The Meaning and Message of Greek Myths

⭐ TASK

by Kim Johnson

This module has been written with the intent of implementation beginning second nine weeks of school year. This module has been created with five purposes in mind:

1. Develop students' ability to identify theme in Greek myths.
2. Deepen students' ability of using information from text to support their chosen theme/underlying message.
3. Deepen students' ability to summarize a text.
4. Deepen student's ability to demonstrate their learning through learning how to write an informational article.
5. Address ELA grade level specific standards.

During this module students will focus on RL4.2., determine theme of a story from details in the text. Students will summarize the text to enhance their comprehension and enhance their ability to explain to others information they have obtained. It should be noted that prior to this module students have had some experience with finding theme in dramas and poems. Students will be encouraged to use their existing knowledge base as they dig deeper into this module. RL.4 will be taught by reading several Greek myths including but not limited to the following: King Midas and the Golden Touch, Pandora's Box, The Trojan Horse, Medusa and Athena, The Twelve Laborers of Hercules, and Achilles Heel. There are several more that I use, but these are the main ones. (Finding Greek Myths for 4th grade students has been a task. The Greek Myths that I have listed came from the site, Teachers Pay Teachers- Greek Mythology by Nicole Shelby. It should be noted, that many of these Greek Myths I used can also be used to help teach RL 4.4.) RL4.2 will be intentionally taught in the related readings, discussed, and practiced throughout this module. Incorporated with theme is deepening students understanding of summarizing what they have read. Students will be taught the acronym "Somebody Wanted to But So" to help them focus on the main parts of the text to be summarized. Students will have ample time to practice this during whole class demonstration and discussion, small table group discussions and independent time. Students will be taught to use highlighters in their reading to identify the part of the story that helps identify the theme. This skill will be utilized through demonstration, practiced throughout the module. A post assessment will be given at the end of the module prior to the writing piece to demonstrate students understanding.

After pre-writing using a graphic organizer and discussing with peers, students will write an informational article demonstrating their understanding of theme, text that supports the theme, and summarizing by writing this information in an article for a specific audience. The article will be scored using the scoring rubric attached.

Considerations about Lexile Text Complexity:

Greek Myths - I checked the Lexile Level by using the Lexlie Analyzer found the Lexile Level Complexity band is in the range of 740L upper 4th grade. lexile.com/analyzer.

It should be noted that I have three groups of fourth graders on a rotational basis at my school for one hour a day. You may need to readjust the pacing guide depending on your own school situation.

GRADES

4

DISCIPLINE

Reading

COURSE

Reading/ELA

PACING

🕐 **15**hr

Section 1: What Task?

Teaching Task

Task Template IE2 - Informational or Explanatory

After reading several Greek Myths, write an article for Mythology Magazine in which you describe the theme of one selected myth. Support your response with evidence from the text/s. Include a a summary in your response.

Standards

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

RL.4.2

Focus

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

W.4.2

Focus

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.6

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

RL.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.4

Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

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.

SL.4.3

Identify the reasons and evidence a speaker provides to support particular points.

L.4.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Texts

📄 **Greek Mythology Text.docx**

📄 **Aesop's Fables Lexile 760L.jpg**

📑 **The Boy Who Cried Wolf Read Aloud By Teacher .jpg**

🔗 **Greek Mythology informational article trojan-horse.**

📑 **The Boy Who Cried Wolf Read Aloud By Teacher .jpg**

🔗 **Greek Mythology informational article trojan-horse.**

Student Work Rubric - Informational or Explanatory Task - Grades 4-5

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	**2**	**3**	**4**
Topic / Main Idea	Introduces the topic and an unclear main idea.	Introduces the topic and a **clear** main idea with an **inconsistent focus** on the main idea.	Introduces the topic and a clear main idea with a **consistent focus** on the main idea.	Introduces the topic and a clear and **specific** main idea with a consistent focus on the main idea.
Use of Sources	Includes **few** relevant details from sources.	**Summarizes, paraphrases, or quotes relevant** details from sources with **minor inaccurate or incomplete elements**. Includes a list of sources.	Summarizes, paraphrases, or quotes relevant details from sources. Includes a list of sources.	Summarizes, paraphrases, or quotes **well-chosen** details from sources. Includes a complete list of sources.
Development	Includes **minimal** facts, definitions, details, and/or quotations related to the main idea, or that are loosely related to the main idea.	Includes **relevant** facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate).	Includes relevant facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate) **that help develop the main idea**.	**Explains** facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate) that develop the main idea.
Organization	Sequence of sentences or sections lacks a logical order or an evident beginning, middle, and end.	Sequences sentences and groups related information in paragraphs or sections, **with a clear beginning, middle and end**. **Uses transitions (e.g., another, for example, also, because) to connect information**.	Sequences sentences and groups related information **logically** in paragraphs or sections that introduce and develop the main idea, and provide a conclusion. Uses transitions (e.g., another, for example, also, because, in contrast, especially) to connect **or compare** information.	Sequences sentences and groups related information logically in paragraphs or sections that introduce and develop the main idea, and provide a **unifying** conclusion. **Consistently and precisely** uses transitions (e.g., another, for example, also, because, in contrast, especially) to connect or compare information
Conventions	Major errors in standard English conventions appropriate to the grade level interfere with the clarity of the writing. Language use is inappropriate	Errors in standard English conventions appropriate to the grade level **sometimes** interfere with the clarity of the writing. Uses language and domain-specific vocabulary **with minor errors**.	**Consistently applies** standard English conventions appropriate to the grade level. **Minor errors**, while noticeable, **do not interfere** with the clarity of the writing.	Consistently applies standard English conventions appropriate to the grade level, **with few errors**. **Attempts to use untaught conventions, appropriate to grade level**.
Content Understanding (Generic)	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

In this module, you will read several Greek Myths including the following: King Midas and the Golden Touch, Pandora's Box, Achilles Heel, Medusa and Athena, The Twelve Labors of Hercules and the Trojan Horse. You will focus on the theme of each myth you read. You will identify key details in each myth to support your theme. As you read each myth you will summarize what you read so that anyone who hasn't read the myth could clearly understand what it is about. You will have plenty of opportunities to discuss the task with your classmates and your teacher. You will read and identify the parts of an article to increase your understanding of how to write an article.

Extension

As students finish their module on Greek Myths depending on the students depth of understanding you may want to have them dig deeper into Greek Myths by letting them compare and contrast the treatment of myths from different cultures. This will allow the implementation of RL 4.9 while students are thinking about Greek Myths.

Section 2: What Skills?

Preparing for the Task

TASK ANALYSIS: Ability to understand and explain the teaching task and rubric (SL4.1)

Reading Process

ESSENTIAL VOCABULARY: Ability to understand and apply essential vocabulary.

NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.

QUESTIONING: Ability to answer questions about a text that helps identify central idea or message.

ENHANCING COMPREHENSION: Ability to enhance comprehension by summarizing what is read.

CONTENT COMPREHENSION: Ability to understand and infer meaning of words and phrases.

Transition to Writing

PREPARING FOR WRITING: Ability to write an informational article focusing on audience, purpose, and the use of technology.

Writing Process

INTRODUCTORY PARAGRAPH: Ability to write an introductory paragraph

BODY PARAGRAPHS: Ability to develop body paragraphs to support evidence.

CONCLUDING PARAGRAPH: Ability to write an effective closing paragraph

EDITING: Ability to proofread and format a piece to make it more effective.

FINAL DRAFT: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
30 mins	**TASK ANALYSIS**: Ability to understand and explain the teaching task and rubric (SL4.1)	**TASK ANALYSIS** As a class we will analyze the prompt for this module and break it down so we know what we are going to be learning about.	*Meets Expectations:* • Sheet is fully filled out and student responses reflect understanding of the task.	• Read / share important background knowledge about Greek Mythology with your students. • Explain to the class that the goal of this unit/module is to find the theme in a Greek Myth and learn more about how mythology is evident in today's society thus, supporting student's connections to why it is important to study Greek Myths. The Greek Myths purchased from "Teachers Pay Teachers" has included a power point with the myths that show the different characters and how they are referenced today. For example, Pandora Radio, and the Midas Touch -tires to name a few. After doing all this learning they will write an informative article for Mythology Magazine explaining what theme they found in the myth and textual evidence to support the theme. • Pass out Prompt Reflection Sheet and guide a class discussion about what each part of the prompt means. Use questions like: ○ What will you have to do to successfully answer this part of the prompt? ○ What do you need to learn to be able to do this? ○ What parts of this seem easy / what parts seem hard? • Review the reflection sheets and read them over so you have a good sense of how well each student understands the task – provide additional feedback and support as necessary in the following days.

Standards:

RL.4.1 : Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

L.4.1 : Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCR.R.1 : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCR.W.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Additional Attachments:

📄 **Prompt_Reflection_Template120160212-3-p6365s (3).docx**

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
1 hr	**TASK ANALYSIS**: Ability to understand and explain the teaching task and rubric (SL4.1)	**RUBRIC ANALYSIS** In your group, read the definition for your part of the rubric. Use the poster paper to write in your own words what it means. Add a graphic to help remember this part.	*Meets expectations if:* **Small group:** • All students participating • Students work as a team to design a poster and graphics **Poster:** • Students rephrasing rubric accurately using kid-friendly language • Goals show	1. Teacher will display prompt daily, reminding students of the end goal 2. Teacher will display rubric and hand out rubric to each student 3. Teacher will use a poster for the area of "focus" and model how to read the rubric and then deconstruct, using kid-friendly language. 4. Next, teacher will assign small groups an area of the rubric to deconstruct beginning with district focus elements of "controlling idea," "organization," and "conventions." 5. Students will read in groups and teacher will guide them to use kid-friendly language to paraphrase, adding a

			understanding of prompt and rubric expectations	unique graphic to help remember each element of the rubric.

Presentation:

- During presentation, student has eyes on speaker and only one speaker talking at a time
- Students elaborate or asks clarifying questions of each other to show engagement
- Listeners, during presentations, engage with comments and clarifying questions

6. Next each table group will create a poster for their assigned rubric element.
7. Students will then present their rubric element posters to the class. Each time, teacher will ask a person from each table group what the speakers said in their own words.
8. Students will take notes on their own rubric/organizer as the groups present.
9. Posters will be displayed in classroom throughout module.

Standards:

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.

CCR.SL.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.

Reading Process

| 50 mins | **ESSENTIAL VOCABULARY**: Ability to understand and apply essential vocabulary. | **VOCABULARY KNOWLEDGE CAROUSEL** Visit each chart to discuss what you know related to its heading. Read what other groups have written on the chart and add new information. Then, share out. | Student will:

 • read recorded information on each chart
 • discuss information related to the chart heading
 • identify cards that would belong to each chart heading
 • take turns scribing information on the chart
 • evaluate information recorded on a chart and circle most important ideas
 • share ideas with the class | **Preparation**

 1. The following academic vocabulary words will be identified as emphasis for students to have an enhanced understanding of as they proceed through the module: theme, details, summarize, message, central idea. (These will become headings on charts throughout the room. Examples:)

 • pose list of vocabulary as headers on chart paper.
 • Provide examples using index cards with relevant information for each word. (example- Money can't buy happiness (students would place card under theme chart),(provide details of a test cards and so on.) each to draw out background knowledge or expand knowledge of.
 • pose guiding questions about vocabulary words

 2. Label and post the charts around the exterior of the room.

 Introduction

 1. Introduce the key vocabulary and why it is a focus of study.

 2. Introduce the carousel activity as a way to activate and share relevant background knowledge about vocabulary. Explain that it is called a carousel because we will travel around the exterior of the room clockwise, as if we were riding an invisible carousel. Remind students that activating background knowledge helps provide a framework for connecting new information.

 Procedure

 1. Explain how the carousel activity will work:

 1. Form several groups with 3-4 students each.
 2. Provide each group with a list of words or phrases that could be placed below key vocabulary on each chart. (Make sure to use a variety of meanings for each group). |

3. Groups rotate around the room to read, discuss, place cards and record ideas on each chart.

4. Groups have 3-5 minutes to discuss each chart. Begin by reading title and question and then read through other group's recorded ideas. Next add new ideas.

5. Each person in the group will take a turn at being the scribe by recording the group's ideas on the chart. (Give each group a different colored marker.)

6. After all charts have been visited, each group picks (or is assigned) a chart to present key ideas to the whole group.

2. Take a couple minutes to model how to record ideas on the chart. Discuss how good handwriting and complete sentences will help other groups read ideas.

3. Begin the carousel rotation and signal when it is time to rotate (clockwise).

4. Reflect. After the first rotation, the teacher can choose one chart as a model of how to record ideas. Take a few minutes to direct student attention to the chart topic and then read aloud the notes. Point out how complete sentences are more coherent. Good hand-writing helps the reader access. Etc.

5. Continue rotations until all groups have visited and contributed ideas to each chart. Walk around the room to monitor and support student discussion. Give extra time when needed.

6. Debrief as a whole group.

a. Lead a discussion for each of the chart paper topics. You can invite each group to choose a chart to review. They should quickly review their chart to make sure all ideas have been recorded.

b. During discussion, ask for clarification of ideas and encourage students to express their questions/concerns.

c. Encourage students to note any patterns, further questions, or insights gained.

d. Highlight ideas on the charts that most resonate with the group.

e. Ask students how discussion in their groups helped activate and build their background knowledge.

7. Revisit the charts. Once all charts have been visited, each group can pick one chart to review and present to the group. Give students a few minutes to read and discuss information added. Ask groups to circle most important ideas. Encourage them to explain why they think ideas are important or less important and help them come to a consensus on important information.

8. Keep charts posted and be sure to come back to the charts as you continue the unit of study.

Helpful hints (from http://keystoteachingsuccess.blogspot.com/2009/04/rotating-review.html):

1. If you have a large class, create two sets of the same topics on chart paper and one set on one side of the room and another set on the other side of the room. By having two stations set up, instead of each group having 4 or five students, each group would have two or three students.

			2. This could also be used as a review activity at the end of a module.

Standards:

RL.4.4 : Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

CCR.L.6 : Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CCR.SL.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.

CCR.SL.2 : Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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.

SL.4.3 : Identify the reasons and evidence a speaker provides to support particular points.

1 hr	**NOTE-TAKING**: Ability to select important facts and passages for use in one's own writing.	**IDENTIFYING INFORMATION USING HIGHLIGHTING** Read text (any text would work) for the purpose of this task, we will be using Greek Myths to highlight evidence that supports theme.	Highlighted evidence from text that supports theme. Written response from highlighted evidence from text that supports theme.	Teacher presentation and whole group discussion will begin by using a large chart paper with a short myth on it. Students will discuss what the theme is during whole group. Once students as a group have identified theme, they will be prompted to with a partner highlight details in the text that supports the identified theme. For example, King Midas and the Midas Touch - the student may identify theme as "Money Can't Buy Happiness." After they have identified the theme they would next highlight evidence in the myth that supports the theme. If students highlight the king touched his beloved daughter and turned her into gold and begged to have the gift of the Midas touch removed. They have supported the theme.

Students will continue highlighting each myth. All students will have their individualized copy of each myth. If students are having trouble identifying theme, you can give them a list on a chart of themes and/or individualized copies. Then they can identify from a list which theme would be appropriate to each myth.

Guided discussion with whole class about highlighted details and will be high-lighted on chart paper.

This will continue in all text that is needed to support theme.

Students will be given ample opportunities during whole class, small group and independent practice to gain expertise with the skill |

Standards:

RL.4.1 : Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2 : Determine a theme of a story, drama, or poem from details in the text; summarize the text.

1 hr and 30 mins	**QUESTIONING**: Ability to answer questions about a text that helps identify central idea or message.	**DETERMINING THEME (WITH UDL SUPPORTS)** Decide what lesson the story teaches and find textual evidence to support that theme. Then, think deeply about this theme, and connect it to your own life.	Student will: • determine a central theme of a story after reading • find strong and accurate evidence from the text to support the theme • connect theme to his or her own life by clearly explaining how the theme	**PREPARE**

Use a narrative story (I use *The Tortoise and the Hare form Aesop's Fables for this part. It is listed in the text(s) section*) with a clear theme to help students learn the concept of theme.

Select a read aloud and mark with a sticky note places that show clear evidence of the theme.

PROCEDURE |

is related to a personal experience
- discuss the importance of the theme in human experience using sufficient detail

1. Introduce what a theme is, why writers use it, and how it helps comprehension. A theme is central idea that gets repeated across many stories and movies. Why? Because themes capture the human experience (common things that people experience), and show up again and again in the stories we use to make sense of the world around us. Writers often write stories to teach us lessons about life by telling us about other people's experiences.

To build more background knowledge, consider ideas below:

- *Show presentation slides to visually represent the definition of theme.*
- *Show students sample student work to clarify the expectations of the assignment.*

Keep a running list of popular themes in children's literature, such as:

- honest and integrity
- courage and bravery
- determination and perseverance
- fairness and justice
- kindness and compassion
- friendship and trust
- individuality and uniqueness

[Representation: Activate background knowledge by giving familiar book examples/movies around various themes and holding a brief discussion about why those books fit the theme.]

2. Pick a short story (The Boy Who Cried Wolf) as a read aloud using theme (e.g. honesty), but don't tell students which theme it is.

3. Read aloud a relevant excerpt of the text, and stop periodically to ask students what lesson the author might be trying to teach. Ask students to help you mark evidence in the text that suggests or supports a given theme.

4. When finished, reflect with the class: What lesson was the author trying to teach? (Push students to think more deeply by asking them what the author was trying to say about "honesty," etc.) What evidence did we find to support this idea? Revisit the places students pointed out.
Record evidence in a public display (chalkboard, whiteboard, or projection).

5. Continue working with a particular theme by reading other books aloud (Aesop's fables). Make sure to ask students to help you find evidence in the text that supports that theme.

6. Assign student groups to read other stories in Aesop's fables(at their appropriate reading level. The particular stories in the book of Aesop's fables we are using is Lexile Level 760L) The book is Aesop's Fables written by Jerry Pinkley. Give them sticky notes to mark text evidence supporting that theme.

7. Debrief with students about their evidence.

8. End with a discussion on the theme to build the concept. For example, here's a routine for a theme of honesty:

- What is honesty?
- Which is easier: being honest or telling a lie?
- Is there ever a good reason to lie?
- What about lies that are not deceptive, like flattery? Are those wrong too? Why or why not?

- What are our reasons for telling the truth?
- Can you think of an example from your own life?
- Did all the books have the same lesson about honesty?
- Do you think this is a good theme to write about? Why do we care about honesty?

Follow-up:

Give students a chance to think-pair-share about a personal experience related to honesty. Ask them to write about a time when they were faced with a hard choice related to honesty.

[Expression: Vary forms of expression by allowing students to audio record, talk with a partner or even create a short drama to represent their theme. The key is that students experience the theme in different ways and see how themes capture shared human experiences.]

Or, ask students to take a stance on honesty - especially in relationship to one of the character's in the story. Was it okay for them to lie?

Standards:

RL.4.9 : Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

RL.4.2 : Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Additional Attachments:

% **Children's book with the theme of honesty**

🗋 **Sample Student Handout - The Boy Who Cried Wolf.docx**

| 45 mins | **ENHANCING COMPREHENSION**: Ability to enhance comprehension by summarizing what is read. | **PROVE IT: IDENTIFYING EVIDENCE IN NARRATIVE TEXTS** Re-read the myth with theme in mind. As you read, you will find evidence that question or supports your theme. Use sticky note tabs to mark these places in the text. Share the evidence that you find with your classmates. | Students will:

- identify relevant textual evidence
- share their evidence with classmates
- explain the rationale behind their evidence.
- show me the evidence example phrases: on page _____, it said, the author wrote... (a complete list is in the teacher documents section.)
- | **PURPOSE:** The ability to identify evidence in a text to support theme is a foundational skill that is required for close reading, and crosses grade levels, genres, and content areas. This routine, called "Prove It," frames this process for students. Students will develop close reading skills by returning for a second or third reading of a text with a specific purpose in mind, and mark textual evidence related to a particular prompt (supporting theme using evidence from the text).

PREPARE:

1. **Choose a myth:** Try this routine after students have already read a Greek Myth at least once. This can be done in small groups or as a whole class, but students will need to have a copy of the Greek Myth, or at least a copy to share with a partner. You will model this process for the students.

2. **Craft the prompt or question:** The question you choose for the "Prove It" routine should:

- focus on the particular close reading skill you'd like your students to practice

- lead to multiple examples of evidence

Here are some examples:

- (a character from a Greek myth) was feeling _____. I'm going to look for some evidence in the text to support this claim. I'm going to look for evidence to "prove it."

- The setting of this book is a _____ kind of place. I'm going to look for evidence to "prove it." |

- As I was reading, there were clues that something (exciting/funny/unexpected) was about to happen. I'm going to look for some evidence to support this claim. I'm going to "prove it."

- I would describe (a character) as _____. I'm going to look for some evidence to support this claim. I'm going to "prove it."

- I can tell that the theme is Be careful what you wish for. I'm going to look for some evidence to support this claim. I'm going to "prove it."

3. **Identify at least three or four solid pieces of evidence.** Do this ahead of time so that the routine goes smoothly when you are modeling it for students.

Note: It can be more challenging than you might expect to find multiple pieces of evidence for a single prompt when using shorter texts. When getting started with this routine, most, if not all of the evidence should be stated explicitly in the text. Depending on your students' proficiency in "reading between the lines," you could consider including to one or two pieces of evidence that require the reader to make an inference.

INTRODUCE:

1. Tell students that today, you are going to work on finding evidence in a text that answers a question or supports an opinion or an idea you might have about the text. Explain the importance of being able to support your thinking or ideas you have about a text with evidence.

2. Offer a few introductory examples that exemplify the idea of evidence that are NOT related to reading a text, such as:

- If you came to your desk after recess and found crumbs, a crumpled napkin, and an empty ziplock bag, what does this evidence tell you

- Let's say you are pretty sure that I am feeling very happy and excited about something, even though I haven't said anything. What evidence, or clues, might show you that I'm feeling happy?

2. Connect this idea of evidence to the idea of textual evidence-- what we look for in texts while we read, and after we read, as we work to build our understanding of the text.

3. If you'd like, offer a basic example or two from a text you've read recently of text-based evidence supporting a conclusion or answering a question, but don't spend too much time talking about the other text. This will simply serve as a bridge into the text-focused activity.

4. Introduce the focal text you've chosen for the routine, and, if necessary, facilitate a quick recap discussion with students, so that you can frame the prompt/question clearly.

4. Pose the prompt to students, and write or post it on the board. Answer any clarifying questions students may have before beginning the routine.

MODEL:

1. Reiterate the prompt.

2. "Think aloud" about your response and narrate the process as you connect the prompt to the text. You will likely

not re-read the entire text through, so you are also modeling the skill of "skimming" the text to locate things you recall from previous reading, and to skip over sections that are not relevant to the task.

3. Mark instances of evidence in the text, as you explain to students why the instance supports your claim/answers the question.

4. If there are still a few good examples remaining, and if you feel your students are getting the hang of it, elicit student responses to find and mark additional evidence. If not, continue until you've marked and justified all the evidence.

NOTES:

-Whenever you introduce a new routine or strategy, you increase the chances of your students' success when you model the complete routine for them first. You can elicit their input if you feel they are ready to contribute, but don't shy away from using the first time through as a "think aloud" in which you explain your approach to the task throughout the process.

-You should also model the "trial and error" aspect of the routine by including one or two instances when you identify something that might work as evidence, and then talk through the process of evaluating and deciding that it doesn't actually quite match the prompt. This is important so that students don't feel frustrated if they don't find a "right on" piece of evidence at first, when they try routine this without you.

PRACTICE:

1. This is a fairly complex, multi-layered routine. Based on your firsthand knowledge of your students strengths and needs, and their comfort level with practicing close reading strategies independently, you may want to model this routine multiple times, with you primarily "in charge" of identifying evidence, and your students weighing in on your choices.

2. Another way to scaffold the routine is to use it next in a small group/guided reading context, where you will be more available to support your students in using the routine on their own.

3. Give students time to share their findings, including an explanation for why they considered each piece of evidence to be relevant to the prompt. Provide this sentence frame:

I think that _____. My evidence is _____. (Framed questions to assist students when citing textural evidence from their myth to prove their claims are listed in the teacher section.) There are three examples of Prove it taken from pictures on the web.

NOTE: At whatever point you decide to turn over the "responsibility" for "Prove It" to the students completely, be sure to give students the opportunity to share and justify their evidence choices, either with a partner, a small group, or the whole class. This is essential to tracking whether or not students understand the routine, as well as whether or not they understand the prompt and the text! It is also important for students to know they will be accountable for explaining their reasoning in marking the text where they did. Ideally, this will keep them on task, and encourage them to check and reflect on their choices.

EXTEND:

-When students become comfortable with this routine, larger sticky notes can be used for students to make brief notes about their thinking (i.e. the rationale for choosing that piece of evidence) but it's best to start out simply.

-This routine is an excellent bridging activity from reading to discussion. Facilitate a class or small group discussion centered around the focus question, giving students the opportunity to share and explain their evidence. Even if you don't extend to discussion or writing for the whole class, early finishers can be directed to have "evidence swap" conversations with a partner.

-This routine is also an excellent bridging activity from reading to writing. After students are comfortable with the routine, model the process of using the evidence they've identified to formulate a brief, written response to the prompt. Students will be prepared to use their evidence to formulate a written response to the prompt. Using this routine to identify evidence that supports a claim or idea, students will be prepared to formulate a written response to the text, as well.

- This routine can naturally be extended to a focus on Craft and Structure. You may consider together how the author's choices illustrate character traits, build plot progression, or support certain points of view.

Standards:

RL.4.1 : Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCR.R.10 : Read and comprehend complex literary and informational texts independently and proficiently.

CCR.R.2 : Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.4.2 : Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Additional Attachments:

📄 **evidence3.jpg**
📄 **evidence one.jpg**
📄 **evidence2.jpg**

| 1 hr | **ENHANCING COMPREHENSION**: Ability to enhance comprehension by summarizing what is read. | **SUMMARIZING FICTION USING A GRAPHIC ORGANIZER AND THE ACORNYMS: "SOMEBODY WANTED BUT SO THEN"** Write a summary over a myth using the graphic organizer: Somebody Wanted But So Then... | Write summary using all parts of the graphic organizer. Write summary using correct punctuation and capitalization. | Introduce students to summarizing strategy "Somebody Wanted But So Then" using graphic organizer. Begin with teaching "Somebody" is the Who", Have students use one of the myths to do as a whole group. Ask Who is the myth about? Write a sentence about the Who. Next, look at the wanted. Ask students what the Who Wanted? Write a sentence to describe what they wanted. Continue with but. Somebody - Wanted - But (this is the part where students will tell what happened to keep the "somebody from getting what they wanted or what might have gotten in their way. Students will then write a sentence about the problem or what got in the way. Next, students will focus on the So part. This part students will be asked to reflect upon what the Somebody did to fix what ever the but was. Students will then write a sentence about what the somebody in the myth did. Finally, students will reflect on the Then part where they will tell what happened to resolve the problem using a sentence. Once students write their "Somebody Wanted But So Then, they should have a paragraph with all the important parts of their chosen myth. |

Standards:

L.4.2 : Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

W.4.2 : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

RL.4.2 : Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Additional Attachments:

📄 **summarizing graphic organizer myth.docx**

| 1 hr | **CONTENT COMPREHENSION**: Ability to understand and infer meaning of words and phrases. | **MYTHOLOGICAL MEANINGS** Use graphic organizer to identify words and phrases related to Greek Mythology focusing on the theme and allusions referred to in each myth. | • Lists appropriate phrases used in Greek Mythology. • Provides accurate definitions of themes and allusions in Greek Mythology. | • Pass out graphic organizer to students; allow them time to fill in their ideas from the myths read. • After students have finished filling out their graphic organizer allow them group time to discuss their answers with others in the group and provide feed back to each other. • After scoring, ask some students to share definitions of terms that others overlooked or misunderstood. • After scoring, be willing to provide direct instruction or guide a close reading if needed to work through a key phrase most students missed. |

Standards:

RL.4.4 : Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

RL.4.2 : Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Additional Attachments:

📄 **Themes and Allusions TemplateTeacher Vocabulary.docx**
📄 **Themes and Allusions Template Student Vocabulary.docx**

Transition to Writing

| 30 mins | **PREPARING FOR WRITING**: Ability to write an informational article focusing on audience, purpose, and the use of technology. | **THE TROJAN HORSE (KIDSPAST.COM/WORLD-HISTORY/0062B-TROJAN-HORSE.PHP) ARTICLE EXAMPLE** Look at the website: kidspast.com/world-history/0062B-trojan-horse.php to find techniques the author used to engage the audience as they read the informational article on the Trojan Horse. Think about how you might use some of the same techniques in your own informational article to engage your readers. | Meets Expectations: Students read and analyze article characteristics to develop their article. Work in groups to identify key techniques to use in articles. Does Not Meet Expectations: Students lack ability to analyze article and/or identify key techniquest used by author. | There are a couple of ways you may present this information. In our school district all of our students have chrome books and can access the information using the website individually. If this is not the case at your school you could easily access it on a stand alone computer or promethean board. As students read and think about the article have them take notes about ways the author as presented the information to the audience in this article format. Allow students enough time to work independently through the article and take notes. Next, have students discuss their findings and thoughts within small groups of 4. Finally, as a whole group discussion you will facilitate the big ideas from the class, how they can use these in their own writing. Place the big ideas on chart paper in the room for students to see as they write their articles. |

Standards:

RL.4.2 : Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.4 : Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

W.4.2 : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.4 : Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

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.

| 50 mins | **PREPARING FOR WRITING**: Ability to write an informational article focusing on audience, purpose, and the use of technology. | **TRANSITION FROM READING GREEK MYTHS TO WRITING ABOUT GREEK MYTHS** Think about the Greek Myths, the themes and details to support the themes that we have read and discussed use the graphic organizer template to begin filling out the summary for the myth you have chosen. Next, add the theme and details to support the theme. | 4- Students answer all the questions on the graphic organizer transition template staying on topic in each category.

3- Students answer 2 out of 3 of the statements on the graphic organizer transition template staying on topic for 2 out of 3 in each category.

2- Students answer 1 out of 3 of the statements on the graphic organizer transition template staying on topic for 1 out of 3 in each category.

1- Students answer 1 without staying on topic. | After reading all Greek Myths in unit, and reading the informational article pass out graphic organizer transition template. Go over the 6 required fields. Title, Beginning paragraph hook, summary, theme, theme support 1 and theme support 2. Students may wish to add the allusion, but it is not a requirement. Explain to students they will only be filling in the parts that you have covered so far. Such as, writing the summary, theme, evidence to support the theme and allusion if they want to add it.

As students finish filling out their templates, arrange them in small groups to give them time to discuss with peers their summaries, theme and support.

Whole class discussion using chart paper to reinforce writing the summary, identifying the theme and supporting the theme with evidence from the text.

Remind students to hang on to their templates they will be used throughout the writing process as students begin to write opening paragraph and hook, body, and closing.

*Note, that this is only a template to guide student writing and students are encouraged to create their own if they choose. |

Standards:

W.4.2 : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

RL.4.4 : Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

RL.4.2 : Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Additional Attachments:

📄 **transition to writing Greek Myths.docx**
📄 **transition to writing Greek Myths.docx**

| 30 mins | **PREPARING FOR WRITING**: Ability to write an informational article focusing on audience, purpose, and the use of technology. | **TECHNOLOGY: USING WORD AND/OR GOOGLE DOCS TO PRODUCE WRITING** Review your keyboarding skills used with google doc's and with computer lab tech to practice typing, using formats: font size, color, headings, and/or columns in writing. You will use the informational article, *What is Character* to demonstrate your commands of these keyboarding skills. | Meets Expectations:

Use technology to produce writing including typing using capital and lower case words and punctuation, headings, font of different sizes, including pictures and columns if needed. | At our school, we have chrome books for all students in grades 3-8. We also offer computer lab for students three times a week with the implementation of using google doc's and keyboarding skills. Most of our students have had experience and exposure with the criteria to be able to produce a document on their chrome books. This is an exercise to review information already learned for students. However, if your students haven't been exposed to writing using technology you may want to add time to the teaching task to give them opportunities to practice typing and publishing skills.

As part of the review, students will use their chrome books to open up a blank doc as I use the promethean board to demonstrate as we go. This will be utilized in whole group. Students will be asked how to capitalize a letter through discussion and application. As we continue the review they will be asked to do the following through discussion and application: Change the size of the font, Change the color of the font, divide their pages into columns. Students will practice their typing and organizational skills by typing the myth *The Midas' Touch* using their organizational skills by demonstrating that they can change font size and color, change paragraphs, and etc. |

Students who have difficulties with these task will be given additional support from peers, teacher, and computer technology person.

Standards:

W.4.6 : With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Writing Process

| 40 mins | **INTRODUCTORY PARAGRAPH**: Ability to write an introductory paragraph | **WRITE A CATCHY OPENING LINE** Read and evaluate the different types of catchy hooks. Practice writing some catchy hooks of your own. Make revisions to your openers based on discussions with your peers. Choose your best opener as an introduction to your paper. Then add it to your pre-write graphic organizer. | • Student can articulate the purpose of creating a catchy opening line.
 • Student can name several different types of opening lines (e.g. quote, anecdote, fact, etc.)
 • Student can write several different examples of an opener for a single topic.
 • Student revises and builds on written work based on class and peer discussion. | Introduce what it means to write a catchy opening line

 • Explain the purpose of writing Catchy Hooks: even non-fiction writers use a little creative writing in order to convince their audience right from the start that the article is interesting and worth reading.
 • Show examples of opening lines. Explain that there are several approaches to writing opening lines. Introduce the Catchy Hooks handout (you can introduce the handout in sections if you choose). As a class, read through the types of openers and their examples.
 • Ask students to think-pair-share to rank order the handout examples from interesting to least and explain their thinking.
 • Bring class together to share their thoughts. Brainstorm more examples to add to the list and write on the board.

 Practice writing your own catchy opening lines

 • Give students a chance to independently create 3-5 versions of the openers related to their own writing topic.
 • Give students the opportunity to voluntarily share openers with a peer. Recruit a few volunteers to share their opening line with the whole class. Write student examples on the board.
 • Ask students to conclude by making any changes or additions to their openers based on the class discussion.
 • Have students add their catchy opening lines to their pre-write graphic organizer. |

Standards:

W.4.2 : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Additional Attachments:

📄 **Catchy Hooks**

| 1 hr | **BODY PARAGRAPHS**: Ability to develop body paragraphs to support evidence. | **WRITING PARAGRAPHS TO DEVELOP IDEAS** Write a draft complete with two or more body paragraphs: Include a paragraph with a summary of your myth so that someone who doesn't know the myth would clearly understand what it is about. Next, include a paragraph or more with textual evidence to support the theme you have chosen. It should be clear enough that | • Provides complete draft with two or more developing paragraphs
 • Supports summary and evidence of textual evidence of theme. | • Explain to students that they have already written and opening paragraph. Now, they will focus on two paragraphs to include in the body of their writing.
 • First, they will write a paragraph to summarize their chosen myth. Whole group discussion on writing a paragraph and summary. Give student several minutes to write their paragraph summary. After students have finished pair them with a partner to read and discuss each others work, make notes and/or corrections. During whole group have students read their summarizing paragraphs. Discuss and or re-teach misconceptions.
 • Second, students will be ask to write a paragraph discussing evidence from the story that demonstrates the theme. Students, may also want to add another paragraph if their are more than one compelling pieces of |

| | | your reader can see the connection. | | evidence.
● Repeat partner and whole group discussion with evidence paragraphs.

Encourage students to re-read prompt partway through writing, to check that they are on track.Ask students to add their body paragraphs to their pre-writing graphic organizer. |

Standards:

W.4.2 : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.4 : Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

| 50 mins | **CONCLUDING PARAGRAPH**:
Ability to write an effective closing paragraph | **WRITING EFFECTIVE CONCLUSIONS**
Using models, identify strategies authors use to write effective conclusions, then draft your own. | Meets expectations:

● Student participates in discussion and partner work to identify strategies for writing effective conclusions.
● Student's conclusion includes a recap of the thesis.
● Student's conclusion includes at least one of the strategies for effective conclusions.
● Student provides feedback to a partner to identify if their thesis is recapped and any strategies used. | **Part 1: Analyzing Conclusions in Models**

Return to texts used in the reading process.* All examples should be from the same genre you are asking students to write as the product in the module.

Display one conclusion for all students to see.

Tell students you are going to read it out loud and ask them to listen for how the author concludes his/her message to the reader. Tell them "we are looking for strategies the author used in concluding thoughts."

Read the conclusion out loud. With students' help, underline in the text specific language that portray concluding thoughts communicated to the audience. Then, again with students help, create a list of what the author did to sum up the writing. Label the list "Strategies for Effective Conclusions" or something similar.

Repeat with a second introduction, adding to the list.

For a third example, ask students to work with a partner to identify what may be added to the list of characteristics of effective introductions. Share with the class, adding to the class list.

Provide 3-4 other examples of just introductions on a handout. Ask students to work with a small group to read each and identify other characteristics they wish to add to the list.

Example strategy list:

Strategies Author's Use to Writing Conclusions

● a short summary of the topic
● repeat of the thesis
● a call to action
● restatement of why the topic is so important or why the reader should be concerned
● A quote that reflects the big picture
● a thought provoking question to leave the reader to think about
● a short personal story or scenario reflecting the topic

 *Note: You may decide to include other examples of conclusion if the texts used in the module do not model particular characteristics you wish students to notice. There is no need to read the entire piece; you can simply share the conclusion as a model.

Post the chart for students to reference.

Part 2: Drafting an Conclusion

Tell students "Now that you have seen several examples of conclusions, I'd like you try one of these strategies to draft |

an conclusion for your paper." Ask, "What do you need to make sure is included in your conclusion?" (Students should note that they must include clear emphasis of their thesis statement.)

Allow time for students to draft, then ask them to share with a partner. Have partners listen to recognize the thesis statement and strategies from our list used to build the conclusion.

Allow time for students to draft, then ask them to share with a partner. Provide the following directions:

- Author reads conclusion to his/her partner.
- Partner listens to recognize the thesis and strategies from our list used to build the conclusion.
- Partner tells the author what they think is the thesis and what they think the author wants to leave the reader thinking, pointing out the language in the conclusion that makes him/her draw that conclusion.
- Author confirms or clarifies and makes notes of any needed revision.
- Partner identifies any strategies used from our class list.
- Author confirms or clarifies.
- Authors makes notes of any needed revisions.

Switch roles and repeat.

Add closing statement to pre-writing template.

Standards:

W.4.4 : Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.5 : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

| 50 mins | **EDITING**: Ability to proofread and format a piece to make it more effective. | **USING CUPS TO EDIT** You will use CUPS editing strategy to edit writing and help give systematic feedback to others to improve their writing. | Assess self editing and/or peer editing as complete or not complete.

Complete:

● Evidence of student feedback from self and/or peer(s)
  ○ comments/suggestions
  ○ proofreading marks

● Completed Checklist

Not Complete:

● No evidence of student feedback from self and/or peer(s)
● No Checklist | ● Explain: Once you've revised your writing, it's time to edit. When editing, use the **CUPS** strategy.
● Display the **CUPS** strategy (i.e. anchor charts, projected for students, etc.
  ○ Check the following in your writing and when peer editing:

    ■ Capitalization
    ■ **U**sage
    ■ **P**unctuation
    ■ **S**pelling

● Briefly review the **CUPS** strategy with the students who have used it before.
● For students unfamiliar with this strategy, model how to edit for capitalization, usage, punctuation, and spelling with a example text (suggestion: use a piece of your own writing to edit)
● assign students to partners to employ the **CUPS** strategy with a piece of their writing
  ○ walk around and give feedback to students where needed

● Invite students to conference with their partner, outlining and explaining the edits made.

Note: "NCTE Edit Checklist" and "Peer Checklist" included below in teacher resources outline alternative editing |

				strategies

Standards:

W.4.2 : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.5 : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

L.4.2 : Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.1 : Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCR.W.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Additional Attachments:

📄 **CUPS Editing Checklist**

📄 **CUPS Editing Checklist**

📄 **CUPS Editing Strategy**

🔗 **NCTE Edit Checklist**

📄 **Peer Checklist (Revision and Edit)**

| 1 hr | **FINAL DRAFT**: Ability to submit final piece that meets expectations. | **FINAL DRAFT** You will incorporate your revisions by inserting, adding or omitting your pre-typed writing for your final draft using previous feedback to make necessary revisions and corrections. | Students will submit their final drafts by the designated deadline. Scoring will be based upon the LDC Rubric model. | Students will complete their final draft by refining their pre-writes using their article template to publish finished product. |

Standards:

W.4.6 : With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

W.4.5 : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.2 : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

RL.4.2 : Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

Not Yet

    📄 **greekmythology.docx**

Approaches Expectations

    📄 **greekmythology1.docx**

Meets Expectations

    📄 **GreekMythology2.docx**

Advanced

    📄 **GreekMythology3.docx**

Teacher Reflection

RL4.2 is the main focus of this module. However, 4.4 can easily be addressed. I have personally taught this module. The kids love learning about Greek Mythology and it is a great way to teach the theme. I outlined the graphic organizer for my students to use in article format. If you have an advanced group you may wish to have them design their own article.

All Attachments

📄 **Greek Mythology Text.docx : https://s.ldc.org/u/285p16y90hxui3qvom1w5ndlj**

📄 **Aesop's Fables Lexile 760L.jpg : https://s.ldc.org/u/4xrhclgp1w43r02dqbe7o7uup**

📄 **The Boy Who Cried Wolf Read Aloud By Teacher .jpg : https://s.ldc.org/u/5jd9vzyc6jbgtpp4k0s2re83i**

🔗 **Greek Mythology informational article trojan-horse. : https://s.ldc.org/u/de48iw15gv8121rp40c12knz1**

📄 **greekmythology.docx : https://s.ldc.org/u/13zrxxlozpd4lngk0unj08mab**

📄 **greekmythology1.docx : https://s.ldc.org/u/6h8nsvzripkf79jpbey9w4avk**

📄 **GreekMythology2.docx : https://s.ldc.org/u/8vdtcrq5q9b3jnie1l39asdvc**

📄 **GreekMythology3.docx : https://s.ldc.org/u/c8ju1w0nv42z51i5uvfdufles**