

Unit Goals – Stage 1

<p>Unit Description: In this unit, students will read several informational/explanatory texts and view videos to build knowledge around the topic of communication. Students will begin the unit exploring the different types of communication and why people communicate. Students will then begin to study some of the technological advances that have changed the way people communicate. After each topic studied, students will integrate information from multiple sources to write informative/explanatory texts that convey complex ideas and information clearly.</p> <p style="text-align: right;">Approximate Duration- 6 weeks</p>		
<p>CCR Anchor Standards</p> <p>R.CCR.2 Determine central ideas or themes of a text and analyze their development: summarize the key supporting details and ideas.</p> <p>R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>R.CCR.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</p> <p>R.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.CCR.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>W.CCR.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.CCR.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage.</p> <p>L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.</p> <p>L.CCR.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening.</p>	<p>Transfer Goals: SBAC Claims</p>	
	<p>Students will be increasingly able to independently use their learning to...</p> <ul style="list-style-type: none"> • Read closely and analytically to comprehend a range of increasingly complex literary and informational text. • Produce effective and well-grounded writing for a range of purposes and audiences. • Employ effective speaking and listening skills for a range of purposes and audiences. • Engage in research and inquiry to investigate topics, and to analyze, integrate, and present information. 	
	<p>Making Meaning</p>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • People communicate for a variety of reasons and in many different ways. • Communication is a universal need and continues to evolve and change due to technological advances. • Paying close attention to the details in a text helps the reader determine and summarize central ideas. • Scholars read, gather, integrate, and evaluate relevant information to examine and convey complex ideas orally and in writing. • Using academic and domain specific vocabulary brings greater clarity and sophistication to writing. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ol style="list-style-type: none"> 1. How are ideas shared? 2. What is the author telling me? 3. How do I learn about a topic? 4. How do I share what I know? 5. How can I convince people I know what I am talking about?
	<p>Acquisition</p>	
<p>KNOWLEDGE <i>Students will know...</i></p> <ul style="list-style-type: none"> • Types and forms of communication. • Main idea and detail. • Author’s purpose or perspective. • Features of informational text. • Informative/explanatory text structures: cause and effect, categories, sequential, compare and contrast. • Topics are developed with facts, definitions, concrete details, quotations and are linked with words phrases, and clauses. • Note-taking strategies. • Progressive verb tenses 	<p>SKILLS <i>Students will be skilled at (Do)</i></p> <ul style="list-style-type: none"> • Determining main ideas from a text and explaining how they are supported by details. • Summarizing main ideas and details orally and in writing. • Analyzing multiple accounts of the same topic, noting similarities and differences. • Identifying and analyzing text structure to determine an author’s purpose. • Integrating information from several sources. • Writing informative/explanatory texts that convey ideas and information including newly acquired vocabulary. • Forming and using the progressive verb tenses. 	

Grade Level Standards– Stage 1

Reading	Writing	Speaking and Listening	Language
<p>Informational</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.5 Describe the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Text Types and Purposes</p> <p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g. headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g. another, for example, also, because).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or sections related to the information or explanation presented.</p> <p>Research to Build and Present Knowledge</p> <p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	<p>Comprehension and Collaboration</p> <p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry our assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Conventions of Standard English</p> <p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.2 Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>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).</p>

Evidence of Learning – Stage 2

Evaluative Criteria (LBUSD Achievement Report Evidence)	End of Unit Assessment Evidence
<p>Reading Achievement Subsets</p> <ul style="list-style-type: none"> • Uses textual evidence to explain what the text says explicitly and when drawing inferences • Determines and summarizes central ideas and key details in grade level texts • Determines word meanings and phrases in context • Integrates information from related texts <p>Speaking and Listening Achievement Subsets</p> <ul style="list-style-type: none"> • Engages in collaborative conversations about grade level topics and texts (<i>See Collaborative Discussion Rubric</i>) • Uses grade appropriate language and vocabulary <p>Writing Achievement Subsets</p> <ul style="list-style-type: none"> • Organizes and maintains focus to support purpose • Uses appropriate details and precise language to develop the topic (including academic and domain specific vocabulary) • Applies grade level appropriate conventions (grammar, spelling, capitalization, punctuation) 	<p>End of Unit On-Demand Reading and Responding to Text (Intranet)</p> <p>Over the course of three days, students will read three short informational articles on modern forms of communication, answer several text-dependent questions, and work in collaborative groups to gather evidence that they will use to write an analysis of the texts in response to a prompt.</p>
<p>Writing Achievement Subsets (See CCSS-Aligned Informative/Explanatory Rubric)</p> <ul style="list-style-type: none"> • Organizes and maintains focus to support purpose • Uses appropriate details and precise language to develop the topic (including academic and domain specific vocabulary) • Applies grade level appropriate conventions (grammar, spelling, capitalization, punctuation) <p>Reading Achievement Subsets</p> <ul style="list-style-type: none"> • Integrates information from related texts 	<p>Informative/Explanatory Writing Task (Process Piece)</p> <p>Select on invention or innovation that had an impact on the way people communicate. Using and integrating information from at least 3 sources, explain how this invention or innovation impacted the way people communicate.</p>
<p>Speaking and Listening Achievement Subsets</p> <ul style="list-style-type: none"> • Plans, speaks, and presents information/ideas connected to the unit theme • Listens and interprets information and ideas presented by others 	<p>Inquiry/Research Task and Presentation</p> <p>Students will conduct a unit investigation that will be student-driven and emerge from their interests, and encouraged or ignited by reading and class discussions. (Refer to the OCR Teacher’s Edition, Unit 5)</p>
<p>Evaluative Criteria (LBUSD Achievement Report Evidence)</p>	<p>Other Evidence – may be used formatively</p>
<ul style="list-style-type: none"> • Task-dependent 	<p>BAP Culminating Writing Tasks</p>
<ul style="list-style-type: none"> • Task-dependent 	<p>Short Constructed Responses to Focus Questions</p>
<ul style="list-style-type: none"> • Task-dependent 	<p>Collaborative Discussions</p>
<ul style="list-style-type: none"> • Reads grade level text with accuracy and fluency (<i>See CCSS-Aligned Fluency Rubric</i>) 	<p>Grade Level Fluency Passages</p>

Learning Targets– Stage 3

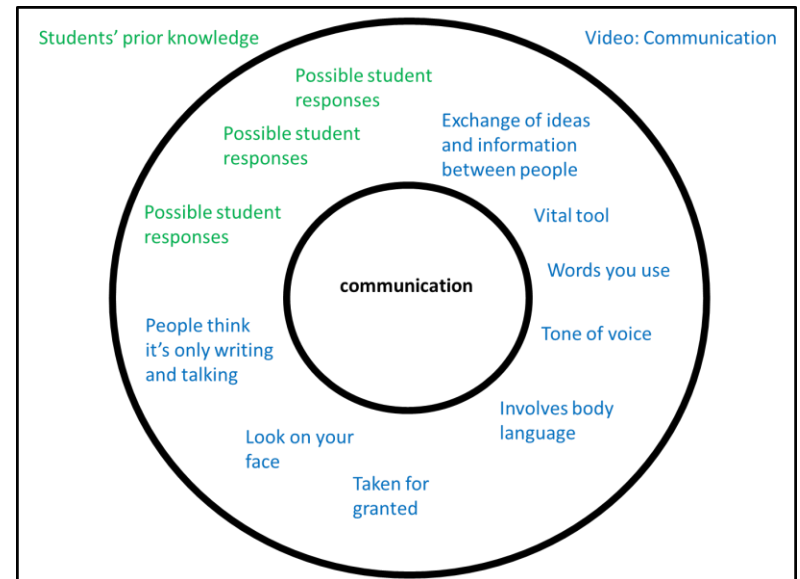
Reading	Writing	Speaking and Listening	Language
<ul style="list-style-type: none"> • I can refer to details and evidence in a text when explaining what the text means. (RI.4.1) • I can determine the main idea of a text and explain how it is supported by key details. (RI.4.2) • I can summarize the text. (RI.4.2) • I can explain events, ideas, and concepts in a text. (RI.4.3) • I can use information from the text to explain what happened and why. (RI.4.3) • I can determine the meaning of a word or phrase as it is used in the text. (RI.4.4) • I can describe the overall structure of information in a text. (RI.4.5) • I can identify text structures such as chronology, comparison, and cause and effect. (RI.4.5) • I can integrate information from two texts on the same topic in order to write or speak about it knowledgably. (RI.4.9) • I can read with sufficient accuracy and fluency to support comprehension. (RF.4.4) 	<ul style="list-style-type: none"> • I can introduce a topic clearly (W.4.2.a) • I can group related information in paragraphs and sections (W.4.2.a) • I can include formatting, illustrations, and multimedia to help the reader understand the content (W.4.2.a) • I can develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic (W.4.2.b) • I can link ideas within categories of information using words and phrases (W.4.2.c) • I can use precise language and domain-specific vocabulary to inform about or explain the topic (W.4.2.d) • I can provide a concluding statement or section related to the information or explanation presented (W.4.2.e) • I can work with my peers and adults to plan my writing. (W.4.5) • I can work with my peers and adults to develop, revise, and edit my writing. (W.4.5) • I can conduct short research projects that build knowledge through investigation of different aspects of a topic. (W.4.7) • I can gather, take notes and categorize information from text. (W.4.8) • I can draw evidence from informational texts to support analysis, reflection, and research. (W.4.9) 	<ul style="list-style-type: none"> • I can prepare for a collaborative conversation by reading and studying the required material. (SL.4.1.a) • I can draw on my preparation and other ideas I have about the topic to explore ideas under discussion. (SL.4.1.a) • I can follow agreed-upon rules for discussions and carry out assigned roles during a collaborative conversation. (SL.4.1.b) • I can make comments that contribute to the discussion during a collaborative conversation. (SL.4.1.c) • I can pose and respond to specific questions during a collaborative conversation. (SL.4.1.c) • I can gain new understandings as a result of having a collaborative conversation. (SL.4.1d) • I can listen carefully and paraphrase the information presented in a video. (SL.4.2) 	<ul style="list-style-type: none"> • I can form and use simple verb tenses. (L.3.1.e) Note that this is a grade 3 standard • I can form and use the progressive verb tenses (L.4.1.b) • I can accurately use academic and domain-specific words and phrases when speaking and in my writing. (L.4.6)

Learning Plan – Stage 3

Days	Reading and Responding to Text	Informational/Explanatory Writing	Language Conventions
1-2	<i>What is Communication?</i> (video) <i>Let's Communicate</i> (article) <i>Types of Nonverbal Communication</i> (video)	Integrating information from several sources	Form and use simple past tense verbs
3-5	Koko's Kitten (BAP OCR)	BAP – Culminating Task	Form and use simple present tense verbs
6-7	<i>The History of Communication Through the Ages</i> (article) <i>A brief History of Communication</i> (video)	Integrating information from two sources	Form and use simple future tense verbs
8	<i>Printing Press</i> (video)	Informational summary writing	Review simple verb tenses
9-10	<i>Breaking Into Print: Before and After the Invention of the Printing Press</i> (OCR)	Informational summary writing	Form and use present progressive
11	<i>Printing and Thinking</i> (article)	"Reverse map" an informational article	Form and use past progressive
12-14	Informative/Explanatory Essay (Guided) <i>"After reading and watching videos about the invention of the printing press, write an informative/explanatory text in which you examine some aspect of the invention."</i>		
15-16	<i>Links to the East</i> (Reflections pages 278-285)	Note-taking and orally summarizing	Form and use future progressive
17-18	<i>Voices Across the Word</i> (OCR Unit Opener)	Note-taking and orally summarizing	Choose between simple past and past progressive
19-20	<i>Morse Code and the Telegraph</i> (video) <i>Morse Code and the Telegraph</i> (informational article)	Integrating information from sources	Choose between simple present and present progressive
21-22	<i>Alexander Graham Bell</i> (video) <i>Alexander Graham Bell</i> (article)	Integrating information from sources	Choose between simple future and future progressive
23-24	<i>Evolution of Communication: From Email to Twitter and Beyond</i> (Blog Resource)	Compare/Contrast paragraph	Review verb tenses
25-27	Informative/Explanatory Writing (Process) <i>Select one invention or innovation and write a report explaining its impact on communication.</i>		
28-30	On-Demand Reading and Responding to Text		
Additional resources	<ul style="list-style-type: none"> Write from the Beginning and Beyond Response to Literature Manual Open Court Levelled Library 	<ul style="list-style-type: none"> Write from the Beginning and Beyond Setting the Stage Manual Write from the Beginning and Beyond Expository Manual 	<ul style="list-style-type: none"> Language Arts Handbook http://www.chompchomp.com/menu.htm

What is Communication? (video)
Let's Communicate (article)
Types of Nonverbal Communication (video)
 Days 1-2

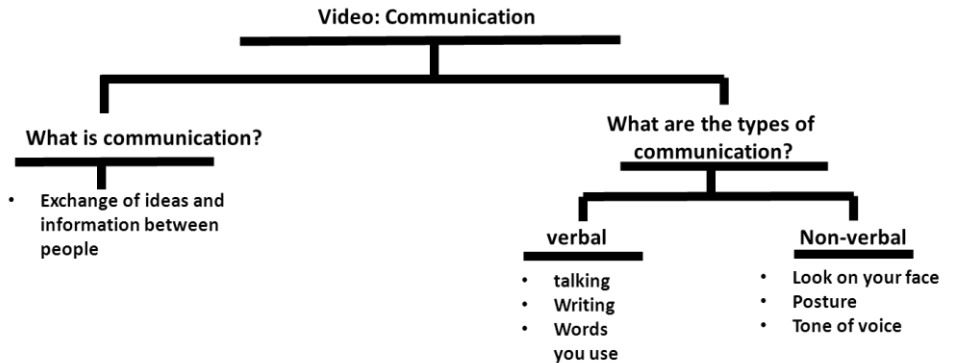
<p>Vocabulary Video- exchange, posture, tone, communication Informational article- verbal and nonverbal communication, body language, Video- facial, gestures, appearance, posture, pitch, tone</p>	<p>Theme Connections In this video and text set, students will be introduced to why people communicate, the different types of communication, and the skills needed to communicate effectively.</p> <p>Reader and Task Considerations Students will watch 2 short videos and read an informational article to build background on the topic of communication. They will take notes on the information using various Thinking Maps, orally summarize the information, and then integrate the information in an informative/explanatory paragraph answering the question, "What is communication?"</p>
Learning Targets	Focus of Instruction: Reading and Responding to Text
<ul style="list-style-type: none"> • <i>I can follow agreed-upon rules for discussions and carry out assigned roles during a collaborative conversation. (SL.4.1.b)</i> • <i>I can make comments that contribute to the discussion during a collaborative conversation. (SL.4.1.c)</i> • <i>I can pose and respond to specific questions during a collaborative conversation. (SL.4.1.c)</i> • <i>I can gain new understandings as a result of having a collaborative conversation. (SL.4.1d)</i> 	<p>Unit and Lesson Launch</p> <ul style="list-style-type: none"> • Tell students that over the course of the next several weeks they will be engaged in a unit of study called, Communication. Explain that you will be reading several texts and watching many videos to explore how communication has evolved over time. • Tell students that they will begin the unit by reading an informational article and watching two videos to build knowledge about the topic of communication. To build knowledge and vocabulary, they will capture key details from the text and videos using various Thinking Maps and determine the main idea of what they read and viewed. • Following each text and video, they will orally practice summarizing the information in small groups incorporating the new information and vocabulary. Lastly, they will be integrating the information from all 3 sources to write a paragraph about communication. • Begin the lesson by asking students what they know about communication by writing their ideas in a two-column chart with the first column titled, "what I know about communication" and the second column titled, "what I now understand about communication." • Students will add to the second column at the conclusion of the lesson. • Guide students by asking questions such as "How do people communicate?" "What are the different ways we communicate?" "Why do people communicate?" • Ask the class to share out what they already know and create a Circle Map on chart paper. Use one color to record their ideas and add "students' prior knowledge" to the frame in the same color.



- I can listen carefully and paraphrase the information presented in a video. **(SL.4.2)**
- I can gather, take notes and categorize information from text. **(W.4.8)**
- I can refer to details and evidence in a text when explaining what the text means. **(RI.4.1)**
- I can determine the main idea of a text and explain how it is supported by key details. **(RI.4.2)**
- I can summarize the text. **(RI.4.2)**
- I can explain events, ideas, and concepts in a text. **(RI.4.3)**
- I can use information from the text to explain what happened and why. **(RI.4.3)**
- I can determine the meaning of a word or phrase as it is used in the text. **(RI.4.4)**
- I can integrate information from two texts on the same topic in order to write or speak about it knowledgably. **(RI.4.9)**
- I can read with sufficient accuracy and fluency to support comprehension. **(RF.4.4)**
- I can accurately use academic and domain-specific words and phrases when speaking and in my writing. **(L.4.6)**

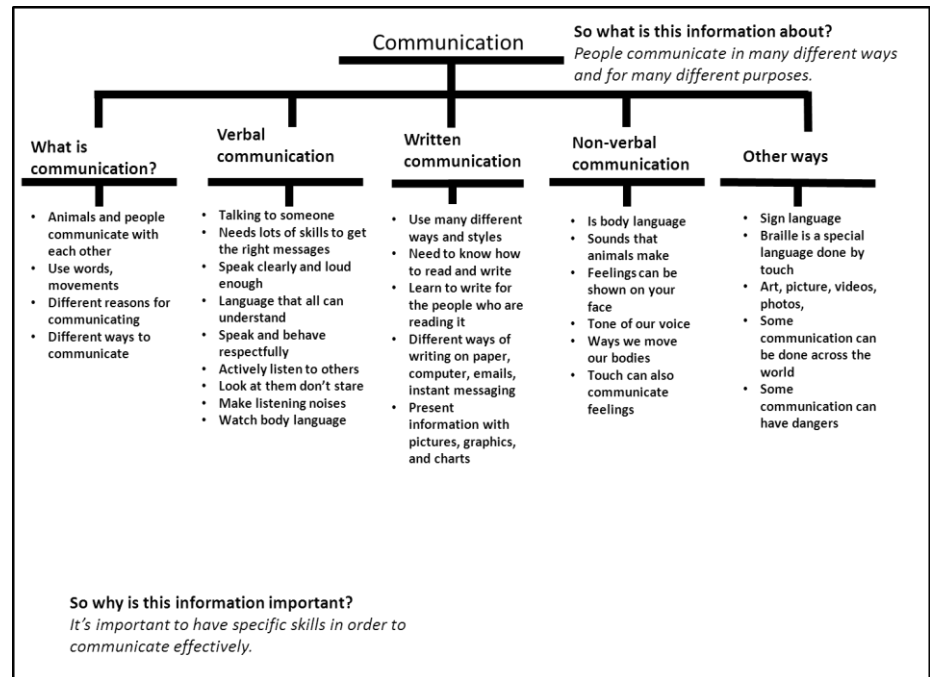
Video What is Communication? http://www.teachertube.com/viewVideo.php?video_id=247155

- Ask students to watch the very brief video the first time without taking any notes.
- Ask students to draw a Circle Map with the topic Communication in the center. Have students watch the video again and record notes in the Circle Map.
- Ask students to share what new information they gained from watching the video. Add answers to your Circle Map in a **different colored marker**. Add the name of the video to the frame in the **same color**.
- Ask students to categorize the information from the video. Categories might include what communication is, verbal communication, and non-verbal communication. Have students record these categories on a Tree Map and then transfer their notes.
- In small groups or in partners, have students orally summarize the information using complete sentences and newly acquired vocabulary.



Let's Communicate – Informational article <http://cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=287&id=2948>

- Tell students that they will now read an informational article about communication. Point out that the text has headings. Have students use these headings as the branches in a Tree Map.
- Ask students to read the text independently the first time through recording at least one piece of information under each branch of the Tree Map.
- In partners, have students discuss the information they recorded on their Tree Maps
- Ask students the following questions:
 - Why do people communicate?
 - What are some different ways people can communicate
 - What skills do you need to communicate verbally?
 - What skills are important for communicating in writing?
 - How can people communicate without using words?
 - What are some other ways people can communicate that are mentioned in the article?



- Have students work with a partner to reread the article and add important information to their Tree Maps.
- Model for students how to add a “so what?” and “so why?” statement to the frame of their Tree Map. The so what statement should summarize the information in the text. It might sound something like, “People communicate in many different ways and for many different purposes.” The so why statement should tell why this information is important. It might sound something like, “It’s important to have specific skills in order to communicate effectively.”
- Model for students how to summarize the information from the Tree Map. Begin by starting with the “so what?” statement, move through each branch, then conclude with the “so why?” statement. Be sure you model how to take the phrases listed under each branch and turn them back into full sentences in your own words.
- With a partner, ask students to practice orally summarizing the information.
- Ask students to give you information to add to the class Circle Map chart. Use a different **colored marker** for the information and add the title of the article in the frame with that **same color**.
- As a whole class, discuss what was similar about the two sources and what was different.

Types of Non-Verbal Communication – video <http://video.abot.com/psychology/8-Types-of-Nonverbal-Communication.htm>

- Tell students that this video will provide them with information about 8 types of nonverbal communication. Ask students to identify which map would be best for capturing types.

(Tree Map)

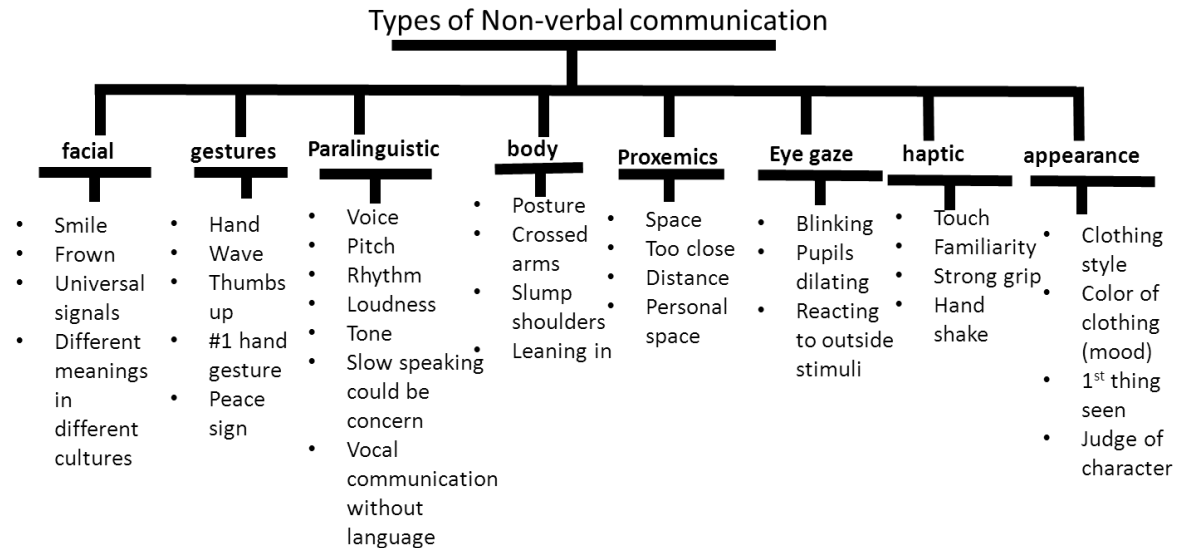
- Have students construct a Tree Map with 8 branches and the title, “Types of Non-Verbal Communication.”

- Show the video and have students record the 8 types of nonverbal communication and an example of each.

- Ask students to volunteer to

provide a type of nonverbal communication along with an example and what that specific example communicates. For example, a student might say, “Facial expressions are a type of nonverbal communication. A smile is a type of facial expression that communicates happiness.” Continue through each type of nonverbal communication. Encourage students to use newly acquired vocabulary in their oral responses.

- Ask students to give you information to add to the class Circle Map chart. Use a different **colored marker** for the information and add the title of the article in the frame with that **same color**.



<ul style="list-style-type: none"> • <i>I can gather, take notes and categorize information from text. (W.4.8)</i> • <i>I can draw evidence from informational texts to support analysis, reflection, and research. (W.4.9)</i> • <i>Based on the needs of your students select a learning target for collaborative discussions. (SL.4.1)</i> • <i>I can accurately use academic and domain-specific words and phrases when speaking and in my writing. (L.4.6)</i> 	<p>Reread to Gather Evidence/Information and Respond to Text</p> <ul style="list-style-type: none"> • Introduce the <i>focus question</i>: How has your understanding of communication changed after watching the videos and reading the article on communication? <ul style="list-style-type: none"> – Refer to the two-column chart with the first column titled, “what I knew about communication” and the second column titled, “what I understand now” that your students made at the beginning of the lesson. – Ask student to add to the second column using their notes from the videos and lessons. – Remind students that this is how they will prepare for their collaborative discussions. They will use their notes to discuss the focus question. • Collaborative Discussion <ul style="list-style-type: none"> – Place students in small groups or with different partners to discuss how their understanding of communication has changed. – Remind students that the purpose of a collaborative discussion is to build on ideas and express their own clearly and this will be their opportunity to add to their notes/maps. – Monitor students’ conversations using the “Collaborative Discussion Rubric” in order to determine students’ strengths and weaknesses. – Monitor students’ conversations for content and use of academic language and vocabulary. – Following the conversations, ask students what new information they now have as a result of the conversation. • Written Response to focus question <ul style="list-style-type: none"> – Have students write a paragraph response to the focus question.
<p>Learning Targets</p>	<p>Focus of Instruction: Informative/Explanatory Writing</p>
<ul style="list-style-type: none"> • <i>I can introduce a topic clearly (W.4.2.a)</i> • <i>I can group related information in paragraphs and sections (W.4.2.a)</i> • <i>I can develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic (W.4.2.b)</i> • <i>I can use precise language and domain-specific vocabulary to inform about or explain the topic (W.4.2.d)</i> • <i>I can provide a concluding statement or section related to the information or explanation presented (W.4.2.e)</i> • <i>I can conduct short research projects that build knowledge through investigation of different aspects of a topic. (W.4.7)</i> 	<p>Integrating information from all 3 sources (Building the skills needed for informative/explanatory writing)</p> <ul style="list-style-type: none"> • Tell students that they will be practicing the skills of considering possible categories, combining and selecting categories, and creating an organizational plan for writing an informative/explanatory piece Follow the model for steps 4-6 in WfB&B pages 400-402) • Ask students to create categories of information for what they have learned so far about communication. Possible categories could be reasons why people communicate, types of communication, ways people communicate, forms of communication, verbal communication, nonverbal communication, etc... (Step 4) • Model for students how to combine and select categories (Step 5) • Model for students how to create an organizational plan for writing (Step 6) • Since students will only be writing a paragraph and not a multi-paragraph report, simply ask students to record 1-2 details for each category. • Ask students to write a “so what?” statement for their opening sentence and a “so why?” statement for the closing sentence. • Ask students to work with a partner to orally rehearse their paragraph. Encourage students to use a formal sentence structure and incorporate as many of the newly acquired vocabulary words in their oral summaries. • Ask students to write a paragraph defining communication. Encourage students to use newly acquired vocabulary in their written summaries.

<ul style="list-style-type: none"> • <i>I can gather, take notes and categorize information from text. (W.4.8)</i> • <i>I can draw evidence from informational texts to support analysis, reflection, and research. (W.4.9)</i> 	
<ul style="list-style-type: none"> • <i>I can form and use simple verb tenses (L.3.1.e) Note that this is a 3rd grade standard</i> 	<p>Grammar Conventions:</p> <p>Review with students that the main function of a verb tense is to show when the action happens. There are 3 main verb tenses, past, present, and future. Today you will begin a review of simple verb tenses. Create a Verb Tense Tree Map with the following 3 branches: Past, Present, and Future. Under each branch create two branches for simple and progressive.</p> <ul style="list-style-type: none"> • Simple past tense expresses an action or situation that was started and finished in the past. Most past tense verbs end in -ed. The irregular verbs have special past tense forms which must be memorized. • Simple present tense tells you what is going on right now. It expresses an unchanging, repeated, or reoccurring action or situation that exists only now. • Simple future tense expresses an action or situation that will occur in the future. This tense is formed by using will/shall with the simple form of the verb. <p>Working with simple past tense verbs</p> <p>Depending on the needs of your students choose from the following activities :</p> <ul style="list-style-type: none"> • Have students look for examples of sentences that show past tense verbs. • Provide students with examples of sentences that show simple past tense verbs and have them point out the verb. • Give students several verbs and have them construct sentences in past tense. Use verbs related to the content and vocabulary of the lesson (e.g., exchange, communicate, talk, write, speak, touch, smile, frown, wave, share, behave, listen)

BAP: *Koko's Kitten*

Days 3-5

<p>Vocabulary (See BAP lesson for a full list of vocabulary)</p>	<p>Theme Connections In this selection, a gorilla named Koko is able to communicate her affection for kittens and her need for a pet kitten. This will provide students with an opportunity to understand that even animals have a strong need to communicate and do so for a variety of reasons.</p>
	<p>Text, Reader, and Task Considerations This text is presented in chronological order. It would be helpful for students to track the events using a Flow Map as they read the selection and work through the questions provided in the BAP lesson. Students can then go back and add how Koko felt at various points in the text. This will help students collect evidence that will support writing to the culminating task.</p>
<p>Learning Targets</p>	<p>Focus of Instruction: Reading and Responding to Text</p>
<ul style="list-style-type: none"> <i>I can read with sufficient accuracy and fluency to support comprehension. (RF.4.4)</i> 	<p>First Read</p> <ul style="list-style-type: none"> Tell students that they will listen to you read the text aloud the first time so that they can get a sense of what the text is about. Read aloud the entire text without stopping in order for students to get the “gist” of the selection. Based on the needs and abilities of your students you may want to have the students read it silently the first time through. Ask students for their reaction to the text and how this relates to the topic of communication (leave this very open-ended, the purpose of this conversation is for students to talk about the text).
<p>See BAP lesson for standards addressed</p>	<p>Reread for Comprehension</p> <ul style="list-style-type: none"> Follow the BAP lesson located on the Intranet for a full list of text-dependent questions, vocabulary, and tasks. In addition to the suggested text-dependent questions and tasks, select learning targets aligned to the standards addressed in the BAP lesson to provide your students with direct instruction based on their needs. These lessons can precede the instruction outlined in the BAP lesson.
<ul style="list-style-type: none"> <i>I can explain events, ideas, and concepts in a text. (RI.4.3)</i> <i>I can gather, take notes and categorize information from text. (W.4.8)</i> <i>Based on the needs of your students select a learning target for collaborative discussions. (SL.4.1)</i> <i>I can accurately use academic and domain-specific words and phrases when speaking and in my writing. (L.4.6)</i> 	<p>Reread to Gather Evidence/Information and Respond to Text</p> <ul style="list-style-type: none"> Introduce the <i>focus question</i>: <i>In the selection, what feelings does Koko have? How does she communicate her feelings? Support your answer with evidence from the text.</i> <ul style="list-style-type: none"> Based on the needs of your students, have them work independently, with a partner, or in a small group to reread the text and take notes. Remind students that this is how they will prepare for their collaborative discussions. They will use their notes to discuss the focus question. Collaborative Discussion <ul style="list-style-type: none"> Place students in small groups or with different partners to discuss their notes in response to the focus question. Remind students that the purpose of a collaborative discussion is to build on ideas and express their own clearly and this will be their opportunity to add to their notes/maps. Monitor students’ conversations using the “Collaborative Discussion Rubric” in order to determine students’ strengths and weaknesses. Following the conversations, ask students what new information they now have as a result of the conversation. Written Response to focus question <ul style="list-style-type: none"> Have students write a paragraph response to the focus question.

Learning Targets	Focus of Instruction: Informative/Explanatory Writing and Conventions
<ul style="list-style-type: none"> <i>I can form and use simple verb tenses (L.3.1.e) Note that this is a 3rd grade standard</i> 	<p>Grammar Conventions:</p> <p>Review with students that the main function of a verb tense is to show when the action happens. There are 3 main verb tenses, past, present, and future. Today you will continue a review of simple verb tenses.</p> <ul style="list-style-type: none"> Simple past tense expresses an action or situation that was started and finished in the past. Most past tense verbs end in -ed. The irregular verbs have special past tense forms which must be memorized. Simple present tense tells you what is going on right now. It expresses an unchanging, repeated, or reoccurring action or situation that exists only now. Simple future tense expresses an action or situation that will occur in the future. This tense is formed by using will/shall with the simple form of the verb. <p>Working with simple present tense verbs</p> <p>Depending on the needs of your students choose from the following activities :</p> <ul style="list-style-type: none"> Have students look for examples of sentences that show present tense verbs. Provide students with examples of sentences that show simple present tense verbs and have them point out the verb. Have students change the sentences they wrote in the previous lesson to simple past tense. Use verbs related to the content and vocabulary of the lesson (e.g., exchange, communicate, talk, write, speak, touch, smile, frown, wave, share, behave, listen)

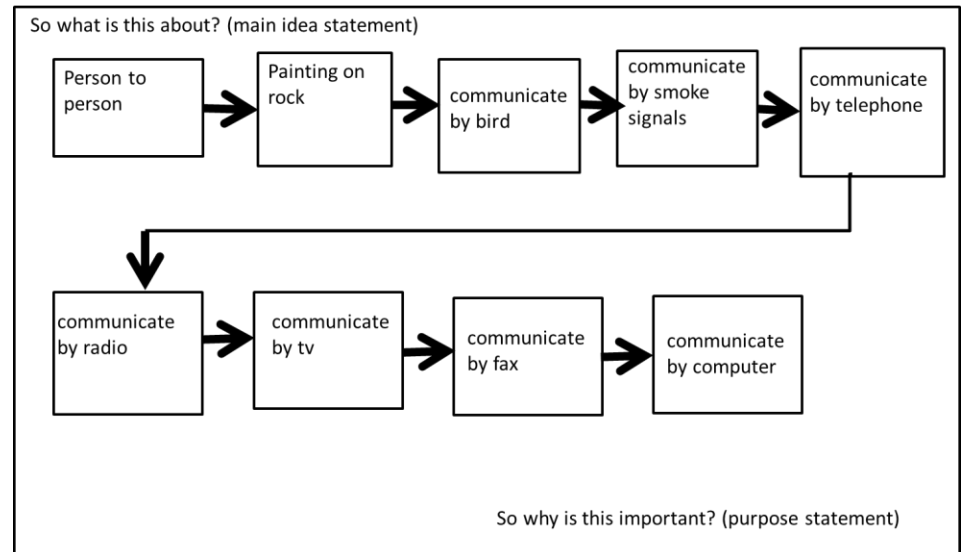
The History of Communication Through the Ages (article)
A Brief History of Communication (video)
 Days 6-7

<p>Vocabulary Article- civilization, papyrus, parchment, embossed, typeface</p>	<p>Theme Connections In this informational article and video, students will begin to learn about how communication has evolved due to various technological advances.</p> <p>Reader and Task Considerations Students will read the informational article first and create a Flow Map to sequence the evolution of communication. The history begins in the BC time period so you may need to explain that BC numbers get smaller as they progress through time. You may also need to explain the time periods that correlate to Centuries. For example, 17th Century equals the 1800's. They will then watch a short video and Flow Map the images that show how communication has changed. You will want to watch this video several times. It is rich with images that show how ideas spread faster and the world is becoming smaller due to the technological advances in the way we communicate.</p>
<p>Learning Targets</p>	<p>Focus of Instruction: Reading and Responding to Text</p>
<ul style="list-style-type: none"> I can read with sufficient accuracy and fluency to support comprehension. (RF.4.4) I can describe the overall structure of information in a text. (RI.4.5) 	<p>First Read (article)</p> <ul style="list-style-type: none"> Ask students to independently read the article and annotate it by underlining the different means of communication. Ask students to identify the text structure used to present the information. (Chronological)
<ul style="list-style-type: none"> I can identify text structures such as chronology, comparison, and cause and effect. (RI.4.5) I can gather, take notes and categorize information from text. (W.4.8) I can explain events, ideas, and concepts in a text. (RI.4.3) I can use information from the text to explain what happened and why. (RI.4.3) I can accurately use academic and domain-specific words and phrases when speaking and in my writing. (L.4.6) 	<p>Reread for Comprehension, Gather Evidence and Respond to Text <i>The History of Communication Through the Ages</i> – informational article http://www.localhistories.org/communications.html</p> <ul style="list-style-type: none"> Briefly explain to students that this text provides an overview of some of the technological advances that changed communication. Tell students that this article is presented in chronological order and determine with students which map would best capture the information. (Flow Map) Read the text aloud as students follow along. Model taking notes by recording the events in a Flow Map. Students will take notes on their own Flow Maps. You may choose to proceed through the article as a whole class, providing direct instruction, or gradually release scaffolding so that students are independently reading and recording the information. Ask students the following text dependent questions:

- How did people send and receive messages in ancient times?
- What invention made sending and receiving messages easier in ancient times?
- What invention paved the way for newspapers to be invented?
- Which century saw inventions that allowed communication to become far more efficient?
- How did communication change in the 20th Century?
- Practice orally summarizing the information on the Flow Map. Encourage students to use newly acquired vocabulary in their oral summaries.
 - Group ideas on the Flow Map into categories through color coding. For example, students can use one color to box all of the events in ancient times. Have students create a summary statement for that time period. They might say, "In ancient times writing was invented." Then they add details to support that statement from the information in the Flow Map. The next events that could go together might be the inventions of the blocks used in China, the printing press, and the first newspapers. The summary statement might sound like, "The written word could be captured using blocks. The first time this was done was by the Chinese in 686 AD. It wasn't until the 1400's that the printing press was invented which paved the way for transmitting knowledge more easily."
 - Continue through the information on the Flow Map.
- Question for collaborative discussion or short constructed response:
 - Which invention do you think had the most impact on the way people communicated? Use evidence from the text to support your answer.

A Brief History of Communication (video) - <http://vimeo.com/19422529>

- Show the video the first time and simply ask students to watch it. Ask them to think about what the "red dot" represents.
- Discuss the video and allow students to tell you what they noticed or what they thought it was about.
- Show the video a second time to verify students' ideas. Have another discussion on additional ideas.
- Determine with students that this video is using images to show some of the technological advances that have impacted how we communicate.
- Show the video a third time, pausing to record ways people communicate in a Flow Map.
- Ask the following questions:
 - Why do you think the creator of the video chose to only use the colors black, white, and red?
 - What happens to the red dot as the video progresses? What is this showing?
 - What happens to the tempo of the music as the video progresses? What is this showing?



- Guide students to write a "so what?" and "so why?" statement for the Flow Map representing the information from the video. Remind them that a so what statement simply summarizes the information in the map (main idea) and the so why statement captures why this information is important.

Learning Targets	Focus of Instruction: Informational/Explanatory Writing and Conventions
<ul style="list-style-type: none"> • <i>I can introduce a topic clearly (W.4.2.a)</i> • <i>I can group related information in paragraphs and sections (W.4.2.a)</i> • <i>I can develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic (W.4.2.b)</i> • <i>I can link ideas within categories of information using words and phrases (W.4.2.c)</i> • <i>I can use precise language and domain-specific vocabulary to inform about or explain the topic (W.4.2.d)</i> • <i>I can provide a concluding statement or section related to the information or explanation presented (W.4.2.e)</i> 	<p>Integrating information from the article and video to write an informational/explanatory paragraph</p> <ul style="list-style-type: none"> • Lead students through a discussion by asking the following questions: <ul style="list-style-type: none"> – In what structure were the ideas presented in both the article and the video? (chronological) – Using the information from the article, add some dates to the Flow Map you created from watching the video. – What information did you learn from the article that you didn't learn in the video? – What information did you learn from the video that you didn't learn from watching the article? • Using the information from the article and video, have students write an informative/explanatory paragraph explaining how communication has changed over time. Remind students to begin with a topic sentence, provide details from both sources in a chronological format, including time order transition words, and conclude with a sentence that shows the significance of the information. Encourage students to use newly acquired vocabulary in their writing. • Based on the needs of your students, provide scaffolds and modeling as necessary.
<ul style="list-style-type: none"> • <i>I can form and use simple verb tenses (L.3.1.e) Note that this is a 3rd grade standard</i> 	<p>Grammar Conventions:</p> <p>Review with students that the main function of a verb tense is to show when the action happens. There are 3 main verb tenses, past, present, and future. Today you will continue a review of simple verb tenses.</p> <ul style="list-style-type: none"> • Simple past tense expresses an action or situation that was started and finished in the past. Most past tense verbs end in -ed. The irregular verbs have special past tense forms which must be memorized. • Simple present tense tells you what is going on right now. It expresses an unchanging, repeated, or reoccurring action or situation that exists only now. • Simple future tense expresses an action or situation that will occur in the future. This tense is formed by using will/shall with the simple form of the verb. <p>Working with simple future tense verbs</p> <p>The simple future has two different forms in English: <i>will + verb</i> and <i>am/is/are + going to + verb</i></p> <ul style="list-style-type: none"> • I will help him later. (<i>will</i> often suggests a voluntary action)

- I am going to help him later. (*am going* suggests a plan)

Depending on the needs of your students choose from the following activities :

- Have students look for examples of sentences that show future tense verbs.
- Provide students with examples of sentences that show simple future tense verbs and have them point out the verb.
- Have students change the sentences they wrote in the previous lesson to simple future tense. Use verbs related to the content and vocabulary of the lesson (e.g., exchange, communicate, talk, write, speak, touch, smile, frown, wave, share, behave, listen)

<p>Vocabulary transcription, manufacturing, boom, “intellectual Big Bang”</p>	<p>Theme Connections This video is the first of three texts about the invention of the Printing Press. Students will learn about the limitations of communication prior to the invention and the impact the printing press had on society. This will provide students with their first in-depth look at one technological advance that changed the way the world communicated.</p> <p>Reader and Task Considerations This video is rich with images and information and will need to be played several times in order for students to capture all of the information. Students will record the causes of the invention or the characteristics of communication prior to the invention of the printing press, the invention itself, and the impact of the printing press on the way people communicate. Students will orally rehearse a summary of the information and then write a single paragraph explaining the effects of the printing press on the way we communicate.</p>	
<p>Learning Targets</p>	<p>Focus of Instruction: Reading and Responding to Text</p>	
<ul style="list-style-type: none"> I can listen carefully and paraphrase the information presented in a video. (SL.4.2) 	<p>First Viewing - http://www.history.com/topics/middle-ages/videos/mankind-the-story-of-all-of-us-the-printing-press</p> <ul style="list-style-type: none"> Tell students that they will watch a video to learn about the invention of the printing press. Ask them to watch carefully and think about the information being presented Remind students of the events from their Flow Map about the invention of the printing press. Ask them what Chinese invention came before this. After the initial viewing, ask students the following questions: <ul style="list-style-type: none"> What was the video about? What information did you learn? What does the printing press do? Why was this so important? 	
<ul style="list-style-type: none"> I can listen carefully and paraphrase the information presented in a video. (SL.4.2) I can use information from the text to explain what happened and why. (RI.4.3) I can gather, take notes and categorize information from text. (W.4.8) I can prepare for a collaborative conversation by reading and studying the required material. (SL.4.1.a) I can draw on my preparation and other ideas I have about the topic to explore ideas under discussion. (SL.4.1.a) I can accurately use academic and domain-specific words and phrases when speaking and in my writing. (L.4.6) 	<p>Replay for comprehension, evidence gathering and responding to text</p> <ul style="list-style-type: none"> View the video a second time. As students watch, have them listen for the “problems” the printing press solved and the outcomes or effects of the printing press being able to mass produce books. Lead a discussion with students about the “problems” with communication prior to the printing press and the effects on communication as the result of the printing press being invented. Ask students which map they could use to capture this information. (Multi-Flow Map) Begin a Multi-Flow Map with students. Model on chart paper or use a document camera while students create their own. For the “event” box, write the printing press was invented. Ask students for reasons that motivated Gutenberg to create the printing press. Ask students for some of the effects. Show the video a 3rd time and have students listen for reasons and effects to add to their maps. 	<p>So what was this about?(main idea statement)</p> <p>So why was this important? (Purpose statement)</p>

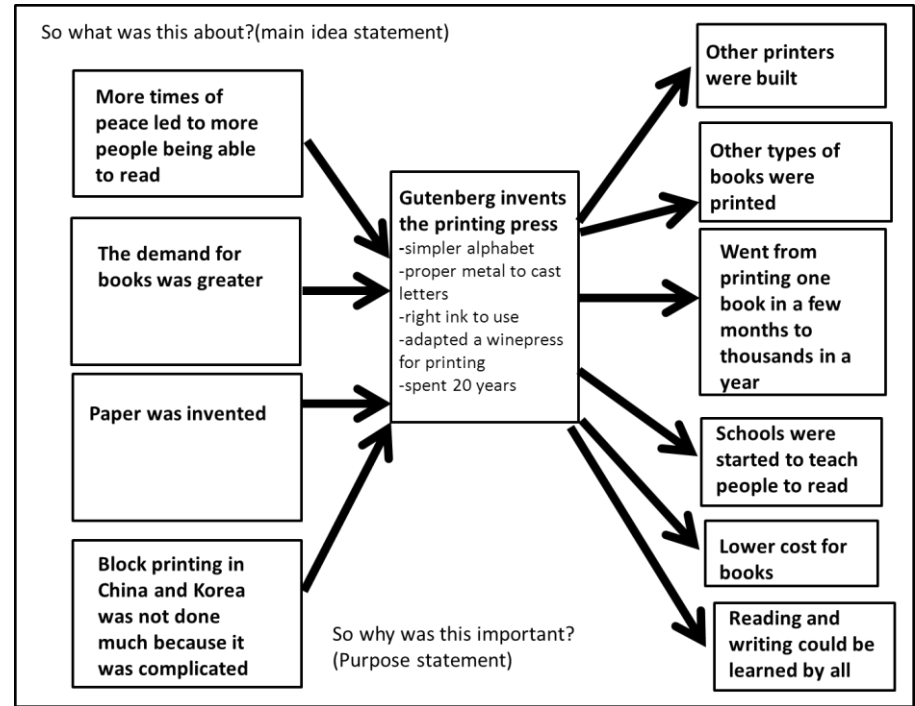
	<ul style="list-style-type: none"> • Ask students to share the information they recorded with a partner. • Lead a whole class discussion on the “causes” and “effects” of the printing press being invented. • Add a “so what?” and “so why?” statement to the Multi-Flow Map. • Practice taking the information off the map by orally summarizing. Begin with the “so what?” statement, move to the “causes”, describe the invention, move to the “effects” and finish with the “so why?” statement. Encourage students to use newly acquired vocabulary. • Question for collaborative discussion or short constructed response: • Why did Professor S. James. Gates Jr. refer to the invention of the printing press as “our species intellectual Big Bang?”
Learning Targets	Focus of Instruction: Informative/Explanatory Writing
<p><i>Based on the needs of your students, select from the informational/explanatory writing learning targets</i></p> <ul style="list-style-type: none"> • <i>I can accurately use academic and domain-specific words and phrases when speaking and in my writing. (L.4.6)</i> 	<ul style="list-style-type: none"> • Have students write an informative/explanatory summary explaining how the printing press changed communication. • Remind students to begin paragraphs with a topic sentence, provide details and facts from the video, include cause and effect transition words and phrases, and conclude with a sentence that shows the significance of the information. Encourage students to use newly acquired vocabulary in their writing. • Based on the needs of your students, provide scaffolds and modeling as necessary.
<ul style="list-style-type: none"> • <i>I can form and use simple verb tenses (L.3.1.e) Note that this is a 3rd grade standard</i> 	<p>Grammar Conventions – Review Simple Verb Tenses</p> <p>Provide students with a list of verbs and have them create sentences using simple past, simple present, and simple future for each verb.</p>

Breaking Into Print: Before and After the Invention of the Printing Press (OCR)

Days 9-10

<p>Vocabulary monk, parchment, quill, monastery, merchants, guilds, tinkered, adjustable, privileged</p>	<p>Theme Connections In this text, students will continue to build knowledge around the topic of the printing press. They will examine the events that lead to the invention of the printing press along with the impact that the printing press had on the world.</p> <p>Reader and Task Considerations As students read this text they will identify the overall structure the author used to present the information. This will help them understand the author’s purpose for writing the text. It is important for students to understand the organizational structure of a text is chosen in order to support an author’s purpose. In this text, the author begins by setting up the conditions that lead to the invention of the printing press. He then goes on to describe Gutenberg and what led him to be curious about this type of machine. The text ends with information that explains the impact that the printing press had on people and the world. Students should be able to describe that the overall structure is cause and effect.</p>
<p>Learning Targets</p>	<p>Focus of Instruction: Reading and Responding to Text</p>
<ul style="list-style-type: none"> <i>I can read with sufficient accuracy and fluency to support comprehension. (RF.4.4)</i> 	<p>First Read</p> <ul style="list-style-type: none"> Follow the chunking suggestions below to gradually release independence of the reading to the students.
<ul style="list-style-type: none"> <i>I can refer to details and evidence in a text when explaining what the text means. (RI.4.1)</i> <i>I can explain events, ideas, and concepts in a text. (RI.4.3)</i> <i>I can use information from the text to explain what happened and why. (RI.4.3)</i> <i>I can describe the overall structure of information in a text. (RI.4.5)</i> <i>I can identify text structures such as chronology, comparison, and cause and effect. (RI.4.5)</i> <i>I can read with sufficient accuracy and fluency to support comprehension. (RF.4.4)</i> 	<p>Reread for Comprehension, Evidence Gathering, and Response to Text:</p> <p>Pages 434-43 “Causes” - Ask students to independently read pages 434-437 looking for reasons why a printing press was needed and what made Gutenberg interested in inventing one.</p> <ul style="list-style-type: none"> After the first independent read, ask the following text dependent questions: As students provide answers, return to the text and reread portions aloud that support their responses. <ul style="list-style-type: none"> Reread the first paragraph. What is the author describing? Why does the author begin this way? What other information does the author provide on the first page? What point is the author trying to make? (Remind students to read the captions and look at the illustrations as well.) Reread page 435. What led to more people learning to read and write? Once the demand for books increased, what made it difficult to keep up with the demand? (page 436) What other countries had used a method to print on paper with movable type. What kept these people from printing in large numbers? Why was Gutenberg interested in the printing process? After the whole class discussion, ask students to work with a partner and re-read pages 434-437 and record the reasons or causes that led to the invention of the printing press on the left side of a Multi-Flow Map. Pages 438-439 “Event” - Ask students to independently read pages 438-439. Ask them to be able to describe the information that is presented. (These two pages describe the key details in the development of the printing press.) Have students record some of these details in the center box of their Multi-Flow Map with the heading, “Gutenberg invents the printing press.” Ask students to share their ideas with a partner. Lead the whole class in a discussion with the following questions: <ul style="list-style-type: none"> What obstacles did Gutenberg face while he was trying to come up with his design? How long did it take Gutenberg to develop the first printing press? Why did it take so long?

- After the whole class discussion, ask students to work with a partner and re-read pages 438-439 and record some of the details about the process Gutenberg went through in developing the printing press. Add these details to the center box of the Multi-Flow Map.
- **Pages 440-441 "Effects"** – Ask students to independently read 440-441 looking for the impact the printing press had on communication and the world.
- Ask students to share their ideas with a partner.
- Lead the whole class in a discussion with the following questions:
 - What were some of the effects of the printing press?
 - How did this change the way people communicate?
- Add the effects or impacts to the Multi-Flow Map.
- Have students add a "so what?" and "so why?" statement to their Multi-Flow Map summarizing the main idea of the selection and the significance of the information.
- In partners, ask students to orally summarize the information on their maps. Begin with the "so what?" statement, proceed to the "causes," describe the process of inventing the printing press, then to the "effects," and conclude with the "so why?" statement. Encourage students to use newly acquired vocabulary in their oral summaries.



Learning Targets	Focus of Instruction: Informational/Explanatory Writing and Conventions
<p><i>Based on the needs of your students, select from the informational/explanatory writing learning targets</i></p> <ul style="list-style-type: none"> • <i>I can accurately use academic and domain-specific words and phrases when speaking and in my writing. (L.4.6)</i> 	<p>Question for collaborative discussion (Use information from the video and the text to respond.)</p> <p>How did the printing press change the way people communicate? Discuss and then write a paragraph explaining the impact of the printing press on communication. Encourage students to use newly acquired vocabulary in their writing.</p>
<ul style="list-style-type: none"> • <i>I can form and use the progressive verb tenses (L.4.1.b)</i> 	<p>Introduce progressive verb tenses. Progressive verb tenses describe ongoing actions in the present, past or future.</p> <ul style="list-style-type: none"> • Present Progressive is used to describe an action that is taking place at the time you are writing about it. It differs from the simple present tense in that the simple present tense is generally true at the present time but not necessarily happening right now. Note the difference in the pair of sentences below.

	<ul style="list-style-type: none"> – Ollie plays hide-and-seek with his dog. (plays is simple present) – Ollie is playing hide-and-seek with his dog. (is playing is present progressive) – Point out that to form the present progressive, use am/is/are + the verb form ending in -ing • Provide students with the following pairs of sentences and have them classify them as present or present progressive. Also have them point out the simple verb or the am/is/are + verb ending in -ing <ul style="list-style-type: none"> – I study my math facts. I am studying my math facts. – I write with a goose quill. I am writing with a goose quill. – The quill makes a scratching sound. The quill is making a scratching sound. – I hope to finish before the first snow falls. I am hoping to finish before the first snow falls. – The scribes create a new script. The scribes are creating a new script. – Warring peasants live and die without ever seeing a book. Warring peasants are living and dying without ever seeing a book. – Successful merchants learn to read and write. Successful merchants are learning to read and write. • Provide students with a subject and a verb and have them write a sentence using simple present and a sentence using the present progressive. You may consider using content from the reading selection. <ul style="list-style-type: none"> – Example: The Koreans _____ (print) books with movable type. Students would write, “Koreans print books with movable type.” And “Koreans are printing books with moveable type.” – A challenge would be to have students use the text and create their own pairs of sentences.
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Printing and Thinking (article)

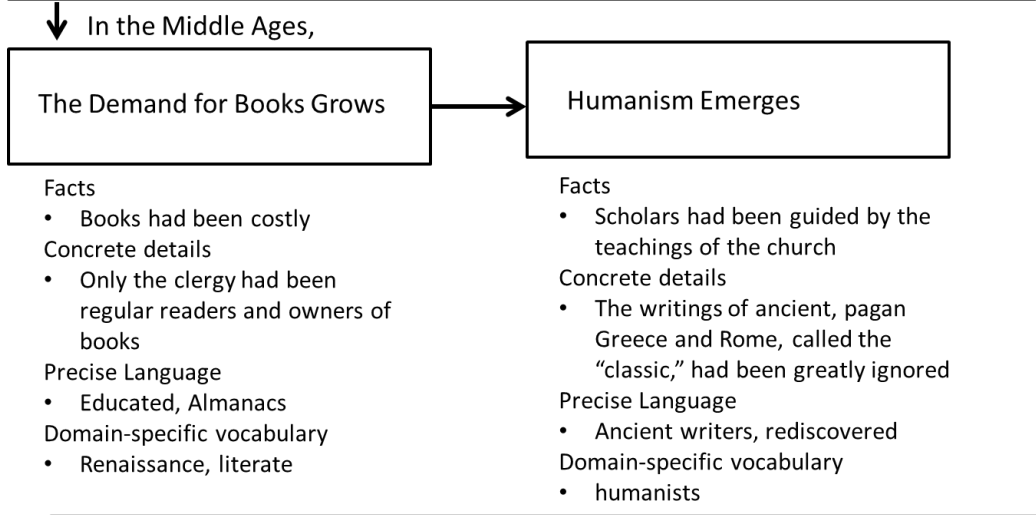
Day 11

<p>Vocabulary entailed, parchment, clergy, furthermore, simultaneously, thrived, populace, humanist, sought, manuscripts, intellect</p>	<p>Theme Connections In this article, students will read about the impacts of the printing press on communication.</p>	
<p>Reader and Task Considerations In addition to reading this text to acquire more information about the invention of the printing press, students will read this article and analyze the way the information is presented as a model for informative/explanatory writing.</p>		
<p>Learning Targets</p>	<p>Focus of Instruction: Reading and Responding to Text</p>	
<ul style="list-style-type: none"> I can read with sufficient accuracy and fluency to support comprehension. (RF.4.4) 	<p>First Read - http://www.learner.org/interactives/renaissance/printing.html</p> <ul style="list-style-type: none"> Tell students that they will listen to you read the text aloud the first time so that they can get a sense of what the text is about. Read aloud the entire text without stopping in order for students to get the “gist” of the selection. Based on the needs and abilities of your students you may want to have the students read it silently the first time through. Ask students for their reaction to the text (leave this very open-ended, the purpose of this conversation is for students to talk about the text). 	
<ul style="list-style-type: none"> I can describe the overall structure of information in a text. (RI.4.5) I can identify text structures such as chronology, comparison, and cause and effect. (RI.4.5) I can read with sufficient accuracy and fluency to support comprehension. (RF.4.4) I can accurately use academic and domain-specific words and phrases when speaking and in my writing. (L.4.6) 	<p>Reread for Comprehension</p> <ul style="list-style-type: none"> Ask students to independently read the article and record notes in a Thinking Map. Since this is the 3rd piece of “text” (the first one was a video) on the printing press, students should recognize that the information in the article is organized around the reasons why the printing press was so important and the impact that the printing press had on the world. By now, students should recognize that they can put the information into a Multi-Flow Map. If your students continue to need additional scaffolding, provide support by reading the text and mapping with them. Ask students to discuss the information with a partner. 	<pre> graph LR A[Bookmaking was done by copying by hand] --> B[Gutenberg invents the printing press] C[Books were very expensive] --> B B --> D[Demand for books grows] B --> E[Readers wanted books about different things] B --> F[Papermaking industries grew] B --> G[More literate people, stronger economy] B --> H[rediscovered writing on scientific, government, philosophy and art] </pre>
<p>Learning Targets</p>	<p>Focus of Instruction: Informational/Explanatory Writing and Conventions</p>	
<ul style="list-style-type: none"> I can introduce a topic clearly (W.4.2.a) I can group related information in paragraphs and sections (W.4.2.a) I can include formatting, illustrations, and multimedia to help the reader understand the content (W.4.2.a) 	<ul style="list-style-type: none"> Tell students that this is an informative/explanatory text which conveys ideas and information clearly. This type of text has the following criteria: <ul style="list-style-type: none"> Introduces a topic clearly Groups related information in paragraphs and sections. Uses specific features like headings, bold print, illustrations Develops the topic with facts, definitions, concrete details, and other information. Links ideas within and across categories of information using linking words and phrases. Uses precise language and domain-specific vocabulary to explain the topic. 	

- *I can develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic (W.4.2.b)*
- *I can link ideas within categories of information using words and phrases (W.4.2.c)*
- *I can use precise language and domain-specific vocabulary to inform about or explain the topic (W.4.2.d)*
- *I can provide a concluding statement or section related to the information or explanation presented (W.4.2.e)*
- *I can accurately use academic and domain-specific words and phrases when speaking and in my writing. (L.4.6)*

- Provides a conclusion that is related to the information or explanation presented.
- Explain to students that you will look for these criteria in this article by “backwards mapping” it as you go.
- Begin by teaching students the different ways to write an opening paragraph. Refer to the different types of openings on page 396 of the Expository Wft&B Text. You may want to provide students with a copy of this page.
- Look at the first sentence in the text and ask students what type of opening the author uses. (general observation)
- Analyze the rest of the introduction to determine how the author introduces the topic. (The author is presenting why the printing press had such a great impact. This lets the reader know that the article will be about the impacts. This is different from the OCR text in that it will not provide detailed information on the causes and the processes. Rather, this article is focused on the impacts only.)
- Identify the linking words used in the introduction and discuss which ideas they link. (When, previously, often, because)
- Ask students what features the author uses to group related information. (headings)
- Look at the first category of information, **The Demand for Books Grows**. Point out how the author develops this topic with facts, definitions, concrete details, precise language, and domain-specific vocabulary. Also point out the use of linking words. (In, furthermore, simultaneously, as)
- Repeat the process with the second category, **Humanism Emerges**.
- Ask students if they think the author has a conclusion or if the last paragraph is a continuation of the category, Humanism Emerges. (This is not a conclusion)
- Work with students to craft a conclusion that is related to the information or provides a “so why?” statement. Similar to openings, conclusions can take many different forms. Provide students with the types of closing listed on page 398 of the Expository Wft&B text. Encourage students to work in groups to try different types of closings for this article.

General Observation: When Gutenberg invented the printing press in 1445, he forever changed the lives of people in Europe and, eventually all over the world.
Why it was invented: Previously, bookmaking entailed copying all the words and illustrations by hand. Often.....Because Gutenberg’s press could produce books...



Conclusion:

- *I can form and use the progressive verb tenses (L.4.1.b)*

Grammar Conventions: Form and use the past progressive

- Past Progressive is used to describe a past action which was happening at a certain point in time or when another action occurred. It is formed by using **was/were** with the verb form ending in **-ing**.
 - While Robert **was playing**, his friends **were doing** their homework. (Robert was playing at the same time another action occurred)

	<ul style="list-style-type: none">- Yesterday evening, we were watching the game, so we couldn't come. (Watching the game happened in the past at a certain time)• Provide students with sentences containing past progressive tense and have them identify the certain point something occurred or the two events that were occurring at the same time.<ul style="list-style-type: none">- Before Gutenberg invented the printing press, skilled laborers were making books by hand. (Students identify were making along with indicating when the event occurred – before Gutenberg invented the printing press)- During the Renaissance, the educated Middle Class were demanding books in their own language.- While the demand for books grew, the papermaking industry was thriving. <p>As a challenge, have students reread the text and look for sentences to rewrite using the past progressive tense. This will require students to read the text closely and understand what events were taking place during this time period.</p>
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Informative/Explanatory Report Writing

Days 12-14

<p>Vocabulary Encourage students to use newly acquired vocabulary in their writing.</p>	<p>Theme Connections Students will now take the information they have learned from reading and viewing video on the printing press to write a report based on the following prompt: <i>“After reading and watching videos about the invention of the printing press, write an informative/explanatory text in which you examine some aspect of the printing press.”</i></p> <p>Reader and Task Considerations Over the course of the next 3 days, you will guide your students through the steps of composing an informative/explanatory report using the information they have gained from reading and watching videos on the printing press. This first piece of writing will include a great deal of scaffolding and modeling. The individual reports will be similar in content and organization. The purpose of this piece of writing it to teach students how to work through the steps of synthesizing information from multiple sources, and present information logically while avoiding plagiarism. Up to this point, students have done the “research” for this report. They have analyzed several texts on the topic, taken notes and studied some of the features and structures of informational writing.</p>
<p>Learning Targets</p>	<p>Focus of Instruction: Informative/Explanatory Report Writing</p>
<ul style="list-style-type: none"> • <i>I can introduce a topic clearly (W.4.2.a)</i> • <i>I can group related information in paragraphs and sections (W.4.2.a)</i> • <i>I can include formatting, illustrations, and multimedia to help the reader understand the content (W.4.2.a)</i> • <i>I can develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic (W.4.2.b)</i> • <i>I can link ideas within categories of information using words and phrases (W.4.2.c)</i> • <i>I can use precise language and domain-specific vocabulary to inform about or explain the topic (W.4.2.d)</i> • <i>I can provide a concluding statement or section related to the information or</i> 	<p>Modeling writing to report information (Wft&B Expository/Informative Manual pages 399-410)</p> <ul style="list-style-type: none"> • Step 4: Consider Possible Categories for the Report. Since the topic has been given to the students, model creating a Tree Map with possible categories for the report. Elicit ideas from the students and make as many branches on the Tree Map as ideas suggested. Have students create their own Tree Map with their own ideas. They may choose the ideas you created or create some of their own. • Step 5: Combine and Select Categories for the Report. Model for students how to combine and select categories for the report. Model for the students how you select your categories based on your purpose. For example, if you really want to focus on the impact of the invention, you may want to select this category as a main idea for your report. If you want to focus on the process Gutenberg went through to develop the press, you may want to focus on this category. The important thing to model for students is that based on what information you want to convey, you will need to make choices about what information to include. You do not need to include everything in order to write the report. Have students select and combine their own categories. Have students volunteer to share their purpose for the report and why they selected certain categories. • Step 6: Create an Organizational Plan for Writing. Model for students how to create an organizational plan for their writing. Again, model for students that a writer makes choices in how he or she will present the information. The choices must support the purpose of the writing and the organization should make it easier for the reader to understand the information. Create a Flow Map showing the order in which you will present your categories. Remind them of how the author of “Printing and Thinking” organized his writing to show the significance of the impacts that the printing press had on the people and the world. Have students create their own Flow Map to show how they will present the information. • Step 7: Write an Opening Paragraph. Refer to page 396 to remind students the different ways to write an opening paragraph. Model for students several different ways to write your opening. Have students write their opening paragraph using one of the types of openings. The opening paragraph should introduce the topic and consist of at least 2 sentences. • Step 8: Extend with Details. During this step, model for students how to go back through your notes (Thinking Maps) to add relevant, factual details under each category of information. Refer to page 397 for more details on how to write the body paragraphs. • Step 9: Write a Closing Statement or Paragraph. Model for students the different types of closings described on page 398. Tell students

<p><i>explanation presented (W.4.2.e)</i></p> <ul style="list-style-type: none"> • <i>I can work with my peers and adults to plan my writing. (W.4.5)</i> • <i>I can work with my peers and adults to develop, revise, and edit my writing. (W.4.5)</i> • <i>I can conduct short research projects that build knowledge through investigation of different aspects of a topic. (W.4.7)</i> • <i>I can gather, take notes and categorize information from text. (W.4.8)</i> • <i>I can draw evidence from informational texts to support analysis, reflection, and research. (W.4.9)</i> • <i>I can accurately use academic and domain-specific words and phrases when speaking and in my writing. (L.4.6)</i> 	<p>that the closing should differ from the opening and provide a reflection related to the topic. This can sound similar to “so why” statements that were added to the frames of the maps created during the reading.</p> <ul style="list-style-type: none"> • Step 10: Orally Rehearse in Pairs. Model for students how to orally rehearse taking information off of the map. Have students orally rehearse and add transitions where needed. • Step 11: Circle Related Parts of the Flow Map (Optional). • Step 12: Write the Report Using the Flow Map as a Guide. Model for students how you take your notes from the Flow Map and write your report. Depending on the needs of your students, you may choose to model one paragraph or several paragraphs at a time. If students are struggling to take their notes from their maps and turn them into well-developed paragraphs, they need more modeling from you. Have students write their reports. • Step 13: Enhance Formatting through the Use of Appropriate Text Features. If you choose to have students “publish” this report, you may want to have them to create a final draft and add pictures, headings, bold text, etc... to enhance their writing.
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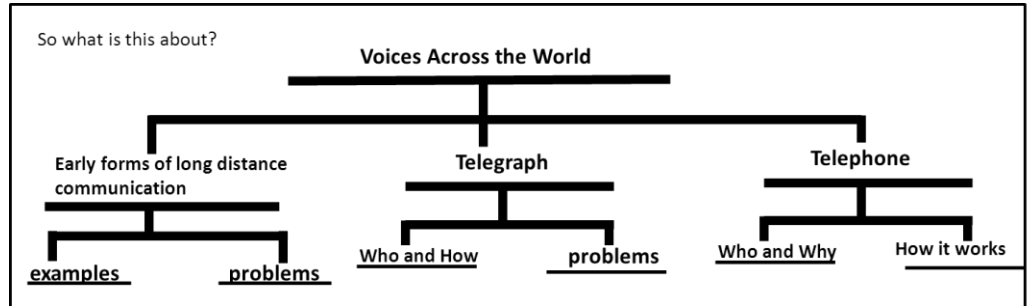
<p>Vocabulary communication, stagecoach, telegraph</p>	<p>Theme Connections In this text, students will read about 3 events that changed the way people in California communicated with people from the east. They will consider the impacts of these 3 events on California history.</p> <p>Reader and Task Considerations Students will be asked to read much of the social studies text independently, followed by a whole class discussion using text dependent questions, and then a partner reread to take notes. The goal is to move students toward independence in being able to read the text, determine how the information is structured, and take notes.</p>
<p>Learning Targets</p>	<p>Focus of Instruction: Reading and Responding to Text</p>
<ul style="list-style-type: none"> • I can read with sufficient accuracy and fluency to support comprehension. (RF.4.4) • I can refer to details and evidence in a text when explaining what the text means. (RI.4.1) • I can determine the main idea of a text and explain how it is supported by key details. (RI.4.2) • I can summarize the text. (RI.4.2) • I can explain events, ideas, and concepts in a text. (RI.4.3) • I can use information from the text to explain what happened and why. (RI.4.3) • I can determine the meaning of a word or phrase as it is used in the text. (RI.4.4) • I can describe the overall structure of information in a text. (RI.4.5) • I can identify text structures such as chronology, comparison, and cause and effect. (RI.4.5) 	<p>Read for Comprehension</p> <ul style="list-style-type: none"> • Tell students that in this text they will be reading about three changes that improved communication between California and the East during mid-1800. Refer students to the timeline at the top of page 278 to read about what the three changes were. • Have students examine the map on pages 278-279 and ask students to infer what would make getting people and mail into and out of California difficult. • Have students independently read pages 278-279 and look for information that tells you what communication was like between California and the East during this time and why that was a problem for Californians. • Lead the class in a discussion with the following text dependent questions: <ul style="list-style-type: none"> – In the 1850’s how did people in California receive information from the East? How long did it take? – What types of communication did they NOT have during this time? – What problems or issues did this cause for Californians? (What did they want?) • Ask students to work with a partner and reread page 279 and record notes in the “Causes” side of Multi-Flow Map that show the conditions or events leading up to the changes that improved communication. You may want students to draw the “Event” box first since it will be large and will include a Tree Map with the 3 changes. Students will read about the 3 changes next. (Please refer to sample.) As students work collaboratively, ensure that students are recording accurate notes. Provide additional scaffolding if needed.

<ul style="list-style-type: none"> <i>I can accurately use academic and domain-specific words and phrases when speaking and in my writing. (L.4.6)</i> 	<ul style="list-style-type: none"> Have students independently read the next section of the text, Overland Mail Service. As students read ask them to take down important notes on their Tree Map. When students are done, have them share their notes with a partner and then lead the class in a whole group discussion with the following text dependent questions: <ul style="list-style-type: none"> What was the Overland Mail Act? Why do you think Congress helped pay for better mail service to and from California? What did the Overland Mail Company do? How long did it take for mail to travel from Missouri to California? How did it improve the delivery of information to California? Have students independently read The Pony Express on page 281. As they read, encourage students to take notes on their Tree Map. Lead the class in a whole group discussion with the following text-dependent questions: <ul style="list-style-type: none"> How did the Pony Express work? How did it improve the delivery of mail to California? Have students independently read 282 and 283 on the telegraph. <ul style="list-style-type: none"> How did the telegraph work? How did the telegraph change communication? Have students work in small groups or with a partner to come up with the “Effects” side of the Multi-Flow map by answering the question, “How did these three changes improve communication between California and the East during the 1800’s?” Question for collaborative discussion Students could discuss how these 3 changes improved communication or write a paragraph to answer it following a discussion.
<p style="text-align: center;">Learning Targets</p>	<p style="text-align: center;">Focus of Instruction: Informational/Explanatory Writing</p>
<p><i>Based on the needs of your students, select from the informational/explanatory writing learning targets</i></p> <ul style="list-style-type: none"> <i>I can accurately use academic and domain-specific words and phrases when speaking and in my writing. (L.4.6)</i> 	<p>Write an informational/explanatory paragraph(s) answering the question: What helped to improve communication between California and the East?</p> <p>Based on student needs, continue to introduce and model strategies during mini-lessons.</p>
<ul style="list-style-type: none"> <i>I can form and use the progressive verb tenses (L.4.1.b)</i> 	<p>Grammar Conventions: Form and use the future progressive</p> <ul style="list-style-type: none"> Future progressive is used to describe an on-going action that will occur in the future. It is formed by using will be with the verb form ending in -ing. <ul style="list-style-type: none"> It will be raining all next week. (The rain will be on-going in the future-next week.) If the Angels win, we will be watching the World Series. (Watching the games will be on-going in the future.) Provide students with sentences containing future progressive tense and have them identify the action that will be on-going in the future. <ul style="list-style-type: none"> When the stagecoaches start carrying the mail, drivers will be stopping to change horses, make repairs, and eat. The stagecoach will be traveling more than 2,800 miles in only 24 days. The Pony Express riders will be traveling 75 miles before handing the mail to the next rider. The Pony Express riders will be riding through desert heat, mountain snow, and driving rain. As a challenge, have students reread the text and look for sentences to rewrite using future progressive tense.

Voices Across the World – OCR Unit Opener
Days 17-18

<p>Vocabulary bonfires, barbarians, prominent, efficient, methods, magnetism, patented, breakthrough, emigrated, transmitted, vibrations</p>	<p>Theme Connections In this text, students will read how the telegraph and telephone changed the way information could be shared.</p> <p>Reader and Task Considerations Students will read this text to learn about the telegraph and the telephone. Simultaneously they will be analyzing the structure of the text in order to help them better understand how writers organize informational writing to support their purpose.</p>
<p>Learning Targets</p>	<p>Focus of Instruction: Reading and Responding to Text</p>
<ul style="list-style-type: none"> • <i>I can read with sufficient accuracy and fluency to support comprehension. (RF.4.4)</i> • <i>I can refer to details and evidence in a text when explaining what the text means. (RI.4.1)</i> • <i>I can determine the main idea of a text and explain how it is supported by key details. (RI.4.2)</i> • <i>I can summarize the text. (RI.4.2)</i> • <i>I can explain events, ideas, and concepts in a text. (RI.4.3)</i> • <i>I can use information from the text to explain what happened and why. (RI.4.3)</i> • <i>I can determine the meaning of a word or phrase as it is used in the text. (RI.4.4)</i> • <i>I can describe the overall structure of information in a text. (RI.4.5)</i> • <i>I can identify text structures such as chronology, comparison, and cause and effect. (RI.4.5)</i> 	<p>Reread for Comprehension</p> <ul style="list-style-type: none"> • Provide students with a copy of the text so they can take notes on the important information as they read. Have them number each paragraph, 1-12. • Tell students that they will be reading to learn more about the invention of the telegraph and the telephone. As they read this text, they will analyze the structure used to present the information. They will do this by identifying the main idea of each paragraph in the text and determining how the key details within each paragraph supports the main idea. • Read the first paragraph aloud and model for students how to determine the main idea, the details that support the idea, and the way the paragraph is structured. Main idea – people have needed to communicate since the beginning of time. Details – several examples that support this statement. In the margins next to the paragraph, write the main idea of the paragraph and describe how the details support it. • Ask students to read paragraph 2 and determine the main idea. (Problems with earlier methods of communicating long distance) Then ask students how the author supports this main idea. (Several examples that illustrate problems or challenges) • Depending on the needs of your students, continue to model or release responsibility so that students are either working with a partner or independently through the remainder of the text. For each paragraph they are to come up with the main idea and how the author supports it with details. • Paragraph 3 <ul style="list-style-type: none"> – Main idea: new discovery (only one sentence) • Paragraph 4 <ul style="list-style-type: none"> – Main idea: first electric generator – Details: how he made it (sequence) • Paragraph 5 <ul style="list-style-type: none"> – Main idea: Link between electricity and magnetism led to the telegraph – Details: who patented the first paragraph, how it worked • Paragraph 6 <ul style="list-style-type: none"> – Main idea: Morse code – Details: How it works (sequence) • Paragraph 7 <ul style="list-style-type: none"> – Main idea: messages are sent quickly between locations

- Details: examples of the locations
- Paragraph 8
 - Main idea: telegraph disadvantages
 - Details: elaboration on what made sending and receiving telegraphs difficult (cause and effect)
- Paragraph 9
 - Main idea: Alexander Graham Bell
 - Details: facts about his background
- Paragraph 10
 - Main idea: Sound waves travel through vibrations
 - Details: how sound waves travel
- Paragraph 11
 - Main idea: the day a voice was first transmitted
 - Details: facts about what happened that day
- Paragraph 12
 - Conclusion – facts about the first long distance call and the potential of the telephone.
- After reading the entire text and determining the main ideas/details and structures used, identify the **overall structure of the text.**
 - Need to communicate → problems with long distant communication → The telegraph, what it was, who invented it, how it worked, problems with it → the telephone, who invented it, how it worked
 - The information could be represented in a Tree Map with categories of information. (Refer to sample)
- Guide students in constructing the Tree Map with the titles for the branches.
- Ask students to either work with a partner or independently to reread the text and fill in important details under each branch. Encourage students to add newly required vocabulary to their maps.
- Ask students to use their Tree Map of notes to orally summarize the information from the text. Encourage students to use newly acquired vocabulary in their oral rehearsals.
- Ask students to work together to come up with a “so what?” statement to summarize the entire text, and a “so why?” statement to tell its significance.



Learning Targets

Focus of Instruction: Informational/Explanatory Writing and Conventions

Based on the needs of your students, select from the informational/explanatory writing learning targets

- I can accurately use academic and domain-

Students write and informative/explanatory paragraph answering the following:

- What changed the way people communicated with each other in the mid 1800’s? What impact did this have? Encourage students to use newly acquired vocabulary in their paragraphs. How did it improve the delivery of mail to California?

Based on student needs, continue to introduce and model strategies during mini-lessons.

<p><i>specific words and phrases when speaking and in my writing. (L.4.6)</i></p>	
<p>• <i>I can form and use the progressive verb tenses (L.4.1.b)</i></p>	<p>Grammar Conventions: Choose between simple past and past progressive</p> <p>Provide the students with the following sentences and have them put the verbs into the correct tense (Simple Past or Past Progressive).</p> <ul style="list-style-type: none"> - While Tom (read) _____, Amely (watch) _____ a documentary on TV. - Marvin (come) _____ home, (switch) _____ on the computer and _____ (check) his emails. - The thief (sneak) _____ into the house, (steal) _____ the jewels and (leave) _____ without a trace. - Nobody (listen) _____ while the teacher (explain) _____ the tenses. - While we (do) _____ a sight-seeing tour, our friends (lie) _____ on the beach. - He (wake) _____ up and (look) _____ at his watch. - He (drink) _____ some juice and then he (eat) _____ a few chips. - I (have) _____ dinner when I suddenly (hear) _____ a loud bang. - When my father (work) _____ in the garden, an old friend (pass) _____ by to see him. - She (go) _____ to school, (take) out her textbook and (begin) _____ to learn. - When it (start) _____ to rain, our dog (want) _____ to come inside.

Morse Code and the Telegraph (video)
Morse Code and the Telegraph (informational article)
 Days 19-20

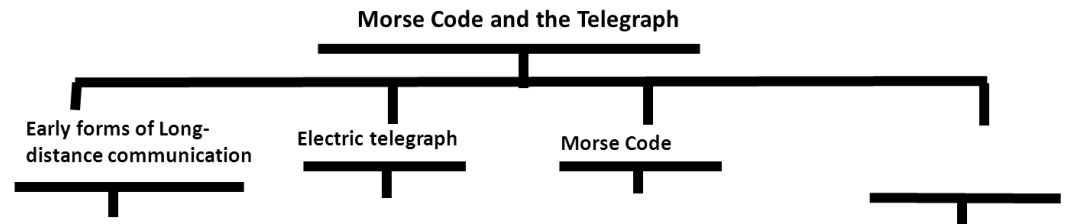
<p>Vocabulary revolutionized, widespread, precursor, susceptible, intrigued, subsequently, insulation, transformed, profound</p>	<p>Theme Connections In this video and informational article set, students will learn more about the telegraph, Morse code, and the impact on how people communicated. They will also learn that this single invention led to the telecommunication revolution, paving the way for the telephone, email, internet, and text messaging.</p> <p>Reader and Task Considerations Students will watch a video and read an article to build on their knowledge of the telegraph and Morse Code. Students will begin to integrate and synthesize the information with previous reading in order to write and speak knowledgeably about the topic.</p>
<p>Learning Targets</p>	<p>Focus of Instruction: Reading and Responding to Text</p>
<ul style="list-style-type: none"> • <i>I can read with sufficient accuracy and fluency to support comprehension. (RF.4.4)</i> • <i>I can refer to details and evidence in a text when explaining what the text means. (RI.4.1)</i> • <i>I can determine the main idea of a text and explain how it is supported by key details. (RI.4.2)</i> • <i>I can summarize the text. (RI.4.2)</i> • <i>I can explain events, ideas, and concepts in a text. (RI.4.3)</i> • <i>I can use information from the text to explain what happened and why. (RI.4.3)</i> • <i>I can determine the meaning of a word or phrase as it is used in the text. (RI.4.4)</i> • <i>I can describe the overall structure of information in a text. (RI.4.5)</i> • <i>I can identify text structures such as chronology, comparison, and cause and effect. (RI.4.5)</i> 	<p>Morse Code and the Telegraph (video)- http://www.history.com/topics/inventions/telegraph</p> <ul style="list-style-type: none"> • Prior to showing the video, have students refer to their notes (Thinking Maps) and review what they know about the telegraph from the Social Studies text and the OCR text. • Tell students that they will be watching a video and reading another article about the telegraph and Morse code. They will be discussing what is similar and different about these sources and how each source has a slightly different purpose. • Have students create a Circle Map on a sheet of paper with the center circle remaining blank. They will watch the video to determine the purpose of the video which will go in the center circle. As they watch the video, have students take notes by writing down key words and phrases in the outer circle. • After students watch the video, have students discuss what notes they wrote in the circle. You may have them work in small groups, partners, or as a whole class. • Work with your students to create categories of information for the details they heard in the video and create a Tree Map with those categories. Possible categories might include “communication before the telegraph,” “Samuel Morse,” “how the telegraph works,” “what you need to make a telegraph work,” “impacts,” “the first message sent,” etc... • Have students take the information from their Circle Maps and write it under the appropriate branch of the Tree Map. <div style="text-align: right; margin-top: 20px;"> </div>

- *I can integrate information from two texts on the same topic in order to write or speak about it knowledgably. (RI.4.9)*

- Show the video a second time and have students listen for additional information.
- Lead the class through a discussion using the following questions:
 - How did people receive and send messages over long distances before the telegraph?
 - What two things do you need to send a telegraph?
 - What was the first message ever sent?
 - What impact did the telegraph have on communication?
- Ask students to determine the purpose of the video and write it in the center of the Circle Map. (Provide information about the first telegram ever sent and how it led to the telecommunication revolution)

Morse Code and the Telegraph (article) <http://www.history.com/topics/inventions/telegraph/print>

- Provide students with a copy of the article. Ask students to read the text independently
- Read the first paragraph aloud and ask students what new information is here that they have not heard before.



- Ask students to read the next paragraph looking for information that is new or different. Ask them to underline new information.

- Begin a Tree Map titled, Morse Code and the Telegraph. Title the first branch “Early forms of long distance

**Encourage students to use just words and phrases in their notes. Remind them to use key vocabulary that is particular to this topic.*

- communication” and guide students through taking notes paying close attention to new information (Model for students how to take notes with words and phrases, not entire sentences. Encourage students to use newly acquired vocabulary (academic and domain specific) on their Tree Maps.
- Proceed through the remainder of the text taking notes on each section.
- Discuss the text by asking the following questions:
 - What were some of the limitations of earlier long distance communication?
 - How did sending a telegram work?
 - What were the effects of the telegraph? How did it change the way people communicate?
- Divide the class into 6 groups. Assign each group a different section of the text. Ask students to represent the information in their section in a Thinking Map that best illustrates the ideas.
- Have each group present their map and information. This can be done with each group presenting in front of the class, a carousel walk, or any other way that rotates students through each group.

Learning Targets	Focus of Instruction: Informational/Explanatory Writing and Conventions
<ul style="list-style-type: none"> <i>I can conduct short research projects that build knowledge through investigation of different aspects of a topic. (W.4.7)</i> <i>I can gather, take notes and categorize information from text. (W.4.8)</i> <i>I can draw evidence from informational texts to support analysis, reflection, and research. (W.4.9)</i> 	<p><i>Integrating information about the telegraph from Links to the East, Voices Across the World, video, and informational article</i></p> <ul style="list-style-type: none"> Tell students that they will practice how to integrate information from several different sources. Have them take out their notes about the telegraph from all 4 sources they have now studied. This is their research. Follow the steps below from WFTB & B on how to organize information for a report. They will not be writing the report now but may choose to use this as their last informative/explanatory report. Refer to pages 400-401 in WftB & B, Expository Manual. <ul style="list-style-type: none"> Step 4: Consider Possible Categories for the Report. Model creating a Tree Map with possible categories for a report on the telegraph. Elicit ideas from the students and make as many branches on the Tree Map as ideas suggested. Have students create their own Tree Map with their own ideas. They may choose the ideas you created or create some of their own. Step 5: Combine and Select Categories for the Report. Model for students how to combine and select categories for the report. Model for the students how you select your categories based on your purpose. For example, if you really want to focus on the impact of the invention, you may want to select this category as a main idea for your report. If you want to focus on how the invention works, you may want to focus on this category. The important thing to model for students is that based on what information you want to convey, you will need to make choices about what information to include. You do not need to include everything in order to write the report. Have students select and combine their own categories. Have students volunteer to share their purpose for the report and why they selected certain categories. Step 6: Create an Organizational Plan for Writing. Model for students how to create an organizational plan for their writing. Again, model for students that a writer makes choices in how he or she will present the information. The choices must support the purpose of the writing and the organization should make it easier for the reader to understand the information. Create a Flow Map showing the order in which you will present your categories. Have students keep this organizational plan as they may choose to use it for their last writing assignment in this unit.
<ul style="list-style-type: none"> <i>I can form and use simple verb tenses (L.3.1.e) Note that this is a 3rd grade standard</i> 	<p>Grammar Conventions: Choose between simple present and present progressive</p> <ul style="list-style-type: none"> Remind students that the simple present is used when you want to describe something that is ongoing or general and the present progressive is used to describe something that is happening right now. Have students choose the correct verb tense for each sentence below: <ul style="list-style-type: none"> Today (be) _____ Betty's birthday. Betty (love) _____ birthdays. She (be) _____ always very excited and (wake up) _____ very early. At six o'clock in the morning, Betty (hear) _____ a noise. She (get up) _____ and (go) _____ into the sitting room. What (go on) _____? Look! Betty's cat Carlos (sit) _____ on the table and he (play) _____ with Betty's present.

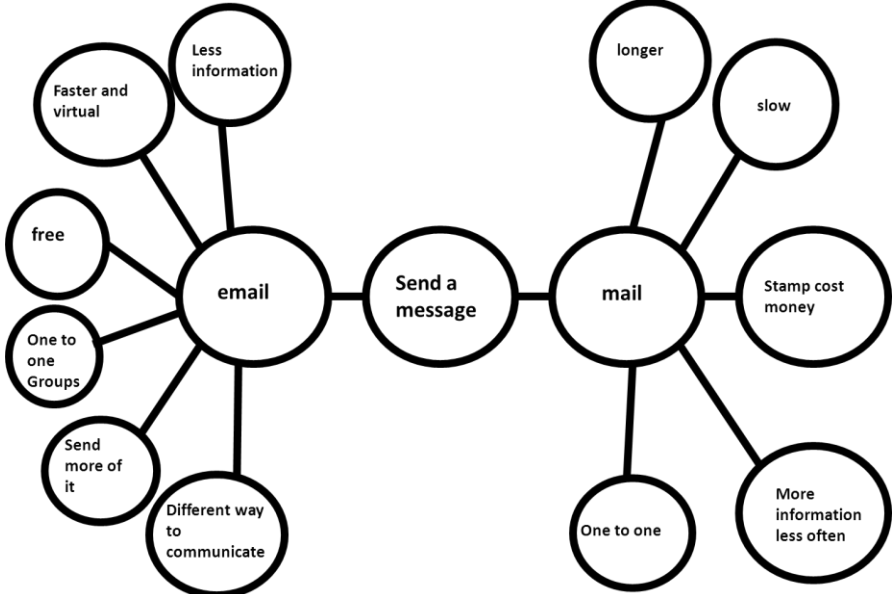
Alexander Graham Bell video
 Alexander Graham Bell article
 Days 21-22

<p>Vocabulary Video- transferred, transmitter, , instantaneous, cable, influential, frequencies, acoustics, telecommunications, gravitate Informational article- patent, immortality, contributions, immigrated, simultaneously, current, derived</p>	<p>Theme Connections In this video and informational article set, students will learn more about the invention of the telephone and what paved the way for its invention.</p> <p>Reader and Task Considerations Students will watch a video and read an article to build on their knowledge of the telephone. Students will continue to integrate and synthesize information with previous reading in order to write and speak knowledgeably about the topic. This lesson sequence is very similar to the previous one. Based on student needs' determine how much scaffolding students will require to complete the task.</p>
<p>Learning Targets</p>	<p>Focus of Instruction: Reading and Responding to Text</p>
<ul style="list-style-type: none"> I can read with sufficient accuracy and fluency to support comprehension. (RF.4.4) I can listen carefully and paraphrase the information presented in a video. (SL.4.2) 	<p>Morse Code and the Telegraph (video) http://www.history.com/topics/inventions/alexander-graham-bell</p> <ul style="list-style-type: none"> Prior to showing the video, have students refer to their notes (Thinking Maps) and review what they know about the telephone from the OCR text. Tell students that they will be watching a video and reading another article about the telephone. They will be discussing what is similar and different about these sources and how each source has a slightly different purpose. Have students create a Circle Map on a sheet of paper with the center circle remaining blank. They will watch the video to determine its purpose which will go in the center circle. As they watch the video, ask students to write down key words and phrases they hear in the outer circle. After students watch the video, have students discuss what notes they wrote in the circle. You may have them work in small groups, partners, or as a whole class. Work with your students to create categories of information for the details they heard in the video and create a Tree Map with those categories. Possible categories might include "how the telegraph works," "Samuel Morse," "impact of the telegraph," "how the telephone works," "impacts of the phone," "the first message sent," etc... Have students take the information from their Circle Maps and write it under the appropriate branch of the Tree Map. Show the video a second time and have students listen for additional information. Lead the class through a discussion using the following questions: <div data-bbox="1428 613 1995 1136" data-label="Diagram"> </div> <div data-bbox="1008 1161 1974 1347" data-label="Diagram"> </div>

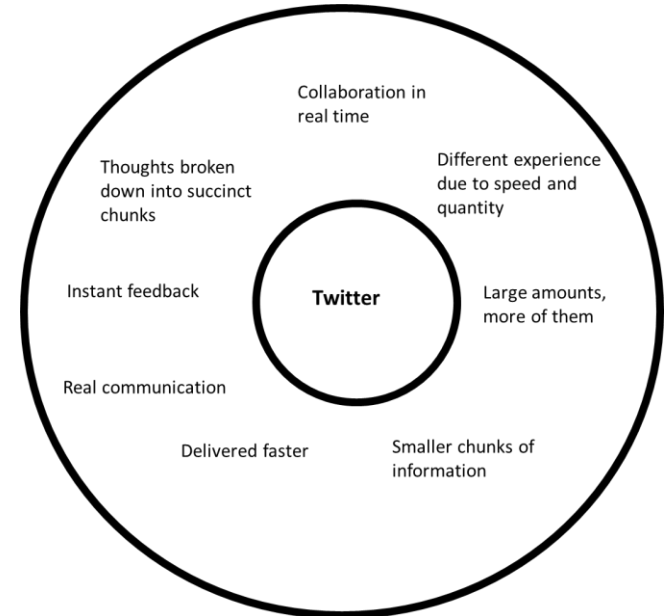
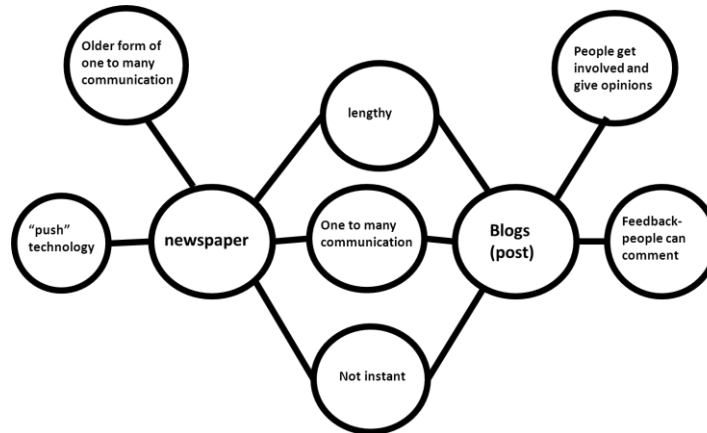
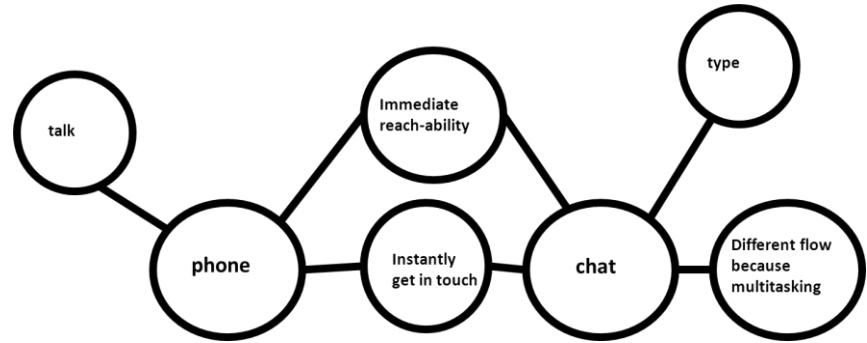
	<ul style="list-style-type: none"> – What was in place as a result of the telegraph that made the telephone possible? – How is the telephone similar to the telegraph? • Ask students to determine the purpose of the video and write it in the center of the Circle Map. (Provide information about the invention of the telephone) <p>Alexander Graham Bell (article) http://www.history.com/topics/inventions/alexander-graham-bell</p> <ul style="list-style-type: none"> • Provide students with a copy of the article. Ask students to read the text independently. • Read the first two paragraphs aloud and point out that this is the introduction and provides a brief summary of the information in the article. • Ask students to predict what information will be given in the article. Unlike the previous article on the telegraph, this article does not have headings. They will need to read carefully to determine the main idea of each paragraph. • Ask students to read the text independently and add their own appropriate headings for the information. • Ask students to share the headings they created with a partner. Ask for volunteers to share their headings and explain how the details in the paragraphs following the headings support it. • Discuss the text by asking the following questions: <ul style="list-style-type: none"> – What do you think Bell would want to be remembered for? (Students may want to say the telephone but they could also say, “a teacher for the deaf.”) – How did Bell know so much about the human voice and sound waves? – What gave Bell the idea that a voice could be transmitted across a wire? – What did Bell do with his wealth from the telephone? • Have students reread the article in small groups or with a partner and come up with Thinking Map(s) to capture the information. • Have students share their maps with another group.
<p>Learning Targets</p>	<p>Focus of Instruction: Informational/Explanatory Writing and Conventions</p>
<ul style="list-style-type: none"> • <i>I can conduct short research projects that build knowledge through investigation of different aspects of a topic. (W.4.7)</i> • <i>I can gather, take notes and categorize information from text. (W.4.8)</i> • <i>I can draw evidence from informational texts to support analysis, reflection, and research. (W.4.9)</i> 	<p>Integrating information about the telephone from Voices Across the World, the video, and the informational article</p> <ul style="list-style-type: none"> • Tell students that they will practice how to integrate information from several different sources. Have them take out their notes about the telephone from all 3 sources they have now studied. This is their research. • Follow the steps below from WFTB & B on how to organize information for a report. They will not be writing the report now but may choose to use this as their last informative/explanatory report. Refer to pages 400-401 in WftB & B, Expository Manual. <ul style="list-style-type: none"> – Step 4: Consider Possible Categories for the Report. Model creating a Tree Map with possible categories for a report on the telephone. Elicit ideas from the students and make as many branches on the Tree Map as ideas suggested. Have students create their own Tree Map with their own ideas. They may choose the ideas you created or create some of their own. – Step 5: Combine and Select Categories for the Report. Model for students how to combine and select categories for the report. Model for the students how you select your categories based on your purpose. For example, if you really want to focus on the impact of the invention, you may want to select this category as a main idea for your report. If you want to focus on how the invention works, you may want to focus on this category. The important thing to model for students is that based on what information you want to convey, you will need to make choices about what information to include. You do not need to include everything in order to write the report. Have students select and combine their own categories. Have students volunteer to share their purpose for the report and why they selected certain categories. – Step 6: Create an Organizational Plan for Writing. Model for students how to create an organizational plan for their writing. Again, model for students that a writer makes choices in how he or she will present the information. The choices must support the purpose of

	<p>the writing and the organization should make it easier for the reader to understand the information. Create a Flow Map showing the order in which you will present your categories.</p> <ul style="list-style-type: none"> • Have students keep this organizational plan as they may choose to use it for their last writing assignment in this unit.
<ul style="list-style-type: none"> • <i>I can form and use the progressive verb tenses (L.4.1.b)</i> 	<p>Language Conventions: Choosing between simple future and future progressive verb tenses</p> <ul style="list-style-type: none"> • Remind students that the future progressive places an emphasis on events going on at a certain time in the future or in the near future. • Provide students with verbs to create sentences showing simple future and future progressive.

Evolution of Communication: From Email to Twitter and Beyond (Blog Resource)
 Days 23-24

<p>Vocabulary transitioned, trump, displaced, digital communication, virtual, medium, multi task, leveraged, blogs, broadcast</p>	<p>Theme Connections In this blog post, Alex Iskold explains the transition from email to chat to blogs to social networks and more recently to Twitter. He describes how the evolution is happening quickly and changing forever the way we communicate.</p> <p>Reader and Task Considerations This text is rather complex. It is suggested that the teacher provides students with a copy of the text and reads it aloud with the whole class. Students unfamiliar with blogs and post will need background information about this type of text. This text will provide a foundation of background knowledge for the On-Demand Reading Assessment which will ask students to read about how modern technology has changed the way we communicate.</p>
<p>Learning Targets</p>	<p>Focus of Instruction: Reading and Responding to Text</p>
<ul style="list-style-type: none"> • <i>I can read with sufficient accuracy and fluency to support comprehension. (RF.4.4)</i> • <i>I can refer to details and evidence in a text when explaining what the text means. (RI.4.1)</i> • <i>I can determine the main idea of a text and explain how it is supported by key details. (RI.4.2)</i> • <i>I can summarize the text. (RI.4.2)</i> • <i>I can determine the meaning of a word or phrase as it is used in the text. (RI.4.4)</i> • <i>I can describe the overall structure of information in a text. (RI.4.5)</i> • <i>I can identify text structures such as chronology, comparison, and cause and effect. (RI.4.5)</i> 	<p>Read for Comprehension http://readwrite.com/2007/05/30/evolution_of_communication</p> <ul style="list-style-type: none"> • Begin with an activity that gets students thinking about all of the different kinds of digital communication they are familiar with or use. You may want groups to do a quick Circle Map and record all the types of digital communication they can think of. • Have a class discussion on the ideas and information they recorded. Find out what your students know. • Explain to students that this informative/explanatory text is a blog. It is a personal website or webpage where individuals can share personal opinions, thoughts, ideas, and information. In this blog post, the author is examining the different ways modern technology has changed the way we communicate. More specifically, he examines the patterns behind different forms of digital communication. • Ask students to look at the diagram at the beginning of the post. Have students discuss in groups what they think it means. Ask students to share their thoughts. • Read the first part of the text aloud while students follow along, paying close attention to the paragraph beginning, “To answer these questions, we need to understand...” Point out how the author has introduced his topic. He begins with questions and then explains how he will answer them. • <i>Email vs. mail</i> – Read aloud this paragraph and discuss the differences between email and Twitter. Guide students in making a Double Bubble Map for email and mail. While making the map, return to the text rereading each sentence and adding information to the map. • <i>Phone vs. chat</i> – Read aloud this paragraph and discuss the differences. Have students reread this paragraph with a partner or in a group and create a Double Bubble Map. Ask students to share what they came up with while students check the accuracy of their own maps. 

- *Newspaper vs. Blogs* – Read aloud this paragraph as students follow along. Discuss the information and have students reread to create another Double Bubble Map comparing and contrasting newspapers and blogs.
- *Electrodes vs. Twitter* – Read aloud this section and create a Circle Map with information about Twitter. (This section does not compare and contrast Twitter to electrodes)
- *The Mobile Twist* – Read aloud this section and discuss the impact mobile devices has had on communication.
- In the section, “*The outcasts, or the way to the future?*” explain that the author is simply thinking about what could possibly come next.
- *Conclusion* – At the end of the post, the author asks, “What really



different and new forms of communication are we going to see next? We leave this as an open question and invite our readers to comment.”

- Questions for collaborative discussion or short-constructed response:
 - Based on the information in the article and the evolution of new forms of digital communication, what do people value most about communicating? Support your answer with evidence from the text.

<p>Learning Targets</p>	<p>Focus of Instruction: Informational/Explanatory Writing and Conventions</p>
<p><i>Based on the needs of your students, select from the informational/explanatory writing learning targets</i></p>	<p>Write an informative paragraph comparing and contrasting newspapers and blogs, email and mail, or phone and text.</p>
<ul style="list-style-type: none"> • <i>I can form and use the progressive verb tenses (L.4.1.b)</i> 	<p>Grammar Conventions: Review verb tenses.</p>