

Domain: <i>Strand: Reading Literature</i>		
Cluster: <i>Grade4 Key Ideas and Details</i>		
Standard: <u>RL 4.1</u> <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>How does referring to the text show a deeper understanding of the text?</i>	<i>Students understand that inferences drawn by the reader and explicit details should be supported by textual evidence.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • Tell the students that they are looking for clues from the text to help them infer. Have students use sticky notes to mark the places in the text that shows “proof” of their inference. Have the students practice saying phrases such as “In the story it states that…” or “I think this because in the text it says…” • Participate in Guided Reading • Assume the role of various characters (role-play) • Participate in Literature Circles <ul style="list-style-type: none"> -Have one student be the “detective” and have them use the text to look for clues. This student will record details and examples from the text to share with their group. • Generate KWL chart • Model the process of referring to the text with a teacher “Think Aloud.” Use both fiction and nonfiction texts. • Have students engage with text for extended time-independent reading
<p>Content Statements</p> <p><i>Make references to the text to demonstrate comprehension and inference skills.</i></p>		

Assessments	Teacher Resources
<p><i>To show evidence of meeting this standard students will:</i></p> <ul style="list-style-type: none"> • Respond to teacher generated test with questions that ask the students to state examples and details from the text to support their answer • Respond to open –ended questions requiring them to refer directly to the text • Make accurate predictions from cues 	<ul style="list-style-type: none"> • www.edhelper.com • www.eduhound.com • www.readwritethink.org <p style="text-align: center;"><i>Reading Street 2012 Alignments</i></p> <p>TE 3: 380–381, 381a, 382–383a, 386– 387, 388c–388d, 388–389a, 392–393a, 396–397a, 398–399a, 401h, 401i, 401l–401m, SG•34, SG•35, SG•36, SG•39, SG•40, SG•41, SG•44, SG•45, SG•46, SG•47, 431c, 432–433, 436– 437a, 438–439a, 440–441a, 442–443a, 444c–444d, 444–445a, 446–447a, 448–449a, 450–451a, 459h, 459l– 459m, SG•67, SG•72, SG•77, SG•78, UR•28–UR•29, UR•30–UR•31, UR•32– UR•33, UR•48–UR•49, UR•50–UR•51, UR•52–UR•53</p> <p>TE 4: 21c, 22–23, 28–29a, 30–31a, 32–33a, 36c–36d, 36–37a, 40–41a, 42–43a, 51l–51m, SG•3, SG•8, SG•9, SG•13, SG•50, SG•54, SG•55, SG•60, SG•64, 141c, 142–143, 148–149a, 152c–152d, 152–153, 154–155, 156– 157a, SG•66, SG•67, SG•68, SG•70, SG•71, SG•72, SG•73, SG•75, SG•76, SG•77, SG•78, SG•80, UR•8–UR•9, UR•10–UR•11, UR•12–UR•13, UR•51, UR•52–UR•53</p> <p>TE 5: SG•18, SG•23, SG•28, 229c, 230–231, 236–237a, 238–239a, 240– 241a, 246–247a, SG•36, SG•40, SG•41, SG•45, SG•46, 296–297a, 298– 299, 300–301a, 302c–302d, 302–303a, 304–305a, 306–307a, 315h, 315l– 315m, SG•68, SG•72, SG•73, SG•78, UR•28–UR•29, UR•48–UR•49, UR•51, UR•52–UR•53</p> <p>TE 6: 383c, 384–385, 388–389a, 390– 391a, 392–393a, 394–</p>
Equipment Needed	
<ul style="list-style-type: none"> • Graphic Organizers • Sticky Notes • Leveled-Readers • Various Literature Selections • Computers • Smart Boards 	

New Jersey Model Curriculum Objective 2013

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

395a, 396c– 396d, 396–397a, 398–399a, 400–401a, 402–403a, 404–405a, 413h, 413l– 413m, SG•34, SG•35, SG•36, SG•40, SG•41, SG•44, SG•45, SG•46, 415c, 416–417, 422–423a, 424–425a, 426– 427a, 428c–428d, 428–429a, 430– 431a, 432–433a, 434–435a, 436–437a, 443h, SG•51, SG•52, SG•56, SG•57, SG•61, SG•62, UR•28–UR•29, UR•30– UR•31, UR•32–UR•33, UR•38–UR•39, UR•40–UR•41, UR•42–UR•43

Domain: <i>Strand: Reading Literature</i>		
Cluster: <i>Grade4 Key Ideas and Details</i>		
Standards: <u>RL 4.2</u> <i>Determine a theme of a story, drama, or poem from details in the text; summarize the text.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p><i>Why is theme important to the meaning of a text?</i></p> <p><i>What are the components of an effective summary?</i></p>	<p><i>Students understand that recognizing the theme is important to comprehending what is read.</i></p> <p><i>Students understand that summarizing literature shows understanding of the text.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • Ask students what they think a theme is and ask for examples. Give students the following definition of theme: "an opinion about life or human nature." It is usually not stated directly, but must be inferred. Then read <u>The Cello of Mr. Q</u>, by Jane Cutler. Have students work in groups to determine the theme of the story. Have the groups report back to the class. Discuss. • Each student will read a children's picture book of his/her choice and write a theme statement for that book. Then have volunteers share their statements with the class. • Participate in Guided Reading where teachers model and support the creation of a summary • Complete a story map • Participate in Author Studies- compare themes • Write a book report • Engage with text for extended time/DEAR • Create a story based on a given theme • Devise a thematic poem • Complete a Somebody, Wanted, Because, But, So, Chart (graphic organizer) • Perform a dramatic interpretation of the story's theme
Content Statements		
<p><i>Determine the theme and summarize a text.</i></p>		

Assessments	Teacher Resources
<p><i>To show evidence of meeting this standard:</i></p> <ul style="list-style-type: none"> • <i>Teacher generated test</i> • <i>Write an effective summary</i> • <i>Retell the story with an oral presentation</i> 	<ul style="list-style-type: none"> • http://learningtogive.org • www.edhelper.com • www.eduhound.com • www.readwritethink.org • www.readinglady.com • www.doe.mass.edu/mcas/testitems.html <p style="text-align: center;"><u>Reading Street 2012-2013 Alignment</u></p> <p>SE 1: 22–23, 38, 113, 135, 253, 399 SE 2: 156, 230–231, 436</p> <p>TE 1: 21c, 22–23, 30–31a, 32c–32d, 36–37, 38–39, 62c–62d, 79c, 80–81, 92–93, 94c–94d, 96–97a, 98–99, 111c, 112–113, 122–123, 128–129, 134– 135a, 137l–137m, UR•11, UR•12, UR•32–UR•33</p> <p>TE 2: 189a, 212c–212d, 220–221a, 248–249a, 252–253a TE 3: 388c–388d, 392–393, 396–397a, 431c, 432–433, 438–439a, 440–441a, 444c–444d, 450–451a, SG•73 TE 4: 21c, 22–23, 36c–36d, 42–43a, 156–157a, 166–167a TE 5: 229c, 230–231, 236–237a, 240– 241a, 242c–242d, 242–243a, 244– 245a, 246–247a, 255l–255m, 304–305, UR•32–UR•33 TE 6: 402–403, 404–405a, 436–437a, SG•57, SG•66, SG•71, SG•76, UR•38–UR•39</p>
Equipment Needed	
<ul style="list-style-type: none"> • Graphic Organizers • Leveled Readers • Reader’s Theater Books • Various Literature Selections • Computers • Smart Boards 	
NJ Model Curriculum Objective 2013	
<p><i>Determine a theme of a story, drama, or poem from details in the text; summarize the text.</i></p>	

Domain: <i>Strand: Reading Literature</i>		
Cluster: <i>Grade 4 Key Ideas and Details</i>		
Standards: <u>RL 4.3</u> <i>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions)</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p><i>How does relating and understanding a character’s motives and actions lead to an understanding of text?</i></p> <p><i>Why is the choice of setting important to the tone, plot and theme of a story?</i></p> <p><i>How does the author use the events of the story to create a reader’s response?</i></p>	<p><i>Students understand that extensive details are necessary to make an accurate depiction of a character, setting, and plot.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • Participate in guided reading where teacher models and supports this skill • Engage with text for extended time/DEAR • Complete a story map, Venn-diagram, cause/effect chart, semantic web, or storyboard • Role-Play (dialogue between two or more characters, student presumes the role of a character and tells about their life) Have students use specific details from the text to introduce themselves. • Create an artistic representation of the setting and create a report on it explaining what details in the text helped you to visualize the scenery.
Content Statements		
<i>Analyze the character, setting, or event of a story.</i>		

Assessments	Teacher Resources
<ul style="list-style-type: none"> • Student’s ability to produce a written or oral summary • Students’ ability to answer teacher made questions about character, setting, and plot • Completed story map, Venn-diagram, cause/effect chart, semantic web, or storyboard 	<ul style="list-style-type: none"> • www.edhelper.com • www.eduhound.com • www.readwritethink.org • www.readinglady.com • www.doe.mass.edu/mcas/testitems.html • www.readingrockets.org • www.educationoasis.com
<p align="center">New Jersey Model Curriculum</p>	
<p><i>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions)</i></p>	
<p align="center">Equipment Needed</p>	<p align="center"><u>Reading Street 2012-2013 Alignment</u></p> <p>SE 1: 22–23, 80–81, 199, 397 □ SE 2: 23, 143, 156, 231, 246, 306</p> <p>TE 1: 21c, 22–23, 24d, 28–29, 30–31, 32c–32d, 34–35a, 36–37a, 38–39, 45h, 45l–45m, SG•4, SG•8, SG•9, SG•13, SG•14, 50d, 54–55a, 56–57a, 58–59a, 60–61a, 62c–62d, 64–65a, 79c, 80–81, 88–89a, 90–91a, 92–93a, 94c–94d, 94–95a, 96–97a, 98–</p>
<ul style="list-style-type: none"> • Graphic Organizers • Leveled Readers • Various Literature Selections • Computers • Art Supplies 	

99, 100–101a, 109h, 109i, 109l–109m, 111c, 112–113, 114d, 120–121a, 124c–124d, 124–125a, 126–127a, SG•51, SG•56, SG•57, SG•60, SG•61, UR•8–UR•9, UR•11, UR•12–UR•13, UR•28–UR•29, UR•31, UR•32–UR•33 □ **TE 2:** 180–181a, 182–183a, 184c–184d, 184–185a, 186–187, 195h, SG•2, SG•3, SG•4, SG•7, SG•12, SG•13, 197c, 198–199, 208–209a, 212c–212d, 212–213, 218–219a, SG•19, SG•24, SG•25, SG•29, 237a, 240–241, 244–245, 248–249a, UR•11, UR•22–UR•23, UR•28–UR•29

TE 3: 384–385a, 386–387a, 396–397a, 398–399a, SG•34, SG•35, SG•39, SG•41, SG•44, 440–441a, 442–443a, 444c–444d, 446–447a, 448–449a, SG•68, UR•28–UR•29, UR•31, UR•32–UR•33, UR•48–UR•49

TE 4: 21c–23, 28–29a, 30–31a, 34–35a, 36c–36d, 38–39a, SG•3, SG•4, SG•8, SG•9, SG•13, SG•14, 141c, 142–143, 148–149a, 152c–152d, 152–153, 154–155, 156–157a, 165h, 165l–165m, SG•67, SG•68, SG•70, SG•72, SG•73, SG•75, SG•77, SG•78, SG•80, UR•8–UR•9, UR•12–UR•13, UR•48–UR•49, UR•51, UR•52–UR•53

TE 5: 229c, 230–231, 232d, 242c–242d, 242–243a, 244–245a, 246–247a, 255h, 255l–255m, SG•35, SG•36, SG•40, SG•41, SG•45, SG•46, 296–297a, 300–301a, 302c–302d, 302–303a, 304–305, 305a, 306–307a, SG•67, SG•72, SG•73, SG•77, UR•28–UR•29, UR•31, UR•32–UR•33, UR•52–UR•53 □ **TE 6:** 390–391a, 392–393a, 394–395a, 396c–396d, 396–397a, 398–399a, 400–401a, 402–403a, 413l–413m, SG•35, SG•39, SG•45, 415c, 416–417, 418d, 424–425a, 432–433a, UR•28–UR•29, UR•30–UR•31, UR•32–UR•33

Domain: <i>Strand: Reading Literature</i>		
Cluster: <i>Grade 4: Craft and Structure</i>		
Standards: <i>RL 4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g. Herculean)</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>How does the understanding of mythological language aid in the interpretation of text and real world situations?</i>	<i>Students will understand that a basic understanding of mythological language plays a significant role in the expression of ideas.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • Have students read myths and identify/record new or unknown words. Have them use context clues to determine the meaning of the word. Have students report back to the class. • Study of main characters in mythology • Create Illustrations/Comic strips with examples of mythological language • Engage in role-play where students take on the characteristics of the different characters found in mythology • Identify mythological references in various texts
Content Statements		
<i>Interpret the meaning of mythological language within literature.</i>		
Assessments		Teacher Resources
<p><i>To show evidence of meeting this standard:</i></p> <ul style="list-style-type: none"> • Teacher generated test • Character webs • Written story/essay incorporating a mythological reference (NJ holistic writing rubric) 		<ul style="list-style-type: none"> • http://www.mythweb.com/teachers/tips/tips.html • http://greece.mrdonn.org/lessonplans.html • http://www.proteacher.com/090083.shtml

<p align="center">Equipment Needed</p>	<ul style="list-style-type: none"> • http://www.readwritethink.org • http://www.nj.gov/education/njpep/assessment/njask_lal/Overview_njask_lal.pdf <p align="center"><u>Reading Street 2012-2013 Alignment</u></p> <p>SE 1: 82–83, 114–115, 348–349 SE 2: 24–25, 144–145, 232–233, 306</p> <p>TE 1: 53a, 86–87a, 113a, 114–115 TE 2: 206–207a, SG•25, 238–239a, 242–243a TE 3: 373a–373b, 379a, 380–381, 382–383a, 388c, 442–443a, 444–445a TE 4: 24–25, 32–33a, 144–145, 153a TE 5: 232–233, 306–307</p> <p>TE 6: 385a, 390–391a, 396–397a, 400–401a, 417a, 430–431, 434–435a, 440a–440b</p> <p>Key: SE=Student Edition; TE=Teacher’s Edition; SG=Small Group 8 UR=Unit Review, WP=Writing Process</p>
<ul style="list-style-type: none"> • Various mythological literature • Art supplies • Computer/projector for videos • SmartBoard 	
<p align="center">New Jersey Model Curriculum Objective 2013 Alignment</p>	
<p><i>Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</i></p>	

Domain: <i>Strand: Reading Literature</i>		
Cluster: <i>Grade 4 Craft and Structure</i>		
Standards: <i>RL 4.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g. verse, rhythm, meter) and drama (e.g. cast of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p><i>What is unique about the literary structures of poems, drama, and prose?</i></p> <p><i>How might being able to recognize literary features help in comparing and contrasting different pieces of literature?</i></p>	<p><i>Students will understand that poems, drama, and prose contain distinct element which contribute to the overall meaning of the literary work.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • Compose various types of poems • Create a play/skit to perform for the class incorporating all essential parts (characters, setting, dialogue, stage directions) • Complete Graphic organizers (Story Map) after reading various types of poems. Explain similarities and differences between the different types. • Split the class into groups. Have the students read short excerpts from poems, dramas and prose without telling them what they are reading. Have them identify what type of literature they have and give examples of how they know. For instance, “I know this is a drama because there are stage directions involved which is a distinct trait of a drama.” or “This is a _____ type of poem. I know this because...”
Content Statements		
<p><i>All students will distinguish between literary structures of poems, drama, and prose.</i></p>		

Assessments		Teacher Resources
<p><i>To show evidence of meeting this standard students will:</i></p> <ul style="list-style-type: none"> • Completed graphic organizer • Student analysis of various types of poems • Label elements of a literary work (e.g. poem, drama, prose) • Teacher generated assessments or questions 		<ul style="list-style-type: none"> • www.creative-writing-now.com • www.readtennesse.org • www.readwritethink.org <p style="text-align: center;"><u>Reading Street 2012-2013 Alignment</u></p>
Equipment Needed		
<ul style="list-style-type: none"> • Literary works in various genres • Overhead projector • Computer/laptop 		<p>SE 1: 166–167, 248, 252–253, 310– 311, 460–461 □ SE 2: 166–167, 316–317, 436, 474– 475</p> <p>TE 1: 166–167a, 169a □ TE 2: 175e–175f, 183d–183e, 190–191a, 231e–231f, 234–235a, 236–237, 241d–241e, 248–249a, 252c–252d, 252–253a, 255d, 310–311a, 312–313a TE 3: 339b, 460–461a, 462–463a □ TE 4: 166–167a, 168–169a □ TE 5: 316–317a, 318–319a □ TE 6: SG•5, SG•10, 418d, 420–421a, 436–437, 443i, 474–475a, 476–477a</p>
New Jersey Model Curriculum 2012 Alignment		
<p><i>Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</i></p>		<p>Key: SE=Student Edition; TE=Teacher’s Edition; SG=Small Group 8 UR=Unit Review, WP=Writing Process</p>

Domain: <i>Strand: Reading Literature</i>		
Cluster: <i>Grade 4 Craft and Structure</i>		
Standards: <i>RL 4.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>How does the point of view from which a story is told affect the story's meaning?</i>	<i>Students will understand that the perspective from which a story is told affects the way a message is conveyed to the reader.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> Recall the story of the Three Little Pigs. Have students make a simple story map on the board (Discussing characters, problem, solution). Explain that every story has two sides. Then read <u>The True Story of the Three Little Pigs</u> by Jon Scieszka and Lane Smith. After reading, discuss the difference in the two stories. How did having a different narrator change the storyline? Choose a familiar story- perhaps their favorite childhood fairytale. Have them rewrite the story from another characters point of view. For instance, have the villain rather than the hero narrate the story. Guided reading of stories written in both first- and third-person point of views. Ask students what details might be biased towards the narrator's point of view. Ask students how the story might be different if another character had narrated it. Write about a personal experience that was shared with someone in the class (first-person point of view). Then exchange stories with a peer, who will then rewrite the story in third-person point of view.
Content Statements		
<i>Distinguish between first- and third-person narratives.</i>		

Assessments	Teacher Resources
<p><i>To show evidence of meeting this standard:</i></p> <ul style="list-style-type: none"> • Student created story from different point of view (graded based on NJ holistic writing rubric) • Class participation in discussion of Three Little Pigs activity • Teacher made assessment • Personal experience activity (graded based on NJ holistic writing rubric) <p>New Jersey Model Curriculum Objective 2013</p>	<ul style="list-style-type: none"> • www.readwritethink.org • www.readtennessee.org • http://www.studyzone.org/testprep/ela4/o/pointofviewl.cfm • http://www.readworks.org/lessons/concepts/point-view • http://www.nj.gov/education/njpep/assessment/njask_lal/Overview_njask_lal.pdf <p style="text-align: center;"><u>Reading Street 2012-2013 Alignment</u></p> <p>SE 1: 29, 100, 188</p>
<p><i>Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</i></p>	<p>TE 1: 24d, 28–29, 45i, 52–53, 68–69, 98–99 □ TE 3: 376d, 388–389a, 401i □ TE 5: 292d, 296–297a, 315i</p> <p>TE 6: 408c–408d</p>
Equipment Needed	
<ul style="list-style-type: none"> • Literary works written in both points of view • Overhead projector • Computer/laptop 	

Domain: <i>Strand: Reading Literature</i>		
Cluster: <i>Grade 4 Integration of Knowledge and Ideas</i>		
Standards: <i>RL 4.7 Make connections between the text of a story and the visual and oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>How can artistic media assist the student in making connections to the meaning of the text?</i>	<i>Students will understand that artistic media is used to aid students in enhancing the connection to literary text.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • Compare & contrast a book to the movie -Have students read a book (such as Diary of a Wimpy Kid). Then, have them watch the movie and record any differences they notice between the two. Have students write a short paragraph explaining which they liked better (the book or the movie) and why. • Illustrate a scene from the story • Design a book cover for the story • Create a comic strip to represent a story • Listen to books on tape
Content Statements		
<i>Recognize a connection between artistic media and text.</i>		
Assessments		Teacher Resources
<p><i>To show evidence of meeting this standard:</i></p> <ul style="list-style-type: none"> • <i>Create a Venn diagram</i> • <i>Respond to open-ended question</i> • <i>Compose an essay comparing & contrasting the written work to the visual representation of it.</i> 		<ul style="list-style-type: none"> • www.readwritethink.org • www.teachertube.com • www.kidsbookshelf.com • www.teachingbooks.net

Equipment Needed	<p data-bbox="1052 207 1346 237">• www.eduscapes.com</p> <p data-bbox="1205 277 1707 310"><u>Reading Street 2012-2013 Alignment</u></p> <p data-bbox="1052 350 1507 383">SE 1: 45, 401 □ SE 2: 139, 199, 443</p> <p data-bbox="1052 418 1843 488">TE 1: 42–43a, 44–45a, 66–67a, 118– 119a □ TE 2: 208–209a, 214–215, 242c–242d TE 6: 428–429, 432–433, 433a, 437b</p>
<ul data-bbox="237 253 642 440" style="list-style-type: none">• Television• Overhead projector• Promethean board• Art supplies• Various literature selections	
New Jersey Model Curriculum Objective 2013	
<p data-bbox="186 565 1010 716"><i>Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</i></p>	

Domain: <i>Strand: Reading Literature</i>		
Cluster: <i>Grade 4 Integration of Knowledge and Ideas</i>		
Standards: <i>RL 4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p><i>How can similar themes be portrayed through different forms of literature?</i></p> <p><i>How does reading literature from different cultures enhance the understanding of similar themes?</i></p>	<p><i>Students will understand that similar themes, topics, and events appear throughout various forms of literature.</i></p> <p><i>Students will understand that similar themes appear within literature from other cultures.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • Model a debate on the perspective of good vs. evil in the story <ul style="list-style-type: none"> -Have the class split in half. Have one side defend good and the other side defend evil. As a teacher, play devil’s advocate, facilitating the discussion. • Compare & contrast stories with similar themes, as well as those from various cultures • Create a T-chart • Genre study of the same culture • Draw a picture representing the struggle of good/evil. Share with the class, explaining what the drawing represents.
Content Statements		
<p><i>Analyze how similar themes, topics, and events occur in traditional literature, as well as in literature from other cultures.</i></p> <p><i>Compare and contrast similar themes and topics (ex: opposition of good and evil) and patterns of events</i></p>		

Assessments	Teacher Resources
<p><i>To show evidence of meeting this standard</i></p> <ul style="list-style-type: none"> • <i>Create a Venn diagram</i> • <i>Engage in small group discussions about similar themes across literature</i> • <i>Answer open-ended question</i> • <i>Engage students in higher order thinking</i> 	<ul style="list-style-type: none"> • www.hill.trop.k12.mi.us/staff/bnewingham/myweb3/Genres.htm • www.readwritethink.org • www.teachertube.com • www.kidsbookshelf.com • www.teachingbooks.net • www.eduscapes.com
<p style="text-align: center;">Equipment Needed</p>	
<ul style="list-style-type: none"> • Television • Overhead projector • Promethean board • Art supplies • Various literature selections 	
<p style="text-align: center;">New Jersey Model Curriculum Objective 2013</p>	<p style="text-align: center;"><u>Reading Street 2012-2013 Alignment</u></p> <p>SE 1: 134–135, 392, 399</p> <p>TE 1: 128–129a, 134c–134d, 134– 135a, 137l–137m, UR•9, UR•21, UR•29, UR•39 □ TE 2: 224–225a, 246–247, SG•31 TE 3: 392–393, 96c, 396–397, 397a, 398–399</p> <p>TE 4: 21c–23, 51h TE 6: UR•41</p>
<p><i>Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</i></p>	

Domain: <i>Strand: Reading Literature</i>		
Cluster: <i>Grade 4 Range of Reading and Level of Text Complexity</i>		
Standards: <i>RL 4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>How does exposure to and comprehension of literature enhance student’s academic success?</i>	<i>Students will understand that exposure to and comprehension of literature helps students become independent and proficient readers.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • Literature circles- each student has a “job” such as the illustrator, the predictor, the summarizer, etc. Students meet weekly to discuss the assigned pages • Author study • Books of choice at local library- Take students to the local library to choose 4-5th grade literature • Buddy reading/book swap- students share their favorite chapter book with a buddy. • Genre studies
Content Statements		
<i>Comprehend various forms of literature independently and proficiently.</i>		
Assessments		Teacher Resources
<p><i>To show evidence of meeting this standard:</i></p> <ul style="list-style-type: none"> • <i>Teacher generated assessments</i> • <i>Book reports</i> • <i>Book recommendation</i> • <i>Teacher –student reading conference</i> 		
Equipment Needed		
<ul style="list-style-type: none"> • Television • Overhead projector • Promethean board • Art supplies • Various literature selections 		<ul style="list-style-type: none"> • www.bookadventure.com • www.doe.mass.edu/mcas/testitems.html • http://teachnet.com/lessonplans/language-arts/more-ideas-than-ever-book-reports • www.poetryforkids.com • www.readwritethink.org

<p>New Jersey Model Curriculum Objective 2013</p>	<ul style="list-style-type: none"> • www.teachertube.com • www.kidsbookshelf.com
<p><i>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</i></p>	<p style="text-align: center;"><u>Reading Street 2012-2013 Alignment</u></p> <p>SE 1: 44, 76, 108</p> <p>TE 1: 26–27a, 30–31a, 38–39a, 44–45, 45j–45k, 52–53a, 66–67a, 84–85a, 92–93a, 98–99a, 108–109, 116–117a, 122–123a, 126–127a, 128–129a, 130–131a, 134c–134d, 166–167a</p> <p>TE 2: 178–179a, 188–189, 202–203a, 220–221a, 234–235a, 240–241a, 246–247a, 252c–252d, 310–311a, 312–313a</p> <p>TE 3: 378–379a, 390–391a, 396c–396d, 396–397a, 438–439a, 440–441a, 442–443a, 444–445a, 446–447a, 448–449a, 460–461a, 462–463a □ TE 4: 21c, 22–23, 26–27a, 34–35a, 40–41a, 141c, 142–143, 146–147a, 148–149a, 150–151a, 152–153a, 154–155a, 166–167a □ TE 5: 229c, 230–231, 234–235a, 238–239a, 240–241a, 242–243a, 244–245a, 294–295a, 300–301a, 304–305a, 316–317a □ TE 6: 388–389a, 394–395a, 402–403a, 420–421a, 422–423a, 428–429a, 430–431a, 436–437a, 443j–443k, 474–475a, 476–477a</p>

