

Analyzing Characters and Conflicts

Overview	Instructional Guidance
<p>Students with learning to use strategies to understand complex text. Students will analyze characters and how they change in order to overcome obstacles. They will make personal connections with the texts in order to become more self-aware. The culminating project is an informational piece that focuses on the challenges that people face and resilience, based on what students have learned from the texts within the lessons.</p> <p><i>The lessons can easily adapt to e-learning using digital platforms such as Flipgrid, Seesaw, and Padlet</i></p>	<p>Text sets in the lessons are designed to offer a high level of text complexity while combining this with a topic that is of high interest to fourth grade students. The lessons are intended to be mini-lessons and can be used in a reading/writing workshop model. Students can apply the learning from each mini-lesson in their independent reading and writing times. Sharing at the end of each day can focus on their application of the skill or strategy.</p> <p>As you work through the lesson sequence, you will notice places to stop for your students and you to formatively assess understandings for specific skills within the lesson. A learning progression for the specific skill is provided for you and the student at these stopping points in the instructional guidance column. Based on the performance students are working through as explained in the lesson sequence, you and your student will determine where they are within the progression in order to continue growing in that specific skill. These moments could include conferences, and reflections with students. At any point during these formative assessment opportunities, students may need an additional mini lesson focused on the Fundamental Reading and Writing Standards. Teachers should continue to address earlier standards and indicators as they apply to more complex skills. Students are expected to build upon and continue applying concepts learned previously.</p>
Skill Emphasis at a Glance	Instructional Guidance
<ul style="list-style-type: none"> • Visualize and read for meaning in order to infer and draw conclusions from text • Analyze characters, setting, and plot to understand how characters and people have overcome challenges in their lives 	<p>It is important to view reading and writing components in unison as literacy involves both the act of reading and writing concurrently. Avoid separating reading from writing. Students should write about their reading and read about their writing.</p>

<ul style="list-style-type: none"> • Think critically to understand multiple perspectives and make connections between texts • Determine importance in informational and narrative texts to identify the central idea and summarize • Bring together ideas from the text and reflect on personal experiences to synthesize new thinking 	
<p>Standards at a Glance</p>	<p>Instructional Guidance</p>
<p><u>Inquiry</u> 4.I.3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings. 4.I.4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process. 4.I.4.3 Determine appropriate tools and develop a plan to communicate findings and/or take informed action. 4.I.5.2 Employ past and present learning in order to monitor and guide inquiry.</p> <p><u>Reading- Literary</u> 4.RL.5.1 Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions. 4.RL.6.1 Determine the development of a theme within a text; summarize using key details. 4.RL.7.1 Explore similarities and differences among textual, dramatic, visual, or oral presentations. 4.RL.7.2 Compare and contrast the treatment of similar themes, topics, and patterns of events in texts and diverse media. 4.RL.8.1 Use text evidence to: a. explain how conflicts cause the characters to change or revise plans while moving toward resolution; and b. explain the influence of cultural, historical, and social context on characters, setting, and plot development. 4.RL.9.2 Explain how the author’s choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.</p> <p><u>Writing</u> 4.W.2.1 Write informative/explanatory texts that: a. introduce a topic clearly; b. use relevant information from multiple print and multimedia sources; c. provide a general observation and focus; d. group related information logically; f. include formatting, illustrations, and multimedia to aid comprehension;</p>	

g. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic

4.W.3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:

d. use dialogue and description to develop experiences and events or show the responses of characters to situations;

e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;

g. Communication

4.C.1.1 Explore and create meaning by formulating questions, engaging in purposeful dialogue with peers and adults, sharing ideas and considering alternate viewpoints

4.C.1.2 Participate in discussions; ask and respond to probing questions to acquire and confirm information concerning a topic, text, or issue.

4.C.1.3 Apply effective communication techniques and the use of formal or informal voice based on audience and setting.

4.C.1.4 Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others, pose specific questions, respond to clarify thinking, and express new thoughts. Explain personal ideas while building on the ideas of others to demonstrate understanding of diverse perspectives.

4.C.3.2 Create presentations that integrate visual displays and other multimedia to enrich the presentation.

4.C.5.1 Set a purpose, integrate craft techniques and maintain a clear focus in presentations.

4.W.5.2b Use quotation marks and commas to mark direct speech

Communication

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<p>Explain personal ideas while building on the ideas of others to demonstrate understanding of diverse perspectives. 4.C.3.2 Create presentations that integrate visual displays and other multimedia to enrich the presentation. 4.C.5.1 Set a purpose, integrate craft techniques and maintain a clear focus in presentations.</p>	
<p>Text/Writing Sets and Resources</p>	<p>Instructional Guidance</p>
<p>Reading/Writing Text Sets</p> <ul style="list-style-type: none"> • • Article: Coach Rob Mendez: https://www.espn.com/espys/story/_/id/26974520/espys-2019-high-school-football-coach-rob-mendez-receive-jimmy-v-award-perseverance • Video: Coach Rob Mendez: “Who says I can’t got further?” Downloaded from You Tube on April 11, 2020 at https://youtu.be/0HJIFgb_IbM • Fulcrum Text: <i>Thunder Cake</i> by Patricia Polacco • <i>The Good Egg</i> by Jory John and Pete Oswald • “Rise Up” by Andra Day • Hope” is the Thing with Feathers” by Emily Dickinson • <i>Ron’s Big Mission</i> by Rose Blue and Corinne Naden • <i>Small Things</i> by Mel Tegenning • Fulcrum writing: informational text about overcoming challenges • Reader’s Notebook reflections • Graphic representation of text • Poetry • Letter to a character • Character trading card <p>Other Classroom Resources</p> <ul style="list-style-type: none"> • a reader’s notebook for each student • a writer’s notebook for each student • student selected texts • annotating materials (highlighters, sticky notes, pencils) • chart paper • notebook paper • chart paper • colored markers/crayons/pencils • poster paper • a document camera (something to project student work <p>Organizers, Tools, and Digital Resources</p> <ul style="list-style-type: none"> • teacher created informational writing rubric • graphic organizers • Padlet, Seesaw, or Flipgrid e-Learning tools 	<p>Essential Question:</p> <ul style="list-style-type: none"> • What mindset and characteristics do we need in order to overcome challenges in our lives? <p><u>Permission has been granted from publishers to use on-line read alouds without copyright concerns through June 2020.</u></p> <p>Submissions to Flipgrid, Seesaw, or Padlet could be substituted for Reader’s Notebook.</p> <p>Graphic organizers are implemented throughout the lessons. Students can draw them in their reader/ writer notebooks or the teacher can create and provide copies for students.</p>

I Can Statements	Instructional Guidance
<ul style="list-style-type: none"> • I can analyze characters, setting, plot, and conflicts in a variety of texts in order to make inferences about theme and author’s purpose. • I can compare and contrast texts in order to understand the author’s craft and perspective. • I can synthesize texts in order to create an informational text. 	<ul style="list-style-type: none"> •
Lesson Sequence	Instructional Guidance
<ul style="list-style-type: none"> • To help students activate their prior knowledge and set a purpose for reading, discuss: <ul style="list-style-type: none"> ○ What dreams do you have for yourself for the future? What are some things we can do to help us achieve our dreams? ○ What does it mean to persevere and to be resilient? • Review with students that readers make inferences from texts in order to better understand the author’s purpose and meaning. With students, make an anchor chart • With a partner, read and text code the ESPN article about Rob Mendez. Analyze to highlight examples of how Rob showed perseverance in his life in order to succeed. Discuss as a class and make a list. • Have students use the strategy, Think-Pair-Share to respond to the following: <ul style="list-style-type: none"> ○ What are some obstacles Rob has had to overcome? ○ What does Rob mean when he says “Together, we’ve proved all of them wrong, and it’s just the beginning.”? • Watch the video of his ESPY acceptance speech. <ul style="list-style-type: none"> ○ Have students analyze speech and discuss in pairs; then share out with the class: what does Rob encourage us to do in order to be able to achieve our dreams? Given the background we read about Rob, how do we think he feels during his acceptance speech? • Have students start a bulleted list in their Reader’s Notebook titled “How we can persevere and overcome challenges and difficulties in our lives”. This list will be added to throughout the lessons, and will be used for a culminating project. For this lesson, have students 	<p><u>Standards</u> 4.RL.5.1 4.RL.7.1 4.RL.8.1 a 4.C.1.1 4.C.1.2 4.C.1.4</p> <p>Responses to activating question could be uploaded to Seesaw, Padlet, or Flipgrid.</p> <p><u>Skills</u> Infer</p> <p><u>OPPORTUNITY FOR FORMATIVE ASSESSMENT</u> refer to Learning Progression in Appendix B when determining student progress on inferring. Have students self-reflect on the progress of their work and learning progress using the Student Self-Assessment for Inferring in Appendix B.</p> <p><u>Teacher Guidance</u></p> <ul style="list-style-type: none"> • This lesson uses a real life example of someone overcoming challenges in order to build interest and help them make real world connections • students may wish to do further research on Rob Mendez <p>Anchor chart on Inferencing: -Inferencing- when you figure something</p>

<p>synthesize: what can we learn from Rob in order to overcome challenges in our lives? This writing could be used as a formative assessment.</p> <ul style="list-style-type: none"> • Have students make predictions based on the cover of <i>Thundercake</i> <ul style="list-style-type: none"> ○ What can you learn about the characters, setting, and plot from the cover? • With students, create an anchor chart about Understanding Character Motivation • Provide students with sticky notes or an index card to stop and jot during the Interactive Read Aloud. Possible stop and discuss points for inferences, analysis, and visualization: <ul style="list-style-type: none"> ○ What is the main problem (conflict) in the story? What evidence can you find? ○ What can you infer about the girl’s feelings at the beginning of the story? What is her motivation? Provide evidence. ○ How did the girl’s grandma help her to overcome her fears? What motivated the grandma to do this? ○ How do the girl’s feelings about herself change from the beginning to the end of the story? What did she learn about herself? ○ How did the author use onomatopoeia to help create the mood of the story? ○ As you listened to the story, how did you picture the setting? How did the author help you to visualize the setting? • Have students provide an “exit” response: <ul style="list-style-type: none"> ○ What else could she have done to overcome her fears? This can be used as a formative assessment to determine a student’s comprehension of the text. • To synthesize the text from the previous lesson, students will create a summary of <i>Thunder Cake</i>. • Create an anchor chart with the class on summarizing. To help students practice using this summarizing technique, model SWBST (Somebody Wanted But So,Then) with a story familiar to the students. Then have them work in small groups to summarize a familiar story or fairy tale (such as Goldilocks and the Three Bears) using these sentence starters • Conduct a picture walk to help students review the main events from the story. Then have students create a tweet (140 characters or less) summary of <i>Thunder Cake</i> with a partner or small group. They should focus on 	<p>out from the text that the author did not directly state</p> <ul style="list-style-type: none"> -Use the clues in the text (evidence) and combine it with what you already know (your schema) to make an inference -Sentence starters: <ul style="list-style-type: none"> I think this means... because... Maybe... It could be that... <p>Submissions to Flipgrid, Seesaw, or Padlet could be substituted for Reader’s Notebook, sticky notes, and stop and jot.</p> <p><u>Standard</u> 4.RL.5.1</p> <p><u>Skills</u> Infer Visualize Analyze</p> <p><u>OPPORTUNITY FOR FORMATIVE ASSESSMENT</u> refer to Learning Progression in Appendix B when determining student progress on inferring. Have students self-reflect on the progress of their work and learning progress using the Student Self-Assessment for Inferring in Appendix B.</p> <p><u>Teacher Guidance</u></p> <ul style="list-style-type: none"> • character motivation is closely tied to character traits- this lesson could also review how character motivation is related to character traits <p>Create an Anchor Chart: entitles Character Motivation with labels of</p> <ul style="list-style-type: none"> -Character -Why did the character act the way they do/did? What was the motivation? -Common motivations: greed, power, fame, ambition, survival, revenge, love
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summarizing using the sentence starters Somebody... Wanted... But... So. Then...Have students share their summaries.

- Discuss connections between the characters and problem in *Thunder Cake* with Rob Mendez and his struggles
 - How is the main character in this story similar and different to Rob Mendez?
 - What can we learn from this story?
- To reflect on and synthesize information, have students add to the list of ways to overcome challenges in their Reader’s Notebook. This could be used as a formative assessment.
- Discuss with students that in order to understand a text, we must put ourselves in the shoes of the main character and try to understand their perspective (how they view the world around them)
- Create an anchor chart with students about perspective.
- Conduct an interactive read aloud of *The Good Egg*, stopping to model think alouds to help students make inferences. Record student responses on chart paper titled “What This Story Makes Me Think About”
 - How do you think the good egg felt being surrounded by the other eggs? What evidence in the text supports this?
 - The good egg begins to crack from all the pressure he puts on himself- how can you relate?
 - What does it mean to be “good to my fellow eggs while also being good to myself”?
 - How does the author use humor to teach us an important life lesson? Give examples.
- Have students write a friendly letter to one of the “bad eggs,” offering advice on how they could change their lives and a plan of action to get there. Alternately, students could write to the “good egg,” praising all the things he did that helped him in his situation and offering advice about what else he could do to be resilient and overcome his challenges. Review elements of friendly letters (heading/greeting/body/closing/signature) and discuss with students how they might organize their ideas into paragraphs.
- In their reader’s notebook, have students synthesize information from the text by adding to their list about overcoming challenges- what can we learn from this text that can help us in our lives? Have students share with a partner or small group.
- Review with students that character traits are the words that describe a character’s personality, and by making

Seesaw, Padlet, or Flipgrid could be substituted for Reader’s Notebook.

Standards

- 4.RL.6.1
- 4.C.1.1
- 4.C.1.2
- 4.C.1.4

Skills

- Determine Importance
- Summarize
- Multiple perspectives
- Synthesize

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refer to Learning Progression in [Appendix D](#) when determining student progress on Synthesizing. Have students self-reflect on the progress of their work and learning progress using the Student Self-Assessment for Synthesizing in [Appendix D](#).

Teacher Guidance

- Limit summary to 140 characters or less. By limiting the length of the summary, students must evaluate important information in the text in order to determine importance.
- Summarizing Anchor Chart:
- Retell the most important events in the story in your own words
 - Ask yourself- is this an important event or an interesting detail? Only important events are part of the summary
 - Somebody... (who were the main characters?)
 - Wanted... (what did they want?)
 - But... (what obstacles got in their way?)
 - So... (what did they do to try to solve the problem?)
 - Then... (what was the resolution?)

<p>inferences about character traits, we are able to understand the characters and the story at a deeper level.</p> <ul style="list-style-type: none"> • Discuss with students that characters often change from the beginning of the text to the end, because of the experiences they have and what they learn. These character trait changes can help us to determine the theme of a text and learn from the characters. • Create an anchor chart on Character Change. • Have students create a chart like the one to the right in their Reader’s Notebook to record their thoughts in the book <i>The Good Egg</i>, and create one on chart paper for modeling. During the read aloud, pause to think aloud and help students infer character traits at the beginning and end. Then go back and analyze what events caused the main character’s mindset to change • Provide a discussion and ask what can be learned from this book that would help us overcome challenges in our lives? (You are only responsible for yourself, make sure to take care of yourself before worrying about others). How is the main character in this text similar to the main character in <i>Thundercake</i>? How can he be compared to Rob Mendez and how he has faced the challenges in his life? Have students synthesize ideas from the text to their list in their Reader’s Notebook. This could be used as a formative assessment. • To make connections between the text and their lives, have students work with a partner to create a T chart of “Things in my control/Things out of my control. Have students share with the class and create a class chart. How can thinking about the world around us like this help us find peace? • Students could apply their learning with their independent reading books by making a trading card for a main character. On one side of the card they could draw their character at the beginning and list character traits with evidence, and on the other side, list character traits and evidence of their character at the end of the story to show how they’ve grown and changed. • Ask the following question, “How can other people help us overcome our challenges?” Have students respond to question in their Reader’s Notebook, then share. • Discuss that authors use imagery, symbolism, and figurative language to deepen the meaning of their stories, and readers make inferences about the author’s message from these literary devices. In poems and song lyrics, poets and lyricists must take a whole story’s worth of details and condense it down to the poem or lyric 	<p><u>Standard</u> 4.RL.5.1 4.W.2.1a,c,d,g</p> <p><u>Skills</u> Infer Synthesize</p> <p><u>OPPORTUNITY FOR FORMATIVE ASSESSMENT</u> refer to Learning Progression in Appendix D when determining student progress on Synthesizing. Have students self-reflect on the progress of their work and learning progress using the Student Self-Assessment for Synthesizing in Appendix D.</p> <p><u>Teacher Guidance</u></p> <ul style="list-style-type: none"> • This lesson can be supplemented with books that have multiple viewpoints, such as <i>Hey Little Ant</i> by Philip and Hannah Hoose, <i>Voices in the Park</i> by Anthony Browne, <i>The Day the Crayons Quit</i> by Drew Daywalt, or <i>Seven Blind Mice</i> by Ed Young. <p>Seesaw, Padlet, or Flipgrid could be substituted for Reader’s Notebook.</p> <p>Perspective Anchor Chart:</p> <ul style="list-style-type: none"> • Perspective is how a person or character views the world around them and the events that happen • Perspective depends on the person/character’s thoughts, feelings, past experiences, and preferences • Perspective affects how a person interacts with those around them • Readers need to get inside the head of characters to understand how they feel about a situation in order to understand them better <p><u>Standards</u> 4.RL.5.1 4.RL.7.2</p>
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<p>level. Readers must ask themselves:</p> <ul style="list-style-type: none"> ○ What does the author want me to visualize? ○ How can the characteristics of an object be related to real life and the challenges people face? ○ What message does the author want me to get from their choice of strong words and phrases? <ul style="list-style-type: none"> ● Have students make a 2 column note chart in their Reader’s Notebook: What does it say? / My response- What does it mean? ● Have students listen to the song “Rise Up”, and project the lyrics on the board (or provide students with their own copy) ● After listening once, analyze the author’s words and phrases to infer meaning. Model noting words and phrases on the left side of the T chart, and responding on the right with what you think it means. This T chart could be collected as a formative assessment. <ul style="list-style-type: none"> ○ broken down and tired of living life on a merry go round ○ move mountains ○ feels like it’s getting hard to breathe and I know you feel like dying ● How does the lyricist use repetition? What is its purpose? ● Notice that she’s talking to someone else who is facing challenges- how does she offer to help them? ● How could this song be beneficial to the main character in <i>Thundercake</i> or Rob Mendez? ● Why do you think this song was written? How can it relate to our lives? What can we learn from the song? Have students reflect and add ideas to the list in their Reader’s Notebook about overcoming challenges. ● Discuss with students: what is a phrase that you could use to help you get through a difficult day or a challenging time in your life? Either digitally or on a blank piece of paper, have students create an artistic representation of their phrase, and have them put it someplace they will see it daily (such as taped to the desk or inside an agenda or binder) ● Have students reflect on their lives and the challenges they’ve faced. Have them share some challenges, and then model a think aloud about how they could group the types of challenges in their life into common categories (such as the ones below). Have students brainstorm and write about these categories of challenges in their Reader’s Notebook. 	<p>4.RL.8.1a 4.C.1.1 4.C.1.2 4.C.1.4</p> <p>Seesaw, Padlet, or Flipgrid could be substituted for Reader’s Notebook.</p> <p><u>Skill</u> Analyze Reflect</p> <p><u>OPPORTUNITY FOR FORMATIVE ASSESSMENT</u> refer to Learning Progression in Appendix C when determining student progress on Analyzing. Have students self-reflect on the progress of their work and learning progress using the Student Self-Assessment for Analyzing in Appendix C.</p> <p><u>Teacher Guidance</u></p> <ul style="list-style-type: none"> ● This lesson could be supplemented with other texts that show character change and growth, such as <i>Brave Irene</i> by William Steig, <i>A Bad Case of Stripes</i> by David Shannon, or <i>Wemberly Worried</i> by Kevin Henkes. <p>Anchor Chart on Character Change:</p> <ul style="list-style-type: none"> ● Character traits are the words that describe a character’s personality, based on what they say, do, think, and how they interact with other characters ● Pay attention to how a character thinks and behaves at the beginning of the story as compared to the end ● What events (conflicts) in the story cause the character to think about life differently? ● How does the character grow from the beginning to the end of the story?
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- Internal
- Family
- Friends
- School
- Other
- OPTIONAL-Have students create a visual representation of themselves “rising up” and overcoming the challenges in their life. They could choose to show their challenges through words or symbols.
- Have students look back at the list they’ve been working on that includes ways that characters have overcome challenges- are there some common categories that information could be grouped into? (Example: what to do when you’re having difficulty with another person, ways to distract yourself, ways to talk to yourself to get a better mindset). Have students color code or create a symbolic system to label the items they have on their list so far. For subsequent lessons, they could continue their list and code each item, or they could create new mini-lists with each heading and can add to these lists. These groupings will become their subheadings for the culminating project.
- Discuss with readers that the historical context of a book can influence the characters, conflict (main problem), and plot. Think about books set in time periods related to social studies-for example, a book set during the Revolutionary War- what might be a problem the characters would have to face? What events might take place in the book?
- Read about Ron McNair from the book *Ron’s Big Mission*. *McNair was born in Lake City, SC in 1950. This book is a fictional account based on his life, and takes place when he was nine years old.* Brainstorm with students what the historical context of South Carolina would have been like in the 1950s for African Americans. Predict- how might that affect the characters and problem in the story? How might it affect the plot? Use the cover of the book for clues.
- Have students stop and jot in their Reader’s Notebook or on sticky notes:
 - What does “taking a stand” mean?
 - What do you think Ron is going to look for in the library?
 - What is the main conflict in the book? Why is Ron upset?

Character traits at the beginning (evidence-how do you know?)	Events in the story that caused the character to change	Character traits at the end (evidence-how do you know?)

Visual representations could be uploaded through Seesaw, Padlet, or Flipgrid.

- Skills
 Reflect
 Infer
 Analyze

Responses to stop and jot questions could be uploaded to Seesaw, Padlet, or Flipgrid instead of using a Reader’s Notebook.

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refer to Learning Progression in [Appendix C](#) when determining student progress on Analyzing. Have students self-reflect on the progress of their work and learning progress using the Student Self-Assessment for Analyzing in [Appendix C](#).

Teacher Guidance

Students may need a review of imagery or symbolism prior to this lesson.

Responses could be uploaded to Seesaw, Padlet, or Flipgrid instead of using a Reader’s Notebook.

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refer to Learning Progression in [Appendix D](#) when determining student progress on synthesizing. Have students self-reflect on the progress of their work

<ul style="list-style-type: none"> ○ p.19-20- Notice the characters- What can we infer in the illustration of characters? What do you think the other characters were thinking when Ron took a stand? ○ What risks did Ron take? What does this show about him that he was willing to take these risks? ○ What examples of discrimination and prejudice did you see in the story? ○ How does Mrs. Scott help Ron? What does this show you about her character? ● As a class, generate a list of 3-4 character traits that Ron exhibited in the story. Place students in small groups, and provide each group with one character trait. Each group finds at least 3 pieces of text evidence that support that trait. Once they have found their evidence, each group will synthesize the information to make a poster that includes the trait, evidence for the trait, and visual images that enhance their ideas from the text. Once students are finished, conduct a gallery walk- post the posters around the room and have students circulate and take notes about what we can learn from the struggles that Ron faced and how he handled them. ● In their Reader’s Notebook, students will synthesize to add to their ongoing list of overcoming challenges based on the notes they took during their gallery walk. ● Discuss with students that readers must put together ideas from the text in order to draw conclusions about what the author really wants to you to know about the topic. ● To help students draw conclusions, read the author’s note at the back of <i>Ron’s Big Mission</i> <ul style="list-style-type: none"> ○ How did Ron bring about change? How is he a hero? ○ What did he mean “you can only be a winner if you are willing to walk over the edge?” ● Think critically- how did the author of this book use primary and secondary sources to write this fictional book? ● Compare and contrast- How can Ron be compared to Rob Mendez? How can the theme of this book be compared to the theme of “Rise Up?” ● In small groups, have students reflect and make connections with their own lives by brainstorming: what are some things that you would like to “take a stand” about in our community? In our school? ● Discuss with students that often, authors and poets want readers to make inferences and have to think about the meaning of a piece of text. One way they do this is 	<p>and learning progress using the Student Self-Assessment for Synthesizing in Appendix D</p> <p><u>Teacher Guidance</u> Grouping ideas in our writing helps us to organize our information. Writers need to have an organizational system to keep their thoughts organized.</p> <p><u>Standards</u> 4.I.3.2 4.I.4.1</p> <p><u>Skills</u> Reflect Analyze</p> <p><u>Teacher Guidance</u></p> <ul style="list-style-type: none"> ● If students are struggling with the grouping aspect of this lesson, you can practice sorting and organizing information in other contexts (such as things they’re learning in science or social studies) to give them additional practice ● Some students may not wish to share all about their personal challenges- students should not be forced to share. When creating their visual, they can use symbolic representations to maintain their privacy. ● Some students may need more guidance in sorting and categorizing items from their response list- a set of categories could be created as a class and students could sort their ideas into those categories. Each idea could also be written on an index card or sticky note, and students could physically manipulate the cards into categories ● It’s okay if students realize they don’t have a lot of information in a category- they will have an
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through the use of figurative language like metaphors. Make an anchor chart with students.

- Have students create a three column chart, or provide them with the graphic organizer for those who need additional support. Explain that in order to understand the metaphor in the poem, students will close read the poem “Hope” is a Thing with Feathers”. Provide each student with a copy of the poem or listen to poem at
 - First read- read and then respond in the first column: What is the poem about? What questions do you have? What’s confusing?
 - Second read- in the margins, students should visualize to create an image that represents each stanza. Also, notice how the author uses punctuation
 - Third read-students should read with a partner and analyze how the poem is a metaphor (what is hope being compared to?) What are the characteristics of the bird that are being compared to hope? Why did the poet choose a bird to represent hope?
 - What can we learn from this poem?
- Discuss as a class:
 - What does it mean to have hope?
 - How does a person overcome adversity?
 - Do you need to have suffering to have hope?
 - How does this poem connect with the theme or characters of other texts we have read?
- To help students connect the poem from the previous work to their own lives, have students find images or objects of people or things that give them hope and bring them joy. They can make a list, bring in objects, or use photographs.
- Have students share their objects with a partner, and why they are important to them.
- Review with students that writers add a lot of descriptive details to their writing to make it more interesting to the reader and to help the reader understand the author’s intent. Make a chart with the questions on the chart students can ask themselves as they write in order to add descriptive details
- Have students write about one (or more) of their objects, using the above questions to stretch their ideas and add more descriptive details.
- After writing, discuss with students:
 - What other suggestions can we add to our

opportunity to add ideas as the lessons progresses.

Standards

- 4.RL.5.1
- 4.RL.8.1b
- 4.C.1.1
- 4.C.1.2
- 4.C.1.4

Skills

- Infer
- Analyze
- Synthesize

OPPORTUNITY FOR FORMATIVE ASSESSMENT

refer to Learning Progression in [Appendix C](#) when determining student progress on Analyzing. Have students self-reflect on the progress of their work and learning progress using the Student Self-Assessment for Analyzing in [Appendix C](#).

Standards

- RL.5.1
- RL.7.2
- 4.C.1.1
- 4.C.1.2
- 4.C.1.4

Skills

- Draw conclusions
- Make connections

Teacher Guidance

Drawing Conclusions Anchor Chart

- To draw a conclusion, look at the individual ideas in a text- what is the author trying to tell you? (put it all together)
- Base your conclusion on ideas in the text, combined with your background knowledge (schema)
- Sentence starters:
 - This is important because...
 - This makes me think...
 - The author probably thinks...

overcoming challenges list about ways to have hope? What are some things in your life that give you hope? How can you use a growth mindset to overcome

- Discuss with students that the challenges in our lives cause us to change. Each time we face a struggle and overcome it, we learn and grow. Characters in stories also learn and grow from the challenges or conflicts they encounter
- Have students give an example from one of the previous texts in previous lessons where a character changed based on a conflict in their life. Make a flowchart on the board with 3 boxes: At the beginning/Conflict that caused change/At the end.
- Explain that students will be looking at a wordless picture book *Small Things*. Instead of using the words to make meaning, they must rely on the illustrations.
 - Examine cover images of young boy- what mood is set by the images? How do you know?
- Show the illustrations and pause to model think alouds and have students turn and talk at the following points:
 - At the beginning- *What is the boy struggling with?*
 - Analyze the Manga artwork- *What do you notice about the colors used, paneling, and depiction of intense emotions and thoughts through images?*
 - *How does the main character change? What causes him to change?*
 - *How does a lack of text affect your reading and understanding?*
 - *How does the boy learn to cope with his troubles?*
 - Compare/contrast with *Thundercake*- *How did the main problem (conflict) drive the events in the story?*
 - *What is the significance of the book being titled Small Things?*
- Have students reflect and think critically: How can we become stronger through the help of others? Have students respond in their Reader’s Notebook
- Students will analyze the panels and make inferences about possible dialogue that could be communicated through the images.
- Review with students the conventions of dialogue, including:
 - the use of quotation marks to surround a speaker’s words
 - speaker tags at the beginning or end to identify

○ This means...

Text detail:	Text detail:	Text detail:
Conclusion:		

Draw conclusions
Make connections

Teacher Guidance

Drawing Conclusions Anchor Chart

- To draw a conclusion, look at the individual ideas in a text- what is the author trying to tell you? (put it all together)
- Base your conclusion on ideas in the text, combined with your background knowledge (schema)
- Sentence starters:
 - This is important because...
 - This makes me think...
 - The author probably thinks...
 - This means...

Standards

- 4.RL.5.1
- 4.RL.7.2
- 4.RL.9.2

Skills

- Infer
- Reflect
- Visualize

Responses could be uploaded to Seesaw, Padlet, or Flipgrid instead of using a Reader’s Notebook.

OPPORTUNITY FOR FORMATIVE ASSESSMENT

refer to Learning Progression in [Appendix B](#) when determining student progress on Inferring. Have students self-reflect on the progress of their work and

- the speaker
 - the correct use of capitals and commas with dialogue
- Look at examples of dialogue in students’ independent reading books to see how dialogue is used to move the story forward and show the characters’ thoughts and feelings.
- Provide each pair of students with 1-2 pages of the text. Students will create dialogue for the panels they have been given that communicates the characters’ thoughts and feelings.
- Have students share once they finish reading
- As a culmination of the work, students will synthesize information learned in order to create an informational text about overcoming challenges and having hope.
- Discuss with students that the purpose of the project is so share with others what they’ve learned about overcoming challenges and having hope. Possible ways to share information: brochure, poster, video, webpage, song, speech
- Discuss what audience they want for their writing- other students, family members, people in the greater community?
- Have students look back at their Reader’s Notebooks or on-line document for ways that characters in the texts had hope and resiliency to overcome challenges. Students should group and organize their information into subheadings that would fit the audience and purpose of their project.
- Once students have their information gathered, the next step is to add text features to help the reader comprehend. With students, brainstorm common text features found in informational texts, including: headings, subheadings, photographs, captions, fact boxes, illustrations, timelines, labeled diagram, bold print, italics, underlining, glossary, bullets, map, graph, chart
- Discuss how the text features help the reader to understand informational text.
- Students will need to choose four text features that they think, based on their content and audience, would help the reader to understand the information they want to share about hope and overcoming challenges.
- Students will need time to work on putting their project together.
- You can assess the project using the attached rubric
- Have students write a reflection:
 - Who is their audience?

learning progress using the Student Self-Assessment for Inferring in [Appendix B](#).

Teacher Guidance

Metaphors Anchor Chart:

-A metaphor will compare two different things, without using “like” or “as”

- A metaphor will explain more about one thing by using another thing with similar characteristics
- The reader must think about the characteristics of one thing in order to make inferences about the other
- Extended metaphors are longer, written over an entire section of text
- Examples of metaphors:
 - Sally is an angel
 - My mom was a tiger this morning

Topic:	What is it being compared to? What are common characteristics of this?	What is the author trying to say? What characteristics of the comparison might be true for my topic?

Standards

- 4.RL.5.1
- 4.RL.9.2

- | | |
|---|--|
| <ul style="list-style-type: none">○ Why did they group their information the way they did?○ Why did they choose the text features? How do they help the reader?● Provide students an opportunity to share their project in an authentic way with a real audience. | |
|---|--|

SCORE	4- Exceeds	3- Meets	2- Develops	1- Begins
Focus/ Information	<p>Responds skillfully to all parts of the prompt</p> <p>Demonstrates a strong understanding of topic/text(s)</p>	<p>Responds to all parts of the prompt</p> <p>Demonstrates an understanding of topic/text(s)</p>	<p>Responds to most parts of the prompt</p> <p>Demonstrates limited understanding of topic/text(s)</p>	<p>Responds to some or no parts of the prompt</p> <p>Demonstrates little to no understanding of topic/text(s)</p>
Organization	<p>Organizes ideas and information into purposeful, coherent paragraphs that include an elaborated introduction with clear thesis, structured body, and insightful conclusion</p> <p>Logically groups related information into paragraphs or sections, including formatting</p> <p>Uses linking words, phrases, and clauses skillfully to connect ideas within categories of information</p>	<p>Organizes ideas and information into logical introductory, body, and concluding paragraphs</p> <p>Groups related information into paragraphs or sections, including formatting (e.g., headings)</p> <p>Uses linking words and phrases appropriately to connect ideas within categories of information</p>	<p>Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body and conclusion</p> <p>Grouping of ideas lacks cohesion (e.g., list-like, rambling, or repetitive)</p> <p>Attempts to use some simplistic linking words to connect ideas</p>	<p>Does not organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body, or conclusion</p> <p>Does not group related information together</p> <p>Uses no linking words</p>
Support/ Evidence	<p>Skillfully uses relevant and substantial text support from the resources with accuracy</p> <p>Uses credible sources</p> <p>Develops the topic with well-integrated facts, definitions, concrete details, quotations, or other information</p>	<p>Uses relevant and sufficient text support from the resources with accuracy</p> <p>Uses credible sources</p> <p>Develops the topic with facts, definitions, concrete details, quotations, or other information</p>	<p>Uses mostly relevant text support but may lack sufficient evidence and/or accurate use</p> <p>Uses mostly credible sources</p> <p>Develops the topic with limited facts, definitions, concrete details, quotations, or other information</p>	<p>Does not use relevant or sufficient text support from the resources with accuracy</p> <p>Uses few to no credible sources</p> <p>Does not support opinion with facts, details, and/or reasons</p>
Language	<p>Uses purposeful and varied sentence structures</p> <p>Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization and spelling) to enhance readability</p> <p>Utilizes precise and domain-specific vocabulary accurately throughout student writing</p>	<p>Uses correct and varied sentence structures</p> <p>Demonstrates grade level appropriate conventions; errors are minor and do not interfere with the readability</p> <p>Utilizes precise language and domain-specific vocabulary</p>	<p>Uses some repetitive yet correct sentence structure</p> <p>Demonstrates some grade level appropriate conventions, but errors may interfere with the readability</p> <p>Utilizes some precise language and/or domain-specific vocabulary but minimally and/or inaccurately</p>	<p>Does not demonstrate sentence mastery</p> <p>Demonstrates limited understanding of grade level conventions, and errors interfere with the readability</p> <p>Does not utilize precise language or domain-specific vocabulary</p>

Appendix A

Targeted Standards:

Inquiry

- 4.I.3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.
- 4.I.4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.
- 4.I.4.3 Determine appropriate tools and develop a plan to communicate findings and/or take informed action.
- 4.I.5.2 Employ past and present learning in order to monitor and guide inquiry.

Reading- Literary

- 4.RL.5.1 Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.
- 4.RL.6.1 Determine the development of a theme within a text; summarize using key details.
- 4.RL.7.1 Explore similarities and differences among textual, dramatic, visual, or oral presentations.
- 4.RL.7.2 Compare and contrast the treatment of similar themes, topics, and patterns of events in texts and diverse media.
- 4.RL.8.1 Use text evidence to: a. explain how conflicts cause the characters to change or revise plans while moving toward resolution; and b. explain the influence of cultural, historical, and social context on characters, setting, and plot development.
- 4.RL.9.2 Explain how the author's choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.

Writing

- 4.W.2.1 Write informative/explanatory texts that:
 - a. introduce a topic clearly;
 - b. use relevant information from multiple print and multimedia sources;
 - c. provide a general observation and focus;
 - d. group related information logically;
 - f. include formatting, illustrations, and multimedia to aid comprehension;
 - g. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
- 4.W.3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:
 - d. use dialogue and description to develop experiences and events or show the responses of characters to situations;
 - e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;
 - g. use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely
- 4.W.5.2b Use quotation marks and commas to mark direct speech

Communication

- 4.C.1.1 Explore and create meaning by formulating questions, engaging in purposeful dialogue with peers and adults, sharing ideas and considering alternate viewpoints

- 4.C.1.2 Participate in discussions; ask and respond to probing questions to acquire and confirm information concerning a topic, text, or issue.
- 4.C.1.3 Apply effective communication techniques and the use of formal or informal voice based on audience and setting.
- 4.C.1.4 Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others, pose specific questions, respond to clarify thinking, and express new thoughts. Explain personal ideas while building on the ideas of others to demonstrate understanding of diverse perspectives.
- 4.C.3.2 Create presentations that integrate visual displays and other multimedia to enrich the presentation.
- 4.C.5.1 Set a purpose, integrate craft techniques and maintain a clear focus in presentations.

Embedded Standards:

Inquiry

- 4.I.5.1 Acknowledge and value individual and collective thinking.
- 4.I.5.3 Assess the process and determine strategies to revise the plan and apply learning for future inquiry.

Reading-Literary

- 4.RL.10.1 Use definitions, examples, and restatements to determine the meaning of words or phrases.
- 4.RL.10.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.
- 4.RL.10.3 Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.
- 4.RL.13.1 Engage in whole and small group reading with purpose and understanding.
- 4.RL.13.2 Read independently for sustained periods of time to build stamina.
- 4.RL.13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

Reading-Informational

- 4.RI.9.1 Use definitions, examples, and restatements to determine the meaning of words or phrases.
- 4.RI.9.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.
- 4.RI.9.3 Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.
- 4.RI.12.1 Engage in whole and small group reading with purpose and understanding.
- 4.RI.12.2 Read independently for a sustained period of time.
- 4.RI.12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

Writing

- 4.W.4.1 When writing:
 - a. use relative pronouns and relative adverbs;
 - b. form and use the progressive verb tenses;
 - c. use modal auxiliaries to convey various conditions;
 - d. use modal auxiliaries and the progressive verb tenses, recognizing and correcting inappropriate shifts in verb tense;

- e. order adjectives within sentences according to conventional patterns;
- f. explore using prepositional phrases in different positions within a sentence;
- g. use coordinating and subordinating conjunctions;
- h. use a variety of sentence types to produce complete sentences, recognizing and correcting inappropriate fragments and run-ons;
- i. use frequently confused homonyms correctly.
- 4.W.5.1 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations.
- 4.W.5.2 Use:
 - a. apostrophes to form possessives and contractions;
 - c. commas before a coordinating conjunction in a compound sentence.
- 4.W.5.3 Use spelling patterns and generalizations.
- 4.W.6.1 Write routinely and persevere in writing tasks:
 - a. over short and extended time frames;
 - b. for a range of domain-specific tasks;
 - c. for a variety of purposes and audiences; and
 - d. by adjusting the writing process for the task, increasing the length and complexity.
- 4.W.6.2 Demonstrate effective keyboarding skills.

Communication

- 4.C.2.1 Articulate ideas, perspectives and information with details and supporting evidence in a logical sequence with a clear introduction, body, and conclusion.
- 4.C.2.2 Discuss the purpose and the credibility of information presented in diverse media and formats

APPENDIX B

Literacy Progressions-Teachers

The purpose of this learning progression is to provide teachers and students the opportunity to formatively assess students’ understandings of specific skills. As teachers work through the lesson sequence, there are places within the Instructional Guidance column to stop for your students and you to formatively assess understandings for specific skills within the lesson. Based on students’ performances, teachers and students will determine where students are within the learning progressions in order to continue growing in that specific skill.

Learning Target: Thinking Beyond the Text

Key Concepts: Inferring (Details, Logical explanations, Ask and answer literal and inferential questions, Predicting, Integrating New Knowledge with Existing Knowledge)

APPROACHING	DEVELOPING	EXPERIENCING	EXCEEDING
<p>Ask and answer literal and inferential questions to demonstrate an understanding of the text by making logical predictions and conclusions, using specific details with evidence from the text to support thinking in texts heard or read.</p> <p>-Produce possible explanations based on reading texts and offer alternative explanations.</p> <p>-Read or listen closely to identify and compare and contrast character’s actions feelings and responses to major events or challenges.</p> <p>-Recognize the text structures of problem and solution and cause</p>	<p>-Ask and answer literal and inferential questions to demonstrate an understanding of the text by referring explicitly to the text, making logical predictions and conclusions using evidence from the text to support thinking.</p> <p>-Produce possible logical explanations based on reading texts and offer alternative explanations.</p> <p>-Use text evidence to identify and describe characters’ traits, motivations, and feelings; explain how characters’ actions contribute to the development of the plot; describe multiple events</p>	<p>--Ask and answer inferential questions to analyze meaning beyond the text by referring explicitly to the text, making logical predictions and conclusions based on what is based explicitly from the texts to support thinking.</p> <p>-Produce possible logical explanations based on reading texts and offer alternative explanations.</p> <p>-Use text evidence to identify and explain the influence of conflicts, resolutions, plot, cultural history, and social and political context on characters, setting, and plot development within a text.</p>	<p>Quote and cite accurately to analyze the meaning of and beyond the text by referring explicitly to the text, making logical predictions based on inferring, and drawing conclusions based explicitly on the texts.</p> <p>-Produce possible logical explanations based on reading texts and offer alternative explanations.</p> <p>-Cite evidence within a text to identify and analyze conflicts, resolutions, plot, cultural history, and social and political context within a text and to analyze two or more characters, events, or settings and explain the impact on the plot development.</p>

APPROACHING	DEVELOPING	EXPERIENCING	EXCEEDING
<p>and effect and how the structures impact the plot.</p> <p>-Describe how cultural context influences characters, setting, and the development of the plot; identify setting.</p> <p>- Use information gained from illustrations and words in print or multimedia text to understand character, setting, or plot and follow and remember events to determine the plot.</p>	<p>involving characters in order to understand the plot.</p> <p>-Explain the influence of cultural and historical context on characters, setting, and plot.</p> <p>- Determine the theme by recalling and describing essential details/information from illustrations and text, identifying main ideas and supporting details and recognizing the underlying message(s) of the text.</p>	<p>- Determine the development of a theme within a text by describing essential details/information from illustrations and text, identifying main ideas and supporting details and using key details</p>	<p>-Determine and analyze the development of a theme by describing essential details/information from illustrations and text, identifying main ideas and supporting details and summarizing using key details.</p>

Literacy Learning Progressions- Student

Learning Target: Thinking Beyond the Text

Key Concepts: Inferring (Details, Logical explanations, Ask and answer literal and inferential questions, Predicting, Integrating New Knowledge with Existing Knowledge)

Directions: Read each description in the columns of the table below. Decide which column best describes your current skills. Your answer will help your teacher decide how to best help you improve your skills. Everyone is different. There is no “right” or “wrong” answer. Write your name in the box above the description you select.

<p>-I can ask and answer “questions from the text “ and “from my head” using information from the text.</p> <p>-I can make predictions and conclusions that make sense.</p> <p>-I can explain using information from the text and I can come up with other reasons.</p> <p>-I can read or listen to identify and compare and contrast character’s actions feelings and responses to major events or challenges.</p> <p>- I can use information from illustrations and words in print or multimedia text to understand character, setting, or plot and follow and remember events to determine the plot.</p> <p>-I can describe how cultural context influences characters, setting, and the development of the plot; identify setting.</p>	<p>-I can ask and answer literal and inferential questions to demonstrate an understanding of the text by referring explicitly to the text, making logical predictions and conclusions using evidence from the text to support thinking.</p> <p>-I can produce possible logical explanations based on reading texts and offer alternative explanations.</p> <p>-I can use text evidence to identify and describe characters’ traits, motivations, and feelings; explain how characters’ actions contribute to the development of the plot; describe multiple events with characters in order to understand the plot.</p> <p>-I can explain the influence of cultural and historical context on characters, setting, and plot.</p>	<p>-I can ask and answer inferential questions to analyze meaning beyond the text by referring explicitly to the text, making logical predictions and conclusions based on what is based explicitly from the texts to support thinking.</p> <p>-I can produce possible logical explanations based on reading texts and offer alternative explanations.</p> <p>-I can use text evidence to identify and explain the influence of conflicts, resolutions, plot, cultural history, and social and political context on characters, setting, and plot development within a text.</p> <p>- I can determine the development of a theme within a text by describing essential details/information from illustrations and text, and identify main ideas and supporting details.</p>	<p>I can quote and cite accurately to analyze the meaning of and beyond the text by referring explicitly to the text, making logical predictions based on inferring, and drawing conclusions based explicitly on the texts.</p> <p>-I can produce possible logical explanations based on reading texts and offer alternative explanations.</p> <p>-I can cite evidence within a text to identify and analyze conflicts, resolutions, plot, cultural history, and social and political context within a text and to analyze two or more characters, events, or settings and explain the impact on the plot development.</p> <p>-I can determine and analyze the development of a theme by describing essential details/information from illustrations and text, identifying</p>

<p>-I know when a text is problem and solution and cause and effect and how these types move the plot.</p>	<p>- I can determine the theme/underlying message by recalling and describing essential details/information from illustrations and text, identifying main ideas and supporting details.</p>		<p>main ideas and supporting details and summarizing using key details.</p>

APPENDIX C

Literacy Learning Progressions-Teacher

The purpose of this learning progression is to provide teachers and students the opportunity to formatively assess students’ understandings of specific skills. As teachers work through the lesson sequence, there are places within the Instructional Guidance column to stop for your students and you to formatively assess understandings for specific skills within the lesson. Based on students’ performances, teachers and students will determine where students are within the learning progressions in order to continue growing in that specific skill.

Learning Target: Thinking About the Text

Key Concepts: Analyzing (Examination of text closely to understand its elements, understanding how a text works, support thinking with textual and personal experience evidence, meaning from illustrations and graphics features)

APPROACHING	DEVELOPING	EXPERIENCING	EXCEEDING
<p>-Ask and answer literal and inferential questions, and self-generated questions based on personal experiences to demonstrate an understanding of the text.</p> <p>-Make logical predictions, using specific details to make inferences and draw conclusions, and using evidence from the text to support your thinking in texts heard or read.</p> <p>-Produce possible explanations and offer alternative explanation, and ask self-generated questions based on reading texts.</p> <p>-Use information gained from illustrations and words in print or</p>	<p>-Ask and answer literal and inferential questions to demonstrate an understanding of the text by referring explicitly to the text.</p> <p>-Make logical predictions based on inferring, drawing conclusions based explicitly on the texts, and using evidence from the text to support your thinking.</p> <p>-Engage in daily exploration of texts to formulate logical questions based on personal experiences and can produce logical explanations and can offer alternative explanations based on reading texts.</p> <p>-Explain how illustrations contribute to create mood or emphasize aspects of character or setting by describing how the</p>	<p>-Ask and answer inferential questions to analyze meaning beyond the text by referring explicitly to the text.</p> <p>-Make logical predictions based on inferring, and by drawing conclusions based explicitly on the texts.</p> <p>-Produce possible logical explanations and offer alternative explanations based on reading texts.</p> <p>-Explore and identify similarities and differences among textual, dramatic, visual, or oral presentations.</p> <p>-Compare and contrast how events, topics, concepts, and ideas are</p>	<p>-Cite evidence within a text to identify and analyze conflicts, resolutions, plot, cultural history, and social and political context within a text.</p> <p>-Analyze two or more characters, events, or settings and explain the impact on the plot development.</p> <p>-Produce possible logical explanations and offer alternative explanations based on reading texts.</p> <p>Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources.</p> <p>Cite evidence within a text to identify and analyze conflicts,</p>

APPROACHING	DEVELOPING	EXPERIENCING	EXCEEDING
<p>multimedia text to understand character, setting, or plot.</p> <p>-Read or listen closely to identify and compare and contrast character’s actions feelings and responses to major events or Challenges.</p> <p>Describe how cultural context influences characters, setting, and the development of the plot; identify setting, and recognize the text structures of problem and solution and cause and effect and how the structures impact the plot.</p> <p>-Identify and use front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents to locate key facts and information, and describe the relationship between these the features and the text.</p>	<p>characters’ actions affect the text and how the illustrations contribute to mood, setting, and the understanding of the text.</p> <p>-Compare and contrast diverse texts on the same topic, idea, or concept by identifying and describing the same topic, idea, or concept and explaining similarities and differences of diverse texts.</p> <p>Use text evidence to identify and describe characters’ traits, motivations, and feelings while explaining how characters’ actions and multiple events contribute to the development of the plot.</p> <p>-Explain the influence of cultural and historical context on characters, setting, and plot.</p> <p>-Identify and use knowledge of appendices, timelines, maps, and charts to locate information and gain meaning and explain how these features contribute to a text.</p> <p>-Identify problem and solution. Recognize sequential order.</p>	<p>depicted in primary and secondary sources.</p> <p>-Use text evidence to identify and explain the influence of conflicts, resolutions, plot, cultural history, and social and political context on characters, setting, and plot development within a text.</p> <p>-Identify and use knowledge of appendices, timelines, maps, and charts to locate information and gain meaning and explain how these features contribute to a text</p> <p>-Identify text structures</p>	<p>resolutions, plot, cultural history, and social and political context within a text and to analyze two or more characters, events, or settings and explain the impact on the plot development.</p> <p>-Identify and apply knowledge of front cover, title page, illustrations/ photographs, fonts, glossary, table of contents, index, headings, bullets, and captions, in multiple sources to gain meaning or solve a problem.</p>

APPROACHING	DEVELOPING	EXPERIENCING	EXCEEDING
<p>-Recognize sequential order. Recognize cause and effect relationships. Identify compare and contrast text structures. Identify a narrative structure including beginning and ending of a text. Read examples of diary, seesaw, and circular texts.</p> <p>- Identify literary devices of simile and metaphor. Describe how the author uses words and phrases Explain how words, phrases, conventions, and illustrations communicate feelings, appeal to the senses, influence the reader, and contribute to meaning.</p>	<p>Recognize cause and effect relationships. Identify compare and contrast text structures.</p> <p>-Use idioms, metaphor, or personification to shape meaning and style. Identify how words, phrases, conventions, and illustrations communicate feelings</p>	<p>such as problem/solution, compare/contrast, description, cause /effect. Describe and identify of different text structures in literary texts Make connections from chapter to chapter.</p> <p>-Use imagery, hyperbole, adages, or proverbs to shape meaning and tone Identify how words, phrases, conventions, and illustrations create mood</p>	<p>-Apply knowledge of text structures across multiple texts. Define terms associated with each genre. Identify text structures in prose, drama, or poetry. Model and show comparisons of text structures and how it impacts the reader.</p> <p>-Cite examples of figurative language, dialogue, imagery, idioms, adages, and proverbs to shape meaning and tone. Analyze and cite examples of how words, phrases, conventions, and illustrations create mood</p>

Literacy Learning Progressions-Student

Learning Target: Thinking About the Text

Key Concepts: Analyzing (Examination of text closely to understand its elements, understanding how a text works, support thinking with textual and personal experience evidence, meaning from illustrations and graphics features)

Directions: Read each description in the columns of the table below. Decide which column best describes your current skills. Your answer will help your teacher decide how to best help you improve your skills. Everyone is different. There is no “right” or “wrong” answer. Write your name in the box above the description you select.

<p>-I can ask and answer literal and inferential questions, and self-generated questions based on personal experiences to demonstrate an understanding of the text.</p> <p>-I can make logical predictions, using specific details to make inferences and draw conclusions, and using evidence from the text to support your thinking in texts heard or read.</p> <p>-I can produce possible explanations and offer alternative explanation, and ask self-generated questions based on reading texts.</p> <p>-I can use information gained from illustrations and words in print or multimedia text to understand character, setting, or plot.</p>	<p>-I can ask and answer literal and inferential questions to demonstrate an understanding of the text by referring explicitly to the text.</p> <p>-I can make logical predictions based on inferring, drawing conclusions based explicitly on the texts, and using evidence from the text to support your thinking.</p> <p>-Engage in daily exploration of texts to formulate logical questions based on personal experiences and can produce logical explanations and can offer alternative explanations based on reading texts.</p> <p>-I can explain how illustrations contribute to create mood or emphasize aspects of character or setting by describing how the characters’ actions affect the text and how the illustrations contribute</p>	<p>-I can ask and answer inferential questions to analyze meaning beyond the text by referring explicitly to the text.</p> <p>-I can make logical predictions based on inferring, and by drawing conclusions based explicitly on the texts., and I can produce possible logical explanations and offer alternative explanations based on reading texts.</p> <p>-I can explore and identify similarities and differences among textual, dramatic, visual, or oral presentations.</p> <p>-I can compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources.</p> <p>-I can use text evidence to identify and explain the influence of conflicts, resolutions, plot, cultural</p>	<p>-I can cite evidence within a text to identify and analyze conflicts, resolutions, plot, cultural history, and social and political context within a text.</p> <p>-I can analyze two or more characters, events, or settings and explain the impact on the plot development.</p> <p>-I can produce possible logical explanations and offer offer alternative explanations based on reading texts.</p> <p>-I can compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources.</p> <p>-I can cite evidence within a text to identify and analyze conflicts, resolutions, plot, cultural history, and social and political context within a text and to analyze two or more characters, events, or settings</p>

<p>-I can read or listen closely to identify and compare and contrast character’s actions feelings and responses to major events or challenges.</p> <p>-I can describe how cultural context influences characters, setting, and the development of the plot; identify setting, and recognize the text structures of problem and solution and cause and effect and how the structures impact the plot.</p> <p>-I can identify and use front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents to locate key facts and information, and describe the relationship between these the features and the text.</p> <p>-I can recognize sequential order.</p> <p>-I can recognize cause and effect relationships and I can identify compare and contrast text structures, and I can identify a narrative structure including beginning and ending of a text.</p> <p>-I can also read examples of diary, seesaw, and circular texts.</p> <p>- I can identify literary devices of simile and metaphor, and</p>	<p>to mood, setting, and the understanding of the text.</p> <p>-I can compare and contrast diverse texts on the same topic, idea, or concept by identifying and describing the same topic, idea, or concept and explaining similarities and differences of diverse texts.</p> <p>-I can use text evidence to identify and describe characters’ traits, motivations, and feelings while explaining how characters’ actions and multiple events contribute to the development of the plot.</p> <p>--I can explain the influence of cultural and historical context on characters, setting, and plot.</p> <p>-I can identify and use knowledge of appendices, timelines, maps, and charts to locate information and gain meaning and explain how these features contribute to a text.</p> <p>-I can identify problem and solution, compare and contrast sequential order text structures, and cause and effect relationships.</p> <p>-I can use idioms, metaphor, or personification to shape meaning and style. Identify how words,</p>	<p>history, and social and political context on characters, setting, and plot development within a text.</p> <p>-I can identify and use knowledge of appendices, timelines, maps, and charts to locate information and gain meaning and explain how these features contribute to a text</p> <p>-I can identify text structures such as problem/solution, compare/contrast, description, cause /effect. Describe and identify of different text structures in literary texts; and make connections from chapter to chapter.</p> <p>-I can use imagery, hyperbole, adages, or proverbs to shape meaning and tone, and I can identify how words, phrases, conventions, and illustrations create mood.</p>	<p>and explain the impact on the plot development.</p> <p>-I can identify and apply knowledge of front cover, title page, illustrations/ photographs, fonts, glossary, table of contents, index, headings, bullets, and captions, in multiple sources to gain meaning or solve a problem.</p> <p>-I can apply knowledge of text structures across multiple texts, and define terms associated with each genre. Identify text structures in prose, drama, or poetry. Model and show comparisons of text structures and how it impacts the reader.</p> <p>-I can cite examples of figurative language, dialogue, imagery, idioms, adages, and proverbs to shape meaning and tone, and analyze and cite examples of how words, phrases, conventions, and illustrations create mood.</p>

describe how the author uses words and phrases. -I can explain how words, phrases, conventions, and illustrations communicate feelings, appeal to the senses, influence the reader, and contribute to meaning.	phrases, conventions, and illustrations communicate feelings.		

APPENDIX D

Literacy Learning Progressions-Teacher

The purpose of this learning progression is to provide teachers and students the opportunity to formatively assess students’ understandings of specific skills. As teachers work through the lesson sequence, there are places within the Instructional Guidance column to stop for your students and you to formatively assess understandings for specific skills within the lesson. Based on students’ performances, teachers and students will determine where students are within the learning progressions in order to continue growing in that specific skill.

Learning Target: Thinking Beyond the Text

Key Concepts: Synthesizing (Details, Making Connections, Deepen Understanding of topics, concepts, or ideas by integrating knowledge with existing knowledge)

APPROACHING	DEVELOPING	EXPERIENCING	EXCEEDING
<p>-Ask and answer literal and inferential questions to demonstrate an understanding of the text by making logical predictions, using specific details to make inferences and draw conclusions, and using evidence from the text to support your thinking in texts heard or read.</p> <p>-Formulate questions based on personal experiences and ask self-generated questions.</p> <p>-Produce possible explanations based on reading texts and offer alternative explanations.</p> <p>-Use information gained from illustrations and words in print or multimedia text to understand</p>	<p>Ask and answer literal and inferential questions to demonstrate an understanding of the text by referring explicitly to the text, making logical predictions based on inferring, drawing conclusions based explicitly on the texts.</p> <p>- Formulate logical questions based on personal experiences.</p> <p>Produce possible logical explanations and offer alternative explanations.</p> <p>Determine the theme and understanding the importance by recalling, describing, and summarizing essential details/information from</p>	<p>-Ask and answer inferential questions to analyze meaning beyond the text by referring explicitly to the text, by making logical predictions based on inferring, and by drawing conclusions based explicitly on the texts.</p> <p>-Produce possible logical explanations and offer alternative explanations.</p> <p>-Determine the development of a theme within a text by describing essential details/information from illustrations and text, identifying</p>	<p>-Cite evidence within a text to identify and analyze conflicts, resolutions, plot, cultural history, and social and political context within a text and to analyze two or more characters, events, or settings and explain the impact on the plot development.</p> <p>-Produce possible logical explanations and offer alternative explanations.</p> <p>-Determine and analyze the development of a theme by describing essential details/information from illustrations and text, identifying main ideas and supporting</p>

APPROACHING	DEVELOPING	EXPERIENCING	EXCEEDING
<p>character, setting, or plot</p> <p>-Understand important message of lesson using key details to determine theme.</p> <p>-Compare and contrast topics, ideas, or concepts across texts in thematic, author or genre study heard, read, or viewed by identifying and describing the characters, setting, and plot, identifying the central message/lesson, and explaining similarities and differences of two or more versions of the same story by different authors.</p> <p>-Interpret relationships and patterns discovered during the inquiry process.</p> <p>-Reflect on findings and pose new questions for further inquiry.</p> <p>-Explain how ideas and topics are depicted in a variety of media and formats.</p>	<p>illustrations and text, identifying main ideas and supporting details and recognizing the underlying message(s) of the text.</p> <p>-Explain how illustrations contribute to create mood or emphasize aspects of character or setting by describing how the characters’ actions affect the text and how the illustrations contribute to mood, setting, and the understanding of the text.</p> <p>-Compare and contrast diverse texts on the same topic, idea, or concept by identifying and describing the same topic, idea, or concept and explaining similarities and differences of diverse texts.</p> <p>-Draw logical conclusions from relationships and patterns discovered during the inquiry process.</p> <p>-Reflect on findings to build deeper understanding and determine next steps.</p>	<p>main ideas and supporting details and summarizing using key details the text at intervals during the reading.</p> <p>-Explore and identify similarities and differences among textual, dramatic, visual, or oral presentations.</p> <p>-Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources Use text evidence to identify and explain the influence of conflicts.</p> <p>-Draw logical conclusions from relationships and patterns discovered during the inquiry process.</p> <p>-Reflect on findings to build deeper understanding and determine next steps.</p>	<p>details and summarizing using key details/central ideas to derive and cite supporting details.</p> <p>-Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources.</p> <p>-Draw logical conclusions from relationships and patterns discovered during the inquiry process.</p> <p>-Reflect on findings to build deeper understanding and determine next steps.</p> <p>-Compare and contrast how ideas and topics are depicted in a variety of media and formats.</p>

APPROACHING	DEVELOPING	EXPERIENCING	EXCEEDING
	-Compare how ideas and topics are depicted in a variety of media and formats.	-Compare and contrast how ideas and topics are depicted in a variety of media and formats. .	

Literacy Learning Progressions-Student

Learning Target: Thinking Beyond the Text

Key Concepts: Synthesizing (Details, Making Connections, Deepen Understanding of topics, concepts, or ideas by integrating knowledge with existing knowledge)

Directions: Read each description in the columns of the table below. Decide which column best describes your current skills. Your answer will help your teacher decide how to best help you improve your skills. Everyone is different. There is no “right” or “wrong” answer. Write your name in the box above the description you select.

<p>-I can ask and answer questions “from the book” and “from my head” by making predictions based on details.</p> <p>-I can make up my own questions and answers based on what I know.</p> <p>-I can use information from illustrations and words in print or multimedia text to understand character, setting, or plot.</p> <p>-I can understand important message using key details to determine theme.</p> <p>-I can compare and contrast topics, ideas, or concepts across texts in thematic, author or genre study heard, read, or viewed by identifying and describing the characters, setting, and plot, and I can identify the central message/lesson, and explain similarities and differences of two</p>	<p>-I can ask and answer literal and inferential questions to demonstrate an understanding of the text by referring explicitly to the text, making logical predictions based on inferring, drawing conclusions based explicitly on the texts.</p> <p>- I can formulate logical questions based on personal experiences.</p> <p>-I can produce possible logical explanations and offer alternative explanations.</p> <p>-I can determine the theme and understanding the importance by recalling, describing, and summarizing essential details/information from illustrations and text, identifying main ideas and supporting details and recognizing the underlying message(s) of the text.</p> <p>-I can explain how illustrations</p>	<p>-I can ask and answer inferential questions to analyze meaning beyond the text by referring explicitly to the text, by making logical predictions based on inferring, and by drawing conclusions based explicitly on the texts.</p> <p>-I can produce possible logical explanations and offer alternative explanations.</p> <p>-I can determine the development of a theme within a text by describing essential details/information from illustrations and text, identifying main ideas and supporting details and summarizing using key details the text at intervals during the reading.</p> <p>-I can explore and identify similarities and differences among textual, dramatic, visual, or oral presentations.</p>	<p>-I can cite evidence within a text to identify and analyze conflicts, resolutions, plot, cultural history, and social and political context within a text and to analyze two or more characters, events, or settings and explain the impact on the plot development.</p> <p>-I can produce possible logical explanations and offer alternative explanations.</p> <p>-I can determine and analyze the development of a theme by describing essential details/information from illustrations and text, identifying main ideas and supporting details and summarizing using key details/central ideas to derive and cite supporting details.</p> <p>-I can compare and contrast how events, topics, concepts, and</p>

<p>or more versions of the same story by different authors.</p> <ul style="list-style-type: none"> -I can explain relationships and patterns discovered during the inquiry process. -I can reflect on findings and ask new questions for further inquiry. -I can explain how ideas and topics are shown in a variety of media and formats. 	<p>contribute to create mood or emphasize aspects of character or setting by describing how the characters’ actions affect the text and how the illustrations contribute to mood, setting, and the understanding of the text.</p> <ul style="list-style-type: none"> -I can compare and contrast diverse texts on the same topic, idea, or concept by identifying and describing the same topic, idea, or concept and explaining similarities and differences of diverse texts. -I can draw logical conclusions from relationships and patterns discovered during the inquiry process. -I can reflect on findings to build deeper understanding and determine next steps. -I can compare how ideas and topics are depicted in a variety of media and formats. 	<ul style="list-style-type: none"> -I can compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources use text evidence to identify and explain the influence of conflicts. -I can draw logical conclusions from relationships and patterns discovered during the inquiry process. -I can reflect on findings to build deeper understanding and determine next steps. -I can compare and contrast how ideas and topics are depicted in a variety of media and formats. 	<p>ideas are depicted in primary and secondary sources.</p> <ul style="list-style-type: none"> -I can draw logical conclusions from relationships and patterns discovered during the inquiry process. -I can reflect on findings to build deeper understanding and determine next steps. -I can compare and contrast how ideas and topics are depicted in a variety of media and formats.