



4TH GRADE ELA

# Student Materials

## Unit 4

### *Believing in Yourself:*

### *The Wild Book*



# Daily Lesson Materials

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Describe how the population of Cuba changed after the conquistadores arrived.

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2. Describe the result of Cuba's victory in the Spanish-American War.

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3. What were some problems that occurred when Cuba finally established its sovereign government? What were the causes of these problems?

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4. What does Cuba's history reveal about the challenges newly sovereign countries face?

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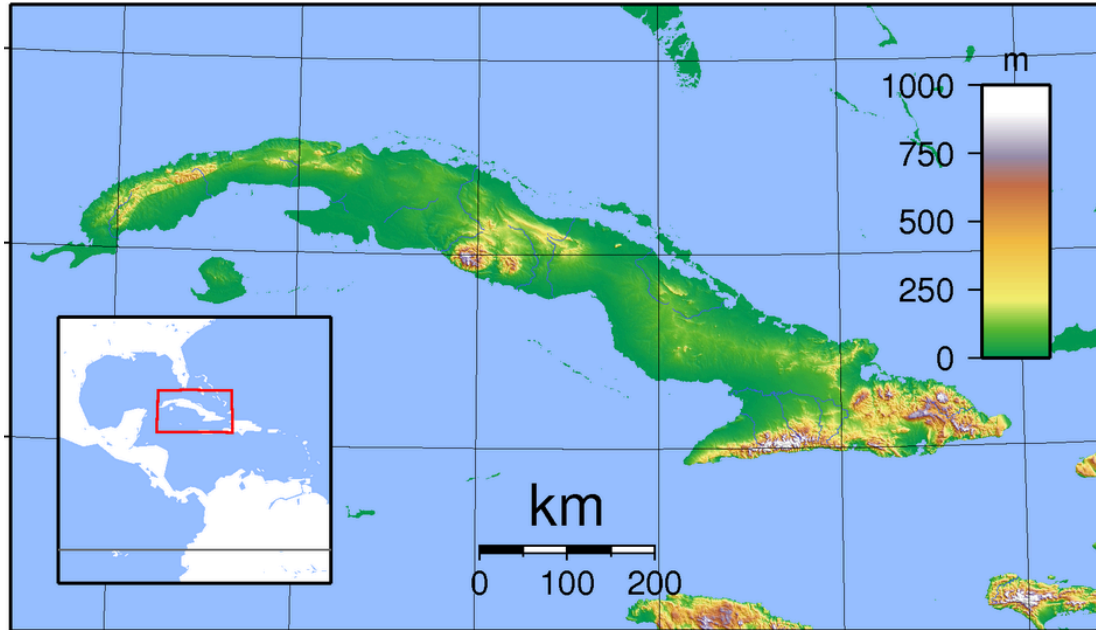
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# What Happened in Cuba After Independence?

By Fishtank Staff



[https://upload.wikimedia.org/wikipedia/commons/8/83/Cuba\\_Topography.png](https://upload.wikimedia.org/wikipedia/commons/8/83/Cuba_Topography.png)

Cuba is a large island located in the Caribbean Sea, south of the United States and east of Mexico.

## Cuba's Long Road to Freedom

The Taíno people were the first to live in Cuba and had a rich and peaceful culture. They were skilled farmers, fishermen, and artists who made beautiful pottery and carvings. The Taíno also told stories, played music, and held special ceremonies to honor their gods.

In 1511, Spanish conquistadores arrived in Cuba, led by Diego Velázquez de Cuéllar. This marked the beginning of Spanish colonization on the island. The conquistadores came to Cuba to claim land, find gold, and expand Spain's empire. They also wanted to spread the Christian religion to the people who lived there. Many were looking for riches and power in the New World. When the conquistadores came, they brought violence and destruction to the Taíno people. Many Taíno were killed, others died from new diseases, and many were enslaved. Their population was nearly wiped out, and much of their culture was destroyed.

As Spain profited from the colony by growing sugarcane and tobacco using enslaved labor, the country sent others to kidnap people from Africa and enslave them, forcing them to work on the plantations. Over time, Cuba became home to a mix of Indigenous, Spanish, and African people.

Spain, a powerful European country, continued to rule Cuba, even though many people on the island wanted independence and the right to govern themselves.



[https://upload.wikimedia.org/wikipedia/commons/3/3a/Cuba\\_-\\_cortando\\_caña.jpg](https://upload.wikimedia.org/wikipedia/commons/3/3a/Cuba_-_cortando_caña.jpg)

As time went on, the Cuban people wanted sovereignty, which means the power to govern themselves and make their own decisions as a free nation without interference from outside powers. In 1898, after many years of fighting, they finally got help from the United States to win a war against Spain, called the Spanish-American War. As a result, Spain gave up control of Cuba.

At last, Cuba was free... or was it?

### **Trouble After Freedom**

After the war, Cuba expected to become a free country. But instead of giving Cuba complete independence, the United States stayed and established authority over the island.

From 1898 to 1902, the U.S. Army occupied Cuba. American soldiers and leaders were in charge, not Cubans. The Cuban people had fought hard for independence from Spain, but now they were subject to the authority of a different country. Eventually, Cuba gained true independence in 1902, when the United States ended its military occupation.

## **Struggles for Equality in Cuba**

In 1912, Cuba was going through a hard time. There was a lot of fighting and unfair treatment, especially toward Afro-Cubans who were asking for equal rights. A group called the Partido Independiente de Color tried to peacefully ask for better treatment, but the government didn't listen and sent the army to stop them. Many people were hurt or killed. While it wasn't completely lawless, the laws were not fair to everyone, and the government used its power to stay in control. So, Cuba in 1912 was a place where people were struggling to be treated equally, and things were not very peaceful.

## **Bandits in the Countryside**

In the countryside, where farmers lived and worked, bandits started causing trouble. These were groups of men who would steal from farms, take animals or supplies, and sometimes even kidnap children. Although the bandits stole from others, they usually did this because they didn't have enough for their own families or because they wanted to fight against unfair rules. They weren't just stealing for fun—they were trying to survive.

Some bandits sent ransom letters to families, warning them: "Pay us money in advance—or we'll take your child."

## **Why Did This Happen?**

There were a few reasons:

- The government wasn't strong or organized, especially in rural areas far from the cities.
- Many people were poor after years of war and didn't have jobs or enough food.
- Some former soldiers from the war had no work and joined bandit groups instead.
- People were angry and felt forgotten by the leaders in the cities.

Because of all this, crime grew, and regular families felt they had to protect themselves.

## **Road to Stability and Security**

Over time, the Cuban government got stronger, and roads and towns became safer. But for many years after independence, especially in the early 1900s, life outside the cities could be scary and uncertain.

This part of history shows that even after winning freedom, a country can still face big challenges, like building safety, trust, and fairness for its people.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Writing Prompt**

What was life like in Cuba in 1912?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Today's reading was *The Wild Book* pg. 1 – 16.

1. In "Word-Blindness," why does the author repeat the word "word-blindness" throughout the poem? What does it signify?

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2. What does the comparison, "The letters will jumble and spill off the page, leaping and hopping, jumping far away, like slimy bullfrogs" (p. 5) illustrate?

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3. Based on the poems "School" and "Homework," how does Fefa feel when she has to read at school or do her homework? Why does she feel that way?

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4. In "Word Towers," how does Fefa's mama feel about reading? How does that make Fefa feel?

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5. Describe the main challenge that Fefa experiences when reading.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Writing Prompt**

burden    dreadful    tormented

How does Fefa feel about her word-blindness? Support your answer with two to three specific examples from the text.

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Name: \_\_\_\_\_

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Today's reading was What is Dyslexia?.

1. What is **dyslexia**? Does the term "word-blindness" match what you learned about **dyslexia**?

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2. What are the main symptoms of **dyslexia**?

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3. What causes **dyslexia**?

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4. What is one way that people with **dyslexia** can improve their reading?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Writing Prompt**

dyslexia

Why is learning to read so difficult for children with **dyslexia**? How does this connect with Fefa in *The Wild Book*?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Writing Prompt**

1. Complete the following sentence by telling more about the noun after the relative adverb:

The class visited the museum, where \_\_\_\_\_

2. Complete the following sentence by adding a relative adverb (*where* or *when*) and then an appropriate detail to describe the noun:

Jaylen saw his best friend \_\_\_\_\_

3. Write a complete sentence with an independent clause, a relative adverb (*where* or *when*), and a new detail that describes the noun.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Single Paragraph Outline

Topic Sentence: \_\_\_\_\_

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● Detail 1: \_\_\_\_\_

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● Detail 2: \_\_\_\_\_

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● Detail 3: \_\_\_\_\_

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● Detail 4: \_\_\_\_\_

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Concluding Sentence: \_\_\_\_\_

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Today's reading was *The Wild Book* pg. 17 – 36.

1. What is happening to Fefa's family that is causing her troubles to change? ("Danger")

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2. What does Papá mean by "danger is a chain" (p. 20)? How can they break the danger chain? ("The Danger Chain")

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3. How does the ending of this poem connect to the previous poems about word-blindness? Why is the **ransom** situation even scarier for Fefa than for other children? ("Warnings")

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4. What is the significance of the title? Why does the author include the word "dreaded"? ("A Dreaded Gift")

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5. What differences arise between the opportunities Fefa has and the opportunities her Black cousin Carmen has? What does this reveal about the setting? ("Questioning")

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6. What is the significance of the title? ("Bird-People")

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Writing Prompt**

cringe   ransom   insist   taunt

How does the setting impact Fefa? Support your answer with two to three specific examples from the poems.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Today's reading was *The Wild Book* pg. 37 – 54.

1. Close read the following sentences: "I gaze at a page. I am so **weary** of trying to fill my blank mind with **wisdom**" (p. 38) and "I open my wild book and write a bold word" (p. 39). What do these lines reveal about Fefa? ("Celebrations")

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2. What do the final lines, "I grow a little bit hungry / for small, tasty bites / of easy words," (p. 40) reveal about Fefa? Use the word **discouraged** in your answer. ("Word Hunger")

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3. How does Fefa feel about the poem she gets from Fausto? How does it impact her? ("Ugly Poem")

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4. The author ends with the stanza, "Gardens of thought are not always peaceful." Explain. ("Gardens of Thoughts")

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5. What description does the author include to support the development of the themes of perseverance and determination? ("Guessing")

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6. Close read the following sentence: "I imagine the height of my own wild hopes" (p. 50). What does this show about how Fefa is feeling? ("Towers of Hope")

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7. What does Fefa teach the parrot? How does it make her feel? ("Trouble")

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Today's reading was *The Wild Book* pg. 55 – 74.

1. What is the meaning of the title? Use the word **taunt** in your answer. ("Beastly")

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2. Close read the following details: "how did I learn" and "learning just seems to grow out of patience" (p. 61). What do these details show about Fefa? ("Patience")

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3. What do the poems "Before the Hunt" and "The Poetry Duel" reveal about the power of poetry?

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4. What evidence shows the feelings Fefa has about poetry, and why it is important to her? ("Fly to the Truth of Dreams")

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5. At the end of the poem, what does Fefa think is their farm's most dangerous beast? Use the word **ominous** in your answer. ("Rum and Bullets")

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6. What is the significance of the title? How can we tell that Fefa is growing in this poem? ("Discovering My Voice")

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Today's reading was *The Wild Book* pg. 75 – 91.

1. What is the significance of the title? Use the word "anxious" in your answer. ("Fear-Chained")

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2. How does Fefa begin to feel calm and safe? What is the significance of the title? ("Just One")

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3. What is the significance of the ending of the poem? ("More and More Poetry")

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4. In the poems, "The Secret Language of Children" and "Never Give Up," how does Fefa begin to see success? What leads to this success?

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5. What happens in these poems that is adding to Fefa's fear? ("Hideous" and "Danger Grows")

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6. What is the significance of the ending? ("A Laughter Gift")

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Writing Prompt**

advise

Describe the different things that continue to make Fefa feel unsafe. What helps her feel safer? Include specific examples from the text.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Today's reading was *The Wild Book* pg. 92 – 106.

1. Based on these poems, how do Fefa's feelings about dancing compare to her feelings about reading? ("Dance-Smart" and "Still Struggling")

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2. What is the significance of the ending of the poem? ("Storytelling")

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3. What connections can be drawn between Fefa's family and the unsuspecting manatees in the last stanza? Why? ("The Beach in August")

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4. How does Fefa feel at the beach and why? ("The Beach at Night")

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5. What happens at home while the family is on vacation? How does this event impact Fefa? ("Home" and "Awake All Night")

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Today's reading was *The Wild Book* pg. 107 – end.

1. What metaphors does the author include to show how Fefa feels? ("Doomed")

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2. What is the meaning of the title? How has Fefa changed? ("Flying")

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3. What happens to Fausto? Use the word **encouragement** in your answer. ("Justice")

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4. What is the significance of this poem? How has Fefa changed? ("Inside the Tower of Fear")

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5. What is the significance of the last stanza? Why? ("Magic")

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Writing Prompt**

encouragement    presence    remedy    heroine

Why does the author call the last chapter "Courage"? What does the chapter title signify? Why?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Single Paragraph Outline

Topic Sentence: \_\_\_\_\_

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● Detail 1: \_\_\_\_\_

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● Detail 2: \_\_\_\_\_

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● Detail 3: \_\_\_\_\_

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● Detail 4: \_\_\_\_\_

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Concluding Sentence: \_\_\_\_\_

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Single Paragraph Outline

Topic Sentence: \_\_\_\_\_

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● Detail 1: \_\_\_\_\_

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● Detail 2: \_\_\_\_\_

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● Detail 3: \_\_\_\_\_

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● Detail 4: \_\_\_\_\_

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Concluding Sentence: \_\_\_\_\_

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Name: \_\_\_\_\_

**Writing Prompt**

Complete a [Single Paragraph Outline](#) to answer the Target Task prompt. Include strong, relevant details that support the main idea of your paragraph.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Single Paragraph Outline

Topic Sentence: \_\_\_\_\_

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● Detail 1: \_\_\_\_\_

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● Detail 2: \_\_\_\_\_

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● Detail 3: \_\_\_\_\_

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● Detail 4: \_\_\_\_\_

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Concluding Sentence: \_\_\_\_\_

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Name: \_\_\_\_\_

**Writing Prompt**

Use your completed [Single Paragraph Outline](#) to draft a complete paragraph in response to the Target Task prompt. Use transition words and phrases to connect ideas.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Discussion Graphic Organizer

**Target Task:** Select and discuss one of the unit Essential Questions.

- How can challenges with learning help us grow stronger and more confident?
- In what ways can writing or creativity help people express themselves and solve problems?
- How does having a learning disability impact the way people see themselves and the way that others see them?

<b>Essential Question</b>	<b>Evidence</b>



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Opinion Writing Notes

**Prompt: Some states provide early screening for dyslexia. Is this a good idea? Write a letter to your principal arguing whether or not your school should test young students for dyslexia.**

While reading to better understand the topic of early screening for **dyslexia**, record helpful details in the table below.

<u>Important Details</u>

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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### Important Details

- Gov. Newsom screened late, went to many schools without support
- Fell behind before being screened
- After screening, Newsom succeeded
- No diagnosis can lead to health and behavior problems → cost taxpayer money
- Most schools don't test until kids already struggling
- Without support, kids less likely to succeed and more likely to act out
- Many families can't afford private screenings
- Low income students more likely to be undiagnosed, fall behind

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Two Paragraph Outline

**Topic:** \_\_\_\_\_  
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### Paragraph 1

Topic Sentence: \_\_\_\_\_  
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- Detail: \_\_\_\_\_
- Detail: \_\_\_\_\_
- Detail: \_\_\_\_\_

Concluding Sentence: \_\_\_\_\_  
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### Paragraph 2

Topic Sentence: \_\_\_\_\_  
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- Detail: \_\_\_\_\_
- Detail: \_\_\_\_\_
- Detail: \_\_\_\_\_

Concluding Sentence: \_\_\_\_\_  
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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Two Paragraph Outline

**Opinion Statement:** I think we should screen for **dyslexia** in our school because it is good for everyone.

### Paragraph 1

Topic Sentence: First, screening a kid for **dyslexia** can change their life.

- Detail: Without help, kids struggle in school
- Detail: May switch schools or not go at all
- Detail: Leads to feeling ashamed, negative feelings

### Paragraph 2

Topic Sentence: Another reason we need **dyslexia** screening is because it can lead to more equality in education.

- Detail: Some families can't afford private testing
- Detail: Reading ability can predict outcomes in life

**Conclusion:** In conclusion, providing **dyslexia** screening can make a huge impact in a child's life, and we need to start it right away.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Two Paragraph Outline

**Opinion Statement:** I think we should not screen for **dyslexia** in our school because there may be unintended consequences.

### Paragraph 1

Topic Sentence: First, screening a kid for **dyslexia** may label them unfairly.

- Detail: Could lower confidence
- Detail: People might make assumptions
- Detail: Fefa's doctor said she would never read

### Paragraph 2

Topic Sentence: Another reason we shouldn't screen for **dyslexia** is it costs too much time and money.

- Detail: California is requesting millions of dollars for screenings
- Detail: Many schools and districts already lack money
- Detail: Screening will take instruction time from teachers

**Conclusion:** In conclusion, providing **dyslexia** screening can have negative impacts on students, teachers, and schools.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Opinion Writing Notes

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Writing Prompt**

Read the articles and review *The Wild Book* to learn more about the topic of early **dyslexia** screening. Take notes by recording important details that will help you form your opinion.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Two Paragraph Outline

**Topic:** \_\_\_\_\_

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### Paragraph 1

Topic Sentence: \_\_\_\_\_

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- Detail: \_\_\_\_\_
- Detail: \_\_\_\_\_
- Detail: \_\_\_\_\_

Concluding Sentence: \_\_\_\_\_

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### Paragraph 2

Topic Sentence: \_\_\_\_\_

\_\_\_\_\_

- Detail: \_\_\_\_\_
- Detail: \_\_\_\_\_
- Detail: \_\_\_\_\_

Concluding Sentence: \_\_\_\_\_

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Two Paragraph Outline

**Opinion Statement:** I think we should screen for **dyslexia** in our school because it is good for everyone.

### Paragraph 1

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- Detail: Without help, kids struggle in school
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### Paragraph 2

Topic Sentence: Another reason we need **dyslexia** screening is because it can lead to more equality in education.

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- Detail: Reading ability can predict outcomes in life

**Conclusion:** In conclusion, providing **dyslexia** screening can make a huge impact in a child's life, and we need to start it right away.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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**Conclusion:** In conclusion, providing **dyslexia** screening can have negative impacts on students, teachers, and schools.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Two Paragraph Outline

**Topic:** \_\_\_\_\_  
\_\_\_\_\_

### Paragraph 1

Topic Sentence: \_\_\_\_\_  
\_\_\_\_\_

- Detail: \_\_\_\_\_
- Detail: \_\_\_\_\_
- Detail: \_\_\_\_\_

Concluding Sentence: \_\_\_\_\_  
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### Paragraph 2

Topic Sentence: \_\_\_\_\_  
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- Detail: \_\_\_\_\_
- Detail: \_\_\_\_\_
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Concluding Sentence: \_\_\_\_\_  
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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Two Paragraph Outline

**Opinion Statement:** I think we should screen for **dyslexia** in our school because it is good for everyone.

### Paragraph 1

Topic Sentence: First, screening a kid for **dyslexia** can change their life.

- Detail: Without help, kids struggle in school
- Detail: May switch schools or not go at all
- Detail: Leads to feeling ashamed, negative feelings

### Paragraph 2

Topic Sentence: Another reason we need **dyslexia** screening is because it can lead to more equality in education.

- Detail: Some families can't afford private testing
- Detail: Reading ability can predict outcomes in life

**Conclusion:** In conclusion, providing **dyslexia** screening can make a huge impact in a child's life, and we need to start it right away.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Two Paragraph Outline

**Opinion Statement:** I think we should not screen for **dyslexia** in our school because there may be unintended consequences.

### Paragraph 1

Topic Sentence: First, screening a kid for **dyslexia** may label them unfairly.

- Detail: Could lower confidence
- Detail: People might make assumptions
- Detail: Fefa's doctor said she would never read

### Paragraph 2

Topic Sentence: Another reason we shouldn't screen for **dyslexia** is it costs too much time and money.

- Detail: California is requesting millions of dollars for screenings
- Detail: Many schools and districts already lack money
- Detail: Screening will take instruction time from teachers

**Conclusion:** In conclusion, providing **dyslexia** screening can have negative impacts on students, teachers, and schools.

Name: \_\_\_\_\_

**Writing Prompt**

Use your completed [Two Paragraph Outline](#) to draft your opinion letter. Your letter should:

- Be addressed to your principal.
- Include an opinion statement, two supporting paragraphs, and a concluding statement.
- Appropriately elaborate on the details in each paragraph.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Two Paragraph Outline

**Topic:** \_\_\_\_\_  
\_\_\_\_\_

### Paragraph 1

Topic Sentence: \_\_\_\_\_  
\_\_\_\_\_

- Detail: \_\_\_\_\_
- Detail: \_\_\_\_\_
- Detail: \_\_\_\_\_

Concluding Sentence: \_\_\_\_\_  
\_\_\_\_\_

### Paragraph 2

Topic Sentence: \_\_\_\_\_  
\_\_\_\_\_

- Detail: \_\_\_\_\_
- Detail: \_\_\_\_\_
- Detail: \_\_\_\_\_

Concluding Sentence: \_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Two Paragraph Outline

**Opinion Statement:** I think we should screen for **dyslexia** in our school because it is good for everyone.

### Paragraph 1

Topic Sentence: First, screening a kid for **dyslexia** can change their life.

- Detail: Without help, kids struggle in school
- Detail: May switch schools or not go at all
- Detail: Leads to feeling ashamed, negative feelings

### Paragraph 2

Topic Sentence: Another reason we need **dyslexia** screening is because it can lead to more equality in education.

- Detail: Some families can't afford private testing
- Detail: Reading ability can predict outcomes in life

**Conclusion:** In conclusion, providing **dyslexia** screening can make a huge impact in a child's life, and we need to start it right away.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Two Paragraph Outline

**Opinion Statement:** I think we should not screen for **dyslexia** in our school because there may be unintended consequences.

### Paragraph 1

Topic Sentence: First, screening a kid for **dyslexia** may label them unfairly.

- Detail: Could lower confidence
- Detail: People might make assumptions
- Detail: Fefa's doctor said she would never read

### Paragraph 2

Topic Sentence: Another reason we shouldn't screen for **dyslexia** is it costs too much time and money.

- Detail: California is requesting millions of dollars for screenings
- Detail: Many schools and districts already lack money
- Detail: Screening will take instruction time from teachers

**Conclusion:** In conclusion, providing **dyslexia** screening can have negative impacts on students, teachers, and schools.

Name: \_\_\_\_\_

**Writing Prompt**

Complete your opinion letter draft by revising the introduction and conclusion sections. In both sections, use strategies that engage the reader and reveal the topic and opinion. This may include:

- Asking questions
- Including specific facts
- Making a suggestion

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Writing Prompt**

Revise your writing by changing descriptive words to be more precise. Think about what you are exactly trying to convey to your reader and select words that will have the greatest impact on them.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Ordering Adjectives

Fill in the adjectives to one row in the graphic organizer in order to determine their proper order.

Determiner	Opinion	Size	Age	Shape	Color	Origin	Material	Purpose

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Writing Prompt**

1. Rewrite the following sentence so the adjectives are ordered correctly.

- I picked a red delicious large strawberry from the garden.

\_\_\_\_\_

2. Fill in the blank in the following sentence by adding at least two adjectives in the correct order. Use adjectives from at least two different categories.

- Last night I read a \_\_\_\_\_ story.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Today's reading was *Fish in a Tree* – Ch. 1-3.

1. What descriptive details does the author include to show how Ally feels about school?

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2. How does Ally feel about her card when she first gives it to Mrs. Hall? How and why do her feelings change?

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3. How do the other students treat Ally? How does she respond to them?

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4. Read the quote from page 10. "No matter how many times I have prayed and worked and hoped, reading for me is still like trying to make sense of a can of alphabet soup that's been dumped on a plate. I just don't know how other people do it." Explain the significance of this statement.

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5. On page 12, what does Ally want to tell Mrs. Silver? Why doesn't she tell her?

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6. Read the quote from page 15. "She sighs as I leave her office and I know she's tired of me. Even I'm tired of me." Explain the significance of this statement.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Writing Prompt**

relieved

In what ways does having a learning disability impact the way Ally sees herself? How does it impact the way others see her? Use specific details from the text to support your answer.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Today's reading was *Out of My Mind* – Ch. 1-4.

1. Why does the author start with a description of the power of words? What inference can be made about the Melody's relationship with words?

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2. Describe Melody. How does she view herself? How do others view her?

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3. Explain why Melody often gets frustrated with those around her.

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4. In Chapter 4, Melody says, "Doctors *really* don't get me" (p. 18). Why does she believe this?

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5. How does Mrs. Brooks respond to Dr. Hugely? Was her response justified?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Writing Prompt**

In what ways does having a disability impact the way Melody sees herself? How does it impact the way others see her? Use specific details from the text to support your answer.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Today's reading was *Rules* – Ch. 1-2.

1. Explain the significance of the chapter title, "Follow the rules."

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2. Describe David.

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3. Why are rules an important part of David's life?

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4. Describe Jason.

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5. Why does Catherine decide to give Jason the drawing? What does it show about Catherine? Why?

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6. Summarize Chapters 1-2.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Writing Prompt**

In what ways do David and Jason's disabilities impact the way Catherine views them? How does this affect the way she treats them?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Discussion Graphic Organizer

**Target Task:** Select and discuss one of the unit Essential Questions.

- How can challenges with learning help us grow stronger and more confident?
- In what ways can writing or creativity help people express themselves and solve problems?
- How does having a learning disability impact the way people see themselves and the way that others see them?

<b>Essential Question</b>	<b>Evidence</b>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Discussion Prompt**

Using details from *Fish in a Tree*, *Out of my Mind*, and *Rules*, debate and discuss one of the unit Essential Questions.

- How can challenges with learning help us grow stronger and more confident?
  - *This question may be more challenging since the new text excerpts only include the beginning of the stories.*
- In what ways can writing or creativity help people express themselves and solve problems?
- How does having a learning disability impact the way people see themselves and the way that others see them?

Use the box below to plan your response. Write your response on the lines below the box.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Narrative Brainstorming Graphic Organizer

Point of View:

Setting:

Characters:

Climax:

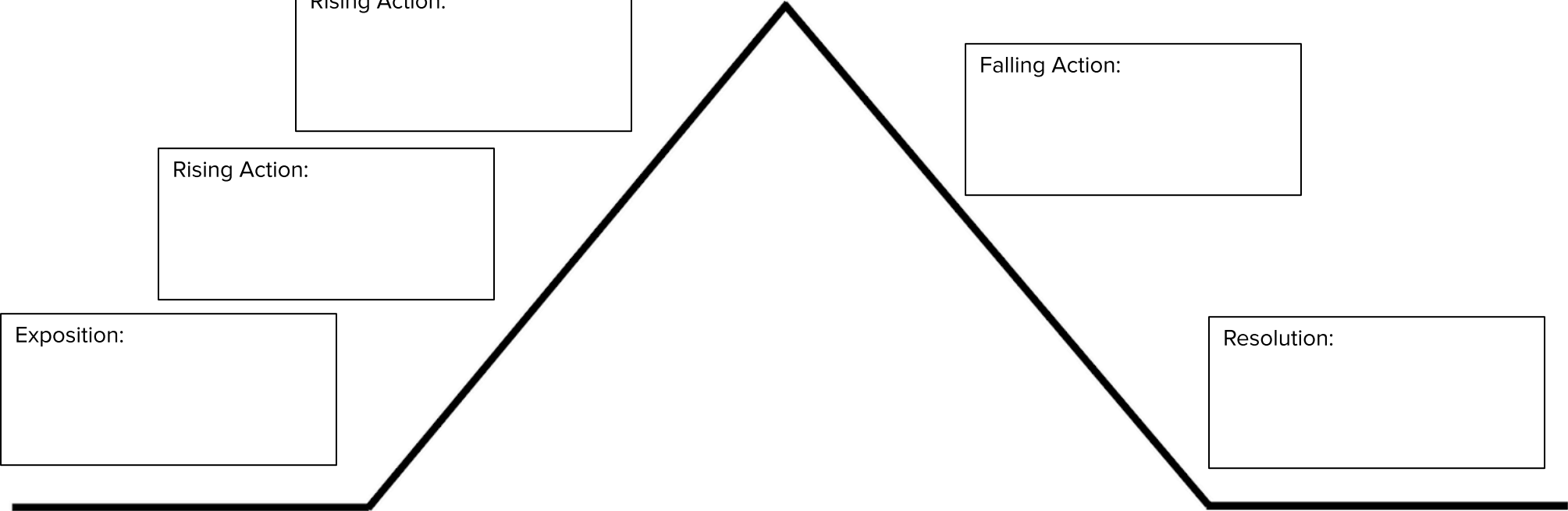
Rising Action:

Falling Action:

Rising Action:

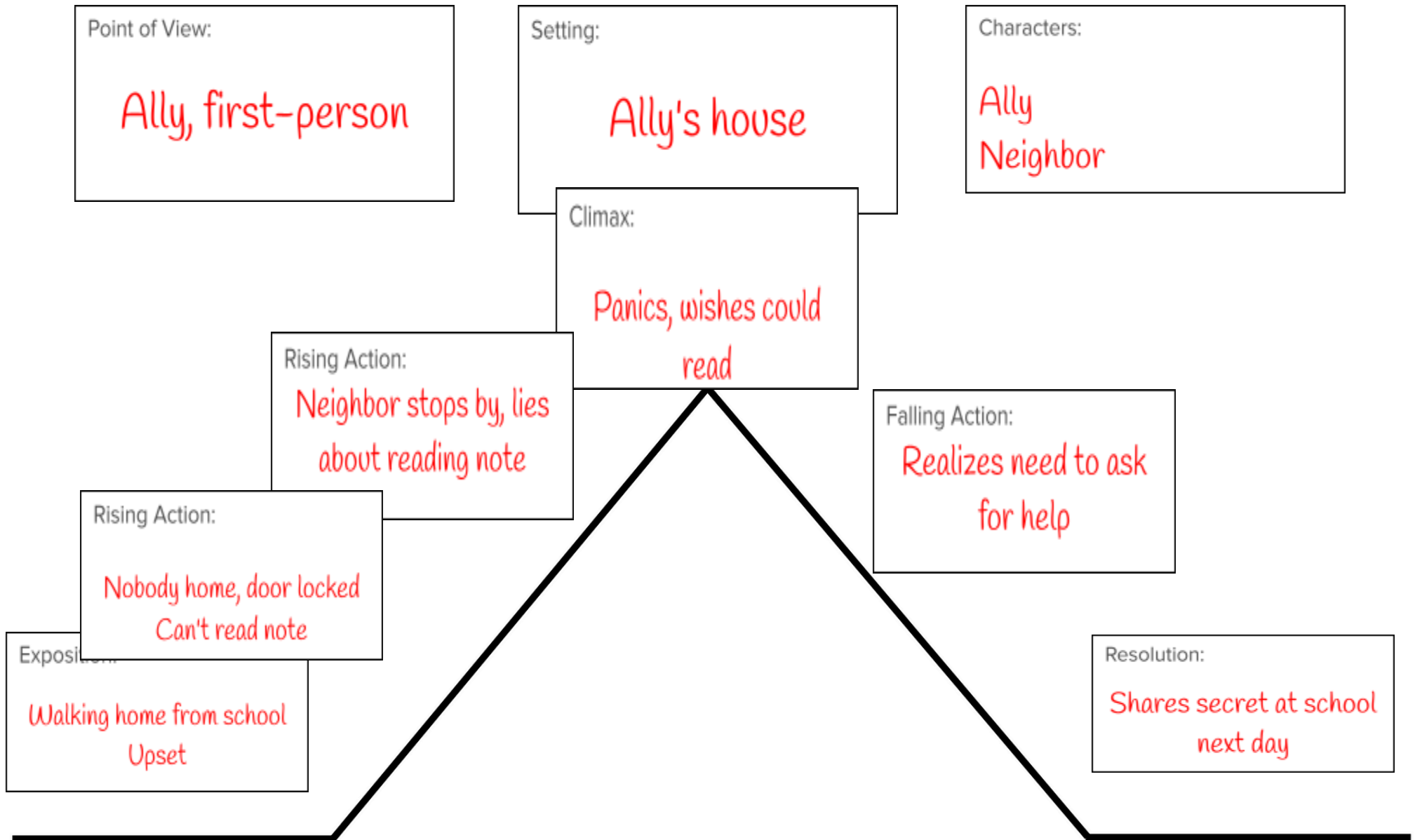
Exposition:

Resolution:



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Narrative Brainstorming Graphic Organizer





Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Narrative Brainstorming Graphic Organizer

Point of View:

Setting:

Characters:

Climax:

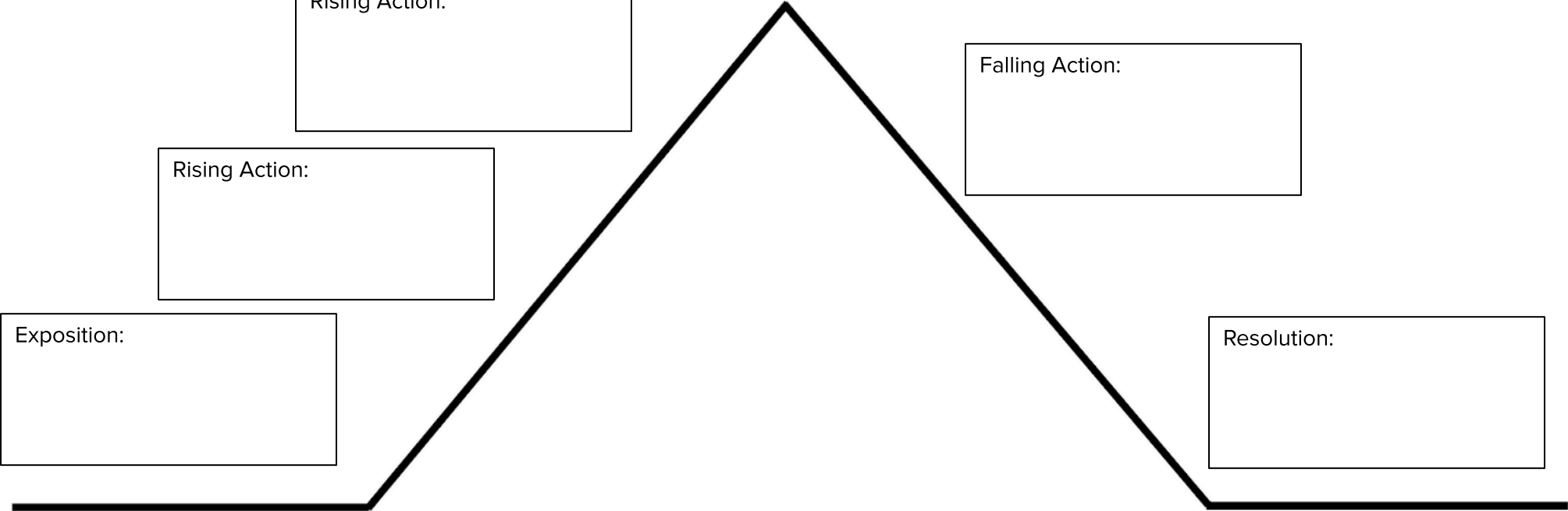
Rising Action:

Falling Action:

Rising Action:

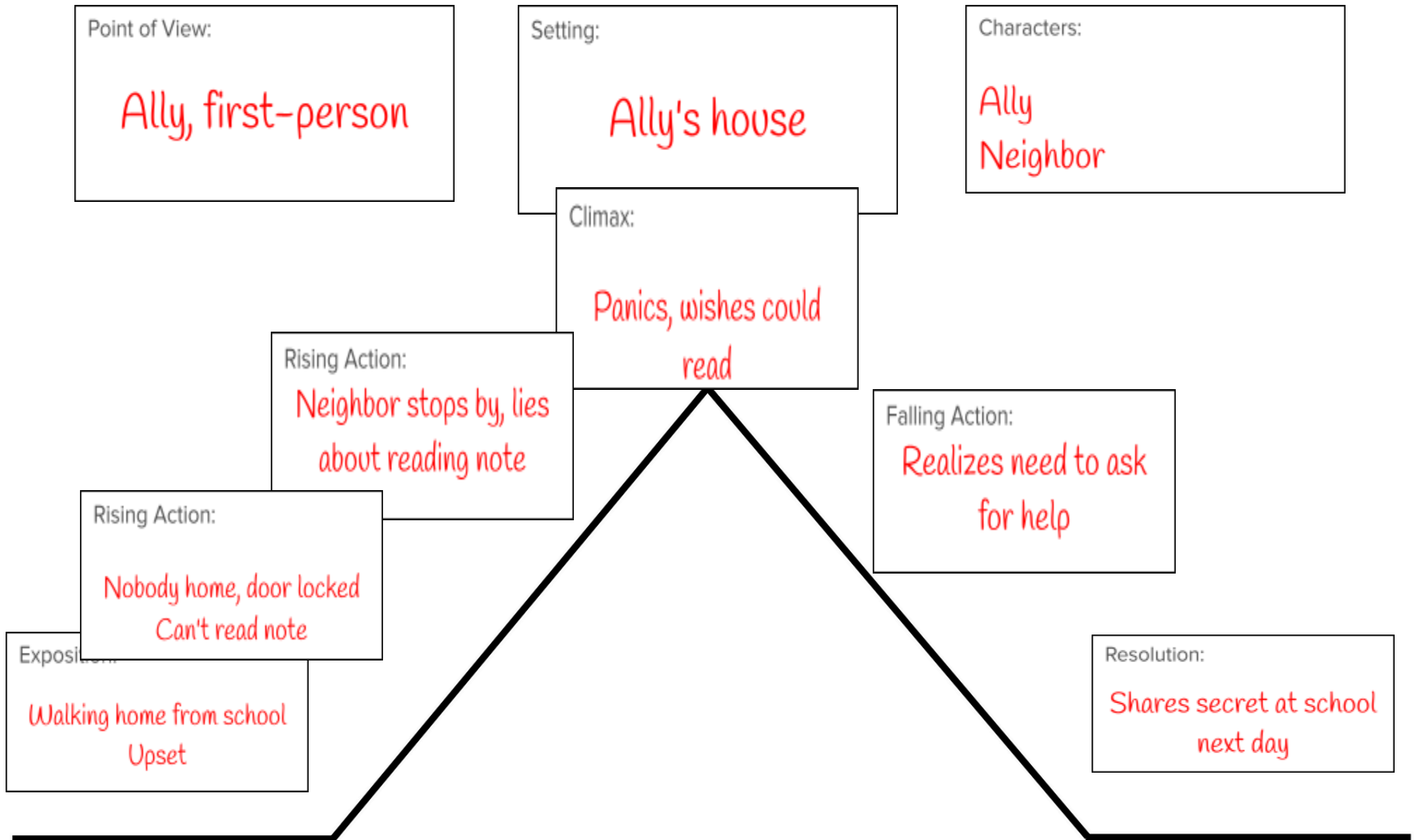
Exposition:

Resolution:



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Narrative Brainstorming Graphic Organizer





Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Narrative Brainstorming Graphic Organizer

Point of View:

Setting:

Characters:

Climax:

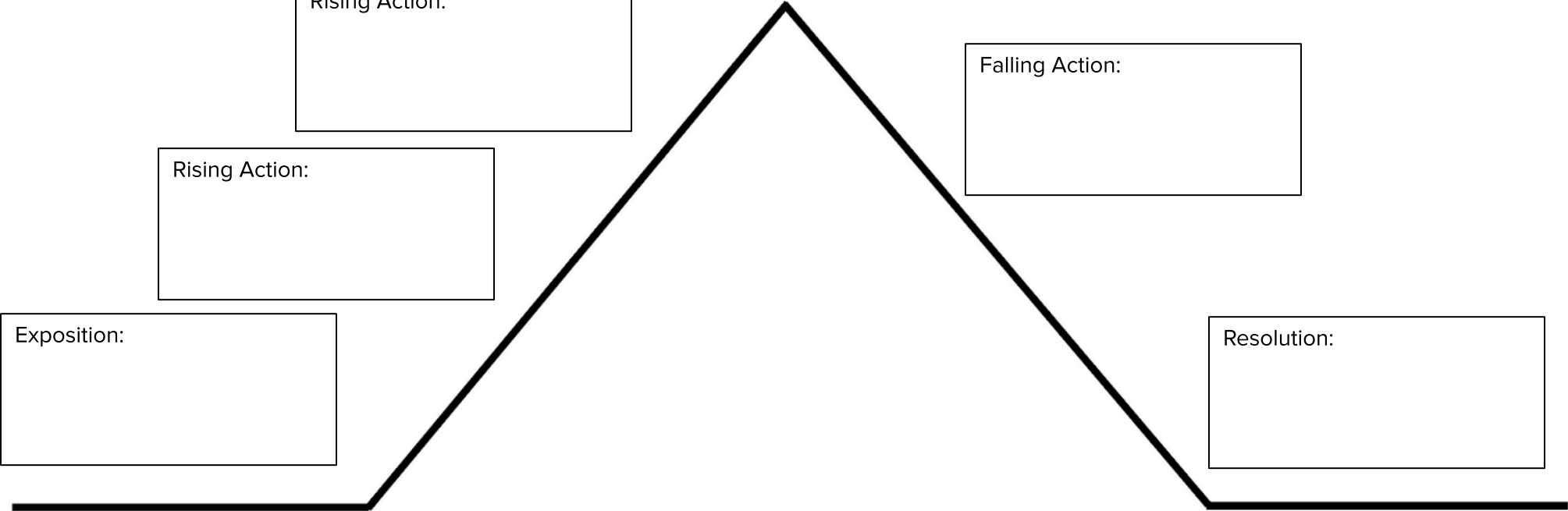
Rising Action:

Falling Action:

Rising Action:

Exposition:

Resolution:





Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Narrative Brainstorming Graphic Organizer

Point of View:

Setting:

Characters:

Climax:

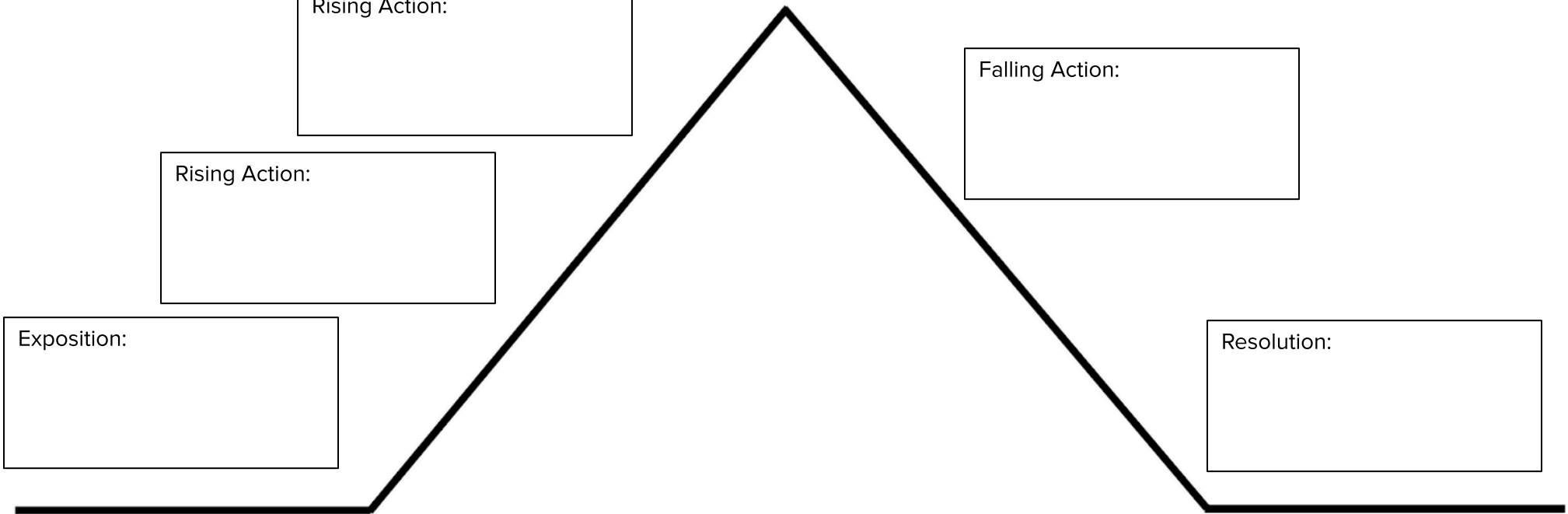
Rising Action:

Falling Action:

Rising Action:

Exposition:

Resolution:



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Writing Prompt**

Revise your writing by rearranging words or phrases within a sentence. Notice how rearranging can change the tone or effect of the writing, and choose the arrangement that best captures your writing voice.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Two Paragraph Outline

**Topic:** \_\_\_\_\_  
\_\_\_\_\_

### Paragraph 1

Topic Sentence: \_\_\_\_\_  
\_\_\_\_\_

- Detail: \_\_\_\_\_
- Detail: \_\_\_\_\_
- Detail: \_\_\_\_\_

Concluding Sentence: \_\_\_\_\_  
\_\_\_\_\_

### Paragraph 2

Topic Sentence: \_\_\_\_\_  
\_\_\_\_\_

- Detail: \_\_\_\_\_
- Detail: \_\_\_\_\_
- Detail: \_\_\_\_\_

Concluding Sentence: \_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Two Paragraph Outline

**Topic:** Learning disabilities

### Paragraph 1

Topic Sentence: Learning disabilities are conditions that make it hard for students to learn, unrelated to intelligence.

- Detail: Reading
- Detail: Writing
- Detail: Math

Concluding Sentence: With the right support and strategies, these students are fully capable of achieving their learning goals, just like Fefa in *The Wild Book* was able to learn to read.

### Paragraph 2

Topic Sentence: A series of steps is used to identify learning disabilities in students.

- Detail: An adult notices that a student is struggling to learn
- Detail: Given set of tests
- Detail: Results evaluated, intervention provided

Concluding Sentence: All students learn in different ways and may need unique support, and this evaluation simply helps students and adults identify the right plan for each student.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Research Note Taking Page

Topic: \_\_\_\_\_

Subtopic #1:	Subtopic #1:

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Writing Prompt**

Create a poster that teaches other students about learning disabilities. The poster should include:

- Two sections that address questions or subtopics
- A complete paragraph for each section
- Text and graphic features for each section

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Two Paragraph Outline

**Topic:** \_\_\_\_\_  
\_\_\_\_\_

### Paragraph 1

Topic Sentence: \_\_\_\_\_  
\_\_\_\_\_

- Detail: \_\_\_\_\_
- Detail: \_\_\_\_\_
- Detail: \_\_\_\_\_

Concluding Sentence: \_\_\_\_\_  
\_\_\_\_\_

### Paragraph 2

Topic Sentence: \_\_\_\_\_  
\_\_\_\_\_

- Detail: \_\_\_\_\_
- Detail: \_\_\_\_\_
- Detail: \_\_\_\_\_

Concluding Sentence: \_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Two Paragraph Outline

**Topic:** Learning disabilities

### Paragraph 1

Topic Sentence: Learning disabilities are conditions that make it hard for students to learn, unrelated to intelligence.

- Detail: Reading
- Detail: Writing
- Detail: Math

Concluding Sentence: With the right support and strategies, these students are fully capable of achieving their learning goals, just like Fefa in *The Wild Book* was able to learn to read.

### Paragraph 2

Topic Sentence: A series of steps is used to identify learning disabilities in students.

- Detail: An adult notices that a student is struggling to learn
- Detail: Given set of tests
- Detail: Results evaluated, intervention provided

Concluding Sentence: All students learn in different ways and may need unique support, and this evaluation simply helps students and adults identify the right plan for each student.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Research Note Taking Page

Topic: \_\_\_\_\_

<b>Subtopic #1:</b>	<b>Subtopic #1:</b>



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Two Paragraph Outline

**Topic:** \_\_\_\_\_  
\_\_\_\_\_

### Paragraph 1

Topic Sentence: \_\_\_\_\_  
\_\_\_\_\_

- Detail: \_\_\_\_\_
- Detail: \_\_\_\_\_
- Detail: \_\_\_\_\_

Concluding Sentence: \_\_\_\_\_  
\_\_\_\_\_

### Paragraph 2

Topic Sentence: \_\_\_\_\_  
\_\_\_\_\_

- Detail: \_\_\_\_\_
- Detail: \_\_\_\_\_
- Detail: \_\_\_\_\_

Concluding Sentence: \_\_\_\_\_  
\_\_\_\_\_



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Two Paragraph Outline

**Topic:** \_\_\_\_\_  
\_\_\_\_\_

### Paragraph 1

Topic Sentence: \_\_\_\_\_  
\_\_\_\_\_

- Detail: \_\_\_\_\_
- Detail: \_\_\_\_\_
- Detail: \_\_\_\_\_

Concluding Sentence: \_\_\_\_\_  
\_\_\_\_\_

### Paragraph 2

Topic Sentence: \_\_\_\_\_  
\_\_\_\_\_

- Detail: \_\_\_\_\_
- Detail: \_\_\_\_\_
- Detail: \_\_\_\_\_

Concluding Sentence: \_\_\_\_\_  
\_\_\_\_\_





# Vocabulary

Word	Part of Speech	Definition
advise	v.	to give an opinion on what should be done
agonizing	adj.	very mentally or physically painful
burden	n.	something heavy that is carried, either physically or emotionally
cringe	v.	to react with discomfort or embarrassment
defy	v.	to refuse to obey
discouraged	adj.	having lost confidence or excitement about something
dreadful	adj.	describing something as very bad or unpleasant
dyslexia	n.	a specific learning difficulty that makes it hard for a person to read, write, or spell
encouragement	n.	support of something or someone
frantic	adj.	overcome with fear and worry
heroine	n.	woman admired for great or brave acts
insist	v.	to demand something happen

Word	Part of Speech	Definition
looms	v.	appears in a large or frightening way, often threatening
-ment	suffix	
ominous	adj.	suggesting something bad is going to happen
optimism	n.	feeling or belief that good things will happen in the future
presence	n.	there in person
ransom	n.	payment required to free someone who has been captured
relieved	adj.	feeling relaxed and happy because something difficult did not happen
remedy	n.	the solution to a problem
taunt	v.	to say insulting things to someone to make them angry
tormented	adj.	to feel very bothered or troubled by something
weary	adj.	tired; unable to continue

Word	Part of Speech	Definition
whooshed	v.	moved quickly or suddenly
wisdom	n.	knowledge



# Unit Rubrics & Assessments

# Opinion Writing Rubric

## 4th Grade English Language Arts

<b>Rubric Scoring Key</b>	<b>Fully meets (4)</b> All criteria present in the writing	<b>Mostly meets (3)</b> Most criteria present, with some misunderstandings	<b>Partially meets (2)</b> Criteria attempted, but major misunderstandings	<b>Does not meet yet (1)</b> Criteria are not attempted or not enough evidence to rate
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<b>Structure</b>	<b>Rubric Score</b>	<b>Notes</b>
<b>Organizational Structure</b> Ideas are grouped logically; Sections are ordered strategically; Includes introduction and conclusion sections; Uses third-person to state an opinion consistently	4 3 2 1	
<b>Introduction</b> Clearly states a topic and opinion based on facts and details; Introduction <u>may</u> use a lead that captures the reader's interest, such as posing a question or presenting interesting facts or details	4 3 2 1	
<b>Conclusion</b> Includes a concluding sentence or section that <u>may</u> ask a question or make a suggestion; Concluding sentence/section <u>may</u> begin with a transition word or phrase unique to conclusions (e.g. <i>In conclusion</i> , <i>finally</i> )	4 3 2 1	

<b>Development</b>	<b>Rubric Score</b>	<b>Notes</b>
<b>Reasons</b> Includes three to four facts and details to support opinion; Effectively chooses compelling reasons and orders most compelling reasons first	4 3 2 1	
<b>Linking Words and Phrases</b> Effectively and consistently uses linking words or phrases; Effectively and consistently uses linking words or phrases to connect opinion and reasons, or paragraphs	4 3 2 1	

<b>Language</b>	<b>Rubric Score</b>	<b>Notes</b>
<b>Grammar</b> Includes complete simple, compound, and complex sentences  Uses nouns correctly, including relative pronouns  Uses verbs correctly, including relative adverbs, the progressive form, and modal auxiliaries  Uses adjectives correctly, including ordering adjectives within sentences according to conventional patterns  Forms and uses prepositional phrases correctly	4 3 2 1	
<b>Conventions</b> Uses correct capitalization conventions  Uses correct punctuation conventions, including commas and quotation marks to mark direct speech and quotations from a text, commas before a coordinating conjunction in a compound sentence  Correctly uses frequently confused words, such as "to" and "too," and "there," "their," and "they're"	4 3 2 1	



# Narrative Writing Rubric

## 4th Grade English Language Arts

<b>Rubric Scoring Key</b>	<b>Fully meets (4)</b> All criteria present in the writing	<b>Mostly meets (3)</b> Most criteria present, with some misunderstandings	<b>Partially meets (2)</b> Criteria attempted, but major misunderstandings	<b>Does not meet yet (1)</b> Criteria are not attempted or not enough evidence to rate
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<b>Structure</b>	<b>Rubric Score</b>	<b>Notes</b>
<b>Event Sequence</b> Includes all the key components of the narrative arc: exposition, rising action, climax, falling action, resolution; Uses paragraphs to manage the sequence of events by showing a new event or when a new character speaks	4 3 2 1	
<b>Point of View</b> Point of view is clear and consistent throughout the story; Clear understanding of the task's audience and purpose	4 3 2 1	
<b>Setting</b> Includes many details directly and indirectly to describe the place, time, and (if pertinent) the weather conditions of the story; Describes the setting using sensory details, descriptions of the characters' actions, dialogue, or physical appearance	4 3 2 1	
<b>Paragraph Structure</b> Consistently starts new paragraphs appropriately, including when a new event starts or when a new character is speaking	4 3 2 1	

<b>Development</b>	<b>Rubric Score</b>	<b>Notes</b>
<b>Characters</b> Includes one to two major characters; Develops the major character with multiple details and descriptions; Uses both direct and indirect description	4 3 2 1	
<b>Plot</b> Begins by introducing the characters, setting, and background information using sensory details; <u>May</u> begin with dialogue to hook the reader; Major characters experience and solve problems throughout the story; Ends with a resolution, which <u>may</u> include showing how the problem is solved or a lesson that shows how the main character changes or learns something	4 3 2 1	
<b>Precise Words and Phrases</b> Appropriately uses temporal words to help the events in the story unfold logically	4 3 2 1	
<b>Dialogue</b> Appropriately uses dialogue to advance the plot and establish a character's personality; Includes variety of dialogue tags that show how the characters are speaking	4 3 2 1	

<b>Language</b>	<b>Rubric Score</b>	<b>Notes</b>
<b>Grammar</b> Includes complete simple, compound, and complex sentences; Uses nouns correctly, including relative pronouns; Uses verbs correctly, including relative adverbs, the progressive form, and modal auxiliaries; Uses adjectives correctly, including ordering adjectives within sentences according to conventional patterns; Forms and uses prepositional phrases correctly	4 3 2 1	
<b>Conventions</b> Uses correct capitalization conventions; Uses correct punctuation conventions, including commas and quotation marks to mark direct speech and quotations from a text, commas before a coordinating conjunction in a compound sentence; Correctly uses frequently confused words, such as "to" and "too" and "there," "their," and "they're"	4 3 2 1	

# Informational Writing Rubric

## 4th Grade English Language Arts

<b>Rubric Scoring Key</b>	<b>Fully meets (4)</b> All criteria present in the writing	<b>Mostly meets (3)</b> Most criteria present, with some misunderstandings	<b>Partially meets (2)</b> Criteria attempted, but major misunderstandings	<b>Does not meet yet (1)</b> Criteria are not attempted or not enough evidence to rate
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<b>Structure</b>	<b>Rubric Score</b>	<b>Notes</b>
<b>Sections</b> Groups information into multiple paragraphs or sections; Consistently uses paragraph structures to organize information depending on the type of information included and the purpose of the writing: sequence or chronology, cause-and-effect, comparison, problem and solution	4 3 2 1	
<b>Introduction</b> Starts by introducing a topic and why it is important; Introduction includes essential background knowledge; Consistently writes in the third-person	4 3 2 1	
<b>Conclusion</b> Includes a concluding section that summarizes the key ideas; Conclusion may include one of the following: question, quote, anecdote, or memorable image	4 3 2 1	

<b>Development</b>	<b>Rubric Score</b>	<b>Notes</b>
<b>Details</b> Includes three to four relevant facts and details to develop and support the topic; Details may include facts, definitions, concrete details, or examples	4 3 2 1	
<b>Text Features</b> As called for by the task, uses three to four text features to reinforce main ideas, including a title, illustrations, headings, labels, captions, bold words, diagrams, photographs, multimedia	4 3 2 1	
<b>Linking Words and Phrases</b> Effectively and consistently uses linking words or phrases to connect ideas or paragraphs	4 3 2 1	

<b>Language</b>	<b>Rubric Score</b>	<b>Notes</b>
<b>Grammar</b> Includes complete simple, compound, and complex sentences; Uses nouns correctly, including relative pronouns; Uses verbs correctly, including relative adverbs, the progressive form, and modal auxiliaries; Uses adjectives correctly, including ordering adjectives within sentences according to conventional patterns; Forms and uses prepositional phrases correctly	4 3 2 1	
<b>Conventions</b> Uses correct capitalization conventions; Uses correct punctuation conventions, including commas and quotation marks to mark direct speech and quotations from a text, and commas before a coordinating conjunction in a compound sentence; Correctly uses frequently confused words, such as "to," and "too," and "there," "their," and "they're"	4 3 2 1	

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Single Point Opinion Writing Rubric

## 4th Grade English Language Arts

	<b>Areas for Growth</b> What could I do to make my writing even stronger? How can I improve?	<b>Criteria</b> Expectations for my writing assignment:	<b>Strengths</b> What am I doing well already? What am I proud of?
<b>Position</b>		I write an opinion statement that clearly states my position.	
<b>Development</b>		I sequence supporting reasons in order of importance.	
		I elaborate on my reasons using explanation, context, or examples.	
<b>Structure</b>		I write an introduction that clearly states my opinion and includes a question or facts.	
		I write a conclusion that summarizes the main ideas and includes a question or suggestion.	

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Single Point Narrative Writing Rubric

### 4th Grade English Language Arts

	<b>Areas for Growth</b> What could I do to make my writing even stronger? How can I improve?	<b>Criteria</b> Expectations for my writing assignment:	<b>Strengths</b> What am I doing well already? What am I proud of?
<b>Event Sequence</b>		I include all parts of the narrative arc: <ul style="list-style-type: none"> <li>- Exposition</li> <li>- Rising action (conflict)</li> <li>- Climax</li> <li>- Falling action</li> <li>- Resolution</li> </ul>	
<b>Conflict</b>		I include a conflict between: <ul style="list-style-type: none"> <li>- Two different characters</li> <li>- One character and themselves</li> </ul>	
<b>Resolution</b>		I end the story by including: <ul style="list-style-type: none"> <li>- Solution to a problem</li> <li>- Character change</li> <li>- Lesson learned</li> </ul>	

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Single Point Informational Writing Rubric

### 4th Grade English Language Arts

	<b>Areas for Growth</b> What could I do to make my writing even stronger? How can I improve?	<b>Criteria</b> Expectations for my writing assignment:	<b>Strengths</b> What am I doing well already? What am I proud of?
<b>Sections</b>		I wrote a complete paragraph that includes: <ul style="list-style-type: none"> <li>• A topic sentence</li> <li>• Supporting sentences</li> <li>• A concluding sentence</li> </ul>	
		My paragraph structure matches the purpose and information of each section (chronological, cause/effect, problem/solution, comparison, description)	
<b>Details</b>		I have included two to three facts and details that support my topic.	
<b>Text Features</b>		I have included appropriate text features for each section.  The text features I used to reinforce ideas <u>may</u> include: <ul style="list-style-type: none"> <li>• Title</li> <li>• Headings</li> <li>• Graphics: (photographs, illustrations, diagrams, tables)</li> <li>• Labels</li> <li>• Captions</li> </ul>	

Name: \_\_\_\_\_ Date: \_\_\_\_\_


## Editing Checklist 1

Language and Conventions Focus Area	✓
I tell more about an action using <i>where</i> , <i>when</i> , or <i>why</i> .	

**My writing goal:**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Editing Checklist 2

<b>Language and Conventions Focus Area</b>	
I tell more about an action using <i>where</i> , <i>when</i> , or <i>why</i> .	
I list adjectives in the proper order: - Determiner, quantity, opinion, size, age, shape, color, origin, material, purpose	

**My writing goal:**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Read the story "Just Like Home", then answer the questions that follow.

## Text 1

### Just Like Home

By Mathangi Subramanian

- 1 When the recess bell rang, Priya sighed and slowly hung up her smock. At her old school, she spent recess climbing the monkey bars and sharing secrets with her friends. Now she sat in the corner of the field and watched the other kids play without her.
- 2 The only thing Priya liked about her new school was art. They hadn't had art at her old school, but here art was a whole hour. The studio had the most wonderful things, like aluminum pie tins, plaster of Paris and India ink. During art, Priya forgot that she didn't have any friends at her new school. All she thought about was whatever she was working on.
- 3 As she cleared her table, Priya noticed a box of sidewalk chalk sitting on the counter by the window. She grabbed and stuffed it in her pockets. Then she took her usual place at the end of the recess line.
- 4 While she and her classmates filed through the halls and out into the yard, Priya thought about how she and her mother used to draw chalk patterns on the long driveway leading up to their old apartment building. The patterns were called rangoli, and they looked like stars and roses. Priya's mother said that the drawings were to welcome guests into their home. All the families in India, where Priya's family was from, did rangoli every morning, just like Priya and her mother. Their new apartment had barely any sidewalk in front of it, and there was no room for rangoli. Priya missed the early mornings she and her mother would spend drawing feathery, colorful patterns on the cement.
- 5 Priya walked over to the basketball court and sat on the hot pavement. She was glad to have something to do besides sit in her corner. She pulled the box out of her pocket and took out a bright red piece of chalk and began drawing the rangoli patterns she loved best. She drew flowers with huge, swirling petals and stars with eight points. She colored them green, yellow and blue, all colors her mother had used. She liked the soft, solid feeling of the chalk in her hand, and the way that the dust left patterns on her fingers.
- 6 "That's pretty," a voice said.
- 7 She turned around and saw that Enrique, a boy in her class, was watching her.
- 8 "It's called *rangoli*," she said. "They do this in India, where my parents are from."
- 9 "You know what that reminds me of?" he asked, kneeling down beside her. "The floor of my grandmother's house in Mexico has tiles that have designs like that."
- 10 "What do you mean?" Priya asked.

- 11 "Hand me a piece of chalk," Enrique said. "I'll show you." Enrique sat down on the pavement and began to draw. He used green, orange, and yellow chalk to draw flowers that were more detailed than Priya's, but still had huge, curvy petals. Then he drew circles inside circles, and surrounded them with small diamonds. Priya kept drawing too, in between and around Enrique's designs.
- 12 "What are you guys doing?" a voice asked.
- 13 Priya and Enrique had been so absorbed in drawing that they hadn't noticed that their classmate Farah had been watching them.
- 14 "Hey," Farah said, sitting down beside them, "that looks like the rugs in my Uncle's house in Iran. Except on the rugs, the shapes are bigger, and aren't as curly."
- 15 "Show us," said Enrique, handing her a piece of chalk.
- 16 Farah took the chalk and began drawing. She drew shapes that were full of straight lines and bold colors. They were bigger than the shaped Priya and Enrique had drawn, and they overlapped each other in diagonals to form new shapes. She colored the drawings purple, dark blue, and white.
- 17 "Wow!" Ms. Lopez, Priya's teacher, said. "That's beautiful!"
- 18 Priya, Enrique, and Farah stood up and looked at what they had done. They pavement was colored in bright colors and shapes: triangles, circles, squares and diamonds, all mixed together. Their classmates began to drift over to see what was happening.
- 19 "It looks like a universe, with lots of planets and stars," said Lily.
- 20 "It looks like a coral reef full of tropical fish," said Jasper.
- 21 "What do you think it looks like Priya?" said Enrique.
- 22 Priya looked at Enrique and Farah. Their knees, elbows, and fingers were covered in red, yellow, green and blue chalk dust. Priya smiled and said, "It looks like home."

Subramanian, Mathangi. "Just Like Home." *Skipping Stones*, March-April 2012. Copyright © 2012

1. This question has two parts. First, answer Part A. Then, answer Part B.

**Part A:** What is the meaning of the word **drift** as it is used in paragraph 18?

- a. consider
- b. wander
- c. change
- d. hover

**Part B:** Which detail from the story helps the reader understand the meaning of **drift**?

- a. Priya, Enrique, and Farah create drawings that have different colors and shapes.
  - b. Jasper studies the drawings and decides they look like tropical fish swimming in a coral reef.
  - c. Lily, Jasper, and Enrique make comments about the drawings as the students come close enough to see them.
  - d. Priya smiles when her teacher and classmates show an interest in the drawings by describing them to one another.
2. Priya would agree with which statement?
- a. Sharing family traditions can bring comfort.
  - b. Working together is the best way to achieve success.
  - c. Using imagination often makes ordinary situations exciting.
  - d. Making quick decisions can sometimes bring the best results.
3. What statement best explains the significance of the title "Just Like Home"?
- a. The title hints at the main theme and central understandings of the story.
  - b. The title shows how the main character changes.
  - c. The title tells the name of the story.
  - d. The title shows where the story takes place.
4. Which detail best supports the theme that friendships can grow from shared experiences?
- a. Priya misses her old school and friends
  - b. Priya takes chalk from the art room
  - c. Enrique and Farah join Priya in drawing designs from their cultures
  - d. The recess bell rings at the beginning of the story

**Directions:** Read the poem "Life Doesn't Frighten Me," then, answer the questions that follow.

## Text 2

### Life Doesn't Frighten Me

By Maya Angelou

1 Shadows on the wall  
Noises down the hall  
Life doesn't frighten me at all

Bad dogs barking loud  
5 Big ghosts in a cloud  
Life doesn't frighten me at all.

Mean old Mother Goose  
Lions on the loose  
They don't frighten me at all

10 Dragons breathing flame  
On my counterpane  
That doesn't frighten me at all.

I go boo  
Make them shoo

15 I make fun  
Way they run  
I won't cry  
So they fly  
I just smile

20 They go wild  
Life doesn't frighten me at all.

Tough guys fight  
All alone at night  
Life doesn't frighten me at all.

25 Panthers in the park  
Strangers in the dark  
No, they don't frighten me at all.

That new classroom where  
Boys all pull my hair  
30 (Kissy little girls  
With their hair in curls)  
They don't frighten me at all.

Don't show me frogs and snakes  
And listen for my scream,  
35 If I'm afraid at all  
It's only in my dreams.

I've got magic charm  
That I keep up my sleeve,  
I can walk the ocean floor  
40 And never have to breathe.

Life doesn't frighten me at all  
Not at all.  
Not at all.  
Life doesn't frighten me at all.

"Life Doesn't Frighten Me" from AND STILL I RISE: A BOOK OF POEMS by Maya Angelou, copyright © 1978 by Maya Angelou. Used by permission of Random House, an imprint and division of Penguin Random House LLC. All rights reserved.

5. Which theme is best supported by the speaker's repeated line, "Life doesn't frighten me at all"?
- The speaker is pretending to be someone else
  - The speaker believes fear can be overcome with confidence
  - The speaker wants to scare others
  - The speaker dislikes school

6. Read the lines from the poem.

"Bad dogs barking loud" (line 4)  
"Strangers in the dark" (line 26)  
"Boys all pull my hair" (line 29)

What do these details have in common?

- They are all harmless things.
  - They are all things that someone can control.
  - They are all mysterious and unknown.
  - They are all things that someone might be afraid of.
7. What do lines 37–38 suggest about the narrator?
- She has a secret calming strategy to use when she needs it.
  - She has a huge imagination and thinks she can do anything.
  - She likes to keep a special treasure hidden from her cruel classmates.
  - She often thinks about scary experiences from her nightmares.
8. Which sentence summarizes the speaker's thoughts in the poem?
- Some challenges are much more difficult than others.
  - Dreams can be helpful when solving problems.
  - Confidence is the best weapon against fear.
  - Being alone is the scariest place to be.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Part One: Vocabulary**

1. If someone is nervous or afraid about what might happen, they are feeling...
  - a. dreadful
  - b. agonizing
  - c. wisdom
  - d. weary
  
2. What does it mean if a person has **optimism**?
  - a. They have a medical condition that makes it hard for them to read, write, or spell.
  - b. They give their support to someone or something.
  - c. They believe that good things will happen in the future.
  - d. They have a lot of knowledge.
  
3. Which shows a time you might feel **relieved**?
  - a. You have to wait until you're allowed to open a present.
  - b. You are about to give a speech in front of your class.
  - c. You lose your homework right before school starts.
  - d. You make up with your best friend after fighting for a few days.
  
4. What does it mean if you **insist** that something happens?
  - a. You say insulting things.
  - b. You put something off for later instead of doing it right away.
  - c. You demand what you want.
  - d. You fear that something will happen.

5. Pick two words from the list below. Use each in a sentence that shows an understanding of the word.

discouraged	defy	ominous	heroine
-------------	------	---------	---------

- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Student: \_\_\_\_\_ Examiner: \_\_\_\_\_ Date: \_\_\_\_\_

Words Read Correctly: \_\_\_\_\_ Errors: \_\_\_\_\_

**Excerpt from *The Wild Book***

<b>Magic</b>	1
When I finally	4
climb back down	7
from the tower,	10
I sip a bit of water	16
from the well.	19
I don't really feel	23
any different, but it's easy	28
to imagine that today	32
I have grown	35
just a little bit	39
stronger	40
and wiser.	42
	43
<b>Courage</b>	44
This is the last	48
blank page.	50
My wild book is full.	55
I am surprised to discover	60
that I can no longer bear	66

the thought of an entire day	72
without the natural flow	76
of twining	78
vinelike words ...	81
So I pick up one	86
of the thick books	90
I used to hate, and I open	97
its gate-shaped cover,	100
and I let my strong eyes,	106
travel,	107
slowly, exploring.	109

Engle, Margarita. *The Wild Book*. Houghton Mifflin Harcourt Publishing, 2014. Print. Pages 120-121.

## Excerpt from *The Wild Book*

### **Magic**

When I finally  
climb back down  
from the tower,  
I sip a bit of water  
from the well.

I don't really feel  
any different, but it's easy  
to imagine that today  
I have grown  
just a little bit  
stronger  
and wiser.

### **Courage**

This is the last  
blank page.

My wild book is full.

I am surprised to discover  
that I can no longer bear  
the thought of an entire day  
without the natural flow  
of twining

vinelike words ...

So I pick up one

of the thick books

I used to hate, and I open

its gate-shaped cover,

and I let my strong eyes,

travel,

slowly, exploring.

Engle, Margarita. *The Wild Book*. Houghton Mifflin Harcourt Publishing, 2014. Print. Pages 120-121.



# Texts & Supporting Readings



In addition to the materials in this document, students will engage with third party, copyrighted materials as part of this unit. To see a list of those texts and their authors please visit:

<https://www.fishtanklearning.org/curriculum/ela/4th-grade/materials/>