

Planning for a RIGOROUS Reading Lesson...

Grade: 4
 Selection (Title and/or Content Link: The Secret Garden)

Week of: _____
 Literary (Fiction/Nonfiction)/Poem OR Informational (CIRCLE ONE)

Identify Core Understanding & Key Idea of Text (Purpose/s for Rereading)		Literal: <i>Mary Lennox was a fretful child that was kept out of the way.</i> Inferential: <i>The Ayah spoils Mary to keep her quiet.</i> Analytical: <i>The major events that shaped her life were her mother's rejection and the loss of her Ayah due to cholera.</i>			
Common Core State Standards & Next Generation Sunshine State Standards					Instructional Resources
Primary Standard	<ul style="list-style-type: none"> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS-RL.4.1) Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions) (CCSS-RL.4.3) Next Generation SSS: LA.4.1.7.3, LA.4.1.7.4			T Chart Character Analysis Chart Character Traits List	
Secondary Standard	<ul style="list-style-type: none"> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. (CCSS-L.4a; L.4b; L.4c) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS L.5a; L.5b; L.5c) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. (CCSS L.6) Next Generation SSS: LA.4.2.1.7, LA.4.1.6.3, LA.4.1.6.4			Concept of a Definition Map	
Performance Task (Culminating Independent Written Assessment)	<ul style="list-style-type: none"> Explain Mary's selfish behavior and make inferences regarding the impact of the cholera outbreak on Mary Lennox in Frances Hodgson Burnett's <i>The Secret Garden</i> by explicitly referring to details and examples from the text. (CCSS-R.4.1) 				
Ongoing Standards (includes Vocabulary on back of planner)					
Text Structure	Chronological Order Cause and Effect Foreshadowing	Text Structure Chart/ One Sentence Summary Frames Prediction Chart	Author's Purpose	<i>Intent: to show/to tell the author's main message... + Main Idea</i>	Author's Purpose Chart: Intent + Main Idea = AP
Topic	Cholera epidemic Mary Lennox Secret Garden Misselthwaite Manor	What is the subject?	Author's Perspective	<i>Without Mary's parents' attention and care she develops into a tyrant.</i>	What would the author probably read? Think? Agree with?
Theme	<i>Natural and life events can shape a person's personality</i>	What's the message, generalization about life or lesson learned?			
Main Idea & Supporting Details	<i>The author portrays Mary Lennox as a "tyrannical and selfish little pig". She is cared for by the native servants who are obliged to give Mary whatever she wants. Thus, she becomes terribly spoiled and dictatorial.</i>	M. I Table/Two Column Chart (MI/D)	Text Features (TF)	<i>Title Subtitle Introduction Picture</i>	Text Feature Chart TF Analysis Chart

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Language Standards	Complexity of Questions: Low Moderate High	QUESTION Task Cards	Text Dependent Sequential Questions for a Close Analytical Read (literal, inferential, & analytical)
<p>Context Clues: Ayah, cross, servants, amuse Synonyms: little, thin; sickly, ill; fretful, crying; mysterious, strange Antonyms: slunk; hurried, beauty; ugly, work; parties Prefixes: disagreeable, disliked Suffixes: sickly, fretful, familiarly, frightfully, governess, tyrannical, mysterious Base Words: awakened, pretended, disagreeable Root Words (Latin /Greek): position Multiple Meaning: sour, please, cross, held, great, under Academic Words: Mem Sahib, veranda, cholera, governess, stammered, muttered, tyrannical</p> <p>Use Sentence Structure to Clarify Meaning:</p> <ul style="list-style-type: none"> • <i>She was the most disagreeable-looking child ever seen.</i> • <i>She had always been ill in one way or another.</i> • <i>When Mary was born, she handed her over to the care of an Ayah</i> • <i>She was kept out of the way...because the Mem Sahib would be angry if she was disturbed by her crying.</i> • <i>One frightfully hot morning, she awakened feeling very cross when she saw that the servant who stood by her bedside was not her Ayah.</i> • <i>Mary threw herself into a passion and beat and kicked her,</i> • <i>There was something mysterious in the air that morning.</i> <p>Analyze the use of Literal and Nonliteral Language:</p> <ul style="list-style-type: none"> • <i>She had a little thin face and a little thin body, thin light hair and a sour expression.</i> • <i>By the time she was six years old, she was a tyrannical and selfish a little pig as ever lived.</i> • <i>All the time growing more and more angry</i> • <i>Her hair was yellow, and her face was yellow because she had been born in India and had always been ill in one way or another.</i> 		<p>QAR's Right There Think & Search Author & You On My Own</p> <ol style="list-style-type: none"> 1. <i>Who is the main character introduced in the story?</i> 2. <i>Where did Mary live while her parents were alive?</i> 3. <i>Why does Mary rarely see her parents while living in India?</i> 4. <i>What happened to Mary's parents?</i> 5. <i>Where was Mary sent after her parents died?</i> 6. <i>"Ayah" (line 8) How does the context of lines 1-15 help to clarify the meaning of this word?</i> 7. <i>How does the author use imagery to illuminate Mary's physical appearance?</i> 8. <i>Consider the author's physical descriptions of Mary. What does the author imply about internal and external beauty?</i> 9. <i>What does the author mean when she says, "She never remembered seeing familiarly anything but the dark faces of her Ayah and the other native servants"?</i> 10. <i>Why is Mary always given her way?</i> 11. <i>Mary is six years old when she chases away the English governesses who were hired to teach her. Explain how this impacted Mary's education?</i> 12. <i>Describe how Mary feels when she wakes up on the day of the cholera outbreak?</i> 13. <i>What does Mary do to the servant by her bed when she wakes up? Why?</i> 14. <i>During the confusion of the epidemic, what happens to Mary?</i> 15. <i>What is the reader meant to infer about the direction the story will take when he/she learns of Mary's growing anger and subsequent actions in the garden?</i> <p>These questions are the stepping stones towards understanding the performance task.</p>	