategies to construct meaning, self-monitor, and identify unknown words or word parts (e.g., engage actively in reading a variety of genre, self-monitor and correct in narrative and informational texts, use thesaurus) (R.WS. 04.05)

Provide opportunities to develop fluency by having students:

- Master word recognition to the point of over learning (automaticity with the code)
- Read effortlessly and with expression
- Develop reading rate, accuracy and comprehension
- Determine where to place emphasis or pause to make sense of a text
- Read at a speech-like pace (make it sound like talking)
- Listen to Read Alouds and Shared Reading where materials are read with expression and meaningful phrasing

Fluently read beginning grade level text and increasingly demanding text as the year proceeds (R.WS.04.06)

Promote fluency by providing texts containing many different structures such as:

- Predictable books that contain a repetitive pattern
- Poems with rhyme
- Simple books with strong picture support
- Text with rhythm like songs
- Practice in oral reading with the help of audio tapes and Partner Reading
- Oral rereading of familiar independent leveled texts until fluency is achieved
- Opportunities for choral reading and echo reading

- identify and describe a variety of narrative genre (e.g. . . .) (R.NT.04.02)

Echo Reading is used when reading a poem, folk tale or short story to promote fluency. The teacher reads a selection or passage with appropriate fluency, pacing and expression. The students respond by immediately rereading the same part, matching the fluency, pace and expression of the caller. This is similar to **Call and Response**. Echo Reading or Call and Response, can be applied to text such as: *Follow the Drinking Gourd, The Story of John Henry*.

Reread for fluency. In cooperative learning groups, have students use a narrative nonfiction text that they have read as a read aloud. Students read as if they were reading for a film documentary. Students read slowly so that the audience can absorb all of the details.

Round Robin Reading does not promote fluency. This unrehearsed reading interferes with comprehension because the student is focused on his performance rather than on the content of the material.

Grade 4: Literacy		
4.3 TLW read a variety of texts with accuracy, appropriate rate and expression.		
A. Demonstrate fluency and comprehension in reading.		
Content Resources	Assessment Alignment	Extended Learning Opportunities
<p>Shared Reading <i>Trophies Pupil Anthology and Teacher's Editions</i></p> <p>Theme 1 T20-49 (41) Theme 2 T152-169 (167) Theme 3 T326-345 (343) Theme 4 T454-467 (465) Theme 5 T524-539 (535) Theme 6 T672-681 (679)</p> <p>Social Studies/Science Connections <i>The Song of the Teeny Tiny Mosquito</i> by Alma Flor Ada</p> <p><i>Vejigante Masquerader</i> by Lulu Delacre</p> <p><i>Family Pictures/Cuadros de Familia</i> by Carment Lomas Garza</p> <p><i>Duke Ellington: The Piano Prince and His Orchestra</i> by Andrea Davis Pinkney, illustrated by Brian Pinkney</p> <p><i>Redwall</i> by Brian Jacques</p> <p>Intervention Resources</p> <ul style="list-style-type: none"> • Small group instruction • Quick Reads • Soar to Success • Saxon Phonics • Read Naturally • MLPP Module 	<ul style="list-style-type: none"> • MEAP Part 1: Writing from Knowledge and Experience Rubric • MEAP Part 2B: Response to the Reading Selections Rubric • ITBS • MLPP Module • QRI-3 <p>Class-Based Assessments</p> <ul style="list-style-type: none"> • Teacher observations • Anecdotal records • Student/teacher conferences • MEAP format performance tasks • MEAP reading rubric • Student use of graphic organizers, response logs, teacher- made tests <p>For Students on the Advanced Level Provide opportunities for students to practice fluent reading of texts of increasing complexity and to demonstrate a sophisticated and in-depth understanding.</p>	<p>English Language Learners For ELL students, readings should contain a limited number of new words. It is also important to introduce the vocabulary before reading the text. Read aloud the selection or have the students listen to it on audio- tape. Then have students read aloud selected passages as a group to develop oral fluency.</p> <p>Students with Disabilities All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records.</i> Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9(d) (3) (i)] For more details on accommodations and modifications see Resources/References.</p> <p>Home Connections Read regularly to a younger brother, sister, or grandparent. Tape record your reading of a selection. Listen to the recording and discuss with your child how he/she can improve and read with more expression.</p> <p>Community Connections Visit senior citizen homes, recreation or day care centers. Read to children and senior citizens.</p>

Grade 4: Literacy

**4.3 TLW read a variety of texts with accuracy, appropriate rate and expression.
B. Determine meanings of unknown words from knowledge of vocabulary and context clues in various subject areas.**

Performance Content Descriptors
(MDE Academic Objectives and tested on MEAP)

Literacy Instructional Model:
Comprehensive Literacy Framework ■ Readers Workshop ■ Writers Workshop
Recommended Best Practice and Social Studies and Science Connections

By the end of grade 4 students will be able to:

- Use structural, semantic and syntactic cues to automatically read frequently encountered words, decode unknown words and decide meaning including multiple meaning words (e.g. letter/ sound, rimes, base words, affixes, syllabication) (R.WS.04.02)

- Explain how to use word structure, sentence structure and predictions to aid in decoding words and understanding the meanings of words encountered in text (R.WS.04.02)

- Determine the meaning of words and phrases in context e.g. similes, metaphors, content vocabulary, using strategies and resources e.g. context clues, semantic feature analysis, thesaurus (R.WS.04.07)

- Acquire and apply strategies to construct meaning, self monitor and identify unknown words or word parts (R.WS.04.05)

The purpose of this standard statement is to develop strategies to help determine the meaning of new vocabulary in all subject areas using contextual and structural information. Students should be able to see how the context can change the meaning of words or convey subtle differences (e.g., use of the word *shell* to mean something found on the beach or an animal’s exterior), to learn new meanings for words and concepts they already know (e.g., student might know *large* but not *massive*), use word parts that they know in new words, and use word relationships to determine meaning.

Preview text to create a list of words that are essential for understanding a reading selection yet are likely to be unfamiliar to students. Use this pre-selected list as the basis for vocabulary instruction using strategies:

- Before reading, model and discuss how words are connected to content concepts.
- Use a Concept Map highlighting key words that build meaning.
- Create posters that illustrate key ideas and use specialized vocabulary about a particular event or place.
- Complete a Word Splash to highlight new vocabulary for a selection by asking students to write/tell how the vocabulary words will relate to the topic.

Model, Think Aloud, and demonstrate various vocabulary building strategies to help students problem solve the meaning and monitor their understanding of new vocabulary words in a variety of subject areas. The students practice these strategies daily in whole class and small group instruction. These strategies include:

- Using *context* clues to understand the meaning of new words
- Understanding the concept of *prefixes, suffixes* and *root words* to unlock the meaning of new vocabulary
- Using *prefixes* and *suffixes* to create new vocabulary words
- Using a *dictionary* to unlock the meaning of new words
- Teach words in clusters, such as synonyms, antonyms and roots
- Make connections between known and unknown words using Semantic Mapping
- Use a Word Map to provide a graphic representation of the definition
- Create a chart using three questions to focus students’ attention on word meaning/definition (1) What is it? (2) What is it like? (3) What are some examples?

Provide daily opportunities throughout all content areas for vocabulary development. Research has shown that students need to encounter a word several times before it is known well enough to support comprehension. As words are encountered in reading and discussion, develop ongoing *Word Walls* and *content word charts* to record words or phrases that will help students remember the word, its use and meaning. Indicate words that are specific to a particular subject (e.g., rhombus in math) and those that can be found in several subjects (e.g., division in math, social studies, science).

Use journals to encourage students to incorporate new vocabulary when writing in various content areas.

GRADE 4: LITERACY

**4.3 TLW read a variety of texts with accuracy, appropriate rate and expression.
C. Determine meanings of unknown words from knowledge of vocabulary and context clues in various subject areas.**

Performance
Content Descriptors
(MDE Academic Objectives and tested on MEAP)

**Literacy Instructional Model:
Comprehensive Literacy Framework ■ Readers Workshop ■ Writers Workshop
Recommended Best Practice and Social Studies and Science Connections**

- Use structural , semantic and syntactic cues to automatically read frequently encountered words, decode unknown words and decide meaning including multiple meaning words (e.g. letter/sound, rimes, base words , affixes, syllabication)
R.WS.04.02
- explain how to use work structure, sentence structure and predictions to aid in decoding words and understanding the meanings of words encountered in text
R.WS.04.01
- Determine the meaning of words and phrases in context (e.g. similes, metaphors, content vocabulary), using strategies and resources (e.g. context clues, semantic feature analysis, thesaurus)
R.WS.04.07
- Acquire and apply strategies to construct meaning, self monitor and identify unknown words or word parts
R.WS.04.05

The purpose of this standard statement is to develop strategies to help determine the meaning of new vocabulary in all subject areas using contextual and structural information. Students should be able to see how the context can change the meaning of words or convey subtle differences (e.g., use of the word *shell* to mean something found on the beach or an animal’s exterior), to learn new meanings for words and concepts they already know (e.g., student might know *large* but not *massive*), use word parts that they know in new words, and use word relationships to determine meaning.

Preview text to create a list of words that are essential for understanding a reading selection yet are likely to be unfamiliar to students. Use this pre-selected list as the basis for vocabulary instruction using strategies:

- Before reading, model and discuss how words are connected to content concepts.
- Use a Concept Map highlighting key words that build meaning.
- Create posters that illustrate key ideas and use specialized vocabulary about a particular event or place.
- Complete a Word Splash to highlight new vocabulary for a selection by asking students to write/tell how the vocabulary words will relate to the topic.

Model, Think Aloud, and demonstrate various vocabulary building strategies to help students problem solve the meaning and monitor their understanding of new vocabulary words in a variety of subject areas. The students practice these strategies daily in whole class and small group instruction. These strategies include:

- Using *context* clues to understand the meaning of new words
- Understanding the concept of *prefixes, suffixes* and *root words* to unlock the meaning of new vocabulary
- Using *prefixes* and *suffixes* to create new vocabulary words
- Using a *dictionary* to unlock the meaning of new words
- Teach words in clusters, such as synonyms, antonyms and roots
- Make connections between known and unknown words using Semantic Mapping
- Use a Word Map to provide a graphic representation of the definition

Create a chart using three questions to focus students’ attention on word meaning/definition (1) What is it? (2) What is it like? (3) What are some examples?

Provide daily opportunities throughout all content areas for vocabulary development. Research has shown that students need to encounter a word several times before it is known well enough to support comprehension. As words are encountered in reading and discussion, develop ongoing *Word Walls* and *content word charts* to record words or phrases that will help students remember the word, its use and meaning. Indicate words that are specific to a particular subject (e.g., rhombus in math) and those that can be found in several subjects (e.g., division in math, social studies, science).

Use journals to encourage students to incorporate new vocabulary when writing in various content areas.

GRADE 4: LITERACY

4.3 TLW read a variety of texts with accuracy, appropriate rate and expression.

C. Determine meanings of unknown words from knowledge of vocabulary and context clues in various subject areas.

Content Resources	Assessment Alignment	Extended Learning Opportunities
<p>Shared Reading <i>Trophies Pupil Anthology and Teacher's Editions</i></p> <p>Theme 1 T50-77 Theme 2 T252K-L Theme 3 T372K-L, 372-373 Theme 4 T400K-L, 400-401 Theme 5 T44K-L, 544-545 Theme 6 T690K-L, 690-691</p> <p>Social Studies/Science Connections <i>Donavan's Jar</i> by Monalisa DeGross</p> <p><i>Green Corn Tamales/Tamales de Elote</i> by Gary Shepard</p> <p><i>Souder</i> by William H. Armstrong</p> <p>Intervention Resources</p> <ul style="list-style-type: none"> • Small group instruction • Quick Reads • Soar to Success • Read Naturally • Saxon Phonics • MLPP Module 	<ul style="list-style-type: none"> • MEAP Part 1: Writing from Knowledge and Experience Rubric • MEAP Part 2B: Response to the Reading Selections Rubric • ITBS • QRI-3 • MLPP <p>Class-Based Assessments</p> <ul style="list-style-type: none"> • Teacher observations • Anecdotal records • MEAP format performance tests • MEAP reading rubric • Graphic organizers • Response journals with rubrics • Teacher-made tests • Student use of graphic organizers • Checklists <p>For Students on the Advanced Level Provide opportunities for students to understand and correctly use an expanded vocabulary from various subject areas in their reading and writing.</p>	<p>English Language Learners ELL students should be given the opportunity to discuss and use vocabulary in context by using visuals and other aids. Using key vocabulary in a sentence is a strategy that will allow students to review words which they may encounter in various subject areas. Role playing gives students the opportunity to see words used in context and to demonstrate several different contexts in which words can be used appropriately.</p> <p>Students with Disabilities All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records.</i> Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9(d) (3) (i)] For more details on accommodations and modifications see Resources/References.</p> <p>Home Connections Read material to your child that is above his reading level. If your child never hears more difficult words like "gargantuan" he will have trouble figuring them out later in his own reading.</p> <p>Community Connections Visit the Philadelphia Tribune, Philadelphia Inquirer, or the Daily News. Talk with the editorial writers about the methods they use for vocabulary development</p>

GRADE 4: LITERACY

4.4 TLW determine author’s purpose, craft, ideas organization, word choice, voice sentence fluency, conventions, presentation and perspective on a variety of genres
A. Examine the use of literary devices in stories.

Performance Content Descriptors (MDE Academic Objectives and tested on MEAP)	Literacy Instructional Model: Comprehensive Literacy Framework ■ Readers Workshop ■ Writers Workshop Recommended Best Practice and Social Studies and Science Connections
<ul style="list-style-type: none"> • Acquire and apply strategies to construct meaning, self monitor, and identify unknown words or word parts R.WS.04.05 • Analyze characters’ thought and motivation through dialogue, various character roles and functions; know first person point of view and conflict/ resolution. R.NT.04.03 • explain oral and written relationships among themes, ideas and character within and across texts to create a deeper understanding R.CM.04.03 • self-monitor comprehension when reading or listening to text by automatically using and discussing strategies used by mature readers to increase comprehension and engage in interpretive discussions. R.MT.04.01 • plan, monitor, regulate and evaluate skills, strategies and processes to construct and convey meaning R.MT.04.02 	<p>Literary devices refer to the various sound techniques and figurative language used by the author to convey meaning. Literary devices can best be taught through a rich variety of literature that provides examples of simile, metaphor, rhyme, rhythm, alliteration, meter, personification, hyperbole and allusion.</p> <p>Figurative Language is language that uses words or phrases called figures of speech. A figure of speech is not meant to be understood literally. It is often used to create vivid impressions by setting up comparisons between dissimilar things. Simile, metaphor, symbols and personification are common figures of speech.</p> <p>Sound Techniques refer to ways authors use the rhythmic, musical qualities of the language to create mood or reinforce a message. Authors use sound techniques such as:</p> <ul style="list-style-type: none"> • Alliteration - repetition of the same consonant sounds in words that are close together • Meter - a pattern of stressed and unstressed syllables • Rhythm - musical quality produced by the repetition of stressed and unstressed syllables or by the repetition of other sound patterns • Rhyme - repetition of accented vowel sounds and sounds following them in words that are close together (Types of rhymes include: end, internal, approximate and visual) • Onomatopoeia - words with sounds that echo their meanings (crash, bang, hiss, etc.) <p>Find examples of figurative language and sound techniques in poems such as: <i>Honey I Love</i> by Eloise Greenfield, <i>Soul Looks Back in Wonder</i> by Tom Feelings, <i>Sing To The Sun</i> by Ashley Bryan.</p> <p>Provide opportunities to read texts that contain sound techniques and figurative language. Think Aloud/Model genres which are especially effective for teaching literary devices: poetry, plays, novels, fairy tales and songs.</p> <p>Use a variety of instructional strategies and graphic organizers that will enable students to visualize the figurative language used in text:</p> <ul style="list-style-type: none"> • Guided Imagery • Reciprocal Teaching • Literature Study Circles • Sketch-to-stretch • Vertical Category Chart <p>Invite students to describe how rhyme, rhythm and repetition are used in their favorite popular songs and dances to create an effective composition. Listen to and describe the sound techniques of songs from various cultures (e.g., Jazz, Blues, Hip-Hop, Salsa). Have students describe print, television and radio advertising noting the use of figurative language and its effect on the listener. Consider how rhyme, rhythm and repetition are used to hook the listener, and evaluate its effectiveness.</p>

Grade 4: Literacy		
4.4 TLW determine author’s purpose, craft, ideas organization, word choice, voice, sentence fluency, conventions, presentation and perspective on a variety of genres		
A. Examine the use of literary devices in stories.		
Content Resources	Assessment Alignment	Extended Learning Opportunities
<p>Shared Reading <i>Trophies Pupil Anthology and Teacher’s Editions</i></p> <p>Theme 1 T61 Theme 2 T173A-B Theme 3 T325I Theme 4 T443 Theme 5 T589D Theme 6 T640-664</p> <p>Social Studies/Science Connections <i>In Daddy’s Arms I Am Tall: African Americans Celebrating Fathers</i> illustrated by Javaka Steptoe</p> <p><i>Arroz Con Leche: Popular Songs and Rhymes from Latin America</i> by Lulu Delacre</p> <p>“Honey I Love” by Eliose Greenfield</p> <p><i>Coconut Kind of Day: Island Poems</i> by L. Joseph</p> <p>Intervention Resources</p> <ul style="list-style-type: none"> • Small group instruction • Quick Reads • Soar to Success • MLPP Module 	<ul style="list-style-type: none"> • MEAP Part 1: Writing from Knowledge and Experience Rubric • MEAP Part 2: Response to the Reading Selections Rubric • ITBS • MLPP Module <p>Class-Based Assessments</p> <ul style="list-style-type: none"> • Teacher observations • Anecdotal records • Student/teacher conferences • MEAP format performance tasks • MEAP reading rubric • Student writing which includes responses to literature • Student use of graphic organizers, response logs, teacher made tests <p>For Students on the Advanced Level Students read and keep a record of many examples of stories that include literary devices and imitate the craft in a story they write and present to the class.</p>	<p>English Language Learners Figurative language can be difficult for ELL students. Literary devices can best be taught to ELLs by giving them opportunities to create original examples.</p> <p>Students with Disabilities All teachers working with identified students with disabilities <i>must review the student’s need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records.</i> Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9(d) (3) (i)] For more details on accommodations and modifications see Resources/References.</p> <p>Home Connections Read a variety of literature from authors of different cultural heritages. Describe the techniques each author uses to convey his meaning.</p> <p>Community Connections After you have seen a movie together, talk about how the music and lighting help to create a happy, sad, or scary mood.</p>

GRADE 4: LITERACY	
4.6-Types of Writing	
A. TLW generate and draft poetry, plays and multi paragraph stories.	
Performance Content Descriptors (MDE Academic Objectives and tested on MEAP)	Literacy Instructional Model: Comprehensive Literacy Framework ■ Readers Workshop ■ Writers Workshop
Recommended Best Practice and Social Studies and Science Connections	
<ul style="list-style-type: none"> • write a narrative piece (e.g., myth/legend, fantasy, adventure) creating relationships among setting, characters, theme, and plot W.GN.04.01 • write poetry based on reading a wide variety of grade level appropriate published poetry W.GN.04.02 	<p>Narration is the main tool of writers of fiction. Narrative writing tells a story and is organized into a sequential pattern that includes a beginning, middle and end. In poems, students try to capture the essence of a person, memory, belief, feeling or dream. A play script explores a conflict in the lives of two or more characters and uses dialogue to advance the plot and reveal setting.</p> <p>Use the steps in the Writing Process: prewriting, drafting, peer and self-evaluation, revising, proofreading/editing, publishing and presenting, and reflecting.</p> <p>Read and discuss multi-paragraph narrative items, poems and plays during Readers Workshop to help students understand how authors use dialogue, literary elements, literary devices and create conflict in their writing so that students can use them as models for their own writing. This gives students the opportunity to delve into author’s craft and to explore opportunities for their own writing.</p> <p>Brainstorming refers to the thinking and talking that takes place before students start writing their piece. Some strategies for brainstorming are:</p> <ul style="list-style-type: none"> • Graphic Organizers • Journals • Quick Write • Think-Pair-Share • Discussion Web <p>Provide “How to” Frameworks for writing poems, plays and multi-paragraph narratives. Frameworks are especially useful for students because they provide them with a structure to use to organize their writing.</p> <p>During Writers Workshop, Model and Teach the process of writing poems, plays and multi-paragraph stories.</p> <ul style="list-style-type: none"> • Include details in descriptions, visualize clear features of what you are describing using sensory details - sights, sounds, smells • Use relevant illustrations incorporating experience to make a point or clarify an idea. • Use dialogue (how characters speak reveals much about their identity; use dialogue as speakers actually speak; to make it realistic, include interruptions) • Use literary devices (e.g., repetition, figurative language, informal language) • Use literary elements (plot, character, setting, theme, mood) • Apply literary conflict (e.g., external, person against person, person against nature and internal, within a character’s mind such as opposing needs, desires or emotions) • In plays, build conflict around a believable situation or problem. <p>Provide opportunities for students to write poems, plays and multi-paragraph stories that demonstrate their ability to apply these techniques.</p> <p>Solicit student input for teacher-made rubrics and use this rubric or the six trait-writing rubrics to guide and assess student writing. Guide students to publish pieces and provide an author’s chair for sharing.</p>

GRADE 4: LITERACY		
4.6-Types of Writing		
A. TLW generate and draft poetry, plays and multi paragraph stories.		
Content Resources	Assessment Alignment	Extended Learning Opportunities
<p>Shared Reading <i>Trophies Pupil Anthology and Teacher's Editions</i></p> <p>Theme 1 T123C-D Theme 2 T150F Theme 3 T274E Theme 4 T422E Theme 5 T606 Theme 6 T667E-F</p> <p>Social Studies/Science Connections <i>Tree of Hope</i> by Amy Little sugar <i>Harlem</i> by Walter Dean Myers <i>Storms: Facts, Stories, Activities</i> by Jenny Wood <i>Reach for the Moon: Stories and Poems of Samantha Abeel</i> by Samantha Abeel <i>Neighborhood Odes</i> by Gary Soto <i>Insectlopedia</i> by Douglas Flonan <i>Joyful Noise: Poems for Two Voices</i> by Samantha Abeel Aunt Harriet's Underground Railroad in the Sky by Fair Ringgold</p> <p>Interventional Resources</p> <ul style="list-style-type: none"> • Small group instruction • Quick Writes • MLPP: Module 5 • 6 Traits • Write Traits: Sourcebook • Profiles in Writing 	<ul style="list-style-type: none"> • MEAP • ITBS • DIBELS <p>Class-Based Assessments</p> <ul style="list-style-type: none"> • Teacher observations • Anecdotal records • Student/teacher conferences • Student use of graphic organizers, response logs, teacher-made tests • MEAP format performance tasks • 6 Traits Rubric: IDEA <p>For students on the Advanced Level AT/Accelerated</p> <p>Provide opportunities for students to apply varying organizational methods, use relevant illustrations, and apply literary conflict; utilize dialogue, include literary elements and use literary devices in writing.</p>	<p>English Language Learners</p> <p>Students with Disabilities All teachers working with identified students with disabilities must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9(d) (3) (i)] For more details on accommodations and modifications see Resources/References.</p> <p>Home Connections Write a short story or play about a personal experience. Share it with the family. Try to get it published in a local paper.</p> <p>Community Connections Invite local authors or winners of the Young Playwrights Award to share their work and creative process with students.</p>

GRADE 4: LITERACY	
4.6-Types of Writing	
B. TLW generate and draft multi paragraph expository and comparative pieces (e.g. essays, descriptions, letters, reports, instructions)	
Performance Content Descriptors <small>(MDE Academic Objectives and tested on MEAP)</small>	Literacy Instructional Model: Comprehensive Literacy Framework ■ Readers Workshop ■ Writers Workshop Recommended Best Practice and Social Studies and Science Connections
<p>• write a comparative piece to demonstrate understanding of central ideas and supporting ideas using an effective organizational pattern (e.g., compare and contrast) and a boldface and/or italicized print W.GN.04.03</p> <p>• use the writing process to produce and present a research project using a teacher approved topic</p> <p>-finding and narrowing research questions -using a variety of resources -taking notes -organizing relevant information to draw conclusions W.GN.04.04</p>	<p>Informational writing is used to share knowledge and convey messages, instructions or ideas by making connections between the familiar and unfamiliar. This type of writing has many functions: to present information through reporting, explaining, directing, summarizing and defining; to organize and analyze information through explaining, comparing and contrasting and relaying cause and effect, or to evaluate information through judging, ranking or deciding.</p> <p>Use the steps in the Writing Process; prewriting, drafting, peer and self-evaluation, revising, proofreading, publishing and presenting, and reflecting.</p> <p>During Readers Workshop, read and discuss multi-paragraph informational pieces to help students identify and discuss the elements of various forms (e.g., descriptions, letters, reports, instructions) of informational text.</p> <p>During Writers Workshop, teach the process of writing multi-paragraph informational pieces. Teach the use of various text structures, formats and graphics.</p> <ul style="list-style-type: none"> • Cause/Effect • Compare/Contrast • Problem/Solution • Five W’s (who, what, when, where, why) <p>Provide “How to Frameworks” for writing multi-paragraph informational pieces. How to Frameworks are especially useful because they provide students with a structure to use to organize their writing.</p> <p>Students select topic and mode, then draft writing pieces during Writers Workshop. Some examples of interesting activities are:</p> <ul style="list-style-type: none"> • Write a descriptive piece about the community in which they live. • Correspond with someone in another country via email and discuss an international current event in order to gain and communicate global perspectives on this issue. • Interview an elder in their community who has a skill (cooking, gardening, quilting) and write an instructional booklet for the skill. • Conduct and write about a scientific project comparing how a change in a variable affects the results. Include relevant illustrations. <p>Use primary and secondary sources to obtain information to be included in writing. Primary sources include original documents (deeds, diaries, letters) and interviews, Secondary sources include encyclopedias, textbooks, informational books and references.</p> <p>Graphic Organizers help students gather their ideas and organize their work. Some examples are:</p> <ul style="list-style-type: none"> • Webs • Concept Definition Map • Venn Diagrams <p>Solicit student input for teacher-made rubrics and use this rubric, the 6 Trait Writing Rubrics, or MEAP Rubrics to guide and assess student writing. Guide students to publish pieces and provide a forum for sharing.</p>

GRADE 4: LITERACY		
4.6-Types of Writing		
B. TLW generate and draft multi paragraph expository and comparative pieces (e.g. essays, descriptions, letters, reports, instructions)		
Content Resources	Assessment Alignment	Extended Learning Opportunities
<p>Shared Reading <i>Trophies Teacher’s Editions</i></p> <p>Theme 1 T49E-F Theme 2 T205C-D Theme 3 T349C-D Theme 4 T421E-F Theme 5 T586- 587 Theme 6 T713C-D</p> <p>Social Studies/Science Connections <i>Riding Freedom: Sweet Freedom</i> by Pam Munoz Ryan</p> <p><i>Nettie’s Trip South</i> by Ann Turner</p> <p><i>Navajo Long Walk</i> by Nanvy M. Armstrong</p> <p><i>Letters From...</i> by Elvira Woodruff <i>Dear Austin: Letters From the Underground Railroad</i> by Elvira Woodruff</p> <p><i>Creeping Creatures</i> By Sneed Conard III</p> <p><i>Intervention Resources</i> Small group instruction Quick Reads/Writes Soar to Success MLPP – Module 3 & 4, 10 Write Traits: Sourcebook 6 Traits Profiles in Writing</p>	<ul style="list-style-type: none"> • MEAP • ITBS <p>Class-Based Assessments</p> <ul style="list-style-type: none"> • Teacher observations • Anecdotal records • Student/teacher conferences • Student use of graphic organizers • MEAP format performance tasks • MEAP writing rubrics • Presentations with appropriate rubrics • 6 Traits Rubric: IDEAS <p>For Students on the Advanced Level A.T./Accelerated</p>	<p><i>English Language Learners</i></p> <p>Students with Disabilities All teachers working with identified students with disabilities must review the student’s need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9(d) (3) (i)] For more details on accommodations and modifications see Resources/References.</p> <p>Home Connections</p> <ul style="list-style-type: none"> • Write letters or emails that provide information to relatives or friends about recent events, observations, feelings. • Observe everyday tasks and write instructions for it (e.g., walking the dog). <p>Community Connections Write articles about your school for the local community newspaper</p>

GRADE 4: LITERACY

4.6-Types of Writing

C. TLW generate and draft persuasive pieces with a clearly stated position and supporting detail, citing sources when needed.

Performance
Content
Descriptors
(MDE Academic
Objectives and tested
on MEAP)

**Literacy Instructional Model:
Comprehensive Literacy Framework ■ Readers Workshop ■ Writers Workshop**

Recommended Best Practice and Social Studies and Science Connections

• use the writing process to produce and present a research project using a teacher approved topic

-finding and narrowing research questions
-using a variety of resources
-taking notes
-organizing relevant information to draw conclusions
W.GN.04.04

Persuasive writing moves the reader to take action or to formulate an opinion and/or defend a position, opinion or issue. Ways to persuade include: telling a story, describing something, comparing/contrasting items, defining a concept, classifying items and evaluating people, situations and objects.

Persuasive writers think critically and take positions on issues of importance in school, work or the community.

Some examples of persuasive writing include: editorial, speech, essay, advertisement, letter.

Activities for persuasive writing include:

- Write letters to a newspaper stating an opinion on a story in the news
- Write to a school official stating an opinion about a topic affecting your school
- Write to a state legislator to persuade him/her to introduce a bill that your classmates feel strongly about

Read, think-aloud, model and discuss persuasive pieces to help students identify and discuss the elements of this form. These include:

- Define and state your position clearly
- Provide supporting arguments
- Use language and details that are likely to influence your audience
- Elaborate your arguments effectively using supportive facts (e.g., data statistics, research, observations, expert testimony)

Provide “How to Frameworks” for writing persuasive pieces. How to Frameworks are especially useful for students because they provide students with a structure to use to organize their writing.

Graphic Organizers help students gather their ideas and organize their work. Some examples are:

- Webs
- Maps
- T-charts
- Venn Diagrams/Question

Engage students in discussion groups to explore the “burning issues” (hot topics) of the day. Hot topics are topics about which people hold strong opinions, such as regulating lyrics on music CD’s, uniforms in schools, watching television after ten o’clock, or imposing salary cap limits for sports stars.

Provide opportunities for students to write persuasive pieces for authentic purposes clearly stating their opinion with supporting details and/or sources.

Solicit student input for teacher-made rubrics and use this rubric or the 6 Trait Rubrics to guide and assess student writing. Guide students to publish pieces and provide a forum for sharing.

Use the MEAP/6 Traits Rubrics Guide to ensure that the five characteristics of effective writing are addressed.

GRADE 4: LITERACY

4.6-Types of Writing

C. TLW generate and draft persuasive pieces with a clearly stated position and supporting detail, citing sources when needed.

Content Resources	Assessment Alignment	Extended Learning Opportunities
<p>Shared Reading <i>Trophies Pupil Anthology and Teacher's Editions</i></p> <p>Theme 1 T46-47 Theme 2 T206D Theme 3 T349C-D Theme 4 T437C-D Theme 5 T564-565 Theme 6 T689C-D, 689J</p> <p>Social Studies/Science Connections <i>Mister and Me</i> by Kimberly Willis Holt <i>Eagle Song</i> by Joseph Bruchac <i>Forty Acres and Maybe a Mule</i> by Harriette Gillem Robinet</p> <p><i>My Freedom Trip: A Child's Escape from North Korea</i> by Francis Park/Debra Reid Jenkins</p> <p><i>Circle of Gold</i> by Candy Dawson Boyd</p> <p>Flashy, Fantastic Rainforest Frogs by Dorothy Hinshaw Patent</p> <p>Intervention Resources</p> <ul style="list-style-type: none"> • Small group instruction • Quick Reads/Writes • Soar to Success • 6 Traits • Write Traits: Sourcebook • Profiles in Writing • MLPP – Module 4 	<ul style="list-style-type: none"> • MEAP Your parent has told you that you may not go to see a new movie. Write to persuade your parent to allow you to see this movie. • Your older sister/brother is going to the mall. Write to persuade her/him to take you along. • ITBS <p>Class-Based Assessments</p> <ul style="list-style-type: none"> • Teacher observations • Anecdotal records • Student/teacher conferences • Student use of graphic organizers • MEAP format performance tasks • MEAP writing rubrics • Presentations with appropriate rubrics • 6 Traits Rubric for: Word choice, organization, and voice <p>For Students on the Advanced Level A. T. Accelerated</p>	<p>English Language Learners</p> <p>Students with Disabilities All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records.</i> Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9(d) (3) (i)] For more details on accommodations and modifications see Resources / References.</p> <p>Home Connections Students often try to persuade their parents to let them do or have something. Write a compelling piece that is convincing, citing reasons and evidence, anticipating concerns or arguments. See how it works.</p> <p>Community Connections Visit the Kalamazoo Gazette. Interview the editor, editorial writers, or reporters. From your understanding of their jobs, write a persuasive piece about the importance of a free press in the African American community.</p>

GRADE 4: LITERACY	
4.7-Quality of Writing	
A. TLW write with a sharp, distinct focus identifying topic, task and audience.	
Performance Content Descriptors (MDE Academic Objectives and tested on MEAP)	Literacy Instructional Model: Comprehensive Literacy Framework * Readers Workshop *Writers Workshop
Recommended Best Practice and Social Studies and Science Connections	
<ul style="list-style-type: none"> • set a purpose, consider audience, and replicate authors’ styles and patterns when writing narrative or informational text <p>W.PR.04.01</p>	<p>Focus refers to a central subject, a specific aspect of the subject, a feeling about that aspect or a single idea. Students need to learn how to “zoom in” (Barry Lane) on a topic that is too general or too broad in order to maintain a point of view which is relevant to the task and audience.</p> <p>During Read Alouds and Shared Reading use Michigan multicultural literature (fiction and nonfiction) to show students how authors maintain a sharp, distinct focus (craft) in order to show them possibilities for their own writing.</p> <p>Use the steps of the writing process: prewriting, drafting, peer and self-evaluation, revising, proofreading/editing, publishing and presenting, and reflecting.</p> <p>During the prewriting phase, students develop a plan for their writing. Students identify topic, task and audience. Some prewriting strategies are:</p> <ul style="list-style-type: none"> • Listing • Organizing • Brainstorming • Webs • Categorizing • Charting ideas <p>During lessons use anchor papers to model and demonstrate how to narrow a topic and to determine if it was effective for its audience. Some strategies to narrow a topic include:</p> <ul style="list-style-type: none"> • Using Authors as Mentors • Peer/Self Questioning • Break the Topic into Parts <p>Students may incorporate the use of writers’ notebooks to collect and organize their ideas for future writing projects in a systematic manner.</p> <p>Allow students the opportunity to select topics or ideas that are meaningful to them. Some interesting ways to generate topics are:</p> <ul style="list-style-type: none"> • Creating a timeline of events in your life • Making a list of people who have stories to tell about your history and culture <p>Develop with students and post charts with a variety of graphic organizers tied to narrowing focus.</p> <p>Cooperative learning strategies promote student sharing and discussion of writing. Students need to be engaged in reflection and seek advice from others to help determine if their writing addressed the task and audience. Some strategies to try are:</p> <ul style="list-style-type: none"> • Teacher/Peer Conferencing • Writers Workshop • Roundtable discussion • Author’s Chair • Think-Pair-Share <p>Students should apply teacher-made rubrics and the MEAP scoring guide to their work in order to self-assess and reflect on their writing. Rubrics should also be used during peer and teacher conferencing to direct students to the criteria for a strong focus.</p>

GRADE 4: LITERACY		
4.7-Quality of Writing		
A. TLW write with a sharp, distinct focus identifying topic, task and audience.		
Content Resources	Assessment Alignment	Extended Learning Opportunities
<p>Shared Reading <i>Trophies Pupil Anthology and Teacher's Editions</i> Theme 1 T77E-F Theme 2 T205C-D Theme 3 T371C-D Theme 4 T421E-F Theme 5 T518, 521E Theme 6 T667E-F</p> <p>Social Studies/Science Connections <i>Thank You, Mr. Falker</i> by Patricia Polacco <i>The Star Fisher</i> by Laurence Yep <i>The Summer My Father Was Ten</i> by Pat Brisson <i>Hiroshima: A Novella</i> by Laurence Yep <i>Uncle Rain Cloud</i> By Tony Johnston <i>Big Moon Tortilla</i> by Joy Cowley <i>The Twits</i> By Roald Dahl <i>What you Know First</i> By Patricia MacLachlan</p> <p>Intervention Resources</p> <ul style="list-style-type: none"> • Small group instruction • Quick Reads/Writes • Soar to Success • Revisors Toolbox by Barry Lane • MLPP: Module 3 • Write Traits Sourcebook 	<ul style="list-style-type: none"> • MEAP • ITBS <p>Class-Based Assessments</p> <ul style="list-style-type: none"> • Teacher observations • Anecdotal records • Student/teacher conferences • Student use of graphic organizers • MEAP format performance tasks • MEAP writing rubrics • Presentations with appropriate rubrics • 6 Traits Rubrics for: Ideas, and Voice <p>For Students on the Advanced Level AT/Accelerated</p>	<p>English Language Learners</p> <p>Students with Disabilities All teachers working with identified students with disabilities must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9(d) (3) (i)] For more details on accommodations and modifications see Resources/References</p> <p>Home Connections</p> <ul style="list-style-type: none"> • Research famous Philadelphians who are members of the movie/song industry. • How did diligence/perseverance contribute to success? <p>Community Connections</p>

GRADE 4: LITERACY

4.7-Quality of Writing

B. TLW write using well-developed content appropriate for the topic using paragraphs that have topic sentences and supporting details.

Performance
Content Descriptors
(MDE Academic
Objectives and tested
on MEAP)

**Literacy Instructional Model:
Comprehensive Literacy Framework ■ Readers Workshop ■ Writers Workshop
Recommended Best Practice and Social Studies and Science Connections**

•apply a variety of drafting strategies for both narrative and informational text (e.g., graphic organizers such as story maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., plot, connecting time, setting, conflicts, resolutions, definition/description, chronological sequence)
W.PR.04.02

Content refers to the development of ideas through the use of facts, examples, anecdotes, opinions, statistics, reasons and explanations. Once students have made their writing plan and identified their focus, they select and organize the information.

During Read Alouds and Shared Reading, use Michigan/multicultural literature (fiction and nonfiction) to show students how authors write paragraphs that have details and information specific to the topic and relevant to a focus in order to show them possibilities for their own writing.

Use the writing process during Writers Workshop - prewriting, drafting, peer and self-evaluation, revising, proofreading, publishing and presenting, and reflecting.

Teach, model and demonstrate ways to organize the information. Some ways to organize content are:

- Chronological (events in the order they occur)
- Spatial (describe the location of the objects)
- Importance (give details from least to most or most to least)
- Logical (group related details together)

Graphic organizers can help students gather and organize details and information for writing. Teachers should display a variety of graphic organizers and reinforce their use with students.

- 5 W's Chart
- Problem/Solution Web
- Venn diagram
- Definition Diagram
- Sensory Chart
- Time Line
- Line Diagram
- Cause/Effect Organizer
- Evaluation Collection Grid
- Process (Cycle) Diagram

Students maintain a writer's notebook to collect and organize their ideas for future writing projects in a systematic way.

Use anchor papers of exemplary student work that demonstrates well-developed content.

During conferencing students exchange drafts with their peers/teacher to solicit ideas and comments. Students clarify thinking and develop strong content when they discuss their writing with teachers and peers. Cooperative learning strategies that promote sharing and discussion of writing are:

- Teacher/Peer Conferencing
- Author's Chair
- Think-Pair-Share
- Writer's Workshop
- Round Table Discussion
- MEAP

Students should apply teacher-made rubrics and MEAP scoring guides to their work in order to self-assess and reflect on their writing. Rubrics should also be used during peer and teacher conferencing to direct students to the criteria for well-developed content. 6 Traits Rubrics

GRADE 4: LITERACY		
4.7-Quality of Writing		
B. TLW write using well-developed content appropriate for the topic using paragraphs that have topic sentences and supporting details.		
Content Resources	Assessment Alignment	Extended Learning Opportunities
<p>Shared Reading <i>Trophies Pupil Anthology and Teacher’s Editions</i></p> <p>Theme 1 101C-D Theme 2 T173E-F Theme 3 T299E-F Theme 4 T437C-D Theme 5 T567C-D Theme6 T689C-D</p> <p>Social Studies/Science Connections <i>Just the Two of Us</i> by Will Smith</p> <p><i>Big Moon Tortilla</i> by Joy Cowley</p> <p><i>Two Tickets to Freedom: The True Story of William and Ellen Craft, Fugitive Slaves</i> by Florence B. Freedman</p> <p><i>Pedro’s Journal</i> by Pam Conrad</p> <p><i>The Spray-Paint Mystery</i> by Angela Shelf Medearis</p> <p>Prayer for the Twenty-First Century By John Mardsen</p> <p><i>Snow</i> By Uri Shulentz</p> <p><i>Intervention Resources</i></p> <ul style="list-style-type: none"> • Small/flexible group instruction • Quick Reads/Writes • Soar to Success • MLPP: Modules 3, 4 • Write Source: Sourcebook • Profiles in Writing 	<ul style="list-style-type: none"> • MEAP • ITBS <p>Class-Based Assessments</p> <ul style="list-style-type: none"> • Teacher observations • Anecdotal records • Student/teacher conferences • Student use of graphic organizers • MEAP format performance tasks • MEAP writing rubrics • Presentations with appropriate rubrics <p>For Students on the Advanced Level AT/Accelerated</p>	<p>English Language Learners</p> <p>Students with Disabilities All teachers working with identified students with disabilities <i>must review the student’s need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records.</i> Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9(d) (3) (i)] For more details on accommodations and modifications see Resources/References.</p> <p>Home Connections A memoir from a family member can be a good topic for focused writing. Develop a writing plan after inter-viewing a family member about an important event in their life. Get lots of rich details.</p> <p>Community Connections Interview former and current members of the U.S. Post Office in the community. From interviews develop a focus on specific information. Write a paper based on the attitudes and descriptions presented. Share with others.</p>

GRADE 4: LITERACY	
4.7-Quality of Writing	
C. TLW write using logical order with a clear beginning, middle and end, using meaningful transitions.	
Performance Content Descriptors <small>(MDE Academic Objectives and tested on MEAP)</small>	Literacy Instructional Model: Comprehensive Literacy Framework ■ Readers Workshop ■ Writers Workshop
Recommended Best Practice and Social Studies and Science Connections	
<p>•use a variety of drafting techniques when writing an essay with connected, coherent, and mechanically sound paragraphs W.PR.04.03</p>	<p>Organization refers to the order developed and sustained within and across paragraphs. It also refers to the smooth transitions within and between paragraphs.</p> <p>Student writing should contain a recognizable beginning, middle and end.</p> <p>During Read Alouds and Shared Reading, use multicultural literature (fiction and nonfiction) to show students how authors write paragraphs that have details and information specific to the topic and relevant to a focus in order to show them possibilities for their own writing.</p> <ul style="list-style-type: none"> • The beginning should include the main idea (topic) or position that will be taken, a lead sentence to “hook” the reader’s interest and should end with a transitional statement to the next paragraph. • The middle of the writing piece supports the main idea. Each paragraph should contain one idea which supports the main idea and connects to the next paragraph. • The end summarizes the ideas/points of support and restates the main idea. <p>Model and demonstrate how to sustain a logical order within sentences and between paragraphs using meaningful transitions. Begin by demonstrating how to organize your own work by thinking aloud and how organization supports focus and content.</p> <p>To enable ideas to flow smoothly from one paragraph to the next, students need to learn how to use transition words appropriate for the type of writing. Create and post a chart of transition words (e.g., afterward, because, later, yet, finally, therefore).</p> <p>Encourage students to refer to previously created organizers to determine the order of the presentation of ideas and information.</p> <p>Use anchor papers of exemplary student work that demonstrates well developed and sustained logical order.</p> <p>Provide opportunities for students to exchange drafts with their peers/teacher to solicit ideas and comments. Students need to be engaged in reflection and seek advice from others. Cooperative Learning strategies that promote sharing and discussion of writing are:</p> <ul style="list-style-type: none"> • Think-Pair-Share • Roundtable Discussion • 6 Traits • Author’s Chair <p>Students should apply teacher-made rubrics and MEAP scoring guides to their work in order to self-assess and reflect on their writing. Rubrics should also be used during peer and teacher conferencing to direct students to the criteria for well-developed content.</p>

GRADE 4: LITERACY		
4.7-Quality of Writing		
C. TLW write using logical order with a clear beginning, middle and end, using meaningful transitions.		
Content Resources	Assessment Alignment	Extended Learning Opportunities
<p>Shared Reading <i>Trophies Teacher's Editions</i></p> <p>Theme 1 101C-D Theme 2 T229E-F Theme 3 T325C-D Theme 4 T453E-F Theme 5 T543E-F Theme 6 T713C-D</p> <p>Social Studies/Science Connections <i>Riding Freedom: Sweet Freedom</i> by Pam Munoz Ryan</p> <p><i>Run Away Home</i> by Patricia C. McKissack</p> <p><i>Sadako and the Thousand Paper Cranes</i> by Eleanor Coerr</p> <p><i>The Sign of the Beaver</i> by Elizabeth George Speare</p> <p><i>The Star Fisher</i> by Laurence Yep</p> <p><i>Steal Away</i> by Jennifer Armstrong</p> <p>Dear Mr. Blueberry by Simon James</p> <p>Intervention Resources</p> <ul style="list-style-type: none"> • Small group instruction • Quick Reads/Writes • Soar to Success • MLPP: Module 3 • Write Traits: Sourcebook • 6 Traits: Organization • Profiles in Writing 	<ul style="list-style-type: none"> • MEAP • ITBS <p>Class-Based Assessments</p> <ul style="list-style-type: none"> • Teacher observations • Anecdotal records • Student/teacher conferences • Student use of graphic organizers • MEAP format performance tasks • MEAP writing rubrics • Presentations with appropriate rubrics • 6 Trait Rubric for organization and sentence fluency <p>For Students on the Advanced Level AT/Accelerated</p>	<p>English Language Learners</p> <p>Students with Disabilities All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records.</i> Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9(d) (3) (i)] For more details on accommodations and modifications see Resources/References.</p> <p>Home Connections Look for book reviews in magazines, the Sunday paper, etc. Notice elements of control that writers use in evaluating and explaining other people's work.</p> <p>Community Connections Visit a place of interest in the community. Focusing on a specific topic (e.g. How to open a restaurant), interview, take notes, organize ideas, and write an essay with details supporting your focus.</p>

GRADE 4: LITERACY	
4.7-Quality of Writing	
D. TLW write with an understanding of the stylistic aspects of composition (e.g., sentence length, voice and word choice)	
Performance Content Descriptors <small>(MDE Academic Objectives and tested on MEAP)</small>	Literacy Instructional Model: Comprehensive Literacy Framework ■ Readers Workshop ■ Writers Workshop
	Recommended Best Practice and Social Studies and Science Connections
<p>•use a variety of drafting techniques when writing an essay with connected, coherent, and mechanically sound paragraphs W.PR.04.03</p> <p>•exhibit individual style and voice to enhance the written message (e.g., in narrative text: strong verbs, figurative language, sensory images; in informational text: precision, established importance, transitions) W.PS.04.01</p>	<p>Style refers to the effective choice, use and arrangement of words and sentence structures that create tone and voice. The style of the piece must match the focus, content and organization while maintaining an awareness of the audience for whom the piece is intended.</p> <p>Voice in writing gives the reader a sense of the author’s personality. Writing with voice sounds honest and authentic.</p> <p>Students need opportunities to explore and develop style in their writing. This can be supported as students listen to, recognize and appreciate the distinct style of noted authors and classmates.</p> <p>During Read Alouds and Shared Reading use a variety of multicultural literature in conjunction with authors study to highlight for students an author’s style. Reading several books by the same author helps them hear and understand the author’s voice. Reading several books by many different authors but all on the same topic shows students how voices differ. Discuss the author’s word choice, placement of words, length of sentences, voice and tone and the different ways they breathe a consistent voice into their writing.</p> <p>Teach how to establish a style by using different types and lengths of sentences. Teach students how to vary sentence length by combining sentences or by using more precise language.</p> <p>Students should be encouraged to exchange drafts with their peers/teacher to solicit ideas, reactions and comments. Students are supported in the development of tone and style when they discuss their writing with teachers and peers.</p> <p>Guide students to rework a piece of their writing to improve their choice of words by using more precise verbs, giving more specific details and using more descriptive adverbs and adjectives. Develop and post charts that support precise language terms (e.g., ways to say said, ways to say good).</p> <p>Use anchor papers of exemplary student work that demonstrates an awareness of style.</p> <ul style="list-style-type: none"> • 6 Traits: Voice <p>The best way for students to develop tone in their writing is for them to write often. The more they write, the more their voice and style will become apparent.</p>

GRADE 4: LITERACY		
4.7-Quality of Writing		
D. TLW write with an understanding of the stylistic aspects of composition (e.g., sentence length, voice and word choice)		
Content Resources	Assessment Alignment	Extended Learning Opportunities
<p>Shared Reading <i>Trophies Pupil Anthology and Teacher's Editions</i> Theme 1 T77E-F Theme 2 T251C-D Theme 3 T371C-D Theme 4 T471C-D Theme 5 T589D, 589K Theme 6 T637E-F</p> <p>Social Studies/Science Connections <i>Dragonwings and Star Fisher</i> by Laurence Yep <i>The Cat's Meow and Chato's Kitchen</i> by Gary Soto <i>Molly Banaky and Miles Song</i> by Alice McGill <i>M.C. Higgins, The Great</i> and <i>The People Could Fly</i> by Virginia Hamilton <i>Flossie and the Fox</i> and <i>Sojourner Truth: Ain't I A Woman</i> by Patricia C. McKissack <i>I am the Dog, I am the Cat</i> By Donald Hall <i>Mango Street</i> By Sandra Cisneros</p> <p>Intervention Resources Small group instruction Quick Reads/Writes Soar to Success MLPP – Module 3 & 7 6 Traits: Voice & Sentence Fluency Write Traits: Sourcebook Profiles in Writing</p>	<p>MEAP ITBS</p> <p>Class-Based Assessments</p> <ul style="list-style-type: none"> • Teacher observations • Anecdotal records • Student/teacher conferences • Student use of graphic organizers • MEAP format performance tasks • MEAP writing rubrics • Presentations with appropriate rubrics • 6 Traits: Voice & Sentence Fluency <p>For Students on the Advanced Level AT/ Accelerated</p>	<p>English Language Learners</p> <p>Students with Disabilities All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records.</i> Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9(d) (3) (i)] For more details on accommodations and modifications see Resources/References.</p> <p>Home Connections Keep a personal journal for a week. Explain experiences from different voices. Explain the experience as seen through the eyes of different participants.</p> <p>Community Connections Visit Kellogg Cereal City with your family. Write about the experience</p>

GRADE 4: LITERACY	
4.7-Quality of Writing	
E. TLW revise to improve detail and order by identifying missing and irrelevant information and determining whether ideas flow logically; consider word choice and precision of vocabulary.	
Performance Content Descriptors <small>(MDE Academic Objectives and tested on MEAP)</small>	Literacy Instructional Model: Comprehensive Literacy Framework * Readers Workshop *Writers Workshop
Recommended Best Practice and Social Studies and Science Connections	
<p>· apply a variety of drafting strategies for both narrative and informational text (e.g., graphic organizers such as story maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., plot, connecting time, setting, conflicts, resolutions, definition/description, chronological sequence) W.PR.04.02</p> <p>· constructively and specifically respond orally to the writing of others by identifying sections of the text to improve organization (e.g., rearranging paragraphs and/or sequence, relating main and supporting ideas, using comparative transitions) W.PR.04.04</p>	<p>Revision means to “see again.” It is the process of improving the thoughts and details that carry the message in your writing.</p> <p>Students become aware of the need for revision when they reread and reflect on their writing and assess its effect on the reader. They need to ask themselves:</p> <ul style="list-style-type: none"> • Will the reader understand this? • Will this make sense to the reader? • What do I need to add or remove to help the reader make sense? • Can I think of better vocabulary to use? <p>Teachers model how to revise by thinking aloud with their own writing, or by sharing their writing with the class and asking the students if they have any questions or ideas on how to enhance the piece.</p> <p>There are many ways to improve meaning and content. Some examples are:</p> <ul style="list-style-type: none"> • Adding or expanding writing by adding details, examples or transition, or important information you left out • Replacing “weak” vocabulary with stronger vocabulary that is more precise, concrete or vivid • Moving parts of the writing to ensure that the ideas flow logically • Revising your voice - making it funnier or more formal depending on the genre • Changing the point of view - making it first person (I) instead of third person (he, she) <p>Students should be encouraged to exchange drafts with their peer/teachers to solicit reactions, ideas, and comments. Students sometimes become aware of the need for revision when they discuss their writing with teachers and peers. Cooperative learning strategies that promote sharing and reflection:</p> <ul style="list-style-type: none"> • Teacher/Peer Conferencing • Think-Pair-Share • Roundtable Discussions • Author’s Chair <p>During Writers Workshop, teach the following strategies to help students revise their writing:</p> <ul style="list-style-type: none"> • “Pruning the Bushes” - Cutting What You Don’t Need • Using Cut and Paste • Using Stronger Verbs • Peer Conferencing <p>Students should apply teacher-made rubrics, 6 Traits Rubric for Conventions, or the MEAP scoring guides to their work in order to self-assess and reflect on their writing. Rubrics should also be used during peer and teacher conferencing to direct students to the criteria for revision.</p>

GRADE 4: LITERACY		
4.7-Quality of Writing		
E. TLW revise to improve detail and order by identifying missing and irrelevant information and determining whether ideas flow logically; consider word choice and precision of vocabulary.		
Content Resources	Assessment Alignment	Extended Learning Opportunities
<p>Shared Reading <i>Trophies Pupil Anthology and Teacher's Editions</i></p> <p>Theme 1 T123C-D Theme 2 T251 Theme 3 T325-D Theme 4 T437C-D Theme 5 T589E-F Theme 6 T637E-F</p> <p>Social Studies/Science Connections <i>To Live and to Write</i> by Tanaka Yikkio <i>Toni Morrison</i> by James Haskins Morrison <i>In My Own Words</i> by Nicholosa Mohr <i>The Etcher's Studio</i> by Arthur Geiset <i>What Do Authors Do?</i> by Eileen Christelow <i>Author Talk</i> by Leonard S. Marcus</p> <p>Caught Ya Again! More Grammar With a Giggle By Jane Bell Kiester</p> <p>Intervention Resources</p> <ul style="list-style-type: none"> • Small group instruction • Quick Reads/Writes • Soar to Success • MLPP: Modules 3, 4, 6 • Revisors Toolbox by Barry Lane • 6 Traits: Conventions • Profiles in Writing 	<p>MEAP ITBS</p> <p>Class-Based Assessments</p> <ul style="list-style-type: none"> • Teacher observations • Anecdotal records • Student/teacher conferences • Student use of graphic organizers • MEAP format performance tasks • MEAP writing rubrics • Presentations with appropriate rubrics • 6 Traits Writing: Conventions <p>For Students on the Advanced Level</p>	<p><i>English Language Learners</i></p> <p>Students with Disabilities All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records.</i> Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9(d) (3) (i)] For more details on accommodations and modifications see Resources/References.</p> <p>Home Connections Visit a writing website on the Internet. Using suggestions and symbols for revision and editing, make a chart for your room to check your own writing.</p> <p>Community Connections Volunteer to help younger writers at after-school or summer programs in schools, community centers, and communities of faith. Help develop a checklist of strategies and ideas for revising written work.</p>

GRADE 4: LITERACY	
4.7-Quality of Writing	
F. TLW edit writing using the conventions of language.	
Performance Content Descriptors <small>(MDE Academic Objectives and tested on MEAP)</small>	Literacy Instructional Model: Comprehensive Literacy Framework ■ Readers Workshop ■ Writers Workshop
Recommended Best Practice and Social Studies and Science Connections	
<ul style="list-style-type: none"> • edit and proofread their writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade level appropriate checklists both individually and in groups W.PR.04.05 • use simple and compound sentences, direct and indirect objects, prepositional phrases, adjectives, common and proper nouns as subjects and objects, pro-nouns as antecedents, regular and irregular verbs; use hyphens between syllables, apostrophes in contractions, and commas in salutations to set off words, phrases, and dialogue; and use quotation marks or italics to identify titles or names. W.GR.04.01 • spell frequently encountered words (e.g., roots, inflections, pre-fixes suffixes, multi-syllabic) correctly. For less frequently encountered words, students will use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers) W.SP.04.01 	<p>Editing or proofreading becomes important when you go from private to public writing. Reread for correctness of the conventions of writing (grammar, mechanics, spelling, usage and sentence formation) as you prepare the work for publication. At this point, work must be edited and proofread to ensure that it reads clearly, smoothly and accurately.</p> <p>Use of checklists can help students stay focused. There are many types of checklists students can use to edit. One idea is to have students use different color markers as they proofread/edit the following:</p> <ul style="list-style-type: none"> • Ending punctuation • Capital letters • Paragraphing - Is the writing divided into appropriate paragraphs? • Spelling • Grammar - Students need to ask themselves the following: Do the verbs agree with the subject? Are verb tenses consistent and correct? Are there any sentences which run-on or are fragments? • Word Choice and Vocabulary - Are familiar and new words used properly? <p>Provide enough time and ongoing support for students to edit their papers in order to make the “line by line” changes. This will improve the readability and accuracy of their work. Before students make their final copy, have them give their writing to someone else for one last careful proofreading.</p> <p>The teacher gathers ideas for lessons based on an ongoing review of student. Whole group lessons should be based on the needs of the majority of students. Mini lessons can also be done in small groups or on an individual basis as needed. (Mini lessons: 6 Traits)</p> <p>Teach the targeted editing/proofreading skills using the teacher’s or student’s work. (6 Traits examples)</p> <p>Peer editing provides opportunities to get feedback from a partner to improve and make corrections.</p>

GRADE 4: LITERACY		
4.7-Quality of Writing		
F. TLW edit writing using the conventions of language.		
Content Resources	Assessment Alignment	Extended Learning Opportunities
<p>Shared Reading <i>Trophies Pupil Anthology and Teacher’s Editions</i> Theme 1 T123C-D Theme 2 T229F Theme 3 T349D Theme 4 T453E-F Theme 5 T589E-F Theme 6 T737C-D</p> <p>Social Studies/Science Connections <i>Side by Side: Five Picture- Books Teams Go to Work</i> by Leonard S. Marcus <i>Speaking of Journals: Children’s Writers Talk about Their Diaries, Notebooks and Sketchbooks</i> by Paula Graham <i>A Writer’s Story: From Life to Fiction</i> by Marion Danr Bauer</p> <p>The Music of Dolphins By Karen Hesse</p> <p><i>Intervention Resources</i> Small group instruction Quick Writes Soar to Success MLPP – Modules 3, 7, & 10 6 Traits: Conventions Profiles in Writing Revisions Toolbox: Barry Lane</p>	<p>MEAP ITBS</p> <p>Class-Based Assessments</p> <ul style="list-style-type: none"> • Teacher observations • Anecdotal records • Student/teacher conferences • Student use of graphic organizers • MEAP format performance tasks • MEAP writing rubrics • Presentations with appropriate rubrics • 6 Traits Rubric: Conventions <p>For Students on the Advanced Level AT/Accelerated</p>	<p>English Language Learners</p> <p>Students with Disabilities All teachers working with identified students with disabilities <i>must review the student’s need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records.</i> Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9(d) (3) (i)] For more details on accommodations and modifications see Resources/References.</p> <p>Home Connections Use word processing to type a writing assignment. Print it out and make corrections before using spell check.</p> <p>Community Connections Visit the Philadelphia Tribune’s or El Sol’s editing room. Talk with the editors about the various techniques they use in editing.</p>

GRADE 4:LITERACY	
4.7-Quality of Writing	
G. TLW present and/or defend written work for publication when appropriate	
Performance Content Descriptors <small>(MDE Academic Objectives and tested on MEAP)</small>	Literacy Instructional Model: Comprehensive Literacy Framework ■ Readers Workshop ■ Writers Workshop
Recommended Best Practice and Social Studies and Science Connections	
<ul style="list-style-type: none"> • writes neatly and legibly W.HW.04.01 • be enthusiastic about writing and learning to write W.AT.04.01 	<p>The driving force of Writers Workshop is publishing because most writing is meant to be shared with others. Students need to publish and present their work for audiences outside the writing workshop as well as for their peers.</p> <p>Not every piece of writing needs to be taken to publication. Some writing is done just for one’s self. Journal writing usually falls into this category. Many pieces will remain in the student’s writing portfolio at the various stages of the process as students learn to become better writers. Teachers select with student input which piece/pieces will get published.</p> <p>For some units of study, students will need to defend their work as well as publish it. This defense will require students to verbally support the ideas in their work. Students learn to improve their writing by seeing its effect on others.</p> <p>Provide various opportunities for students to verbally defend their work.</p> <p>Teachers support the publication of student’s work by using informal/formal opportunities:</p> <ul style="list-style-type: none"> • Author’s Chair (small group or whole group) • Newspaper/Anthologies/Literacy Magazines • Science Fair/Contests • Culminating literature circle projects • Author celebrations/A reading performance • Publication celebration for school community, parents, etc. • Literacy Night <p>Use teacher-made rubrics, 6 Traits: Presentation, and the MEAP scoring guide to ensure that students have clear expectations of the finished written work, the presentation and the public defense of it. Provide a detailed checklist to guide students through the process and preparation.</p>

GRADE 4: LITERACY		
4.7-Quality of Writing		
G. TLW present and/or defend written work for publication when appropriate		
Content Resources	Assessment Alignment	Extended Learning Opportunities
<p>Shared Reading <i>Trophies Pupil Anthology and Teacher's Editions</i></p> <p>Theme 1 101D,J Theme 2 T205J Theme 3 T371J Theme 4 T437J Theme 5 T609C-D Theme 6 T737J</p> <p>Social Studies/Science Connections <i>Taking Sides</i> by Gary Soto</p> <p><i>True North</i> by Kathryn Lasky</p> <p><i>I Am an American: A True Story of Japanese Internment</i> by Jerry Stanley</p> <p><i>Something Beautiful</i> by Sharon Dennis Wyeth</p> <p><i>Intervention Resources</i></p> <ul style="list-style-type: none"> • Small group instruction • Quick Reads/Writes • Soar to Success • 6 Traits • MLPP – Module 6 • QRI • Profiles in Writing • Revisors Toolbox by Barry Lane 	<ul style="list-style-type: none"> • MEAP • ITBS • QRI-3 <p>Class-Based Assessments</p> <ul style="list-style-type: none"> • Teacher observations • Anecdotal records • Student/teacher conferences • Student use of graphic organizers • MEAP format performance tasks • Presentations with appropriate rubrics • 6 Traits Rubrics: Presentation <p>For Students on the Advanced Level</p>	<p>English Language Learners</p> <p>Students with Disabilities All teachers working with identified students with disabilities <i>must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records.</i> Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9(d) (3) (i)] For more details on accommodations and modifications see Resources/References.</p> <p>Home Connections Read and learn about a current event of interest. Take a personal stand about the topic. Support your opinion in discussions with others.</p> <p>Community Connections Investigate a neighborhood problem. Think about how it can be solved. Develop a plan and activate it to help correct the situation.</p>

GRADE 4: LITERACY	
4.7-Quality of Writing	
H. TLW discuss and apply individual or established rubrics to determine quality of personal and other written text.	
Performance Content Descriptors (MDE Academic Objectives and tested on MEAP)	Literacy Instructional Model: Comprehensive Literacy Framework ■ Readers Workshop ■ Writers Workshop
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<p>• constructively and specifically respond orally to the writing of others by identifying sections of the text to improve organization (e.g., rearranging paragraphs and/or sequence, relating main and supporting ideas, using comparative transitions)</p> <p>W.PR.04.04</p>	<p>Rubrics are specific guidelines for scoring a piece of work. Frequently, points or numbers are given for a certain level of response.</p> <p>Teach the use of rubrics by modeling thought processes as you read through each point of the appropriate rubric.</p> <p>Use Anchor Papers to model thinking strategies used when scoring a piece of writing using a specific rubric.</p> <p>Guide students to score a piece of writing using the appropriate rubrics through guided practice in small groups or partners.</p> <p>Provide opportunities for students to use and apply rubrics to both personal, peer and other written text.</p> <ul style="list-style-type: none"> • Think-Pair-Share • Roundtable Discussion • Author’s Chair • Peer/Teacher Conference <p>Students should apply teacher made rubrics, 6-Traits rubrics, or the MEAP scoring guides to determine quality of personal, peer and other written text. Rubrics should also be used during independent writing and peer and teacher conferencing.</p>

GRADE 4: LITERACY		
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Content Resources	Assessment Alignment	Extended Learning Opportunities
<p>Shared Reading Trophies Pupil Anthology and Teacher’s Editions</p> <p>Theme 1 T49F Theme 2 T173F Theme 3 T349D Theme 4 T453F Theme 5 T567D Theme 6 T713D</p> <p>Social Studies/Science Connections <i>Something Beautiful</i> By Sharon Dennis Wyeth <i>Emeline at the Circus</i> By Marjorie Priceman <i>Guess Why My Favorite Person Is?</i> By Byrd Baylor <i>The Legend of Mackinaw Island</i> By Kathy-jo Wargin <i>Nadia’s Hands</i> By Karen English <i>Pink and Say</i> By Patricia Polacco <i>Because of Winn-Dixie</i> By Kate DiCamillo <i>Sarah, Plain and Tall</i> By Patricia MacLachlan <i>My Dream of Martin Luther King</i> By Faith Ringgold <i>In the Year of the Boar</i> By Bette Boa Loard <i>The Story of Ruby Bridges</i> By Robert Cole</p> <p>Intervention Resources</p> <ul style="list-style-type: none"> • MLPP: Modules 3, 4, 5, 6 • Profiles in Writing • 6 Traits • Write Source 	<ul style="list-style-type: none"> • MEAP <p>Assessments:</p> <ul style="list-style-type: none"> • MLPP/QRI • ITBS • DIBELS <p>For Students on the Advanced Level AT/Accelerated</p>	<p>English Language Learners</p> <p>Students with Disabilities All teachers working with identified students with disabilities <i>must review the student’s need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records.</i> Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9(d) (3) (i)] For more details on accommodations and modifications see Resources/References</p> <p>Home Connections</p> <p>Community Connections</p>