

Daily Planner for Rigorous Reading Lessons

Grade: 4

Week of: _____

HM Selection Title/HM Link/Separate Text: *The Secret Garden by Frances Burnett* **Literary (Fiction/Nonfiction)/Poem OR Informational**

Primary Standard: LA.4.1.7.3 The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing; **LA.4.1.7.4** The student will identify cause-and-effect relationships in text; **LA.4.1.7.5** The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text; **(CCSS-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. **(CCSS-RL.4.3)** 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)

Secondary Standard: LA.4.2.1.7 The student will identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects; **LA.4.2.1.8** The student will recognize that vocabulary and language patterns have changed in literary texts from the past to the present; **(CCSS-L.4a; L.4b; L.4c)** 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.

Performance Task Question: *Explain the selfish behavior by Mary and make inferences regarding the impact of the cholera outbreak in Frances Hodgson Burnett's The Secret Garden by explicitly referring to details and examples from the text. (CCSS-R.4.1)*

<p style="text-align: center;">Day 1 Focus Standard: <i>Main Idea/ Key Details</i></p>	<p style="text-align: center;">Day 2 Focus Standard: <i>Vocabulary</i></p>	<p style="text-align: center;">Day 3 Focus Standard: <i>Character Development</i></p>	<p style="text-align: center;">Day 4 Focus Standard: <i>Story Structure – Character Development</i></p>	<p style="text-align: center;">Day 5 Focus Standard: <i>Descriptive, Idiomatic & Figurative Language</i></p>
<p>Purpose Setting: <i>The story begins by informing the reader that Mary is sent to Misselthwaite Manor. Read to discover why Mary moves to England.</i></p> <ul style="list-style-type: none"> • Read independently • Seed discussion • Read aloud by teacher • Written response to Guiding Question • Share/ Revise 	<p>Purpose Setting: <i>Mary is seen as an incredibly disagreeable child even though she comes from a wealthy family. Reread to understand why the author uses the word “tyrannical” to describe Mary.</i></p> <ul style="list-style-type: none"> • Close Analytical Read including questions/discussion focusing on vocabulary (sentence structure & use of literal/nonliteral language) • After reading discuss how Mary regards her Ayah and the servants? • Spectrum of a Word, Concept of a Definition Map, Word Array  <ul style="list-style-type: none"> • Written response to Guiding Question 	<p>Purpose Setting: <i>Mary has been orphaned and brought up by servants and governesses who dislike and fear her. Reread to find words in the text to describe the main character.</i></p> <ul style="list-style-type: none"> • Teacher models <i>Author's Toolbox for Bringing a Character to Life</i> • With a partner, reread <i>The Secret Garden</i> to complete the <i>Author's Toolbox</i>...  <ul style="list-style-type: none"> • Written response to Guiding Question • Share/ revise 	<p>Purpose Setting: <i>Mary spends a vast majority of her time with servants and the text implies that this alienation is a large factor in her disagreeable disposition. Reread to explain what other circumstances significantly impacted Mary's personality.</i></p> <ul style="list-style-type: none"> • Reread and code the text by highlighting specific evidence to support the idea that Mary's personality as well as the cholera outbreak played a significant role in the eventual outcomes of her life. • Text coding: P = Personality- What happened that formed and shaped Mary's personality? C = Cholera- How has the cholera outbreak affected Mary? • Think-Pair-Share to discuss findings. • Written response to Guiding Question • Share/ revise 	<p>Purpose Setting: <i>Mary wakes to a day that just feels wrong. Use words and phrases from the text to infer what has gone awry in Mary's household.</i></p> <ul style="list-style-type: none"> • Read independently • Complete Inference Chart • Read aloud by teacher  <ul style="list-style-type: none"> • Written response to Guiding Question • Share/ Revise
<p>Guiding Question: <i>What happened just before the main character left India?</i></p>	<p>Guiding Question: Think about the word <u>tyrannical</u> in the sentence below: <i>“By the time she was six years old, she was as tyrannical and selfish a little pig as ever seen.”</i> Based on what you've read, what does <u>tyrannical</u> mean in the sentence above?</p>	<p>Guiding Question: <i>How does the author draw the reader's attention to the fact that Mary is spoiled and unhappy? Who does the author hold responsible for her behavior and why?</i></p>	<p>Guiding Question: <i>How is the lack of Mary's parents in her life affecting her personality?</i></p>	<p>Performance Task Question: <i>Explain Mary's selfish behavior and make inferences regarding the impact of the cholera outbreak in Frances Hodgson Burnett's The Secret Garden by explicitly referring to details and examples from the text.</i></p>