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| **Essential Understandings** | * Extensive reading of stories, drama, poems, and myths from diverse cultures and different time periods, provides literary and cultural knowledge as well as familiarity with various text structures and elements. |
| **Essential**  **Questions** | * How do readers construct meaning? * How do stylistic and structural differences affect the theme and tone of various literary genres? |
| **Essential Knowledge** | * Major stylistic and structural differences between poetry, drama and prose (e.g. verse, rhythm, meter, scenes, stage directions) can be identified. * Similar themes can be determined in stories from diverse cultures. * Specific text evidence supports the description of characters, settings and events. * Author’s choice of narration and vocabulary affects the story. * Literary responses and collaborative discussions deepen enjoyment and understanding of text. * Proficient reading incorporates comprehension, accuracy, fluency, expanded vocabulary and reading with purpose. |
| **Vocabulary/Content** | * plot, problem, setting, climax, resolution, theme, tone, main idea, text, compare/contrast, summarize, evidence, retell, vocabulary, narrator, point of view, drama, prose, stanza, cast, scene, culture, first-person/ third – person, figurative language, character traits |
| **Essential**  **Skills** | * Identify the stylistic and structural differences between poetry, drama and prose. * Determine the theme of a story, drama or poem. * Compare and contrast similar themes and topics found in literature from diverse cultures. * Use specific text evidence to support thinking/responses. * Identify, compare and contrast the narrative point of view (first person/third person) of a piece of literature. * Appropriately use and understand the literal and figurative vocabulary in genre specific text. * Engage in peer book discussions while summarizing, making connections, and using literary vocabulary. * Demonstrate command of the conventions of standard English grammar and usage when responding to reading in a variety of ways. (writing, presentation, etc.) * Respond critically to audio recordings of stories and poems. * Read grade-level text with independent levels of accuracy, fluency, and comprehension. |
| **Related Maine Learning Results** | Reading Literature – Grade Four  RL4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  RL4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.  RL4.3 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).  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).  RL4.5 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., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.  RL4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narration.  RL4.7 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.  RL4.9 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.  RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently with scaffolding as needed at the high end of the range.  Foundation Skills – Grade 4   * RF.4.4 Read with sufficient accuracy and fluency to support comprehension.  1. Read on-level text with purpose and understanding. 2. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.     Language Standards – Grade 4   * L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.  1. Use context (e.g.; definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. 2. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). 3. Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words or phrases.  * L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  1. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. 2. Recognize and explain the meaning of common idioms, adages, and proverbs. 3. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).  * L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). |
| **Sample**  **Lessons**  **And**  **Activities** | * Genre Passport—Students complete the pages in a passport as they read books from different genres throughout the year. * Compare/contrast genres * Read same story told in different forms: prose, poetry, drama. * Class list of themes/genres they’ve read * “Theme parties” * Read stories from diverse cultures with the same genre/theme (*Cinderella*’s rags-to-riches story from different cultures). * Teacher models key skills such as going into the text for evidence during read aloud. Students practice as they read independently. * Address point-of-view with *Three Little Pigs* (pigs/wolf) * Use sticky notes to highlight key points. Write a paragraph afterward using the sticky notes. * Literature circles * Teacher models targeted writing skill. Students practice during independent writing, and then discuss progress with peers or teacher. |
| **Sample**  **Classroom**  **Assessment**  **Methods** | * Summarizing Rubric * Common Writing Prompt and Rubric grade 4 * BAS/DRA II * AIMSweb assessments |
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| **Sample**  **Resources** | * Trade Books to build classroom libraries * Book Whisperer * CAFÉ and Daily 5 * Calkins’ Units of Study in Reading * Notice and Note |