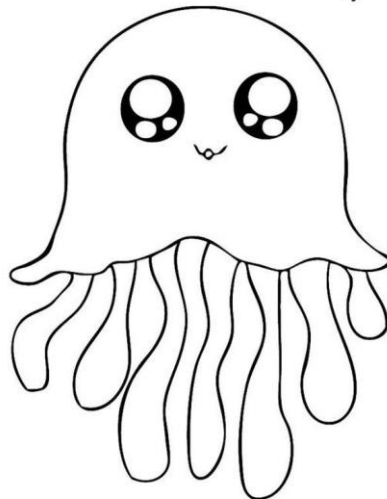


Name _____

Spelman and Howard
4th Grade ELA
Learning Packet
May 3rd- May 7th, 2021



Name: _____

Date: May 3rd, 2021

BCCS-Girls

Spelman/Howard

Module 4: Unit 2: Lesson 9

Learning Targets	I can use the Painted Model Essay structure to analyze a model. I can write a focus statement for my literary essay.
Assignment to Submit	Focus statement chart and painted essay (packet)

Themes

Theme	Focus Statement Guide
Inequality is injustice Don't judge a book by its cover	Exemplar Focus Statement: In this book, both Chloe and Violet take risks in order to do something meaningful with their lives.
Stand up for what is right	Choose the theme you will focus on:
Do something meaningful	Write your focus statement:

“Do Something Meaningful”

The Hope Chest explores several themes. Write an essay that explains one of the major themes of the book. Use evidence and examples from the text to support your interpretation.

The Hope Chest by Karen Schwabach is a story about a girl called Violet who runs away from home to find her sister, Chloe. Chloe is working on getting women the right to vote in Tennessee. One of the themes of this book is that it is important to “do something meaningful.” In this book, both Chloe and Violet take risks in order to do something meaningful with their lives.

Violet’s sister, Chloe, left home shouting “something about wanting to do something meaningful with her life.” At the beginning of the book in Chapter 1, Violet finds letters from Chloe that have been hidden from her by her mother. In those letters, Chloe tells Violet that she is a public health nurse, working long days looking after people with influenza. This work was dangerous and difficult, but Chloe made a difference in the lives of sick people who needed her. Later in the book, we discover that Chloe has left for Tennessee to fight for women’s right to vote. She works long and tirelessly for this cause. Voting makes a difference, not only for the women who vote, but also for the decisions that voters make, which affect all our lives.

Chloe sets an example for her younger sister, Violet. At the end of the book, after all the adventures she has had with Chloe, Violet realizes that she wants to do something meaningful with her life. It says, “She couldn’t wait to be grown up and allowed to work all day, and into the night if she wanted, on something that mattered. Not taking care of sick people, necessarily, and definitely not digging graves, but some important work that needed doing.” Even as a child, Violet is able to “make a difference” in helping women get the vote by spying on the antis for the suffragists. Violet has been inspired through her experiences in the book to “do something meaningful” with her life.

Both of these examples from *The Hope Chest* show how important it is to “do something meaningful.” Many of the characters in the book are doing something meaningful as well. For example, other characters including Miss Kelley and Mr. Martin also fight for the rights of African Americans. This book shows us how difficult, important, and satisfying it can be to do meaningful work.

Name: _____

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Date: May 4th, 2021

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Module 4: Unit 2: Lesson 10

Learning Targets	I can plan and write an introductory paragraph for my literary essay that gives context about the issue and clearly states the topic.
Assignment to Submit	Introduction paragraph graphic organizer and introductory paragraph (Packet)

Introduction Paragraph

What is The Hope Chest about, what theme do you see throughout and who demonstrates this theme?

Details:

- What is The Hope Chest about? (two sentences)

- What theme is shown throughout the text?

- Who demonstrates this theme? Which characters? (P.P1 and P.P.2)

Name: _____

Date: May 5th, 2021

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Module 4: Unit 2: Lesson 11

Learning Targets	I can write proof paragraph 1 of my literary essay, elaborating on evidence to support the theme I have identified.
Assignment to Submit	Proof paragraph 1 graphic organizer and proof paragraph 1 (Packet)

Proof Paragraph 1

Focus: Choose one of your characters and determine how they connect to the theme you chose.

Details:

- Who connects to the theme you chose?
- Textual evidence #1: (This must come from the text to support both the character you choose and the theme.)
- Explain how this piece of evidence supports your claim
- Textual evidence #2: (This must come from the text to support both the character you choose and the theme.)

- Explain how this piece of evidence supports your claim

Name: _____
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Date: May 6th, 2021
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Module 4: Unit 2: Lesson 12

Learning Targets	I can write proof paragraph 2 of my literary essay, elaborating on evidence to support the theme I have identified.
Assignment to Submit	Proof paragraph 2 graphic organizer and proof paragraph 2 (Packet)

Proof Paragraph 2

Focus: Choose one of your characters and determine how they connect to the theme you chose.

Details:

- Who connects to the theme you chose?
- Textual evidence #1: (This must come from the text to support both the character you choose and the theme.)
- Explain how this piece of evidence supports your claim
- Textual evidence #2: (This must come from the text to support both the character you choose and the theme.)

- Explain how this piece of evidence supports your claim

Informative Writing Checklist

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 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 they need 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 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.		

Directions for Peer Critique

1. Partner B reads his or her essay aloud.
2. Partner A reads the criteria on the Informative Writing Checklist.
3. Partner A identifies one star (one thing your partner did well) and records it on a sticky note.
 - Example: “I noticed that you used linking words to connect ideas.”
4. Partner A identifies one step (one thing your partner could improve) and records it on a different colored sticky note.
 - Example: “I’m not sure I heard you restate your focus in your conclusion. Could you add that somewhere?”
5. Switch roles and repeat steps 1–4.
6. Explain your feedback. Partner A first, then partner B.
7. Ask your partner clarifying questions if you don’t understand.
8. Use feedback to revise your essay.