



Holyoke Public Schools  
English Language Arts Curriculum Map  
Grade 4

*Genre Study: Standardized Testing & Traditional Literature*

*February 2009*

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# Overview of Curriculum Maps

## Goals:

1. To ensure that students are exposed to a rigorous curriculum in every school and every grade.
2. To have consistent instruction and assessment district wide
3. To prepare students for the MCAS text
4. To explain what is expected to be covered in each ELA unit of study

## Expectations:

The district's expectation for students to successfully meet the *Massachusetts English Language Arts Standards* and the *Massachusetts English Language Proficiency Benchmarks and Outcomes for English Language Learners*. In order to help facilitate this, teachers are required to follow curriculum maps. The successful implementation of these maps requires the teachers to read the literature outlined in the map and complete the written assignments prior to planning their lessons. Reading the literature and completing the written assignments is an essential part of lesson planning. A binder has been provided to help teachers keep track of the ELA work.

## Feedback to Students:

Feedback needs to happen daily in the classroom. There are many ways to give feedback. Conferencing, observations, questions asked during the workshop, and written responses to students' work and notebook entries.

## ELA Map Components:

1. Readers Workshop
  - Opening
  - Work Period
    - Guide Reading
  - Closure
2. Writers Workshop
  - Opening
  - Work Period
    - Guided Writing
  - Closure
3. Skill block

# ELA: Evidence of Learning Artifacts

CHARTS & WORD WALLS & TEACHER ASSESSMENT PORTFOLIO & BULLETIN BOARDS	NOTEBOOK ENTRIES	WRITING FOLDER	PORTFOLIO
<p><u>CHARTS:</u></p> <p>As indicated in the <i>America's Choice</i> Author, Genre, and First Thirty Days Guides</p> <p>Evidence of <i>25 Book Campaign</i></p> <p>Evidence of the School Wide <i>Book of the Month Campaign</i></p> <p><u>WORD WALLS</u></p> <p>As appropriate to the Unit of Study with Visual Support</p> <p><u>TEACHER ASSESSMENT PORTFOLIO</u></p> <p>Status of the Class Conference Notes Small Group Instruction Notes Informal/Formal Assessment Data</p> <p><u>BULLETIN BOARDS</u></p> <p>Standards Based Bulletin Boards with Teacher Commentary (specific to the genre) and Student Reflection</p>	<p><u>Daily Responses</u> to Reading Strategy/Skill Modeled</p> <p><u>On-going</u> Summary of Books Read (Reading Book Log)</p> <p><u>On-going</u> Conference Notes</p> <p><u>On-going</u> notes for Book Talks</p> <p>Notes &amp; Charts for Future Reference</p> <p>Word Study Section (vocabulary)</p>	<p>Draft and Revisions of Formal Reading Work Project</p> <p>Draft and Revisions of Formal Writing Work Project</p> <p>Draft (notes) of Formal Speaking/Listening/Viewing Work Project</p>	<p>Formal Reading Work Project w/Rubric &amp; Self-Reflection</p> <p>Formal Writing Work Project w/Rubric &amp; Self-Reflection</p> <p>Formal Speaking/Listening/Viewing Work Project w/Rubric &amp; Self-Reflection</p>

# Probing Questions When Conferencing

The teacher's role in conferencing for understanding is to ask questions that will:

- 1 Clarify student understanding
- 2 Get at the objective of the lesson
- 3 Go deeper into the author and genre studies
- 4 Uncover misconceptions and misunderstanding
- 5 Compare and contrast

The students' role is to be an active participant by:

1. Explaining their strategy or thinking
2. Asking clarifying questions to the teacher and other students
3. Being active listeners
4. Using language effectively to express themselves

When conferencing the teacher and students can use one or more of these suggested questions:

## Reading:

- 1 Is this book like any other you have read? How?
- 2 What is the theme of your book?
- 3 What is the plot/main idea of your book?
- 4 Describe the conflict/problem in your story
- 5 Have the characters evolved/changed from the beginning of the book? How?

## Writing:

1. Explain what you mean by .....?
2. Is there another way you can begin/end your writing?
3. What organizational structure are you using? Why?
4. How can you add more details?
5. What will you work on next? (follow up for next conference)

# Overarching Unit Goals and Standards

## *Unit Goals:*

- Complete four on-demand MCAS open response questions (ORQ) – baseline, narrative, poetry, and expository text that meet standard
- Complete four on-demand MCAS reading comprehension passages with multiple-choice questions– baseline, narrative, poetry, and expository text that demonstrates mastery
- Complete a pre and post long on-demand long composition
- Utilize reading strategies to comprehend text
- Utilize QAR strategies to analyze and answer questions

## *Massachusetts English Language Arts Content Standards:* (major focus for this unit)

- 8 Understanding a Text
- 9 Making Connections
- 10 Genre
- 12 Fiction
- 13 Nonfiction
- 14 Poetry
- 19 Writing

## *Massachusetts English Language Proficiency Benchmarks and Outcomes for English Language Learners:*

- R.3 Comprehension: Students will read English fluently and identify facts and evidence in order to interpret and analyze text
- R.4 Literary Elements and Techniques: Students will identify and analyze text elements and techniques of written English as used in various literary genres
- R.5 Expository/ Text: Students will identify and analyze purposes, structures, and elements of nonfiction English texts
- W.2 Writing: Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail

# Unit Work Products

**READING WORK:** Notebook Entries Documenting Reading Strategies & QAR Strategies

- Four on-demand reading comprehension passages (MCAS) with multiple choice questions: baseline, narrative, expository, and poetry
- Notebook entries demonstrating students' application of reading strategies & QAR strategies

**WRITING WORK:** On-demand Open Response Questions w/student self-scoring and reflection

- On-demand narrative
- On-demand expository
- On-demand poetry
- Pre & Post on-demand long composition

**SPEAKING, LISTENING, & VIEWING:**

- Accountable talk in group setting when practicing mini-lesson application
- Student share out/reflection in the closing of the workshop (readers & writers)
- Opportunities to use language prior to reading and writing to clarify work/tasks and reflect on practice

## UNIT: INTRODUCTION

This genre study provides students with the opportunity to become familiar with the predictable formats, patterns or organization, language, and stress points in standardized tests. “Students who understand this genre will meet it more successfully than those whose background experience leaves them unprepared. Since standardized test often have high stakes consequences, and since few would read this genre other than during testing (or test prep) situations, this genre study has been designed to help students understand its structures, rules, formats. As in all genre studies, students are invited to read widely, collect their noticing, analyze their observations, and apply their knowledge to both reading and writing.” *Genre of Standardized Testing p. 2.*

### Trade Books Used in the Genre Study

- *MCAS release exams*
- *MCAS student work samples*
- *MCAS rubrics - Open Response*
- *MCAS rubric - long composition: topic & conventions*
- *Traditional literature from authors from appendix A: Massachusetts Curriculum Frameworks*
- *Contemporary literature from authors from appendix B: Massachusetts Curriculum Frameworks*

### Other Resource Materials

- America’s Choice - *Genre Study of Standardized Testing* (elementary)
- [www.ncsmentor.com](http://www.ncsmentor.com) (key word: MCAS)
- <http://www.doe.mass.edu/mcas/student/> (release passages and student work from 2004-2008)
- *America’s Choice - Writing Monograph Series*
- *America’s Choice - Reading Monograph Series*

# ***FRONTLOADING THE GENRE***

## ***Genre Study of Standardized Testing***

### ***Approx 1 week***

The scaffolds English Language Learners need to succeed in a genre study extend beyond the scope of the lessons in the grade level genre studies. “Frontloading” is the teaching that occurs before the genre study to provide the background knowledge ELL students need to increase their comprehension of the genre study. In order to facilitate the language needs of students, teachers should apply the strategies they have learned during the Category (ELL) training they have received and provide the following scaffolds:

**This curriculum map has been revised to incorporate ELL supports. Teachers are expected to complete modeled and shared writing with students on how to answer open response questions (ORQ) and strategies for comprehending various texts. It is expected that teachers will incorporate the strategies presented in Category Training to assist in the planning and executing of lessons for the ELL students in their classes. In addition, teachers need to model and teach students how to write an effective long composition that meets standard using the MCAS rubric and benchmark papers; student should self-evaluate their long composition and learn how to effectively revise the composition to raise its rubric score in order to meet Massachusetts standard. Please consult the ELA coach in your building and the ELL coach assigned to your school for assistance in choosing and planning instruction to meet the needs of your individual students.**

- Teachers should carefully transfer from one genre to the next, building on the commonalities amongst genres in order to help students transfer their learning and build on their literacy knowledge.
- The standards for the work product and example of student work that meets the standards need to be posted and utilized. The students need to know at all times the expectation for their work. Teachers should have visible and assessable in the classroom a “genre board” to support ELL learners in the genre study.
- Teachers are expected to complete the work products prior to and along with the students to use as a model during the unit’s lessons.
- Teachers may need to teach and review various genre structures with their students prior to beginning this unit.

Please note: ELL students may require additional supports throughout the unit, such as language frames, graphic organizers, and plenty of oral rehearsal, etc. Please consult with the ELL teacher on your team and with the district ELL coaches for support in meeting the needs of ELL students. Your building ELA coach will also be able to assist you with any modifications or accommodations that are necessary to ensure the success of all students.

# *READER'S WORKSHOP MAP*

**Reader's Workshop** will focus on **sections I & II** of the *Genre of Standardized Testing*; -- multiple choice; while, the **Writer's Workshop** will focus on **section III** – constructed responses.

**Prior to beginning this unit:** Administer the previous year's MCAS (1 section only) exam to students and score exam. Use data from the MCAS administration, MAP testing, and other classroom data to plan instruction in assisting students in comprehending passages and answering multiple-choice questions. **Note:** constructed responses (ORQs and long composition) will be focused on in the writer's workshop portion of this unit.

**CURRICULUM MAP – GRADE 4**  
**Readers Workshop**  
**Testing/Traditional Literature Unit**

<p style="text-align: center;"><b>OPENING</b>  <b>10 MINUTES</b>  <i>(MINI-LESSON)</i></p>	<p style="text-align: center;"><b>WORK PERIOD (WP)</b>  <b>40 MINUTES (INCLUDES A 15/20 MINUTES OR IR)</b>  <i>(APPLICATION OF MINI-LESSON)</i></p>	<p style="text-align: center;"><b>CLOSURE</b>  <b>10 MINUTES</b>  <i>(ACCOUNTABLE TALK)</i></p>	<p style="text-align: center;"><b>STUDENT WORK CHECKLIST</b></p>												
<p>This unit will begin with <i>lesson 1: noticing the genre</i> and then proceed through a minimum of three mini-units: narrative, , and poetry. Teachers may chose to include drama with the narrative unit or complete and additional mini-unit strictly focused on drama.</p> <p>Focus of the instruction should reflect the lesson in the <u>Genre of Standardized Testing</u> and reflect the mini unit of study. Use lessons 2, 3, 4, 5, and 6–  <b>note: these lessons will be repeated as you move through the various genres. (narrative/drama, expository, &amp; poetry)</b> . The order of the mini-units is left up to the discretion of the teacher.</p> <p>The testing unit should proceed as follows:</p> <ul style="list-style-type: none"> <li>▪ Lesson 1: Noticing the Genre (genre of standardized testing – note this lesson may take more than one day)</li> </ul> <p><u>For example:</u> Mini-unit: Narrative</p> <ul style="list-style-type: none"> <li>▪ Lesson 2: Textually Explicit Questions (using narrative selections)</li> <li>▪ Lesson 3: Textually Implicit Questions (using narrative selections)</li> <li>▪ Lesson 4a: Writing Explicit Questions (using narrative selections)</li> <li>▪ Lesson4b. Writing Implicit Questions (using narrative selections)</li> <li>▪ Lesson 5: The structure of Test Questions (using narrative selections)</li> <li>▪ Lesson 6: Writing Stems, Options, and Distracters (using narrative selections)</li> </ul> <p>This process will then be repeated for each mini-unit.            Chart: Features of (mini-unit[genre]) – excluding lesson 1</p>	<p><b>IR - NB Responses</b></p> <ul style="list-style-type: none"> <li>▪ What genre is it?</li> <li>▪ How do you know?</li> </ul> <p>Different genres require students to read passages and identify information in different ways. Depending on the genre of the passage students respond to the following:</p> <table border="1" data-bbox="751 581 1381 854"> <thead> <tr> <th>Narrative/Drama</th> <th>Expository</th> <th>Poetry</th> </tr> </thead> <tbody> <tr> <td>* Who is/are the main character(s)? * What is the setting? * What is the problem? * What are the major events? * What is the solution?</td> <td>* What is the controlling (main) idea of what you read? * What details support the controlling (main) idea? * Summarize what you have read.</td> <td>* What is the poem about? * What words or lines let you know what this poem is about? * What do you visualize (see) when you read this poem?</td> </tr> </tbody> </table> <p><b>Teacher Directed Small Group</b> -During the work period the teachers should take a small group (4 to 6) students for approx. 15 minutes</p> <table border="1" data-bbox="751 971 1394 1097"> <thead> <tr> <th>Safe Harbor Students</th> <th>Bubble Students</th> <th>Need Based Group</th> </tr> </thead> <tbody> <tr> <td>students scoring 215 – 225 on MCAS</td> <td>students scoring 235 – 245 on MCAS</td> <td>students demonstrating a specific instructional need</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>* If there is only one teacher present in the class take the: safe harbor students</li> <li>* If there are two teachers present in the class take the: bubble students and the safe harbor students</li> <li>* If there are more than two teachers in a given class then each teacher should take a group.</li> </ul> <p><b>Independent Work</b> – application of mini-lesson, application of small group instruction, application of genre instruction (mini-unit)</p>	Narrative/Drama	Expository	Poetry	* Who is/are the main character(s)? * What is the setting? * What is the problem? * What are the major events? * What is the solution?	* What is the controlling (main) idea of what you read? * What details support the controlling (main) idea? * Summarize what you have read.	* What is the poem about? * What words or lines let you know what this poem is about? * What do you visualize (see) when you read this poem?	Safe Harbor Students	Bubble Students	Need Based Group	students scoring 215 – 225 on MCAS	students scoring 235 – 245 on MCAS	students demonstrating a specific instructional need	<p>Students share out as indicated in the lesson</p>	<p>IR Notebook Entries, WP Notebook Entries</p> <p>Chart of mini-unit features</p> <p><b>Note:</b> <i>Teachers should also keep notes on small group instruction and continue with their status of the class and conference notes.</i></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>During <b>small group instruction</b>, students should be taught the following and given an opportunity to apply the instruction:</p> <ul style="list-style-type: none"> <li>• Specific reading habits/strategies and application of strategies (see page 19 of curriculum map)</li> <li>• QAR strategies and application (see page 19 of curriculum map)</li> <li>• Making predictions prior to reading and revising them as they read; asking questions as they read (interacting w/text)</li> <li>• ORQ answers and revise to improve score</li> <li>• Genre specific instruction (features of the genre) and application</li> <li>• Identifying genre and strategies for reading them ask the students a question related to the genre they are reading (these will become entries in their notebooks)</li> </ul> </div>
Narrative/Drama	Expository	Poetry													
* Who is/are the main character(s)? * What is the setting? * What is the problem? * What are the major events? * What is the solution?	* What is the controlling (main) idea of what you read? * What details support the controlling (main) idea? * Summarize what you have read.	* What is the poem about? * What words or lines let you know what this poem is about? * What do you visualize (see) when you read this poem?													
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***CURRICULUM MAP – GRADE 4  
Reader’s Workshop  
Testing/Traditional Literature Unit***

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<p>Lesson 1: <i>Noticing the Genre</i></p> <p><u>Chart</u>: What do we notice about the genre of testing?</p> <p><u>Goal</u>: Students identify testing as a distinctive “genre” with sub-genres such as narrative, , poetry, etc. and list specifics of the “testing genre” (directions or introductions prior to a passage. Etc.)</p> <p><b>Note</b>: Students will need to gather a serious of MCAS passages from previous years in addition to reading passage of similar style, length, and genre as MCAS passages for use in this unit with a focus on TRADITIONAL LITERATURE.</p> <p><i>The teacher will also need post-its, highlighters, and any other materials that students may be able to use as accommodations per their IEPs.</i></p>	<p>In small groups, students examine previous MCAS exams at their grade level. Have students chart out these observations to share in the closing</p> <p>Begin testing section in NB</p> <p><b>NB</b> – list observations about format, directions, types of readings, questions, etc. found on the MCAS</p> <hr/> <p style="text-align: center;"><b>Independent Reading Small Group Instruction Independent Work</b></p> <p>Time (approx 15 min) – see <b>page 11</b> for clarification on daily procedure for this portion of the class period</p> <hr/> <p>Begin a <b>class attribute chart</b> comparing/contrasting the genres of: narrative, expository (), drama, and poetry – have students enter this chart in their NB and add to both the class chart and NB entry throughout the unit</p>	<p>Students share out their charts w/observations noted about the MCAS exam</p>	<p>NB Entry from Work Period</p> <p>NB Entry from IR (see previous page for clarification)</p> <p>Group Charts of noticing of the genre of “testing”</p> <p>Class Attribute Chart in NB (on-going)</p>

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Readers Workshop  
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<p>Lesson 2: <i>Textually Explicit Questions</i></p> <p><u>Charts</u>: Textually Explicit Questions &amp; How to Determine Textually Explicit Questions – also examples of textually explicit questions</p> <p>(as it pertains to the mini-unit of study: narrative/drama, expository, and poetry)</p> <p><u>Goal</u>: Students identify the different type of questions and strategies for determining how each type of question differs</p> <p><b>Note</b>: Students will need to gather a serious of MCAS passages from previous years in addition to reading passage of similar style, length, and genre as MCAS passages for use in this unit with a focus on TRADITIONAL LITERATURE.</p> <p><i>The teacher will also need post-its, highlighters, and any other materials that students may be able to use as accommodations per their IEPs.</i></p>	<p>In small groups, students examine previous MCAS exams at their grade level. Have students highlight textually explicit questions. Also, have students cite the evidence that proved these were textually explicit question.</p> <p><b>NB</b> – list observations about textually explicit questions w/examples listed from group work.</p> <hr/> <p style="text-align: center;"><b>Independent Reading Small Group Instruction Independent Work</b></p> <p style="text-align: center;">Time (approx 15 min) – see <b>page 11</b> for clarification on daily procedure for this portion of the class period</p> <hr/> <p>Begin a <b>class attribute chart</b> comparing/contrasting the genres of: narrative, expository, drama, and poetry – have students enter this chart in their NB and add to both the class chart and NB entry throughout the unit</p>	<p>Students share out their observations noted about textually explicit questions and give examples</p> <p>Chart student insights in “Tricks Test Writers Use” – p. 11</p>	<p>NB Entry from Work Period</p> <p>NB Entry from IR (see previous page for clarification)</p> <p>Class Attribute Chart in NB (on-going) pertaining to mini-unit of study</p>

**CURRICULUM MAP – GRADE 4**  
**Readers Workshop**  
**Testing/Traditional Literature Unit**

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<p>Lesson 3: <i>Textually Implicit Questions</i></p> <p><u>Charts</u>: Textually Implicit Questions &amp; How to Determine Textually Implicit Questions – also examples of textually implicit questions (use <i>Ben’s Piano Recital</i> for examples)</p> <p>(as it pertains to the mini-unit of study: narrative/drama, expository, and poetry)</p> <p><u>Goal</u>: Students identify the different type of questions and strategies for determining how each type of question differs</p> <p><u>Note</u>: Students will need to gather a serious of MCAS passages from previous years in addition to reading passage of similar style, length, and genre as MCAS passages for use in this unit with a focus on TRADITIONAL LITERATURE.</p> <p><i>The teacher will also need post-its, highlighters, and any other materials that students may be able to use as accommodations per their IEPs.</i></p>	<p>In small groups, students examine previous MCAS exams at their grade level. Have students highlight textually implicit questions. Also, have students cite the evidence that proved these were textually implicit question. Also, have students record the implicit questions on index cards and then sort into categories. Have students, in groups, chart their observations.</p> <p><b>NB</b> – list observations about textually explicit questions w/examples listed from group work.</p> <hr/> <p style="text-align: center;"><b>Independent Reading/Small Group</b> Instruction Time (15-20 minutes) – see <u>page 11</u> for clarification on daily procedure for this portion of the class period</p> <p><b>Begin a class attribute chart</b> comparing/contrasting the genres of: narrative, expository (), drama, and poetry – have students enter this chart in their NB and add to both the class chart and NB entry throughout the unit</p>	<p>Students share out their observations noted about textually implicit questions and give examples</p>	<p>NB Entry from Work Period</p> <p>NB Entry from IR (see previous page for clarification)</p> <p>Class Attribute Chart in NB (on-going) pertaining to mini-unit of study</p>

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<p>Lesson 4: <i>Writing Explicit and Implicit Questions</i></p> <p>(as it pertains to the mini-unit of study: narrative/drama, expository, and poetry)</p> <p><u>Goal:</u> Students identify the different type of questions and strategies for determining how each type of question differs</p> <p><b>Note:</b> Students will need to gather a serious of MCAS passages from previous years in addition to reading passage of similar style, length, and genre as MCAS passages for use in this unit with a focus on TRADITIONAL LITERATURE.</p> <p><i>The teacher will also need post-its, highlighters, and any other materials that students may be able to use as accommodations per their IEPs.</i></p>	<p>In small groups, students examine previous MCAS passage (at their grade level). Have students write 5 textually explicit and 5 textually implicit questions (on a chart in groups) students share questions.</p> <p><b>NB</b> – list observations about writing textually explicit and implicit questions w/examples listed from group work.</p> <hr/> <p style="text-align: center;"><b>Independent Reading/Small Group</b>  Instruction Time (15-20 minutes) – see <b>page 11</b> for clarification on daily procedure for this portion of the class period</p> <p>Begin a <b>class attribute chart</b> comparing/contrasting the genres of: narrative, expository, drama, and poetry – have students enter this chart in their NB and add to both the class chart and NB entry throughout the unit</p>	<p>Students share out chart on their textually explicit &amp; implicit questions and give examples</p>	<p>NB Entry from Work Period</p> <p>NB Entry from IR (see previous page for clarification)</p> <p>Class Attribute Chart in NB (on-going) pertaining to mini-unit of study</p>

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<p>Lesson 5: <i>The Structure of Test Questions</i></p> <p>Chart: Comparison of the three types of questions: explicit (on the page), implicit (between the lines), and critical analysis (beyond the page) w/examples</p> <p>Chart: Questions have: stems, options, and distracters (define and give examples)</p> <p>(as it pertains to the mini-unit of study: narrative/drama, expository, and poetry)</p> <p><u>Goal</u>: Students identify the different type of questions and strategies for determining how each type of question differs</p> <p><b>Note</b>: Students will need to gather a serious of MCAS passages from previous years in addition to reading passage of similar style, length, and genre as MCAS passages for use in this unit with a focus on TRADITIONAL LITERATURE.</p> <p><i>The teacher will also need post-its, highlighters, and any other materials that students may be able to use as accommodations per their IEPs.</i></p>	<p>In small groups, students examine previous MCAS passage (at their grade level). Have students determine distracters from one passage (on a chart in groups) students share questions.</p> <p><b>NB</b> – determine distracters from a MCAS passage (different from group work).</p> <hr/> <p style="text-align: center;"><b>Independent Reading/Small Group</b>  Instruction Time (15-20 minutes) – see <u>page 11</u> for clarification on daily procedure for this portion of the class period</p> <p>Begin a <b>class attribute chart</b> comparing/contrasting the genres of: narrative, expository, drama, and poetry – have students enter this chart in their NB and add to both the class chart and NB entry throughout the unit</p>	<p>Students share out chart on test distracters and give examples</p>	<p>NB Entry from Work Period</p> <p>NB Entry from IR (see previous page for clarification)</p> <p>Class Attribute Chart in NB (on-going) pertaining to mini-unit of study</p>

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**Testing/Traditional Literature Unit**

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<p>Lesson 6: <i>Writing Stems, Options, and Distracters</i></p> <p>Chart: <u>(review from lesson 3)</u> Textually Implicit Questions &amp; How to Determine Textually Implicit Questions – also examples of textually implicit questions (use <i>Ben’s Piano Recital</i> for examples)</p> <p>Chart: <u>(review from lesson 3)</u> Questions have: stems, options, and distracters (define and give examples)</p> <p>(as it pertains to the mini-unit of study: narrative/drama, expository, and poetry)</p> <p><u>Goal:</u> Students identify the different type of questions and strategies for determining how each type of question differs</p> <p><b>Note:</b> Students will need to gather a serious of MCAS passages from previous years in addition to reading passage of similar style, length, and genre as MCAS passages for use in this unit with a focus on TRADITIONAL LITERATURE.</p> <p><i>The teacher will also need post-its, highlighters, and any other materials that students may be able to use as accommodations per their IEPs.</i></p>	<p>In small groups, have students write (chart multiple questions (stems, options, and distracters) for MCAS passages and traditional literature passages (that mirror MCAS passages in specific mini-unit of study[genre])</p> <p><b>NB</b> – students write stems, options, and distracters for text passage (independently after having completed group work)</p> <hr/> <p style="text-align: center;"><b>Independent Reading/Small Group</b></p> <p>Instruction Time (15-20 minutes) – see <u>page 11</u> for clarification on daily procedure for this portion of the class period</p> <p>Begin a <b>class attribute chart</b> comparing/contrasting the genres of: narrative, expository, drama, and poetry – have students enter this chart in their NB and add to both the class chart and NB entry throughout the unit</p>	<p>Students share out chart on stems, options, and distracters written as a group</p>	<p>NB Entry from Work Period</p> <p>NB Entry from IR (see previous page for clarification)</p> <p>Class Attribute Chart in NB (on-going) pertaining to mini-unit of study</p>

***CURRICULUM MAP – GRADE 4***  
***Readers Workshop***  
***Testing/Traditional Literature Unit***

<p style="text-align: center;"><b>OPENING</b> 10 MINUTES <i>(MINI-LESSON)</i></p>	<p style="text-align: center;"><b>WORK PERIOD (WP)</b> 40 MINUTES <i>(APPLICATION OF MINI-LESSON)</i></p>	<p style="text-align: center;"><b>CLOSURE</b> 10 MINUTES <i>(ACCOUNTABLE TALK)</i></p>	<p style="text-align: center;"><b>STUDENT WORK CHECKLIST</b></p>
<p>On Demand MCAS passage with multiple-choice questions is to be administered for each of the following genres: narrative, expository text, and poetry. Please note these on-demand passages are to be given through-out the unit at the end of each mini-unit and the information gather used to refine mini-lessons in the next mini-unit of study</p> <p>Teachers will analyze each student’s responses looking at how the student determined determine explicit and implicit questions located evidence from the passage to support their answer choice and code or highlighted the text as a strategy for comprehending the text. Teachers will then conference individually with each student after each passage administration to provide specific feedback and instruction for students in order to improve on the next on demand reading passage with multiple-choice questions.</p> <p><b>NOTE:</b> Teachers should record the beginning on-demand passage scores and each passage score for each mini unit of study and submit these scores to their building literacy coach at the end of this unit.</p>			<p>On-demand MCAS passage score from beginning of unit</p> <p>On-demand passage score - narrative</p> <p>On-demand passage score – expository text</p> <p>On-demand passage score – poetry</p>

**CURRICULUM MAP – GRADE 4**  
**Readers Workshop**  
**Testing/Traditional Literature Unit**

<b>OPENING</b> <b>10 MINUTES</b>  <i>(MINI-LESSON)</i>	<b>WORK PERIOD (WP)</b> <b>40 MINUTES</b>  <i>(APPLICATION OF MINI-LESSON)</i>	<b>CLOSURE</b> <b>10 MINUTES</b>  <i>(ACCOUNTABLE TALK)</i>	<b>STUDENT WORK CHECKLIST</b>																									
<p>During this unit of study, teachers will continue to instruct students in specific reading strategies (see below); in addition, teachers will focus on QAR strategies for determining the type of questions students face when answering comprehension questions.</p> <p><b>READING HABITS AND STRATEGIES:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th style="width: 20%;">Habit</th> <th style="width: 25%;">When</th> <th style="width: 55%;">Strategy</th> </tr> </thead> <tbody> <tr> <td>Activating Schema</td> <td>Before/During Reading</td> <td>Book Tour (previewing text) KWL Chart</td> </tr> <tr> <td>Determining Importance</td> <td>During Reading</td> <td>Two Column Notes KWL Chart Code the Text</td> </tr> <tr> <td>Asking Questions</td> <td>During Reading</td> <td>Two Column Notes KWL Chart</td> </tr> <tr> <td>Synthesizing</td> <td>After Reading</td> <td>Summarizing KWL Chart Chunk and Go</td> </tr> </tbody> </table> <p><b>QAR STRATEGIES:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th style="width: 30%;">Type of Questions</th> <th style="width: 70%;">Clue Words</th> </tr> </thead> <tbody> <tr> <td>Right There Questions (explicit)</td> <td>“How many...” “Who is...” “What is...” “Where is...”</td> </tr> <tr> <td>Think and Search Questions (implicit)</td> <td>“The main idea of the passage ...” “What caused ...” “Compare/contrast ...”</td> </tr> <tr> <td>Author and You Questions (critical analysis)</td> <td>“In your opinion ...” “Based on your experience” “Think about someone/something you know ...”</td> </tr> <tr> <td>On My Own Questions (implicit/critical analysis)</td> <td>“The author implies ...” “The passage suggests ...” “The speaker’s attitude ...”</td> </tr> </tbody> </table>			Habit	When	Strategy	Activating Schema	Before/During Reading	Book Tour (previewing text) KWL Chart	Determining Importance	During Reading	Two Column Notes KWL Chart Code the Text	Asking Questions	During Reading	Two Column Notes KWL Chart	Synthesizing	After Reading	Summarizing KWL Chart Chunk and Go	Type of Questions	Clue Words	Right There Questions (explicit)	“How many...” “Who is...” “What is...” “Where is...”	Think and Search Questions (implicit)	“The main idea of the passage ...” “What caused ...” “Compare/contrast ...”	Author and You Questions (critical analysis)	“In your opinion ...” “Based on your experience” “Think about someone/something you know ...”	On My Own Questions (implicit/critical analysis)	“The author implies ...” “The passage suggests ...” “The speaker’s attitude ...”	<p>NB Entries from Work Period small group – teacher directed instruction &amp; independent practice</p> <p><u>Please note:</u> students may need additional instruction in the specific mini-unit of instruction (narrative/drama, expository, and poetry)</p> <p>NB Entries from Work Period reflecting specific genre instruction (small group &amp; independent practice)</p>
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# *WRITER'S WORKSHOP MAP*

Writer's Workshop will focus on section III of the *Genre of Standardized Testing*; -- constructed responses; while, the Reader's Workshop will focus on sections I & II (multiple choice)

**Prior to beginning this unit:** Teachers should administer an on-demand ORQ and review this work sample along with data from prior MCAS administrations, MAP testing, and other classroom data to plan instruction in assisting students in comprehending passages and answering ORQs. Note: multiple-choice questions will be focused on in the readers' workshop portion of this unit.

Please also note: a baseline long composition (MCAS) should be given prior to teaching the long composition and a final on demand (MCAS) long composition should be given at the end of this unit.

**CURRICULUM MAP – GRADE 4**  
**Writers Workshop**  
**Testing/Traditional Literature Unit**

OPENING 10 MINUTES (MINI-LESSON)	WORK PERIOD (WP) 40 MINUTES (INCLUDES A 15/20 MINUTES OR IR) (APPLICATION OF MINI-LESSON)	CLOSURE 10 MINUTES (ACCOUNTABLE TALK)	STUDENT WORK CHECKLIST												
<p>This unit will begin with students completing a MCAS session (prior year’s test – see attachment/<u>1 section only</u>) to determine baseline data. This information along with prior ORQs given in units 1 &amp; 2 this school year will be analyzed to provide specific instruction.</p> <p>Focus of the instruction should reflect the lesson in the <u>Genre of Standardized Testing</u> and reflect the mini unit of study. Use lessons 11, 12, 15, 16, and 17 – note: <b>these lessons will be repeated as you move through the various genres. (narrative/drama, expository, &amp; poetry)</b> . The order of the mini-units is left up to the discretion of the teacher.</p> <p>The testing unit should proceed as follows:</p> <ul style="list-style-type: none"> <li>▪ MCAS simulation (previous school year’s test)</li> </ul> <p><u>For example:</u> Mini-unit: Narrative</p> <ul style="list-style-type: none"> <li>▪ Lesson 11: Think and Do (using narrative selections)</li> <li>▪ Lesson 12: How Good is Good Enough? (using narrative selections)</li> <li>▪ Lesson 15: Taking Notes on the Test (using narrative selections)</li> <li>▪ Lesson 16 Writing “on the page”. (using narrative selections)</li> <li>▪ Lesson 17: Writing “between the lines” (using narrative selections)</li> </ul> <p>This process will then be repeated for each mini-unit. Chart: Features of (mini-unit[genre]) – excluding MCAS simulation (1X only)</p> <ul style="list-style-type: none"> <li>▪ Lesson 13: Which Genre is it/</li> <li>▪ Lesson 14: Writing to a Prompt</li> </ul>	<p><b>IR/IW (independent reading/independent writing ORQs) - NB Responses</b></p> <ul style="list-style-type: none"> <li>▪ What genre is it?</li> <li>▪ How do you know?</li> <li>▪ Response to ORQ</li> </ul> <p>Different genres require students to read passages and identify information in different ways. Depending on the genre of the passage students respond to the following:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Narrative/Drama</th> <th style="text-align: center;">Expository</th> <th style="text-align: center;">Poetry</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">code text for the: - the main character(s)? - the setting? - the problem? - the major events? - the solution?</td> <td style="padding: 5px;">code text for the: - controlling (main) idea - details support the controlling (main) idea? * Summarize what you have read.</td> <td style="padding: 5px;">code text for the: -topic -lines let you know what this poem is about - visualization (picture/sensory words)</td> </tr> </tbody> </table> <p><b>Teacher Directed Small Group</b> - During the work period the teachers should take a small group (4 to 6) students for approx. 15 minutes</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Safe Harbor Students</th> <th style="text-align: center;">Bubble Students</th> <th style="text-align: center;">Need Based Group</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">students scoring 215 – 225 on MCAS</td> <td style="padding: 5px;">students scoring 235 – 245 on MCAS</td> <td style="padding: 5px;">students demonstrating a specific instructional need</td> </tr> </tbody> </table> <p>* If there is only one teacher present in the class take the: safe harbor students            * If there are two teachers present in the class take the: bubble students and the safe harbor students            * If there are more than two teachers in a given class then each teacher should take a group.</p> <p><b>Independent Work</b> – application of mini-lesson, application of small group instruction, application of genre instruction (mini-unit) as it pertains to written responses to text</p>	Narrative/Drama	Expository	Poetry	code text for the: - the main character(s)? - the setting? - the problem? - the major events? - the solution?	code text for the: - controlling (main) idea - details support the controlling (main) idea? * Summarize what you have read.	code text for the: -topic -lines let you know what this poem is about - visualization (picture/sensory words)	Safe Harbor Students	Bubble Students	Need Based Group	students scoring 215 – 225 on MCAS	students scoring 235 – 245 on MCAS	students demonstrating a specific instructional need	<p>Students share out as indicated in the lesson</p>	<p><input type="checkbox"/> IR Notebook Entries, WP Notebook Entries</p> <p><input type="checkbox"/> Artifacts of ORQ questions, rubrics, and student work that meets standard</p> <p><i>Note: Teachers should also keep notes on small group instruction and continue with conference notes.</i></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>During <b>small group instruction</b>, students should be taught the following and given an opportunity to apply the instruction:</p> <ul style="list-style-type: none"> <li>▪ Specific reading habits/strategies and application of strategies (see page 19 of curriculum map)</li> <li>▪ QAR strategies and application (see page 19 of curriculum map)</li> <li>▪ Answering open response questions (ORQ) based on a reading passage and supporting their response with evidence from the text (oral and written)</li> <li>▪ Use rubrics (MCAS –ORQ) to evaluate</li> <li>▪ ORQ answers and revise to improve score</li> <li>▪ Genre specific instruction (features of the genre) and application</li> <li>▪ Identifying genre and strategies for reading them ask the students a question related to the genre they are reading (these will become entries in their notebooks)</li> </ul> </div>
Narrative/Drama	Expository	Poetry													
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**CURRICULUM MAP – GRADE 4**

**Writers Workshop  
 Testing/Traditional Literature Unit**

<b>OPENING</b> 10 MINUTES  <i>(MINI-LESSON)</i>	<b>WORK PERIOD (WP)</b> 40 MINUTES  <i>(APPLICATION OF MINI-LESSON)</i>	<b>CLOSURE</b> 10 MINUTES  <i>(ACCOUNTABLE TALK)</i>	<b>STUDENT WORK CHECKLIST</b>
<p>Administer the previous year’s MCAS (section 1 only) exam to students and score exam – an open response question must be included in the testing section. Use data from MCAS administration, previous student work from units 1 &amp; 2 this year, along with other testing data (MCAS 2007 and MAP data) to plan instruction.</p> <p>Based on data analysis – group students and plan small group instruction. Additional instruction may be needed in individual genres (narrative/drama, expository, or poetry).</p>			<input type="checkbox"/> ORQs from units 1 & 2 <input type="checkbox"/> conference notes from units 1 & 2 ORQ & revisions to ORQ <input type="checkbox"/> MCAS simulation results
<b>OPENING</b> 10 MINUTES  <i>(MINI-LESSON)</i>	<b>WORK PERIOD (WP)</b> 40 MINUTES  <i>(APPLICATION OF MINI-LESSON)</i>	<b>CLOSURE</b> 10 MINUTES  <i>(ACCOUNTABLE TALK)</i>	<input type="checkbox"/> On-demand ORQ for each mini-unit of study – narrative/drama, expository, and poetry
<p>Review with students the on demand ORQ prompt from this unit. Examine the rubric and determine what elements need to be added/revised in order to bring the first writing piece to a higher score on the rubric. Have students examine exemplars and score them based on the rubric. Have students justify why a particular piece receive a specific score. Have students do this in small groups. Plan conferences and mini-lessons based on the student needs demonstrated in the ORQ. Compare the ORQ scores.</p>	<p>Opening: Model how to answer ORQ (using a modeled writing practice) citing evidence from the text to support answers.</p>	<p>Work Period: Students should practice answering ORQ using sample passages of text similar to MCAS passages (see attached passages) -- students should review w/peers their ORQs and discuss the strategies they used to answer their questions</p>	<input type="checkbox"/> spreadsheet of class testing scores
<p>Opening: Model how to answer ORQ (using a modeled writing practice) citing evidence from the text to support answers.</p>			
<p>Work Period: Students should practice answering ORQ using sample passages of text similar to MCAS passages (see attached passages) -- students should review w/peers their ORQs and discuss the strategies they used to answer their questions</p>			
<p>Share out: on strategies used to answer ORQs</p> <p><b>*NOTE: This lesson will need to be repeated in all mini-units of study – narrative/drams, expository, and poetry. In addition, teachers will need to provide students with additional support during small group instructional time. Students should complete 1 on-demand ORQ for each mini-unit of study.</b></p>			

**CURRICULUM MAP – GRADE 4**  
**Writers Workshop**  
**Testing/Traditional Literature Unit**

<b>OPENING</b> 10 MINUTES  <i>(MINI-LESSON)</i>	<b>WORK PERIOD (WP)</b> 40 MINUTES  <i>(APPLICATION OF MINI-LESSON)</i>	<b>CLOSURE</b> 10 MINUTES  <i>(ACCOUNTABLE TALK)</i>	<b>STUDENT WORK</b> <b>CHECKLIST</b>
<p>Lesson 11: <i>Think And Do</i> (multiple day lesson)</p> <p>Chart: <u>Think and Do</u></p> <p>(as it pertains to the mini-unit of study: narrative/drama, expository, and poetry)</p> <p><u>Goal:</u> Students identify the specific question and accompanying action that they must complete in order to complete a constructed response.</p> <p>Teacher models how to complete the <i>Think and Do</i> chart using modeled writing and a think aloud process</p> <p><b>Note:</b> Students will need to gather a serious of MCAS passages from previous years in addition to reading passage of similar style, length, and genre as MCAS passages for use in this unit with a focus on TRADITIONAL LITERATURE.</p> <p><i>The teacher will also need post-its, highlighters, and any other materials that students may be able to use as accommodations per their IEPs.</i></p>	<p>In small groups, have students analyze questions from the MCAS or traditional literature and complete a “Think and Do” chart for a question as a group and then one independently in their notebooks</p> <p><b>NB</b> – students complete a “Think and Do” chart (1 item).</p> <hr/> <p><b>Independent Writing/Small Group</b>            Instruction Time (15-20 minutes) – see <b>page 11</b> for clarification on daily procedure for this portion of the class period</p> <p><b>Begin a class attribute chart</b> comparing/contrasting the genres of: narrative, expository (), drama, and poetry and the types of constructed questions asked as it pertains to specific genres – have students enter this chart in their NB and add to both the class chart and NB entry throughout the unit</p>	<p>Students share out “Think and Do” chart completed as a group</p>	<p><input type="checkbox"/> Notebook entry</p>

**CURRICULUM MAP – GRADE 4**  
**Writers Workshop**  
**Testing/Traditional Literature Unit**

<b>OPENING</b> 10 MINUTES  (MINI-LESSON)	<b>WORK PERIOD (WP)</b> 40 MINUTES  (APPLICATION OF MINI-LESSON)	<b>CLOSURE</b> 10 MINUTES  (ACCOUNTABLE TALK)	<b>STUDENT WORK</b> <b>CHECKLIST</b>
<p>Lesson 12: <i>How Good is Good Enough?</i> (multiple day lesson)</p> <p>Chart: (review) <u>Think and Do</u> &amp; have MCAS Rubric up with examples of constructed responses that meet the standard</p> <p>(as it pertains to the mini-unit of study: narrative/drama, expository, and poetry)</p> <p><u>Goal:</u> Students identify and articulate why a specific response meets standards citing evidence from a constructed response and identifying (using a rubric) how it met standard</p> <p>Teacher models how to determine if a constructed response meets standard and give examples of why it met standard</p> <p><b>Note:</b> Students will need to gather a serious of MCAS passages from previous years in addition to reading passage of similar style, length, and genre as MCAS passages for use in this unit with a focus on TRADITIONAL LITERATURE.</p> <p><i>The teacher will also need post-its, highlighters, and any other materials that students may be able to use as accommodations per their IEPs.</i></p>	<p>In small groups, have students analyze a constructed from the MCAS (student work samples) or traditional literature and explain how the response met standard or part of a standard (1 item) – students then independently analyze a constructed response and record why it meets standard in their notebooks</p> <p><b>NB</b> – students analyze a constructed response from MCAS student work samples and state how it met standards (1 item).</p> <p><b>Independent Writing/Small Group</b>            Instruction Time (15-20 minutes) – see <b>page 11</b> for clarification on daily procedure for this portion of the class period</p> <p>Begin a <b>class attribute chart</b> comparing/contrasting the genres of: narrative, expository, drama, and poetry and the types of constructed questions asked as it pertains to specific genres – have students enter this chart in their NB and add to both the class chart and NB entry throughout the unit</p>	<p>Students share out why a constructed response met standard</p>	<p><input type="checkbox"/> Notebook entry</p>

**CURRICULUM MAP – GRADE 4**  
**Writers Workshop**  
**Testing/Traditional Literature Unit**

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<p>Lesson 15: <i>Taking Notes on the Test</i> (multiple day lesson)</p> <p>Chart: <u>Taking Notes on a Test</u></p> <p>(as it pertains to the mini-unit of study: narrative/drama, expository, and poetry)</p> <p><u>Goal:</u> Students identify and determine how best to code or highlight text when gathering information to complete a constructed response.</p> <p>Teacher models how to determine a method and how to code or highlight text to complete a constructed response</p> <p><b>Note:</b> Students will need to gather a series of MCAS passages from previous years in addition to reading passage of similar style, length, and genre as MCAS passages for use in this unit with a focus on TRADITIONAL LITERATURE.</p> <p><i>The teacher will also need post-its, highlighters, and any other materials that students may be able to use as accommodations per their IEPs.</i></p>	<p>In small groups, have students read an MCAS passage or traditional literature passage and determine and code or highlight specific text that will assist them in constructing a response – students then complete this task independently with another passage in their NB</p> <p><b>NB</b> – students determine and code or highlight specific text that will assist them in constructing a response (1 item).</p> <p><b>Independent Writing/Small Group</b>        Instruction Time (15-20 minutes) – see <b>page 11</b> for clarification on daily procedure for this portion of the class period</p> <p>Begin a <b>class attribute chart</b> comparing/contrasting the genres of: narrative, expository, drama, and poetry and the types of constructed questions asked as it pertains to specific genres – have students enter this chart in their NB and add to both the class chart and NB entry throughout the unit</p>	<p>Students share out why they chose the method they did for taking notes on the test and the information they either coded or highlighted</p>	<p><input type="checkbox"/> Notebook entry</p>

**CURRICULUM MAP – GRADE 4**  
**Writers Workshop**  
**Testing/Traditional Literature Unit**

<p><b>OPENING</b>  <b>10 MINUTES</b></p> <p><i>(MINI-LESSON)</i></p>	<p><b>WORK PERIOD (WP)</b>  <b>40 MINUTES</b></p> <p><i>(APPLICATION OF MINI-LESSON)</i></p>	<p><b>CLOSURE</b>  <b>10 MINUTES</b></p> <p><i>(ACCOUNTABLE TALK)</i></p>	<p><b>STUDENT WORK CHECKLIST</b></p>
<p>Lesson 16: <i>Writing on the Page</i>            (multiple day lesson)</p> <p>Chart: (review OAR strategies – see appendix) question type and example of</p> <p>(as it pertains to the mini-unit of study: narrative/drama, expository, and poetry)</p> <p><u>Goal:</u> Students cite evidence from a passage to answer textually explicit questions</p> <p>Teacher models how to determine if a question is textually explicit, and how to locate and cite evidence that will answer the question for a constructed response</p> <p><b>Note:</b> Students will need to gather a serious of MCAS passages from previous years in addition to reading passage of similar style, length, and genre as MCAS passages for use in this unit with a focus on TRADITIONAL LITERATURE.</p> <p><i>The teacher will also need post-its, highlighters, and any other materials that students may be able to use as accommodations per their IEPs.</i></p>	<p>In small groups, have students read an MCAS passage or traditional literature determine and cite the evidence from the text that will answer a textually explicit question – students then complete this task independently with another passage in their NB</p> <p><b>NB</b> – students read an MCAS passage or traditional literature determine and cite the evidence from the text that will answer a textually explicit question (1 item).</p> <p><b>Independent Writing/Small Group</b>            Instruction Time (15-20 minutes) – see <b>page 11</b> for clarification on daily procedure for this portion of the class period</p> <p>Begin a <b>class attribute chart</b> comparing/contrasting the genres of: narrative, expository, drama, and poetry and the types of constructed questions asked as it pertains to specific genres – have students enter this chart in their NB and add to both the class chart and NB entry throughout the unit</p>	<p>Students share out their textually explicit question, clues on how they knew it was a textually explicit question (QAR strategies), and the evidence they cited to answer the question</p>	<p><input type="checkbox"/> Notebook entry</p>

**CURRICULUM MAP – GRADE 4**  
**Writers Workshop**  
**Testing/Traditional Literature Unit**

<b>OPENING</b> 10 MINUTES  <i>(MINI-LESSON)</i>	<b>WORK PERIOD (WP)</b> 40 MINUTES  <i>(APPLICATION OF MINI-LESSON)</i>	<b>CLOSURE</b> 10 MINUTES  <i>(ACCOUNTABLE TALK)</i>	<b>STUDENT WORK</b> <b>CHECKLIST</b>
<p>Lesson 17: <i>Writing “Between the Lines”</i> (multiple day lesson)</p> <p>Chart: (review OAR strategies – see appendix) question type and example of the types of questions</p> <p><small>(as it pertains to the mini-unit of study: narrative/drama, expository, and poetry)</small></p> <p><u>Goal:</u> Students cite evidence from a passage to answer textually implicit questions</p> <p>Teacher models how to determine if a question is textually implicit, and how to locate and cite evidence that will answer the question for a constructed response</p> <p><b>Note:</b> Students will need to gather a serious of MCAS passages from previous years in addition to reading passage of similar style, length, and genre as MCAS passages for use in this unit with a focus on TRADITIONAL LITERATURE.</p> <p><i>The teacher will also need post-its, highlighters, and any other materials that students may be able to use as accommodations per their IEPs.</i></p>	<p>In small groups, have students read an MCAS passage or traditional literature determine and cite the evidence from the text that supports their answer for a textually implicit question – students then complete this task independently with another passage in their NB</p> <p><b>NB</b> – students read an MCAS passage or traditional literature determine and cite the evidence from the text that supports their answer for a textually implicit question (1 item).</p> <p><b>Independent Writing/Small Group</b>        Instruction Time (15-20 minutes) – see <b>page 11</b> for clarification on daily procedure for this portion of the class period</p> <p>Begin a <b>class attribute chart</b> comparing/contrasting the genres of: narrative, expository, drama, and poetry and the types of constructed questions asked as it pertains to specific genres – have students enter this chart in their NB and add to both the class chart and NB entry throughout the unit</p>	<p>Students share out their textually implicit question, clues on how they knew it was a textually explicit question (QAR strategies), and the evidence they cited to support their answer to the question</p>	<p><input type="checkbox"/> Notebook entry</p>

**CURRICULUM MAP – GRADE 4**  
**Writers Workshop**  
**Testing/Traditional Literature Unit**

<b>OPENING</b> 10 MINUTES  <i>(MINI-LESSON)</i>	<b>WORK PERIOD (WP)</b> 40 MINUTES  <i>(APPLICATION OF MINI-LESSON)</i>	<b>CLOSURE</b> 10 MINUTES  <i>(ACCOUNTABLE TALK)</i>	<b>STUDENT WORK CHECKLIST</b>  <b><u>LONG COMP</u></b>
<p><b><u>Prior to beginning lesson 13, students will complete an on-demand MCAS writing prompt to determine a baseline score.</u></b></p> <p>Lesson 13: <i>Which Genre is it?</i></p> <p>Chart: (review class attribute chart on various genres)</p> <p>(as it pertains to the mini-unit of study: narrative/drama, expository, and poetry)</p> <p><b>Goal:</b> Students identify the genre in which they are directed to write a long composition</p> <p>Teacher models how to determine specific genres and the key words that indicate genres and charts these responses (students should keep a copy of this chart in their NB)</p> <p><b>Note:</b> Students will need to gather a serious of MCAS passages from previous years in addition to reading passage of similar style, length, and genre as MCAS passages for use in this unit with a focus on TRADITIONAL LITERATURE.</p> <p><i>The teacher will also need post-its, highlighters, and any other materials that students may be able to use as accommodations per their IEPs.</i></p>	<p>In small groups, have students develop writing prompts using cue/key words and compare these to release MCAS writing prompts</p> <p><b>NB</b> – reflect on the key/cue words used by test makers when developing writing prompts and how these key/cue works indicate specific genres</p> <hr/> <p><b>Independent Writing/Small Group</b>            Instruction Time (15-20 minutes) – see <b>page 11</b> for clarification on daily procedure for this portion of the class period</p> <p>Begin a <b>class attribute chart</b> comparing/contrasting the genres of: narrative, expository, drama, and poetry and the types of constructed questions asked as it pertains to specific genres – have students enter this chart in their NB and add to both the class chart and NB entry throughout the unit</p>	<p>Students share out their writing prompts and identify the key/cue words used</p>	<p><input type="checkbox"/> Baseline on-demand MCAS long composition</p> <p><input type="checkbox"/> Notebook entry</p>

**CURRICULUM MAP – GRADE 4**  
**Writers Workshop**  
**Testing/Traditional Literature Unit**

<b>OPENING</b> <b>10 MINUTES</b>  <i>(MINI-LESSON)</i>	<b>WORK PERIOD (WP)</b> <b>40 MINUTES</b>  <i>(APPLICATION OF MINI-LESSON)</i>	<b>CLOSURE</b> <b>10 MINUTES</b>  <i>(ACCOUNTABLE TALK)</i>	<b>STUDENT WORK CHECKLIST</b>  <b><u>LONG COMP</u></b>
<p>Lesson 14: <i>Writing to a Prompt</i> - (multiple day lesson) – day 1</p> <p>Chart: (review class attribute chart on various genres)</p> <p>(as it pertains to the mini-unit of study: narrative/drama, expository, and poetry)</p> <p><u>Goal:</u> Students identify the genre in which they are directed to write a long composition</p> <p>Teacher models how to determine the specifics students are being asked to respond to in a MCAS writing prompt.</p> <p><b>Note:</b> Students will need to gather a series of MCAS passages from previous years in addition to reading passage of similar style, length, and genre as MCAS passages for use in this unit with a focus on TRADITIONAL LITERATURE.</p> <p><i>The teacher will also need post-its, highlighters, and any other materials that students may be able to use as accommodations per their IEPs.</i></p>	<p>In small groups, have students analyze the specifics they are being asked to do in order to complete a writing in response to a MCAS prompt</p> <p><b>NB</b> – have students retell in their own words what they must do in order to respond to a specific writing prompt</p> <hr/> <p><b>Independent Writing/Small Group</b>        Instruction Time (15-20 minutes) – see <b>page 11</b> for clarification on daily procedure for this portion of the class period</p>	<p>Students share out their interpretation of a MCAS writing prompt</p>	<p><input type="checkbox"/> Notebook entry</p>

**CURRICULUM MAP – GRADE 4**  
**Writers Workshop**  
**Testing/Traditional Literature Unit**

<b>OPENING</b> 10 MINUTES  <i>(MINI-LESSON)</i>	<b>WORK PERIOD (WP)</b> 40 MINUTES  <i>(APPLICATION OF MINI-LESSON)</i>	<b>CLOSURE</b> 10 MINUTES  <i>(ACCOUNTABLE TALK)</i>	<b>STUDENT WORK CHECKLIST</b>  <b><u>LONG COMP</u></b>
<p>Lesson 14: <i>Writing to a Prompt</i> - (multiple day lesson) – days 2 - 4</p> <p>Chart/Bulletin Board: MCAS rubric and sample student work that reflects the rubric</p> <p><small>(as it pertains to the mini-unit of study: narrative/drama, expository, and poetry)</small></p> <p><b>Goal:</b> Students identify and justify why a piece of writing meets standard</p> <p>Teacher models how to determine the specifics students are being asked to respond to in a MCAS writing prompt. – (teach the rubric standards and show anchor papers)</p> <p><b>Note:</b> Students will need to gather a series of MCAS passages from previous years in addition to reading passage of similar style, length, and genre as MCAS passages for use in this unit with a focus on TRADITIONAL LITERATURE.</p> <p><i>The teacher will also need post-its, highlighters, and any other materials that students may be able to use as accommodations per their IEPs.</i></p>	<p>In small groups, have students analyze the MCAS rubric and specific anchor papers and justify why they meet a specific score</p> <p><b>NB</b> – have students retell in their own words what they must do in order to reach a specific score on the MCAS rubric</p> <hr/> <p><b>Independent Writing/Small Group</b>        Instruction Time (15-20 minutes) – see <b>page 11</b> for clarification on daily procedure for this portion of the class period</p>	<p>Students share out their interpretation of a MCAS writing prompt and why it was has its specific score on the MCAS rubric</p>	<p><input type="checkbox"/> Notebook entry</p>

**CURRICULUM MAP – GRADE 4**  
**Writers Workshop**  
**Testing/Traditional Literature Unit**

<b>OPENING</b> 10 MINUTES  <i>(MINI-LESSON)</i>	<b>WORK PERIOD (WP)</b> 40 MINUTES  <i>(APPLICATION OF MINI-LESSON)</i>	<b>CLOSURE</b> 10 MINUTES  <i>(ACCOUNTABLE TALK)</i>	<b>STUDENT WORK CHECKLIST</b>  <b><u>LONG COMP</u></b>
<p>Lesson 14: <i>Writing to a Prompt</i> - (multiple day lesson) – day 5 &amp; 6</p> <p>(as it pertains to the mini-unit of study: narrative/drama, expository, and poetry)</p> <p><u>Goal:</u> Students identify the genre in which they are directed to write a long composition and draft the composition</p> <p>Teacher models how to complete a MCAS writing prompt using a modeled writing technique</p> <p><b>Note:</b> Students will need to gather a series of MCAS passages from previous years in addition to reading passage of similar style, length, and genre as MCAS passages for use in this unit with a focus on TRADITIONAL LITERATURE.</p> <p><i>The teacher will also need post-its, highlighters, and any other materials that students may be able to use as accommodations per their IEPs.</i></p>	<p>Students begin to draft a response to a prompt.</p> <p><b>Draft of Long Composition</b></p> <hr/> <p><b>Independent Writing/Small Group</b>            Instruction Time (15-20 minutes) – see <b>page 11</b> for clarification on daily procedure for this portion of the class period</p>	<p>Students share out their responses to a MCAS writing prompt</p>	<p><input type="checkbox"/> Long composition - draft</p>

**CURRICULUM MAP – GRADE 4**  
**Writers Workshop**  
**Testing/Traditional Literature Unit**

<b>OPENING</b> 10 MINUTES  <i>(MINI-LESSON)</i>	<b>WORK PERIOD (WP)</b> 40 MINUTES  <i>(APPLICATION OF MINI-LESSON)</i>	<b>CLOSURE</b> 10 MINUTES  <i>(ACCOUNTABLE TALK)</i>	<b>STUDENT WORK CHECKLIST</b>  <b><u>LONG COMP</u></b>
<p>Lesson 14: <i>Writing to a Prompt</i> - (multiple day lesson) – day 7 &amp; 8</p> <p>(as it pertains to the mini-unit of study: narrative/drama, expository, and poetry)</p> <p><u>Goal:</u> Students identify standards which a long composition is assessed and make revisions based on the standard (MCAS rubric)</p> <p>Teacher models how to revise a MCAS writing prompt using a modeled writing technique and the MCAS rubric</p> <p><b>Note:</b> Students will need to gather a series of MCAS passages from previous years in addition to reading passage of similar style, length, and genre as MCAS passages for use in this unit with a focus on TRADITIONAL LITERATURE.</p> <p><i>The teacher will also need post-its, highlighters, and any other materials that students may be able to use as accommodations per their IEPs.</i></p>	<p>Students begin to revise a response to a prompt.</p> <p><b>Revision of Long Composition</b></p> <p><b>Independent Writing/Small Group</b>            Instruction Time (15-20 minutes) – see <b>page 11</b> for clarification on daily procedure for this portion of the class period</p>	<p>Students share out their responses to a MCAS writing prompt</p>	<p><input type="checkbox"/> Long composition - revision</p>

**CURRICULUM MAP – GRADE 4**  
**Writers Workshop**  
**Testing/Traditional Literature Unit**

<b>OPENING</b> 10 MINUTES  <i>(MINI-LESSON)</i>	<b>WORK PERIOD (WP)</b> 40 MINUTES  <i>(APPLICATION OF MINI-LESSON)</i>	<b>CLOSURE</b> 10 MINUTES  <i>(ACCOUNTABLE TALK)</i>	<b>STUDENT WORK CHECKLIST</b>  <b><u>LONG COMP</u></b>
<p>Lesson 14: <i>Writing to a Prompt</i> - (multiple day lesson) – day 9 &amp; 10</p> <p>(as it pertains to the mini-unit of study: narrative/drama, expository, and poetry)</p> <p><u>Goal:</u> Students identify standards which a long composition is assessed and determine the MCAS score that would be given to a piece of writing (drafts generated from previous lessons) and give feedback on how to improve the writing</p> <p>Teacher models how to revise a MCAS writing prompt using a modeled writing technique and the MCAS rubric and a final draft of student work</p> <p><b>Note:</b> Students will need to gather a series of MCAS passages from previous years in addition to reading passage of similar style, length, and genre as MCAS passages for use in this unit with a focus on TRADITIONAL LITERATURE.</p> <p><i>The teacher will also need post-its, highlighters, and any other materials that students may be able to use as accommodations per their IEPs.</i></p>	<p>In groups, students begin to evaluate a response to a prompt and give feedback as to why it was scored at a specific level and how to improve the writing</p> <p><b>Scoring of Long Composition</b></p> <p><b>Independent Writing/Small Group</b>            Instruction Time (15-20 minutes) – see <b>page 11</b> for clarification on daily procedure for this portion of the class period</p>	<p>Students share out their evaluations and recommendations to a MCAS writing prompt</p>	<p><input type="checkbox"/> Long composition - scoring</p>

***CURRICULUM MAP – GRADE 4***  
***Writers Workshop***  
***Testing/Traditional Literature Unit***

<b>OPENING</b> 10 MINUTES  <i>(MINI-LESSON)</i>	<b>WORK PERIOD (WP)</b> 40 MINUTES  <i>(APPLICATION OF MINI-LESSON)</i>	<b>CLOSURE</b> 10 MINUTES  <i>(ACCOUNTABLE TALK)</i>	<b>STUDENT WORK CHECKLIST</b>  <b><u>UNIT 3</u></b>
<p>On-demand Open Response Question (ORQ): Students will complete an MCAS open response question for each of the following genres: narrative, expository text, and poetry. Please note these ORQ are to be given through-out the unit at the end of each mini-unit and the information gather used to refine mini-lessons in the next mini-unit of study</p> <p>Teachers will analyze each ORQ after it is given (looking at how the student determined (think and do) the specifics of the question, highlighted or coded text, determine explicit and implicit questions, and cited evidence from the passage to effectively answer the ORQ. Teachers will then conference individually with each student after an ORQ to provide specific feedback and instruction for students in order to improve on the next on demand ORQ in the next min unit of study.</p> <p><b><u>NOTE:</u></b> Teachers should record the ORQ scores in the spreadsheet and submit these scores to their building literacy coach at the end of this unit.</p> <p>On-demand long composition: Students complete an on-demand long composition at the end of unit 3 and self-score the composition using the MCAS rubric and anchor papers – students and teachers then conference on how students have progressed from the beginning of the unit using the baseline long composition and the end of unit long composition.</p>			<input type="checkbox"/> On demand ORQ - narrative  <input type="checkbox"/> On demand ORQ – expository text  <input type="checkbox"/> On demand ORQ – poetry  <input type="checkbox"/> On demand long composition w/student self- scoring

# **RESOURCES: UNIT 3**

## ROUTINES

The following **Routines** should be used when needed, during the Reader’s and Writer’s Workshop, as supports for writing the report. Each Routine should be first modeled and frequently practiced by the teacher. Students should be given regular opportunity to practice these Routines in an effort to have students determine which Routines/Strategies are most supportive to their work.

READING STRATEGY/ROUTINE	PURPOSE	HOW TO USE IT	WHEN TO USE IT
<b>Previewing the Passage (AKA -Textbook Tour)</b>	Previewing the passage, (Textbook Tours) allow students time to preview and become acquainted with how their text works.	Ask students to make connections to the idea of a “tour.” Take the students on a tour of a text, identifying text features ( <i>bold print, index, and appendix</i> ) as you would notable places on a map.	Before Reading
<b>Coding the Text</b>	Coding the text is a system for noticing, categorizing and marking information for future reference.	Read a passage and when applicable use the following codes: “O” author’s opinion “F” fact “4” something that confirms what was already thought about a topic “X” contradicts what was already thought about a topic “*” the point seems important	During Reading
<b>Highlighting the Text</b>	Coding the text is a system for noticing, and marking information for future reference.	Students highlight specific information that will justify their responses and support their opinion and locate facts and information	During Reading
<b>Say Something</b>	Say Something helps students focus on what they are reading.	Chart for students possible readers thoughts: making a connection, asking a question, making a prediction, clarifying confusions. Model reading a paragraph and stopping at the end of a sentence or a few sentences to “say something” using sentence stems from the chart of possible thoughts. In groups, this works by having one student facilitate and say “say something!” to cue responses by the other group members.	During Reading

### "Right There"

"Right There" questions require you to go back to the passage and find the correct information to answer the question. These are sometimes called literal questions because the correct answer can be found somewhere in the passage. "Right There" questions sometimes include the words "According to the passage..." "How many..." "Who is..." "Where is..." "What is..."



### "Think and Search"

"Think and Search" questions usually require you to think about how ideas or information in the passage relate to each other. You will need to look back at the passage, find the information that the question refers to, and then think about how the information or ideas fit together. "Think and Search" questions sometimes include the words "The main idea of the passage..." "What caused..." "Compare/contrast..."



## Question-Answer Relationships

### "On My Own"

"On My Own" questions can be answered using your background knowledge on a topic. This type of question does not usually appear on tests of reading comprehension because it does not require you to refer to the passage. "On My Own" questions sometimes include the words "In your opinion..." "Based on your experience..." "Think about someone/something you know..."

### "Author and You"

"Author and You" questions require you to use ideas and information that is not stated directly in the passage to answer the question. These questions require you to think about what you have read and formulate your own ideas or opinions. "Author and You" questions sometimes include the words "The author implies..." "The passage suggests..." "The speaker's attitude..."



**MCAS WRITING SCORING GUIDE**

**Topic Development**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<ul style="list-style-type: none"> <li>• Little topic/idea development, organization, and/or details</li> <li>• Little or no awareness of audience and/or task</li> </ul>	<ul style="list-style-type: none"> <li>• Limited or weak topic/idea development, organization, and/or details</li> <li>• Limited awareness of audience and/or task</li> </ul>	<ul style="list-style-type: none"> <li>• Rudimentary topic/idea development and/or organization</li> <li>• Basic supporting details</li> <li>• Simplistic language</li> </ul>	<ul style="list-style-type: none"> <li>• Moderate topic/idea development and organization</li> <li>• Adequate, relevant details</li> <li>• Some variety in language</li> </ul>	<ul style="list-style-type: none"> <li>• Full topic/idea development</li> <li>• Logical organization</li> <li>• Strong details</li> <li>• Appropriate use of language</li> </ul>	<ul style="list-style-type: none"> <li>• Rich topic/idea development</li> <li>• Careful and/or subtle organization</li> <li>• Effective/rich use of language</li> </ul>

**Standard English Conventions**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<ul style="list-style-type: none"> <li>• Errors seriously interfere with communication</li> <li>AND</li> <li>• Little control of sentence structure, grammar and usage, and mechanics</li> </ul>	<ul style="list-style-type: none"> <li>• Errors interfere somewhat with communication and/or</li> <li>• Too many errors relative to the length of the essay or complexity of sentence structure, grammar and usage, and mechanics</li> </ul>	<ul style="list-style-type: none"> <li>• Errors do not interfere with communication and/or</li> <li>• Few errors relative to the length of essay or complexity of sentence structure, grammar and usage, and mechanics</li> </ul>	<ul style="list-style-type: none"> <li>• Control of sentence structure, grammar and usage, and mechanics (length and complexity of essay provide opportunity for student to show control of standard English conventions)</li> </ul>

# ARTIFACTS

## STUDENT ARTIFACTS

### Student Portfolio:

- On-Demand MCAS passages - multiple choice questions
- On-Demand ORQs
- On-Demand Long Composition
- Notebook Entries Documenting Reading Strategies

### Notebooks:

- Application of mini-lesson presented
- Notes/Charts for reference
- Conference notes
- Summaries of books read & annotated bibliography

### Writing Folder:

- Practice ORQs

## TEACHER ARTIFACTS:

### Teacher Assessment Portfolio:

- Status of the class
- Conference notes
- Small group instruction notes
- Informal/formal assessment data

### Charts:

- As indicated in the *America's Choice* "Author Study: Allen Say"
- As indicated in the *America's Choice* "Writers Workshop Lessons: The First Thirty Lessons"
- 25 Book Campaign - students progress
- Book of the Month Campaign w/student response

### Word Walls:

- Vocabulary & Visual pertaining to the genre being studied (for example):

Right There Questions (explicit)
Think and Search Questions (implicit)
Author and You Questions (critical analysis)
On My Own Questions (implicit/critical analysis)

### Bulletin Board:

- ORQs (or aspects of) that meet the standards w/teacher & student commentary
- Long Compositions (or aspects of) that meet the standards w/teacher and student commentary

**Notes:**