

Name _____



Howard University

4th Grade ELA

Remote Learning Packet

October 26-October 30, 2020

Name: _____

Name: _____

Date: October 26, 2020

BCCS-Girls

College: Howard

Module 1 Unit 2: Lesson 11

Learning Targets	-I can use the Painted Essay structure to analyze a model (W.4.2, 4.4, 4.5) -I can plan and write Proof Paragraph 1 for my essay (W.4.2a, W.4.2b, W.4.5)
Assignment to Submit	-Proof Paragraph 1 (Google Classroom) -CFU Questions (Google Classroom)

Input

1. Use the Painted Essay template to review the parts of Proof Paragraph. Sort the parts of an introductory paragraph by numbering them.
2. Color Code the different parts of the paragraph.
-Introduction (Red) -Focus Statement (Green) -Point 1 (Yellow) - Point 2 (Blue)

When he realized he hadn't seen a lot of the things he was writing about, he decided to write about ordinary things and people that he could see around him instead. He made notes about things he had heard, seen, or done, such as wheelbarrow and playing with toys, and wrote poems about them.

William Carlos Williams wrote about the things he knew.

He drew his inspiration from common objects and familiar people.

In *A River of Words*, a biography of William Carlos Williams, Jen Bryant explains how at first "Willie" was inspired to write poetry by the sounds and rhythms of the work of the famous English poets read to him by his teacher Mr. Abbott.

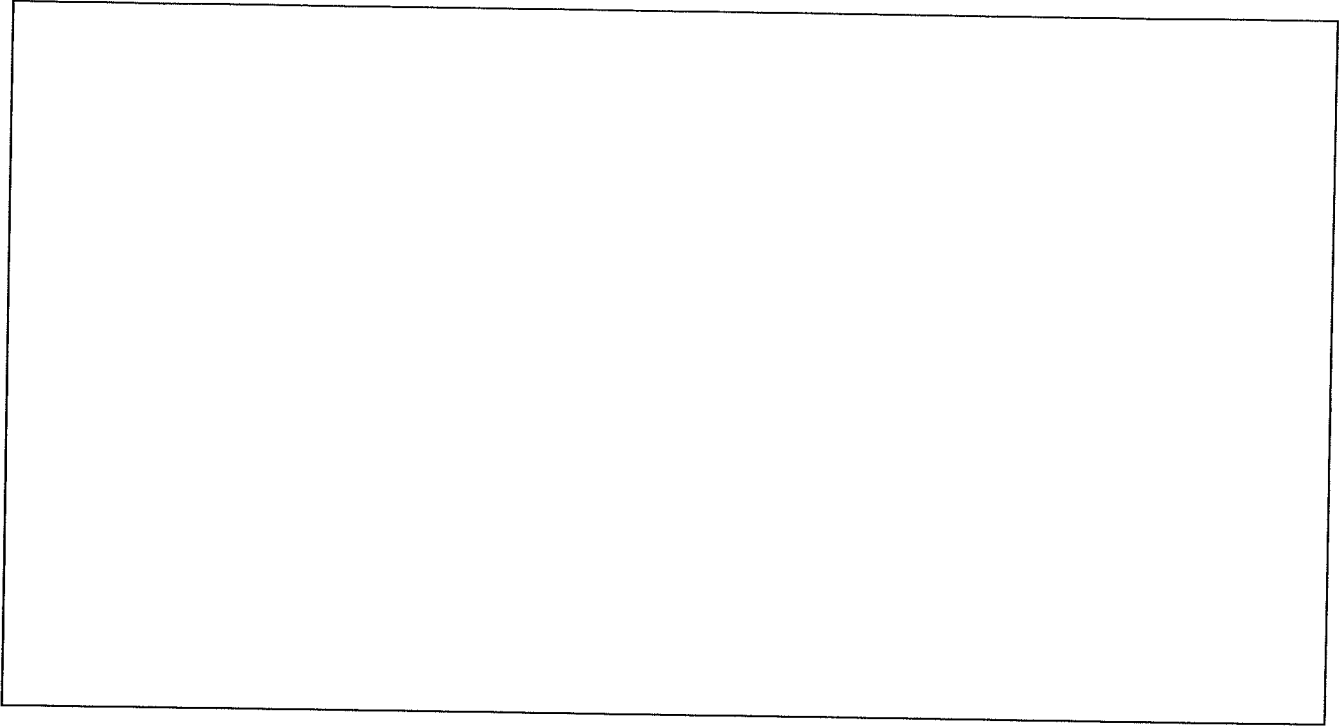
(Poet's name) _____ was inspired by

This inspired him or he because

This shows

CFU:

What is the focus of Proof Paragraph 1? What ideas will we find in this paragraph? Plan your response below, then type and submit in Google Classroom.

A large, empty rectangular box with a thin black border, intended for the student to write their response to the prompt above.

Name: _____

Date: October 27, 2020

BCCS-Girls

College: Howard

Module 1 Unit 2: Lesson 12

Learning Targets	-I can use the Painted Essay structure to analyze a model (W.4.2, W.4.4, W.4.5) -I can use commas and quotation marks to mark quotations from a text (L.4.2b) -I can plan and write Proof Paragraph 2 for my essay (W.4.2a, W.4.2b, W.4.5)
Assignment to Submit	Proof Paragraph 2 (Google Classroom) CFU (Google Classroom)

Input

Marking Direct Quotes

In this poem, he says, "I have eaten the plums that were in the icebox," and explains how they tasted delicious, sweet, and cold.

To correctly mark quotations from a text:

- Use quotation marks right before and right after the exact words from the text.
- Use a comma before the first quotation mark, and
- Use phrases to show that the words coming next are someone else's, like
 - He says
 - In the poem, he says

(Poet's name) _____ was inspired by

For example,

This helps us understand

Another example is

In this poem, he or she says

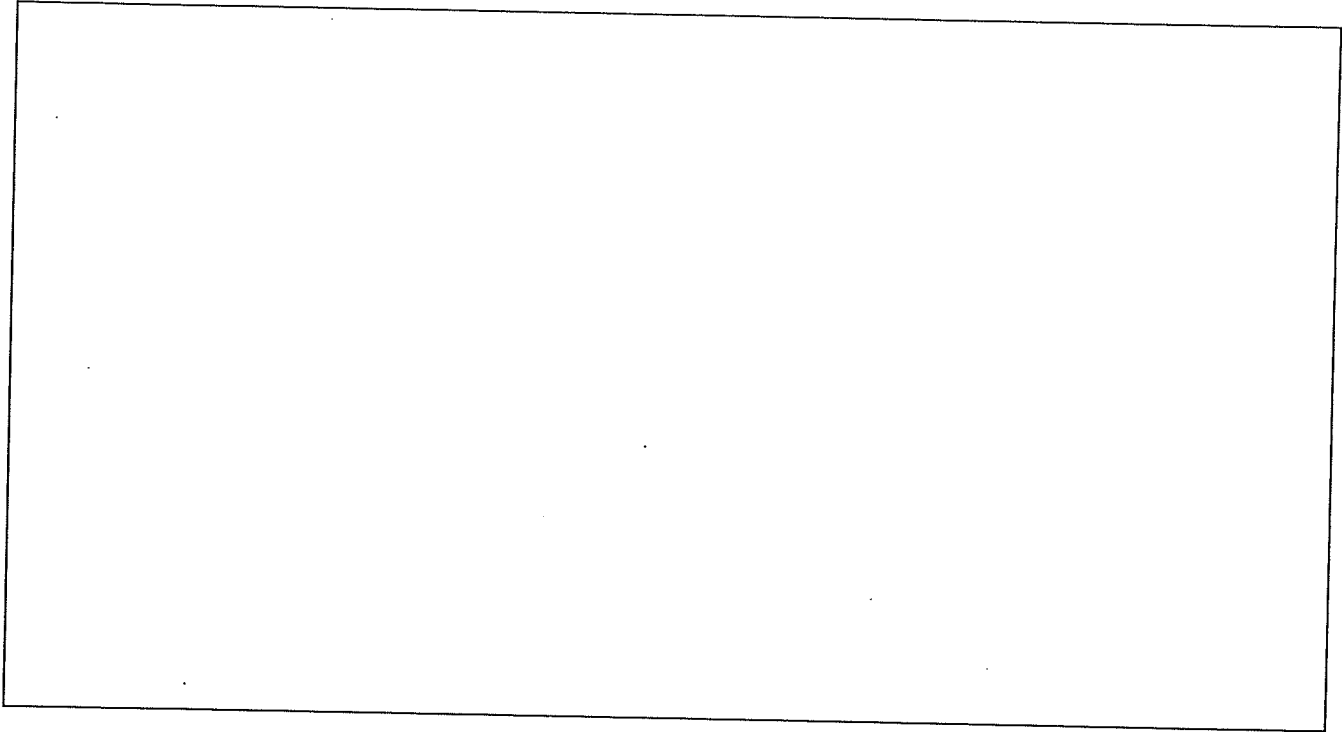
(Poet's name) _____ was also inspired by

In the poem

(Poet's name) _____'s help the reader

CFU:

What is the focus of Proof Paragraph 2? What ideas will we find in this paragraph? Plan your response below, then type and submit in Google Classroom.

A large, empty rectangular box with a thin black border, intended for the student to write their response to the question above.

Name: _____

Date: October 28, 2020

BCCS-Girls

College: Howard

Module 1 Unit 2: Lesson 13

Learning Targets	-I can plan and write the conclusion paragraph for my essay. (W.4.2a, W.4.2b, W.4.5) -I can revise my essay so related information is grouped into paragraphs and each paragraph explains a main idea (W.4.2a)
Assignment to Submit	CFU (Google Classroom) Conclusion Paragraph (Google Classroom)

Do Now

1. Use the Painted Essay template to review the parts of an introductory paragraph.
2. Sort the parts of a conclusion paragraph by numbering them.
3. Color Code the different parts of the paragraph.
-Introduction (Red) -Focus Statement (Green) -Point 1 (Yellow) - Point 2 (Blue)

My favorite poem by William Carlos Williams is "The Woodthrush" because, like him, I like to watch birds in my garden.

William Carlos Williams was inspired to write poetry about everyday people and things, and his work has also inspired others to write poetry.

In the book Love that Dog by Sharon Creech, Jack writes his first poem about a blue car after reading "The Red Wheelbarrow" by William Carlos Williams.

Input

Example 1:

The famous poet found the inspiration for his poems in an unusual place. William Carlos Williams was inspired by everyday objects and the lives of common people, and you can see this in his poetry.

William Carlos Williams wrote about the things he knew. In *A River of Words*, a biography of William Carlos Williams, Jen Bryant explains how at first “Willie” was inspired to write poetry by the sounds and rhythms of the work of the famous English poets read to him by his teacher Mr. Abbott. For example, in one of his first poems he made some of the lines rhyme when he wrote, “The Archer is awake!/The Swan is flying!/Gold against blue/An Arrow is lying.” When he realized that he hadn’t seen a lot of the things he was writing about, he decided to write about ordinary things and people that he could see around him instead. He made notes about things he had heard, seen, or done, such as wheelbarrows and playing with toys, and wrote poems about them. For example, in “The Red Wheelbarrow,” Williams describes a red wheelbarrow, glazed with rain water, and how it is next to white chickens. This short poem helps us understand how beautiful and important the common wheelbarrow is. He drew his inspiration from common objects and familiar people.

William Carlos Williams’s poems show us the beauty and importance of the people and objects in our everyday lives. In the poem “This Is Just to Say,” Williams describes some plums that he ate. In this poem, he says, “I have eaten the plums that were in the icebox” and explains how they tasted delicious, sweet, and cold. Williams was also inspired by the lives of common people. In the poem “Children’s Games II,” he described little girls playing with pinwheels, hoops, and constructions made of bricks. William Carlos Williams’s poems help the reader appreciate how beautiful common things like wheelbarrows, plums, and little girls playing can be.

Example 2:

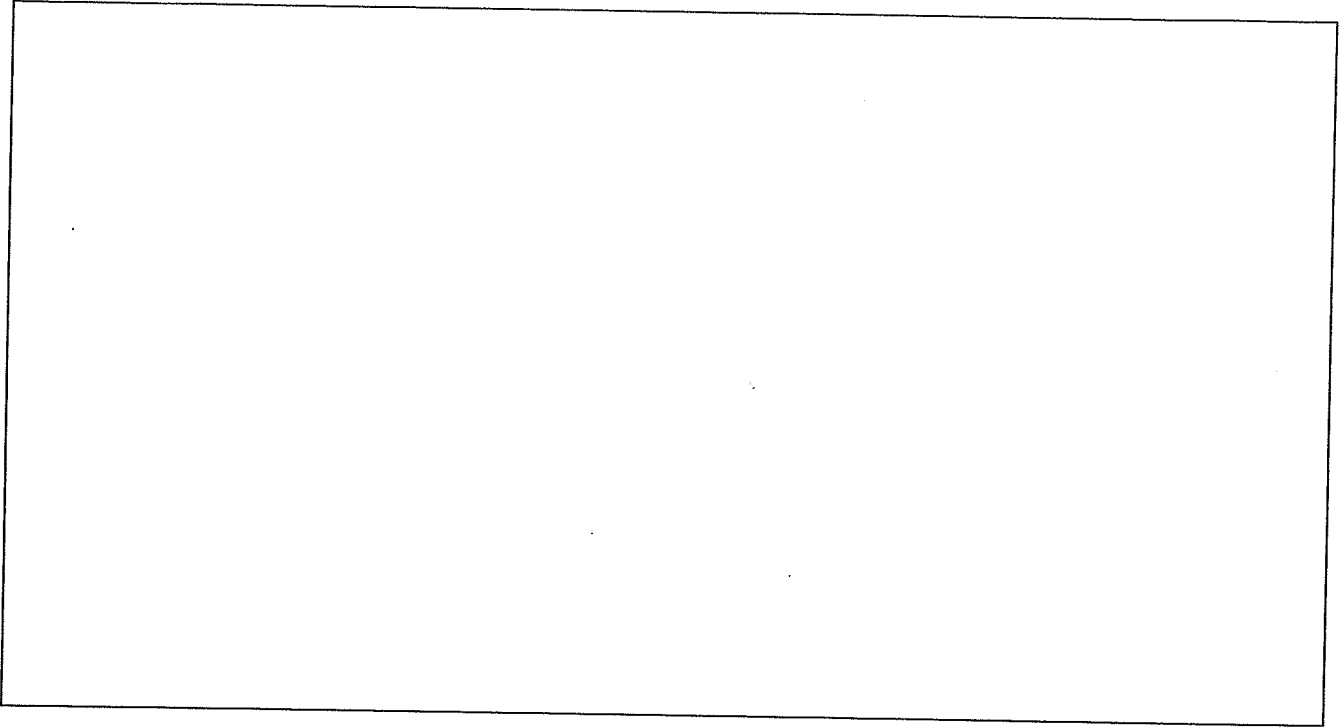
This famous poet found the inspiration for his poems in an unusual place. William Carlos Williams was inspired by everyday objects and the lives of common people, and you can see this in his poetry.

William Carlos Williams wrote about the things he knew. In *A River of Words*, a biography about William Carlos Williams, Jen Bryant explains how at first “Willie” was inspired to write poetry by the sounds and rhythms of the work of the famous English poets read to him by this teacher Mr. Abbott. When he realized that he hadn’t seen a lot of the things he was writing about, he decided to write about the ordinary things and people that he could see around him instead. He made notes about things he had heard, seen, or done, such as wheelbarrows and playing with toys, and wrote poems about them. He drew his inspiration from common objects and familiar people.

William Carlos Williams’s poems show us the beauty and importance of the people and objects in our everyday lives. For example, in “The Red Wheelbarrow,” Williams describes a red wheelbarrow, glazed with rain water, and how it is next to white chickens. This short poem helps us understand how beautiful and important the common wheelbarrow is. Another example is in the poem “This Is Just to Say,” where Williams describes some plums that he ate. In this poem, he says, “I have eaten the plums that were in the icebox” and explains how they tasted delicious, sweet, and cold. Williams was also inspired by the lives of common people. In the poem “Children’s Games II,” he describes little girls playing with pinwheels, hoops, and constructions made of bricks. William Carlos Williams’s poems help the reader appreciate how beautiful common things like wheelbarrows, plums, and little girls playing can be.

CFU:

What is the focus of your conclusion? What ideas will we find in this paragraph? Plan your response below, then type and submit in Google Classroom.

A large, empty rectangular box with a thin black border, intended for the student to write their response to the prompt above.

Name: _____

Date: October 29, 2020

BCCS-Girls

College:

Module 1 Unit 2: Lesson 14a

Learning Targets	-I can give kind, helpful, and specific feedback to my partner (W.4.5)
Assignment to Submit	Informative writing/peer feedback checklist (Google Classroom)

Input

- What does kind, helpful, and specific mean ?
- What does it mean to give feedback?

Kind means that we are using _____ words and helpful means that our suggestions are meant to help our partner _____ and produce their best work! Specific means that we are giving _____ feedback. Feedback is _____ about someone's performance or work that we can give to help them _____ and _____.

We will go over the characteristics of effective writing on the next page.

Application

Use the checklist on the next page to work with your partner to analyze each other's essay together. Provide feedback to help your partner improve and accept their feedback to help you grow as well.

Standard	Characteristics of Effective Informative Writing	Characteristics of My Literary Essay	Yes? No?
W.4.9	My focus shows that I clearly understand the topic or text and it is well supported with evidence from reliable sources.		
W.4.2a	I state my topic clearly, and my writing stays focused throughout the piece.		
W.4.2a	I have an introduction that gives the reader important information needed to understand the piece.		
W.4.2a	I group related information in paragraphs and sections. Each paragraph or section explains a main idea.		
W.4.2a	I use formatting, illustrations, and multimedia to help the reader understand information and ideas.		
W.4.2b	I use accurate and relevant facts, definitions, concrete details, quotations, or other information to explain my thinking.		

W.4.2c	I use linking words to connect ideas.		
W.4.2e	I have a conclusion that is clearly related to the focus and the information presented.		
W.4.2d, L.4.6	The words I use show that I am knowledgeable about this topic.		
W.4.4	Information and ideas are clearly presented and easy to understand.		
W.4.4, L.4.3, L.4.6	My writing is appropriate for this task, purpose, and audience.		
W.4.8 (partial)	I can provide a list of sources.		
L.4.1	My words and sentences follow the rules of writing.		

L.4.2, L.4.3b	My spelling, capitalization, and punctuation are correct.		
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Name: _____

Date: October 29, 2020

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Module 1 Unit 2: Lesson 14b

Learning Targets	-I can revise my literary essay for complete sentences and for correct use of commas and quotation marks to mark quotations from the text. (W.4.2a, L.4.1f, L.4.2b)
Assignment to Submit	Completed/revise essay (Google Classroom)

Part 1: Revising a Literary Essay

Directions: In this unit, you have written your first draft of an essay about what inspired the poet you researched. Over the past few lessons, you have been making revision notes, and giving and receiving feedback that will help you to improve your draft. In this assessment, you will revise and edit your piece using your revision notes and feedback you received.

Remember: A well-written, literary essay

- Has a clear focus statement that tells the main idea of the piece,
- Groups related information in paragraphs that explain and support each part of the focus statement, and
- Uses complete sentences and correctly punctuates quotations.

Now, begin revising and editing your essay using your revision notes and the feedback you have received. Manage your time carefully, so that you can do the following:

1. Read the draft of your essay.
2. Read the feedback given and consider how you can use this feedback to improve your work.
3. Revise your essay by **crossing out any evidence or information that does not support the focus** of each paragraph.
4. Edit to be sure that you have used **complete sentences** throughout the piece.
5. Edit to be sure that you have **correctly punctuated any quotations** in your essay.

Make your changes directly on your first draft.

Type your completed, final essay into Google Classroom.