## Essential Questions

How do I compare and contrast the point of view of different stories?  How can I write an opinion essay that is supported with reasons and information?  How do I correctly use prepositional phrases and confusing words in my writing?  In what ways could I paraphrase a text?

## Reading for Literature

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<td><strong>Comprehension Skills:</strong></td>
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<td><strong>Craft and Structure</strong></td>
<td><strong>Compare &amp; Contrast</strong></td>
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<tr>
<td>RL 4.6</td>
<td>I can compare and contrast the points of view from which different stories are narrated. (RL 4.6)</td>
<td><strong>Comprehension Strategies:</strong></td>
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<tr>
<td><em>Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</em></td>
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<td><strong>Reread/Ask &amp; Answer Questions</strong></td>
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<td><strong>Craft and Structure</strong></td>
<td><strong>Craft and Structure</strong></td>
<td><strong>Context Clues/Latin &amp; Greek Suffixes</strong></td>
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<tr>
<td>RL 4.4</td>
<td>I can figure out the meaning of words and phrases as they are used in text using context clues and my knowledge of mythology. (RL 4.4)</td>
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<tr>
<td><em>Determine the meaning of words and phrases as they are used in text, including those that allude to significant characters found in mythology (e.g., Herculean).</em></td>
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<td><strong>Integration of Knowledge and Ideas</strong></td>
</tr>
<tr>
<td><strong>RL 4.7</strong></td>
<td>I can use illustrations and other visuals to support what I know about a text. (RL 4.7)</td>
<td><strong>RL 4.9</strong></td>
</tr>
<tr>
<td><em>Make connections between the text of a story or drama and a visual or oral presentation of text, identifying where each version reflects specific descriptions and directions in the text.</em></td>
<td>I can make connections between texts and a visual or oral presentation of the same text. (RL 4.7)</td>
<td><em>I can compare and contrast themes, topics, and patterns of events in various texts. (RL 4.9)</em></td>
</tr>
<tr>
<td><strong>RL 4.9</strong></td>
<td>I can compare and contrast themes, topics, and patterns of events in various texts. (RL 4.9)</td>
<td><strong>Suggested Text Selections/Extended Texts provided by Wonders Series:</strong></td>
</tr>
<tr>
<td><em>Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</em></td>
<td></td>
<td><em>The Fisherman and the Kaha Bird, Secret Message, (Unit 2, Wk 1)</em></td>
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<tr>
<td><strong>Suggested Texts/activities external to Wonders Series:</strong></td>
<td></td>
<td><em>The Ant and the Grasshopper, Ranita the Frog Princess (Unit 2, Wk 2)</em></td>
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<td>A Bad Case of the Stripes</td>
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<td>“Swimming to the Rock” &amp; “Moondust FootPrint” “Sing to Me” (a) (Unit 4, Wk 5)</td>
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<td>Rainbow Fish</td>
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<td><em>The Game of Silence, “A Surprise Reunion (a) (Unit 6, Wk 1)</em></td>
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<td>Three Little Pigs &amp; The True Story of the Three Little Pigs</td>
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<td>Valley of the Moon, Freedom at Fort Moose (a) (Unit 6, Wk 2)</td>
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<tr>
<td>Goldilocks and the Three Bears, Believe Me, Goldilocks Rocks!</td>
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<td>“The Drum”, “Birdfoot’s Grampa”, “My China Town”, “Climbing Blue Hill” (a) (Unit 6, Wk 5)</td>
</tr>
<tr>
<td><a href="http://www.ereadingworksheets.com/point-of-view/point-of-view-activities/">http://www.ereadingworksheets.com/point-of-view/point-of-view-activities/</a></td>
<td></td>
<td>LaRue for Mayor, The Time Specs 3000 (a) (Unit 4, Wk 2)</td>
</tr>
<tr>
<td><a href="http://cc.betterlesson.com/common_core/browse/1244/ccss-ela-literacy-rl-4-6-compare-and-contrast-the-point-of-view-from-which-different-stories-are-narrated-including-the-differen?from=domain_core">http://cc.betterlesson.com/common_core/browse/1244/ccss-ela-literacy-rl-4-6-compare-and-contrast-the-point-of-view-from-which-different-stories-are-narrated-including-the-differen?from=domain_core</a></td>
<td></td>
<td><em>The Moon Over Star, A Telephone Mix Up (a) (Unit 4, Wk 3)</em></td>
</tr>
<tr>
<td>Refer to Unit 3 for Point of View</td>
<td></td>
<td>Refer to Unit 3 for Point of View</td>
</tr>
<tr>
<td><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</td>
<td></td>
<td><strong>Three Little Pigs &amp; The True Story of the Three Little Pigs</strong></td>
</tr>
<tr>
<td>***Use leveled readers, workstation cards, and Your Turn Practice Book pages that correspond to the units ***(a)=Anthology</td>
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</tbody>
</table>
**Texts for Literature Circles (Beg. 4th/End of 3rd grade level):**
- Dragon Slayer’s Academy Series by Kate McMullan (LL 300-600 GR N-P)
- The Skirt by Gary Soto (LL540 GR N)
- The Accidental Hero by Matt Myklusch (bk1 of Jack Blank Trilogy) (LL780)

**Additional Resources:**
- Core Standards.org Appendix B: Text Exemplars & Sample Tasks for each grade level; some of the 3rd grade selections & task resources may be helpful in the first few weeks of school
- Popular Series Recommendations: Organized by Fountas & Pinnell GR levels, this resource goes from level F-Z and includes both fiction and nonfiction series suggestions
- Great Books to Start the School Year: Organized by various categories; a great resource for teachers new to 4th grade in particular
- Scholastic Book Wizard – search engine for texts; searchable by reading level, title, author and more. This site provides great summaries & details for texts; it is a great resource for planning literature circles & matching readers to texts.

**Assessment:**
- Compare & Contrast
- Wonders Series:
  - TCAP Weekly Assessment Unit 1, Week 3
  - Selection Test Unit 1, Week 3

- Your Turn Practice Book:
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<th>Writing</th>
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<td><strong>CCSS Writing</strong></td>
</tr>
<tr>
<td><strong>Power Standards:</strong>&lt;br&gt;Text Types and Purposes&lt;br&gt;W 4.1 a-d&lt;br&gt;Write opinion pieces on topics or texts, supporting a point of view with reasons and information.&lt;br&gt;a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.&lt;br&gt;b. Provide reasons that are supported by facts and details.&lt;br&gt;c. Link opinion and reasons using words and phrases (e.g., <em>for instance, in order to, in addition</em>).&lt;br&gt;d. Provide a concluding statement or section related to the opinion presented.</td>
</tr>
<tr>
<td><strong>Power Standards:</strong>&lt;br&gt;I can organize my writing to support an opinion. (W 4.1a)</td>
</tr>
<tr>
<td><strong>I can use facts and details to support reasons.</strong> (W 4.1b)</td>
</tr>
<tr>
<td><strong>I can use words and phrases to connect an opinion and reasons.</strong> (W 4.1c)</td>
</tr>
<tr>
<td><strong>I can write a conclusion related to an opinion.</strong> (W 4.1d)</td>
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</tbody>
</table>
| **Supporting Standards:**<br>Production and Distribution of Writing<br>W 4.4<br>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W 4.5<br>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)

Range of Writing<br>W 4.10<br>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| **Supporting Standards:**<br>I can consider the purpose and audience when writing. (W4.4)

I can plan, revise, and edit my writing. (W 4.5)

I can write over different time periods for various purposes and audiences. (W 4.10) |
| **Activities/ tasks/ writing prompts:**

- See "Text Connections" in reading series per corresponding skill.
- Comparing Wonders Reading Writing Workshop story to the Anthology story.

Your Turn Practice Book: 30, 130, 150, 210, 230, & 280

Writing Work Station Activity Cards: 3, 7, 9, 10, 23, & 26

- sample ELA tasks (scroll down to pgs. 4&5)

4th grade writing exemplars & analysis for opinion/argument for (Topic is "Outdoor Recess... Required!"

Performance assessment for writing opinion/argument. This assessment references 2 texts linked below & a YouTube video. Plans include graphic organizers, teacher plans, and resources for working through the assignment. (Topic is school lunch)

(text 1 for unit/assessment above)

(text 2 for assessment/unit above)

Performance Task: Write a PSA convincing people to vote Part of an EngageNY unit about voting; writing a persuasive argument is just one part of this larger resource.

www.connected.mcgraw-hill.com: RESOURCES

Possible Mentor Texts for Opinion/Argument<br>(may include books in which a character expresses opinions)

Dear Mrs. LaRue: Letters from Obedience School by Mark Teague

Don't let the Penguin Drive the Bus by Mo Willems

I Wanna Iguana by Karen Kaufman Orloff

The Perfect Pet by Margie Palitini

Can I Keep Him? By Steven Kellogg

Alexander Who's Not (Do you hear me? I mean it!) Going to Move by Judith Viorst

Should There be Zoos? A Persuasive Text by Tony Stead

The Great Kapok Tree by Lynne Cherry
Additional Resources:
http://www.ReadWriteThink.org (graphic organizers, etc.)
http://www.learnzillions.com (need account, but free to join) has a variety of resources for W.4.1a-d)
Templates for Creating Writing Tasks

Assessment:
These are good resources put out by the TN State Dept. There will probably be additional resources added over the summer & in the fall to support the changes to the state-mandated writing assessment.
MIST Teacher Login – assign prompts to students; score online
MIST practice tests – students may type a response to the prompt, but will not be able to save their work.
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<th><strong>Language</strong></th>
<th><strong>Outcomes (I can...)</strong></th>
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| **CCSS Language** | **Power Standards:** I can form and use prepositional phrases. (L 4.1e) I can correctly use frequently confused words (e.g., to, too, two; there, their, they’re). (L 4.1g). **Supporting Standards:** I can relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). (L 4.1a) I can form and use progressive verbs. (L 4.1b) I can use helping verbs such as can, may, must to express time and mood. (L 4.1c) I can spell words correctly. I can refer to sources when I need help spelling a word. (L 4.1d) I can form complete sentences and correct fragments and run-on sentences. (L 4.1f) | **Grammar Strategies/ Activities:** - Anchor charts/note taking - Language songs/dances/movements **Suggested Texts (external to Wonders Series):** Primary for Review of Basic Parts of Speech: Grammar Picture Book Series by Ruth Heller (Up, Up and Away, Behind the Mask, Kites Sail High, and Mine, All Mine) Grammar Tales Series by Various Authors (The Planet without Pronouns) To Root, to Toot, Parachute by Brian P. Cleary **Similes/Metaphors:** Owl Moon – Yolen Quick as a Cricket - Wood Song and Dance Man - Ackerman The Girl Who Loved Wild Horses – Goble **Antonyms and Synonyms** Pitch and Throw, Grasp and Know – Cleary and Gable Stroll and Walk, Babble and Talk – Cleary and Gable Stop and Go, Yes and No – Cleary and Gable Straight and Curvy, Meek and Nervy – Cleary and Gable | **Suggested Grammar Resources:** Internet4classrooms.org Harcourschool.com Schoolhouserock (YouTube or DVD) Moby Max Imagine Learning Teacherspayteachers.com Pete’s PowerPoint Online Grammar Games through Wonders series **Assessments:** - Grammar Language Book - Common assessments - Weekly/Unit tests - Targeted Skills Tests (Blast from the past/12 box reviews/Weekly challenges, etc.) *Complete some version of a periodic language quiz/review.
## Speaking and Listening

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<th>CCSS Speaking and Listening</th>
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<td><strong>Power Standards:</strong></td>
<td><strong>Power Standards:</strong></td>
<td><strong>Accountable Talk Resources (SL 4.1a-d):</strong></td>
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| Comprehension and Collaboration | I can restate information that is presented in a variety of ways. (SL 4.2) | Accountable talk stems  
Accountable talk toolkit |
| SL 4.2                      |                     | **Resources** |
| Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |                     | EngageNY SL 4.2  
http://www.engageny.org/ccls/sl42  
Share My Lesson  
http://www.sharemylesson.com/TaxonomySearchResults.aspx?area=resources&keywords=SL.4.2  
www.connected.mcgraw-hill.com RESOURCES  
Student Resources: Music/Fine Arts Activities  
Teacher Resources: Interactive Read Aloud Images, Music/Fine Arts Activities |
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<th>Standards that are ongoing throughout the year:</th>
<th>Key Ideas and Details:</th>
<th>Key Ideas and Details:</th>
<th>Phonics and Word Recognition:</th>
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<td><strong>RL 4.1</strong></td>
<td><strong>RI 4.1</strong></td>
<td><strong>RF 4.3</strong></td>
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<tr>
<td>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>Know and apply grade-level phonics word analysis skills in decoding words.</td>
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<td><strong>Range of Reading and Level of Text Complexity:</strong></td>
<td><strong>Range of Reading and Level of Text Complexity:</strong></td>
<td><strong>Fluency</strong></td>
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<tr>
<td><strong>RL 4.10</strong></td>
<td><strong>RI 4.10</strong></td>
<td><strong>RF 4.4</strong></td>
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<tr>
<td>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
<td>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
<td>Read with sufficient accuracy and fluency to support comprehension.</td>
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<tr>
<td><strong>Vocabulary Acquisition and Use</strong></td>
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<td><strong>RF 4.4a</strong></td>
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<td><strong>L 4.6</strong></td>
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<td><strong>RF 4.4b</strong></td>
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<tr>
<td>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</td>
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<td>Read grade-level text with purpose and understanding.</td>
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<td><strong>RF 4.4c</strong></td>
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<td>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</td>
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### Reading for Literature

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<th>Essential Questions</th>
<th>Power Standards: Craft and Structure RI 4.5</th>
<th>Comprehension Skills: sequencing, compare &amp; contrast, cause &amp; effect, problem/solution, making inferences</th>
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<td>How do text features, text structure, and visuals help support the text and the way it is organized?</td>
<td>I can explain the way a text is organized. (RI 4.5)</td>
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<td></td>
<td>I can use the visuals in a text to better understand the subject. (RI 4.7)</td>
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<td></td>
<td>I can explain how the visuals support the text. (RI 4.7)</td>
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<tr>
<th>Integration of Knowledge and Ideas RI 4.7</th>
<th>Comprehension Strategies: Graphic organizers, rereading, visualization, summarizing, foldables, note-taking, anchor charts, sentence starters/writing stems for responding to text</th>
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<tr>
<td>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</td>
<td>See ongoing standards for more strategies.</td>
</tr>
</tbody>
</table>

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<tr>
<th>Supporting Standards: Key Ideas and Details RI 4.3</th>
<th>Vocabulary Strategies: Context clues, prefixes &amp; suffixes, Greek &amp; Latin roots</th>
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<tbody>
<tr>
<td>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</td>
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<tr>
<td>I can use specific information in nonfiction text to explain the main idea. (RI 4.3)</td>
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<tr>
<td>I can use information from two sources to write or talk about a subject. (RI 4.9)</td>
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<thead>
<tr>
<th>Integration of Knowledge and Ideas RI 4.9</th>
<th>Suggested Text Selections/Extended Texts provided by Wonders Series:</th>
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<tr>
<td>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</td>
<td>Reading/Writing Workshop:</td>
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<tr>
<td></td>
<td>Rescuing Our Reefs (Unit 2, Wk 3)</td>
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<td>Animal Adaptations (Unit 2, Wk 4)</td>
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<td>The Girl and the Chenoo (Unit 3, Wk 1)</td>
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<td>Judy’s Appalachia (Unit 3, Wk 3)</td>
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<td>Words for Change (Unit 3, Wk 4)</td>
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<td>Food Fight (Unit 3, Wk 5)</td>
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<td>Stephanie Kwolek: Inventor (unit 5, Wk 3)</td>
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<td>Where It All Began (Unit 5, Wk 5)</td>
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<td>Literature Anthology:</td>
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<td>Energy in the Ecosystems (Unit 2, Wk 3)</td>
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<td>Spiders (Unit 2, Wk 4)</td>
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<td>Partaking in Public Service (Unit 3, Wk 2)</td>
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<td>Keeping Freedom in the Family (Unit 3, Wk 3)</td>
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<td>A New Kind of Corn (Unit 3, Wk 5)</td>
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<td>How Ben Franklin Stole the Lightning (Unit 5, Wk 3)</td>
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<td>Rediscovering Our Spanish (Unit 5, WK 5)</td>
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</tbody>
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***Use leveled readers, workstation cards, and Your Turn Practice Book***
pages that correspond to the units

**Additional Resources external to Wonders:**

**20 Strategies to Teach Text Structure** - In addition to providing text structure strategies, this PDF provides a list of mentor texts that can be used to teach each type of text structure.

**Exploring Cause and Effect Using Expository Texts About Natural Disasters**—This lesson helps third- through fifth-grade students explore the nature and structure of expository texts that focus on cause and effect.

**Teaching Text Structure Lesson**—This Scholastic.com lesson teaches students the importance of how understanding the structure of a text helps us to understand the purpose and main idea of it in a deeper manner.

**Text Structure Resources**—This website provides a variety of graphic organizers and PDF documents that can serve as anchor charts in the classroom for text structures.

**Text Structure Video**—In this LearnZillion.com video, students learn how to use text structure to organize and comprehend new information.

**Text Feature Treasure Hunt**—This PDF could be used for direct instruction or as a formative assessment to see if students can identify the various text features in a text. The handout could be extended to have students identify the purpose of each feature as well.

http://www.tncurriculumcenter.org/learning_expectation/1714 - This 5 day unit on non-fiction text teaches 2nd-5th grade students to use non-fiction text features to make meaning.

**Also consider:**

- Internet4classrooms.org
- HarcourtSchool.com
- Schoolhouserock (youtube or DVD)
- Moby Max
- IXL
- Imagine Learning
- Teacherspayteachers.com
- Pete's Powerpoints
- [www.snaplearning.com](http://www.snaplearning.com)
- [www.thecurriculumcorner.com](http://www.thecurriculumcorner.com)
- [www.learninga-z.com](http://www.learninga-z.com)
- [www.learningfarm.com](http://www.learningfarm.com)
- [www.edcite.com](http://www.edcite.com)
- [www.readworks.org](http://www.readworks.org)

**Assessment:**

Wonders TCAP Format Unit Assessment and/or Wonders TCAP Format Weekly Assessment
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<th>Writing</th>
<th>Writing Outcomes (I can...)</th>
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<td><strong>CCSS Writing</strong></td>
<td><strong>Power Standards:</strong></td>
<td><strong>Activities/tasks/writing prompts:</strong></td>
</tr>
<tr>
<td><strong>Power Standards:</strong> Text Types and Purposes W 4.2</td>
<td>I can write an informational text. (W 4.2)</td>
<td>See “Text Connections” in reading series per corresponding skill – especially Writing Workstation Activity Cards and <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES (find additional lessons and activities to support this standard)</td>
</tr>
<tr>
<td>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</td>
<td>I can organize my writing and use text features to help readers better understand a topic. (W 4.2a)</td>
<td><strong>Sentence Strip Organization Activity</strong>—In this mini-lesson, students learn how to organize research information they have compiled using sentence strips. Students then use these strips to group related information together.</td>
</tr>
<tr>
<td>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</td>
<td>I can use specific information like facts, definitions, and details to support a topic. (W 4.2b)</td>
<td><strong>Informational Writing Lesson on Potential Careers Using Mentor Texts</strong>—In this Writing Fix lesson, the teacher will use the mentor text, How I Became a Pirate, to help students write an informative piece on a career they would like to pursue.</td>
</tr>
<tr>
<td>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</td>
<td>I can use words and phrases to connect ideas within sections. (W 4.2c)</td>
<td><strong>Report Writing: Biographies</strong></td>
</tr>
<tr>
<td>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</td>
<td>I can use specific words related to the topic to support my writing. (W 4.2d)</td>
<td><strong>Mentor Texts</strong></td>
</tr>
<tr>
<td>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
<td>I can write a conclusion related to a topic. (W 4.2e)</td>
<td>Bug-a-licious – Goldish</td>
</tr>
<tr>
<td>e. Provide a concluding statement or section related to the information or explanation presented.</td>
<td><strong>Supporting Standards:</strong> Production and Distribution of Writing: W 4.4</td>
<td>Food for Thought – Robbins</td>
</tr>
<tr>
<td><strong>Supporting Standards:</strong></td>
<td>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) W 4.5</td>
<td>One Beetle Too Many – Lasky</td>
</tr>
<tr>
<td>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate</td>
<td>I can plan, revise, and edit my writing. (W 4.5)</td>
<td>Ubiquitous - Sidman</td>
</tr>
<tr>
<td><strong>Additional Resources:</strong></td>
<td>I can write over different time periods for various purposes &amp; audiences. (W 4.10)</td>
<td>Write From the Beginning</td>
</tr>
<tr>
<td>Scott Foresman’s The Grammar &amp; Writing Book</td>
<td></td>
<td>Razzle Dazzle Writing by Melissa Forney</td>
</tr>
<tr>
<td>Internet4classrooms.org</td>
<td></td>
<td>Internet4classrooms.org</td>
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<tr>
<td>Harcourschool.com</td>
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<td>Harcourschool.com</td>
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<tr>
<td>Schoolhouserock (youtube or DVD)</td>
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<tr>
<td>Moby Max</td>
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<tr>
<td>IXL</td>
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<tr>
<td>Imagine Learning</td>
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<tr>
<td>Teacherspayteachers.com</td>
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<tr>
<td>Pete’s Powerpoints</td>
<td></td>
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</tr>
<tr>
<td><a href="http://www.snaplearning.com">www.snaplearning.com</a></td>
<td></td>
<td><a href="http://www.snaplearning.com">www.snaplearning.com</a></td>
</tr>
<tr>
<td><a href="http://www.thecurriculumcorner.com">www.thecurriculumcorner.com</a></td>
<td></td>
<td><a href="http://www.thecurriculumcorner.com">www.thecurriculumcorner.com</a></td>
</tr>
</tbody>
</table>
command of Language standards 1-3 up to and including grade 4 here.)

**W 4.10**
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

www.learninga-z.com
www.learningfarm.com
www.edcite.com
www.readworks.org
<table>
<thead>
<tr>
<th>CCSS Language</th>
<th>Outcomes (I can...)</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Power Standards:</strong> Knowledge of Language L 4.4</td>
<td><strong>Power Standards:</strong></td>
<td><strong>Grammar Skills:</strong> Punctuation, multiple-meaning words, prefixes/suffixes/roots, context clues</td>
</tr>
<tr>
<td>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</td>
<td>I can use strategies to understand unfamiliar words &amp; phrases (L. 4.4)</td>
<td><strong>Grammar Strategies/Activities:</strong> foldables, matching games, Wonders Daily Language Activity, small group stations</td>
</tr>
<tr>
<td>a. Choose words and phrases to convey ideas precisely.*</td>
<td>I can use context clues to understand an unfamiliar word or phrase (L 4.4a)</td>
<td><strong>Suggested Grammar Resources:</strong> See “Text Connections” in reading series per corresponding standards <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES (find additional lessons and activities to support this standard)</td>
</tr>
<tr>
<td>c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</td>
<td>I can use reference materials to learn about unfamiliar words &amp; phrases. (L 4.4c)</td>
<td><strong>Assessments:</strong> Scott Foresman’s The Grammar &amp; Writing Book Unit Assessment</td>
</tr>
<tr>
<td>CCSS Speaking and Listening</td>
<td>Outcomes (I can...)</td>
<td>Content</td>
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</tbody>
</table>

**Power Standards:**
Comprehension and Collaboration
SL 4.2
Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<table>
<thead>
<tr>
<th>Standards that are ongoing throughout the year:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Ideas and Details:</strong> RL 4.1</td>
</tr>
<tr>
<td>Refer to details and examples in a text when</td>
</tr>
<tr>
<td>explaining what the text says explicitly and</td>
</tr>
<tr>
<td>when drawing inferences from the text.</td>
</tr>
<tr>
<td><strong>Phonics and Word Recognition:</strong> RF 4.3</td>
</tr>
<tr>
<td>Know and apply grade-level phonics word</td>
</tr>
<tr>
<td>analysis skills in decoding words.</td>
</tr>
<tr>
<td>a. Use combined knowledge of all letter-</td>
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<tr>
<td>sound correspondences, syllabication patterns,</td>
</tr>
<tr>
<td>and morphology (e.g., roots and affixes) to</td>
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<tr>
<td>read accurately unfamiliar multisyllabic</td>
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<tr>
<td>words in context and out of context.</td>
</tr>
<tr>
<td>**Range of Reading and Level of Text</td>
</tr>
<tr>
<td>Complexity:** RL 4.10</td>
</tr>
<tr>
<td>By the end of the year, read and comprehend</td>
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<tr>
<td>literature, including stories, dramas, and</td>
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<tr>
<td>poetry, in the grades 4-5 text complexity</td>
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<tr>
<td>band proficiently, with scaffolding as needed</td>
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<tr>
<td>at the high end of the range.</td>
</tr>
<tr>
<td>**Range of Reading and Level of Text</td>
</tr>
<tr>
<td>Complexity:** RI 4.10</td>
</tr>
<tr>
<td>By the end of the year, read and comprehend</td>
</tr>
<tr>
<td>informational texts, including history/social</td>
</tr>
<tr>
<td>studies, science, and technical texts, in the</td>
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<tr>
<td>grades 4-5 text complexity band proficiently</td>
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<tr>
<td>with scaffolding as needed at the high end of</td>
</tr>
<tr>
<td>the range.</td>
</tr>
<tr>
<td><strong>Fluency</strong> RF 4.4</td>
</tr>
<tr>
<td>Read with sufficient accuracy and fluency to</td>
</tr>
<tr>
<td>support comprehension.</td>
</tr>
<tr>
<td>a. Read grade-level text with purpose and</td>
</tr>
<tr>
<td>understanding.</td>
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<tr>
<td>b. Read grade-level prose and poetry orally</td>
</tr>
<tr>
<td>with accuracy, appropriate rate, and expression</td>
</tr>
<tr>
<td>on successive readings.</td>
</tr>
<tr>
<td>c. Use context to confirm or self-correct word</td>
</tr>
<tr>
<td>recognition and understanding, rereading as</td>
</tr>
<tr>
<td>necessary.</td>
</tr>
<tr>
<td><strong>Vocabulary Acquisition and Use</strong> L 4.6</td>
</tr>
<tr>
<td>Acquire and use accurately grade-appropriate</td>
</tr>
<tr>
<td>general academic and domain-specific words</td>
</tr>
<tr>
<td>and phrases, including those that signal</td>
</tr>
<tr>
<td>precise actions, emotions, or states of being</td>
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<tr>
<td>(e.g., <em>quizzed, whined, stammered</em>) and that</td>
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<tr>
<td>are basic to a particular topic (e.g.,</td>
</tr>
<tr>
<td><em>wildlife, conservation, and endangered</em></td>
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<tr>
<td>when discussing animal preservation).</td>
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</table>
## Essential Questions:
What strategies can I use to compare and contrast themes, topics, and text structures in stories, myths, fables, folktales, tall tales, and other traditional literature and informational text? How can I use print and digital resources to do research, gather and categorize information, and give credit to the authors? How can I use text structure to explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text? How can I use what I know about my audience, my purpose, and the writing process to combine my research from multiple sources to speak about or produce clear and coherent writing about a topic?

## Reading for Literature

<table>
<thead>
<tr>
<th>CCSS Literature</th>
<th>Outcomes (I can...)</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Power Standards:</strong></td>
<td><strong>Supporting Standards:</strong></td>
<td><strong>Comprehension Skills:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Use the supporting standards in writing.</strong></td>
</tr>
<tr>
<td><strong>Supporting Standards:</strong></td>
<td>I can compare and contrast themes, topics, and patterns of events in various texts. (RL 4.9)</td>
<td>- work attack skills</td>
</tr>
<tr>
<td>Integration of Knowledge and Ideas</td>
<td>I can use specific information in nonfiction text to explain the main idea. (RI 4.3)</td>
<td>- dictionary and thesaurus skills</td>
</tr>
<tr>
<td>RI 4.3</td>
<td>I can use information from two or more sources to write or talk about a subject. (RI 4.9)</td>
<td>- clarify</td>
</tr>
<tr>
<td><strong>Key Ideas and Details</strong></td>
<td><strong>Supporting Standards:</strong></td>
<td>- ask and answer questions</td>
</tr>
<tr>
<td>RI 4.3</td>
<td>I can compare and contrast themes, topics, and patterns of events in various texts. (RL 4.9)</td>
<td>- make inferences</td>
</tr>
<tr>
<td><strong>Integration of Knowledge and Ideas</strong></td>
<td>I can use specific information in nonfiction text to explain the main idea. (RI 4.3)</td>
<td>- recall, recount, paraphrase, and categorize sequence events and information</td>
</tr>
<tr>
<td>RI 4.9</td>
<td>I can use information from two or more sources to write or talk about a subject. (RI 4.9)</td>
<td>- explain events, procedures, ideas, and concepts</td>
</tr>
<tr>
<td><strong>Comprehension Strategies:</strong></td>
<td><strong>Comprehension Strategies:</strong></td>
<td>- ID genre, text structures and patterns, theme, problem and solution, cause and effect relationships</td>
</tr>
<tr>
<td></td>
<td>- reread</td>
<td>- compare and contrast sources (reliable/unreliable), author's treatment or presentation of topics, themes, events, or procedures, analyze and synthesize information on one topic from multiple sources</td>
</tr>
<tr>
<td></td>
<td>- think aloud</td>
<td>- teacher prompts/sentences starters</td>
</tr>
<tr>
<td></td>
<td>- visualize, paraphrase, sequence events, summarize</td>
<td><strong>&quot;I remember&quot; - students work with partners to tell each other what they remember from segments of text</strong></td>
</tr>
<tr>
<td></td>
<td>- predict, ask questions, make inferences</td>
<td>- collaborative conversations to summarize with a partner</td>
</tr>
<tr>
<td></td>
<td>- graphic organizers, foldables, ID important words and take notes</td>
<td>- find text evidence</td>
</tr>
<tr>
<td></td>
<td>- text features, graphics, sub-headings, and patterns in text structure (structural elements of various genres)</td>
<td>- use text features, graphics, sub-headings, and patterns in text structure (structural elements of various genres)</td>
</tr>
<tr>
<td></td>
<td>- author's perspective, use of word connotations, and characters' choices to convey theme</td>
<td>- teacher prompts/sentences starters</td>
</tr>
<tr>
<td><strong>&quot;I remember&quot; - students work with partners to tell each other what they remember from segments of text</strong></td>
<td>- collaborative conversations to summarize with a partner</td>
<td></td>
</tr>
</tbody>
</table>
**Vocabulary Strategies:**
- context clues
- analyze word parts
- synonyms and antonyms
- use common grade-level roots and affixes
- use glossaries, dictionaries and thesauruses
- define, give an example/use in a sentence, ask a question
- restate in own words

**Suggested Text Selections/Extended Texts provided by Wonders Series:**
- **RL 4.9**
  - RWW: Unit 1 The Dragon Problem; Unit 2 The Fisherman and the Kaha Bird; The Ant and the Grasshopper; Unit 5 My Big Brother, Johnny Kaw

  **LITERATURE ANTHOLOGY:** Unit 3 The Girl and the Chenoo; Unit 4 How It Came to Be; Unit 5 Apples to Oregon;

  **RI 4.3**
  - RWW: Unit 3 Judy’s Appalachia; Words for Change; Food Fight; Unit 4 A World Without Rules; Wonders in the Night Sky; Unit 5 Stephanie Kwolek: Inventor; Your World Up Close; Where It All Began;

  **LITERATURE ANTHOLOGY:** Unit 3 Partaking in Public Service; Delivering Justice…Civil Rights; Keeping Freedom in the Family; Abe’s Honest Words; A New Birth of Freedom; A New Kind of Corn; The Pick of the Patch; Unit 4 See How They Run; The Birth of American Democracy; Bringing Government Home; 3…2…1…We Have Spin-Off; Why Does the Moon Change Shape; Unit 5 Westward Bound; How Ben Franklin Stole the Lightning; Energy Is Everywhere!; A Drop of Water; Rediscovering Our Spanish Beginnings; History’s Mysteries;

***Use leveled readers, workstation cards, and Your Turn Practice Book pages that correspond to the units***

**www.connected.mcgraw-hill.com:** RESOURCES (find additional lessons and activities to support this standard)

**RI 4.9**

Use suggested texts from RL 4.9 and RI 4.3 above and choose two related texts to integrate information from two texts.

**Additional Resources:**
- [http://www.readworks.org/user/alignment](http://www.readworks.org/user/alignment) - TN CCSS organized by standard with links to Readworks texts and lessons.

- [http://tncore.org/english_language_arts/curricular_resources/4-5/units45.aspx](http://tncore.org/english_language_arts/curricular_resources/4-5/units45.aspx) - These units teach students to read complex
informational or fictional texts critically and to respond through writing. 
https://www.masteryconnect.com/learn-more/goodies.html
Common Core app for Apple, Android, Windows, Amazon- Under Language Arts: Resources: Appendix B- Text Exemplars and Sample Performance Tasks
There are stories, poetry, and informational texts for grades 4-5 as well as links to media resources for some texts.

http://achievethecore.org/dashboard/300/search/1/1/0/1/2/3/4/5/6/7/8/9/10/11/12
This website has resources for unit lessons, student writing samples, assessment questions, tools for choosing complex texts, writing text dependent questions, strategies and materials to support students and professional development webinars.

Complete unit with complex texts, text dependent questions, student discussion questions and writing-based formative assessments for The Fisherman and His Wife by the Brothers Grimm.

**Assessment:**
Common Assessments
Weekly/Unit Tests
TCAP Samplers and Practice Books
<table>
<thead>
<tr>
<th>Writing</th>
<th>Writing Outcomes (I can...)</th>
<th>Content</th>
</tr>
</thead>
</table>
| **Power Standards:** Research to Build and Present Knowledge  
W 4.7  
Conduct short research projects that build knowledge through investigation of different aspects of a topic. | **Power Standards:**  
I can research different aspects of a topic. (W 4.7) | **Activities/ tasks/ writing prompts:**  
See “Text Connections” in reading series per corresponding standards [www.connected.mcgraw-hill.com](http://www.connected.mcgraw-hill.com); RESOURCES (find additional lessons and activities to support this standard)  

Native American Informational Writing Project—In this Scholastic.com activity, students research local Native Americans and write an informative paper on their findings. The link above provides direct links to online research as well as organizational tools to structure students’ informative texts.  


Animal Adaptation Research Project—This lesson plan on researching animal adaption teaches research skills and can be integrated with the novel Stone Fox.  

Great Depression - [http://alex.state.al.us/lesson_view.php?id=13246](http://alex.state.al.us/lesson_view.php?id=13246)  

Determining a Website’s Credibility—In this mini-lesson, students work as a class to develop a rubric for determining if a website is a credible website with information that is relevant to their research topic.  

Writing Fix: An Alphabet Book Research Project  
Learning about Research and Writing Using the American Revolution  
Research Building Blocks: Notes, Quotes, and Fact Fragments |
| **Supporting Standards:** Production and Distribution of Writing  
W 4.4  
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  
W 4.5  
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)  
W 4.6  
With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single setting. | **Supporting Standards:**  
I can consider my purpose and my audience when writing. (W 4.4)  
I can make a plan for writing, then reread, edit and revise what I have written to strengthen it. (W 4.5)  
I can use various technology resources, and the Internet to create, publish and share my writing with others. (W 4.6)  
I can type a page in one setting. (W 4.6)  
I can remember information that I have heard, seen or read to take notes, organize my notes and give credit to the authors. (W 4.8)  
I can write for short responses or in-depth reports and stories for different audiences and purposes. (W 4.10) | |
| **Research to Build and Present Knowledge**  
W 4.8  
Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. | | |
<table>
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<tr>
<th>Range of Writing</th>
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<td>W 4.10</td>
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<td>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</td>
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<td>CCSS Language</td>
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<tr>
<td><strong>Power Standards:</strong></td>
</tr>
<tr>
<td>L 4.3</td>
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<td><strong>Supporting Standards:</strong></td>
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<td><strong>Assessments:</strong></td>
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<tr>
<td>CCSS Speaking and Listening</td>
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<tr>
<td>-----------------------------</td>
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</tbody>
</table>
| **Supporting Standards:**  | **Supporting Standards:**  
Presentation of Knowledge and Ideas | I can speak clearly and at understandable pace, using facts and details when I tell a story, give a report, or talk about a personal experience. (SL 4.4) 
I know how to use a variety of media effectively when I want to enhance my oral presentations and written reports. (SL4.5) 
I can use formal English and informal English appropriately and can differentiate speaking and writing situations in which to use them. | See “Text Connections” in reading series per corresponding standards 
www.connected.mcgraw-hill.com: RESOURCES (find additional lessons and activities to support this standard) 
Have students present research using a Speaking and Listening Rubric 
Mystery Bag |
| SL 4.4 | Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | |
| SL 4.5 | Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. | |
| SL 4.6 | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 here for specific expectations.) | |
Standards that are ongoing throughout the year:

<table>
<thead>
<tr>
<th>Key Ideas and Details: RL 4.1</th>
<th>Key Ideas and Details: RI 4.1</th>
<th>Phonics and Word Recognition: RF 4.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>Know and apply grade-level phonics word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Range of Reading and Level of Text Complexity: RL 4.10</th>
<th>Range of Reading and Level of Text Complexity: RI 4.10</th>
<th>Fluency RF 4.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
<td>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
<td>Read with sufficient accuracy and fluency to support comprehension.</td>
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<td></td>
<td>RF 4.4a Read grade-level text with purpose and understanding.</td>
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<td></td>
<td>RF 4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</td>
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<tr>
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<td></td>
<td>RF 4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary Acquisition and Use L 4.6</th>
<th>Resources: Appendix B - Text Exemplars and Sample Performance Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</td>
<td>These units teach students to read complex informational or fictional texts critically and to respond through writing.</td>
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<th>Resources: Appendix B - Text Exemplars and Sample Performance Tasks</th>
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<tr>
<td><a href="http://www.readworks.org/user/alignment">http://www.readworks.org/user/alignment</a> TN CCSS organized by standard with links to Readworks texts and lessons.</td>
</tr>
<tr>
<td>There are stories, poetry, and informational texts for grades 4-5 as well as links to media resources for some texts.</td>
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<tbody>
<tr>
<td><a href="http://achievethecore.org/page/20/the-fisherman-and-his-wife-translated-by-lucy-crane-detail-pg">http://achievethecore.org/page/20/the-fisherman-and-his-wife-translated-by-lucy-crane-detail-pg</a> Complete unit with complex texts, text dependent questions, student discussion questions and writing-based formative assessments for The Fisherman and His Wife by the Brothers Grimm.</td>
</tr>
</tbody>
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<thead>
<tr>
<th>Also consider:</th>
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<tr>
<td>Internet4classrooms.org</td>
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<tr>
<td>Harcourtschool.com</td>
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<tr>
<td>Schoolhouse Rock (YouTube or DVD)</td>
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<td>MobyMax.com</td>
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<tr>
<td>Imagine Learning</td>
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<td>Pete's PowerPoints</td>
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<td><a href="http://www.thecurriculumcorner.com">www.thecurriculumcorner.com</a></td>
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<tr>
<td><a href="http://www.learningfarm.com">www.learningfarm.com</a></td>
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