

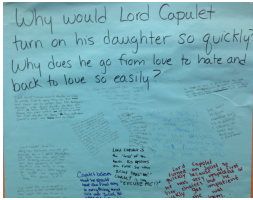
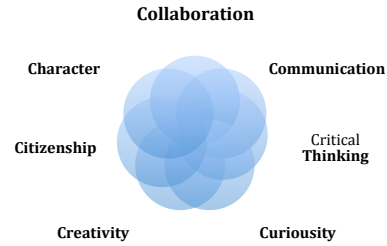


Content Area	Grade Level: Fourth
Language Arts   	R14: The Seven Cs of Learning 
Unit Titles	Length of Unit/Contact Hours
• <i>Building on Our Understanding of Character</i>	5-6 weeks
• <i>Our Opinions Matter</i>	4-5 weeks
• <i>Interpreting Life's Lessons</i>	4-5 weeks
• <i>Learning Through Reading and Writing about Connecticut</i>	5-6 weeks
• <i>The Art and Craft in Historical Fiction</i>	4-5 weeks
• <i>Illuminating Mysteries and Poetry</i>	4-5 weeks
• <i>"Read All About It-Studying Journalism and Authors"</i>	3-4 weeks



Strands	Fourth Grade Expectations
Reading	<ul style="list-style-type: none"> • Readers cite evidence from a text to support thinking within and beyond the text. • Readers determine a theme in literature and identify key characters, settings and events. • Readers summarize literature and informational texts. • Readers can explain how key details support the main ideas in an informational text. • Readers identify overall structures in informational texts. • Readers read and comprehend texts in the grades 4-5 text complexity range with scaffolding as needed at the high end of the range.
Writing	<ul style="list-style-type: none"> • Writers can write narrative, information, and opinion pieces with purpose, organization and elaboration, a point of view, and effective organizational techniques. • Writers can edit writing for grammar, usage, mechanics, and clarity to create for a well-written piece. • Writers use conventional spelling for grade-appropriate words.
Speaking and Listening	<ul style="list-style-type: none"> • Participate in collaborative conversations with diverse partners about grade 4 topics and texts with peers and adults in small and larger groups. • Speakers participate in collaborative conversations building on others' ideas. • Speakers plan for conversation makes communication clearer.
Language and Research	<ul style="list-style-type: none"> • Learners use the mechanics and conventions of English grammar for clarity. • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from an array of strategies. • Researchers know finding new information is best found through a research process. • Learners use technology tools for research and problem solving.

Unit Title	<u>Building on Our Understanding of Character</u> Reading: <i>Following Characters Into Meaning</i> Writing: <i>The Arc of Story: Realistic Fiction</i>	Length of Unit	5-6 weeks
Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> • How do I function as part of a community of readers and writers? • How do I communicate effectively with partners and within a group? • How do I think deeply about and identify with characters in a story? • How do I develop ideas about big themes in a story? • How do I raise the level of my fiction writing? • How do I make my story better in the revision process? 		
Unit Strands and Standards	Learning as A Literacy Community, Sharing Literacy Learning in Small and Large Groups Setting, Setting Goals as Reader and Writer, Writing for Audience and Purpose <u>Reading:</u> RL.4.1, RL.4.2, RL.4.3, RL.4.4 <u>Writing:</u> W.4.3, W.4.4, W.4.5, W.4.6, W.4.10 <u>Speaking and Listening:</u> SL.4.1, SL.4.2, SL.4.3 <u>Language:</u> L.4.1, L.4.2, L.4.3, L.4.4		
Concepts	<u>Reading:</u> Text Evidence & Examples, Theme, Summary, Character Analysis & Description, Inference, Prediction Envisionment, Synthesis, Vocabulary in Context <u>Writing:</u> Narrative Craft, Transitional Words/Phrases, Sensory Details, Clear & Coherent Writing, Writing for a Purpose and Audience, Writing Process, Use of Technology, Write Routinely for Extended Time <u>Speaking & Listening:</u> Collaborative Discussions, Paraphrasing, Reasons & Evidence to Support Speaking Points <u>Language:</u> English Grammar and Usage Conventions, Vocabulary Acquisition and Use		
Key Vocabulary	Feedback, Collaboration, Self-Assessment, Jot, Teamwork, Character Traits, Infer, Envision, Predict, Synthesize, Theme, Evidence, Audience, Voice, Narrative Craft, Literary Devices, Paraphrase, Conventions		

Unit Title	Building on Our Understanding of Character Reading: <i>Following Characters Into Meaning</i> Writing: <i>The Arc of Story: Realistic Fiction</i>	Length of Unit	5-6 weeks
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Critical Content: My students will know that...	Key Skills: My students will be able to...
<ul style="list-style-type: none"> • readers and writers grow by sharing ideas and reflections about their reading and writing. • readers and Writers realize that they have a responsibilities in workshop and can focus their learning by setting goals for themselves. • readers know that inferring character traits helps them understand the story's characters more deeply. • readers recognize that characters can be multi-faceted. • readers notice how characters' experiences can turn into life lessons. • readers can deepen their understanding of a text by synthesizing ideas across a text. • writers compose their stories for a specific audience. • writers understand that one way they can improve their fiction writing is by drawing on everything they have learned about narrative craft. • writers recognize and understand that conversing with partners can provide them with ideas for revision that help them improve their editing and revising. • writers recognize syllable patterns to make connections to spell effectively. 	<ul style="list-style-type: none"> • follow workshop procedures and routines • use Reader's and Writer's Notebooks effectively • converse and collaborate with peers • use rubrics to self-assess and set goals • analyze a character's words, thoughts, and actions to determine character feelings and traits • use what they know about a character and setting to help them uncover themes • use the writing process to create well-organized fictional stories • write realistic fiction stories utilizing story elements, dialogue, and literary devices • revise and edit their writing (complete sentences vs. fragments, ending punctuation, reread to edit, spelling consciousness). • notice and use frequently appearing syllable patterns in multisyllabic words in spelling • use flexibly, word solving skills learned in Grade Three. • use technology to plan, draft and publish writing.

Assessments:	Reading: Anecdotal Notes, Reading Response Writing: Daily Writing Samples, End-of-Unit Published Piece
Teacher Resources:	<ul style="list-style-type: none"> ❖ <i>Unit Implementation Guide</i> ❖ <i>Units of Study in Reading and Writing</i> by TC Reading and Writing Project

Unit Title	<u>Our Opinions Matter</u> Reading: <i>Reading High Interest Informational and Literary Nonfiction Closely</i> Writing: <i>Boxes and Bullets: Personal and Persuasive Essays</i>	Length of Unit	4-5 Weeks
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Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> • How do text structures and text features help me understand nonfiction texts? • How do I find the main idea and key details of a text? • How do I summarize a nonfiction text? • How do I raise the level of my personal and persuasive essay writing?
Unit Strands and Standards	<p>Noticing Genres and Their Features, Determining Importance and Main Ideas, Understanding and Using Evidence in Reading and Writing</p> <p><u>Reading:</u> RI.4.1, RI.4.2, RI.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.9</p> <p><u>Writing:</u> W.4.1, W.4.4, W.4.5, W.4.6</p> <p><u>Speaking and Listening:</u> SL.4.1, SL.4.2, SL.4.3</p> <p><u>Language:</u> L.4.1, L.4.2, L.4.3, L.4.4</p>
Concepts	<p><u>Reading:</u> Text Evidence and Examples, Inference, Summary, Main Idea & Key Details, Determining Importance, Content Vocabulary, Text Structures, Compare & Contrast Texts, Nonfiction Text Features, Integrate Information from multiple texts</p> <p><u>Writing:</u> Opinion/Persuasive Writing, Linking Words/Phrases, Clear & Coherent Writing, Writing for a Purpose and Audience, Writing Process, Use of Technology</p> <p><u>Speaking and Listening:</u> Collaborative Discussions, Paraphrasing, Reasons & Evidence to Support Speaking Points</p> <p><u>Language:</u> English Grammar and Usage Conventions, Vocabulary Acquisition and Use</p>
Key Vocabulary	Text Structures, Compare & Contrast, Cause/Effect, Problem/Solution, Chronology, Question/Answer, Summarize, Determine Importance, Close Reading, Text Features, Integrate, Theory, Inference, Categorization, Feedback

	Our Opinions Matter Reading: <i>Reading High Interest Informational and Literary Nonfiction Closely</i> Writing: <i>Boxes and Bullets: Personal and Persuasive Essays</i>		4-5 Weeks
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Critical Content: My students will know that...	Key Skills: My students will be able to...
<ul style="list-style-type: none"> • readers understand that nonfiction texts are read differently than fiction texts. • readers use text structures to help them understand nonfiction texts. • readers determine importance to help them identify main ideas and details. • readers incorporate main ideas and key details in nonfiction summaries. • readers understand that nonfiction text features contribute to the understanding of a topic. • readers recognize that nonfiction texts contain topic-specific vocabulary essential to understanding the subject. • writers understand that a logical organization of ideas helps strengthen their opinion/persuasive writing. • writers know that strong evidence is an essential component of a persuasive essay. 	<ul style="list-style-type: none"> • identify different nonfiction text structures • explain the author's purpose for using certain text structures • identify main ideas and key details in nonfiction texts • summarize a nonfiction text • identify nonfiction text features and their purpose • determine the meaning of content vocabulary • write a well-developed personal/persuasive essay that is strong in both form and content • draw on evidence from a variety of sources to support their reasons and thesis • angle their evidence to support a claim/thesis • revise and edit their writing (editing checklists, compound sentences, commas, portable word walls) • connect words that are related (same base or root) • use spell-checking resources (computers, etc.)

Assessments:	Reading: Anecdotal Notes, Analyze an Article Writing: Daily Writing Samples, End-of-Unit On-Demand Opinion
Teacher Resources:	❖ <i>Unit Implementation Guide</i> ❖ <i>Mastering the Mechanics by Hoyt (Throughout the Year)</i>

Unit Title	History Lives Reading: <i>Learning About CT</i> Writing: <i>Bring History to Life</i>	Length of Unit	5 - 6 weeks
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How can I research to learn about different aspects of Connecticut history? • How can I synthesize information across texts? • How can I compare and contrast different texts on the same topic? • How can I recognize that an author's treatment of the subject can sway readers' thinking about topics? • How do I write a research report? 		
Unit Strands and Standards	<u>Reading:</u> RI.4.1, RI.4.2, RI.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.9 <u>Writing:</u> W.4.2, W.4.4, W.4.5, W.4.6, W.4.7, W.4.10 <u>Speaking and Listening:</u> SL.4.1, SL.4.2, SL.4.3 <u>Language:</u> L.4.1, L.4.2, L.4.3, L.4.4		
Concepts	Understanding How to Use Resources for Information, Synthesizing and Note-Taking, Considering Perspective as a Reader and a Writer <u>Reading:</u> Text Evidence and Examples, Main Idea & Key Details, Determining Importance, Content Vocabulary, Text Structures, Compare & Contrast Texts, Summarizing, Nonfiction Text Features, Integrate Information from multiple texts, Inferring, Synthesizing, Making Connections, Questioning <u>Writing:</u> Information Writing, Research Project, Note-Taking, Paraphrasing, Domain-Specific Vocabulary, Clear & Coherent Writing, Writing for a Purpose and Audience, Writing Process, Use of Technology, Write Routinely for Extended Time <u>Speaking and Listening:</u> Collaborative Discussions, Paraphrasing, Reasons & Evidence to Support Speaking Points <u>Language:</u> English Grammar and Usage Conventions, Vocabulary Acquisition and Use		
Key Vocabulary	Primary Resources, Secondary Resources, Close Reading strategies, Summarizing vs. Retelling, Compare/Contrast, Paraphrase		

Unit Title	History Lives Reading: <i>Learning About CT</i> Writing: <i>Bring History to Life</i>	Length of Unit	5 - 6 weeks
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Critical Content: My students will know that...	Key Skills: My students will be able to...
<ul style="list-style-type: none"> • readers recognize that there are different types of resources. • readers understand that some resources are more reliable than others. • readers understand that note taking is a complex task. • readers know that different authors may have various perspectives of the same topic. • readers engage in the complex work of synthesis as they read multiple texts on the same topic. • writers create research projects to teach others about a topic. • writers understand that verbal rehearsal, in the form of teaching others, prepares them to write a research paper. • writers realize that authenticity is added to a history research report when historical facts and quotes are incorporated. 	<ul style="list-style-type: none"> • differentiate between primary and secondary resources • identify reliable primary and secondary resources • compare and contrast different authors' perspectives of the same topic • synthesize information from various resources • use efficient note-taking strategies • write a research report • research facts that develop and support their ideas • organize information into a logical structure • incorporate text features into their research reports to pop-out important information • elaborate their research reports by using historical details and quotes • revise and edit their writing (adverbs and adverb phrases, copyediting, single and double subjects) • solve multisyllabic words using vowel patterns and affixes

Assessments:	Reading: Anecdotal Notes and Reading Assessment Writing: End-of-Unit Post-on-Demand Informational Piece (Rubric)
Teacher Resources:	❖ <i>Unit Implementation Guide</i>

Unit Title	Interpreting Life's Lessons Reading: <i>Interpretation Clubs</i> Writing: <i>The Literary Essay: Writing About Fiction</i>	Length of Unit	4-5 weeks
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Inquiry Questions (Engaging Debatable):	<ul style="list-style-type: none"> • How can I heighten my skills at interpretation so I can see themes that thread through a text and sometimes across many texts? • How can I compare and contrast the way the same theme is handled in different texts and by different authors? • How do I communicate my thinking about a text in a literary essay? • How do I raise the level of my writing through a literary essay? • How can I compare and contrast familiar texts through essay writing?
Unit Strands and Standards	<p>Connecting Stories to Big Ideas (Themes), Understand the Power of Revision as a Reader and Writer</p> <p><u>Reading:</u> RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.9</p> <p><u>Writing:</u> W.4.1, W.4.4, W.4.5, W.4.6, 4.9, 4.10</p> <p><u>Speaking and Listening:</u> SL.4.1, SL.4.2, SL.4.3</p> <p><u>Language:</u> L.4.1, L.4.2, L.4.3, L.4.4</p>
Concepts	<p><u>Reading:</u> Text Evidence & Examples, Theme, Summary, Character Analysis & Description, Inference, Synthesis, Determining Importance, Vocabulary in Context, Compare & Contrast Texts, Thesis vs. Theme</p> <p><u>Writing:</u> Literary Essay, Compare & Contrast Essay, Linking Words/Phrases, Citing Text Evidence, Clear & Coherent Writing, Writing for a Purpose and Audience, Writing Process, Adding Complexity, Author's Craft, Use of Technology, Text Analysis, Evidence, Write Routinely for Extended Time</p> <p><u>Speaking & Listening:</u> Collaborative Discussions, Paraphrasing, Reasons & Evidence to Support Speaking Points</p> <p><u>Language:</u> English Grammar and Usage Conventions, Vocabulary Acquisition and Use</p>
Key Vocabulary	Theme, Interpret/Interpretation, Analyze, Justify, Evidence, Text Complexity, Close Reading, Perspective, Inference, Word Choice, Metaphor, Synthesize, Sign-Posts, Thesis, Flash Drafts, Literary Devices, Author's Craft

Unit Title	Interpreting Life's Lessons Reading: <i>Interpretation Clubs</i> Writing: <i>The Literary Essay: Writing About Fiction</i>	Length of Unit	4-5 weeks
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Critical Content: My students will know that...	Key Skills: My students will be able to...
<ul style="list-style-type: none"> • readers recognize that stories offer advice on how to live. • readers understand that identifying story topics can help lead them to a story's themes. • readers look for a thread, which runs through a text to help identify theme. • readers recognize that a text may have multiple themes, although not all are equally supported by evidence. • readers understand that as they read further, their initial ideas about a text may need to be revised. • writers realize they can develop ideas acquired from reading texts through literary essays. • writers know that uncovering big ideas in a story helps in the development of an essay thesis. • writers pay attention to characters' traits, motivations, struggles, changes, and relationships when writing a literary essay. • writers understand that there is an important relationship between a thesis, supporting ideas, and evidence. 	<ul style="list-style-type: none"> • identify themes in a text • provide text evidence to justify interpretations-collect and cite evidence to support a thesis. • read closely to analyze different aspects of a text (e.g. <i>word choice, point of view</i>) • gain clues to story themes by noticing when a character experiences strong emotions or makes critical choices. • determine a character's growth throughout a text • collect and analyze ideas throughout a text using a system (e.g. <i>sign-posts</i>) • compare & Contrast themes in a variety of texts • write a literary essay with complexity and clarity, utilizing author's craft • use thought prompts and ask questions of a text to help grow ideas • elaborate on written ideas by using prompts to push their thinking • use transition words /phrases to connect evidence • compare & Contrast familiar texts in an essay • revise and edit their writing (verbs, comma/closer, connecting words)

Assessments:	Reading: Anecdotal Notes, Reading Assessment Writing: Daily Writing Samples, End-of-Unit Published Piece
Teacher Resources:	❖ <i>Unit Implementation Guide</i>

Unit Title	The Art and Craft of Historical Fiction Reading: <i>Historical Fiction Book Clubs</i> Writing: <i>The Craft of Fiction</i>	Length of Unit	4-5 weeks
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Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> • How can I trace setting, plot, and characters across a historical fiction text? • How can I discover themes in historical fiction stories that relate across time, place, and characters? • How can I gain a deeper understanding of historical fiction texts by learning about that time period? • How can I use narrative techniques to bring forth important themes and messages in fictional stories?
Unit Strands and Standards	<p>Learning About History Through Reading, Settings Influence Readers and Writers, Reading Deeply Helps Us Craft Our Stories</p> <p><u>Reading:</u> RL.4.1, RL.4.2, RL.4.3, RL.4.4</p> <p><u>Writing:</u> W.4.3, W.4.4, W.4.5, W.4.6, W.4.10</p> <p><u>Speaking and Listening:</u> SL.4.1, SL.4.2, SL.4.3</p> <p><u>Language:</u> L.4.1, L.4.2, L.4.3, L.4.4</p>
Concepts	<p><u>Reading:</u> Text Evidence & Examples, Theme, Summary, Character Analysis & Description, Setting, Inference, Synthesis, Vocabulary in Context</p> <p><u>Writing:</u> Narrative Writing, Transitional Words/Phrases, Sensory Details, Clear & Coherent Writing, Writing for a Purpose and Audience, Writing Process, Adding Complexity, Author's Craft, Use of Technology, Write Routinely for Extended Time</p> <p><u>Speaking & Listening:</u> Collaborative Discussions, Paraphrasing, Reasons & Evidence to Support Speaking Points</p> <p><u>Language:</u> English Grammar and Usage Conventions, Vocabulary Acquisition and Use</p>
Key Vocabulary	Historical Fiction, History, Passage of Time, Moment in Time, Time Period, Setting, Plot, Character Motivation/Behavior, Connections, Perspective, Interpretation, Theme, Compare & Contrast, Figurative Language, Metaphor, Simile, Literary Devices, Craft, Symbolism, Word Choice

Unit Title	The Art and Craft of Historical Fiction Reading: <i>Historical Fiction Book Clubs</i> Writing: <i>The Craft of Fiction</i>	Length of Unit	4-5 weeks
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Critical Content: My students will know that...	Key Skills: My students will be able to...
<ul style="list-style-type: none"> • readers recognize that a historical setting creates distinct tensions in a story. • readers know consulting nonfiction resources will help them understand the time period in a historical fiction book. • readers understand that they can learn history from historical fiction. • readers understand that nothing which happens in a story is included accidentally--details matter. • readers recognize that the thoughts, decisions, and actions of characters are shaped by the times in which they live. • readers recognize that examining a text through a different lens (e.g. <i>power</i>) can lead to new thinking. • readers must remain open to new ideas and can deepen their interpretations of a text by considering the viewpoints of all characters. • writers create stories that address issues. • writers understand that examining mentor texts can give them ideas for improving their own writing. 	<ul style="list-style-type: none"> • comprehend historical fiction novels by gaining an understanding of the time period • note details which reveal important information about the setting • utilize essential reading tools to accumulate and help synthesize details (e.g. <i>timelines, graphic organizers</i>) • understand a character better by linking a historical timeline with a character's timeline • cite evidence from a text to support their interpretations • revise and deepen their interpretations as they read more/gather more evidence • participate in conversations that can change thinking about a text • distinguish various perspectives of characters within a story • use a variety of author's craft to communicate a narrative story • match their setting to the mood or tone of a scene • analyze a mentor text for craft moves than can be imitated • revise and edit their writing (introductory phrases, dialogue, subject verb agreement)

Assessments:	Reading: Anecdotal Notes, Reading Assessment Writing: Daily Writing Samples, End-of-Unit On-Demand Narrative (Rubric)
Teacher Resources	❖ <i>Unit Implementation Guide</i>

Unit Title	Understanding Mysteries and Poetry Reading: <i>Raising the Level of Interpretation and Analyzing Craft and Structure Through Mystery Book Clubs</i> Writing: <i>Poetry Anthologies: Writing, Thinking, and Seeing More</i>	Length of Unit	4-5 weeks
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Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> • How can I read mysteries, collecting and interpreting clues so that I solve the mystery before the crime-solver does? • How can I not only solve the mysteries, but also learn life lessons as I do this? • How can I use narrative techniques and poetic devices to help me write poems highlighting a message or theme?
Unit Strands and Standards	<p>Read Closely to Notice Details, Using Background Knowledge, Developing Poetic Senses, Notice Text Structures in Reading and Writing (Learning from Mentors)</p> <p><u>Reading:</u> RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.5, RL.4.10</p> <p><u>Writing:</u> W.4.4, W.4.5, W.4.6, W.4.10</p> <p><u>Speaking and Listening:</u> SL.4.1, SL.4.2, SL.4.3</p> <p><u>Language:</u> L.4.1, L.4.2, L.4.3, L.4.4</p>
Concepts	<p><u>Reading:</u> Text Evidence & Examples, Theme, Summary, Character Analysis & Description, Setting, Inference, Synthesis, Vocabulary in Context, Structural Elements of Poems, Read Complex Texts</p> <p><u>Writing:</u> Poetry Writing, Structural Elements, Poetic Device, Perspective, Sensory Details, Compare & Contrast, Clear & Coherent Writing, Writing for a Purpose and Audience, Writing Process, Use of Technology, Write Routinely for Extended Time</p> <p><u>Speaking & Listening:</u> Collaborative Discussions, Paraphrasing, Reasons & Evidence to Support Speaking Points</p> <p><u>Language:</u> English Grammar and Usage Conventions, Vocabulary Acquisition and Use</p>
Key Vocabulary	Clue, Detective, Suspects, Suspicions, Suspicious, Culprit, Evidence, Alibi, Red Herrings, Opportunity, Motive/Motivation, Foreshadowing, Plot Twist, Scene of the Crime, Solution, Inference, Prediction, Interpretation, Character Analysis, Pace, Synthesis, Moral/Lesson, Poetry Anthology, Theme, Mentor Poems, Poetic Device, Stanza, Verse, Rhythm, Rhyme, Meter, Persona, Poet's Eyes

	Understanding Mysteries and Poetry Reading: <i>Raising the Level of Interpretation and Analyzing Craft and Structure Through Mystery Book Clubs</i> Writing: <i>Poetry Anthologies: Writing, Thinking, and Seeing More</i>		4-5 weeks
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Critical Content: My students will know that...	Key Skills: My students will be able to...
<ul style="list-style-type: none"> • readers can solve mysteries before the crime-solver does by paying close attention to details and holding onto them throughout the text. • readers understand how each part in a book builds on earlier sections. • readers understand that they need to use all they have learned about making interpretations to recognize life lessons in mysteries. • readers understand the importance of slowing down their reading at important parts of a mystery to ensure they don't miss clues. • readers realize that strategy integration is essential to reading increasingly complex texts. • readers and Writers understand that setting goals and working hard to achieve them will result in significant progress. • writers can create poems in response to the topics and themes that surround them by looking at the world through a <i>poet's eyes</i>. • writers recognize that reading mentor poems can help spark ideas (e.g. <i>topic, structure, rhythm</i>) for writing their own poems. • writers realize that <i>how</i> a poem is written is as important as <i>what</i> the poem is about. • writers can step into the shoes of a character or object and write a poem through this perspective. 	<ul style="list-style-type: none"> • collect and interpret clues to solve a mystery. • discover life lessons in mystery books. • make, confirm, and revise predictions based on evidence. • use inference skills to better interpret clues in the text. • analyze a character's behaviors, traits, choices, and motivations and track multiple plot lines. • compare and Contrast texts, particularly those in a series • share their understandings and grow ideas about texts in a book club. • self assess and set personal goals for improvement • select meaningful themes/topics when writing poetry • employ strategies for brainstorming ideas for poems • recognize and use various structural elements when writing poems (e.g. <i>stanza, verse, rhyme, meter</i>) • write a poem taking on the <i>persona</i> of someone/something • create an anthology of poems. • revise and edit their writing by adding details that may be surprising or add a new emotion (pronouns and antecedents, proper nouns, possessive nouns, homophones).

Assessments:	Reading: Anecdotal Notes, Reading Assessment Writing: Daily Writing Samples, Poetry Anthology
Teacher Resources:	❖ <i>Unit Implementation Guide</i>

Unit Title	Studying Journalism and Authors Reading: <i>Nonfiction Book Clubs: Author Studies</i> Writing: <i>Journalism</i>	Length of Unit	3-4 weeks
Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> • How can I get to know a nonfiction author well enough to recognize his or her distinctive moves? • How do I develop my own preferences and habits for reading nonfiction? • How do I write concise, focused news reports that both give details about an event and are written with a sense of drama? • How do I choose a topic to write about that is important to me and my community? 		
Unit Strands and Standards	Finding Topics to Write About, Combining Genres in Crafting an Article, Learning the Important Elements in an Article <u>Reading:</u> RI.4.1, RI.4.2, RI.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.9 <u>Writing:</u> W.4.2, W.4.4, W.4.5, W.4.6, W.4.7, W.4.10 <u>Speaking and Listening:</u> SL.4.1, SL.4.2, SL.4.3 <u>Language:</u> L.4.1, L.4.2, L.4.3, L.4.4		
Concepts	<u>Reading:</u> Text Evidence and Examples, Inference, Summary, Main Idea & Key Details, Determining Importance, Content Vocabulary, Text Structures, Compare & Contrast Texts, Nonfiction Text Features, Hybrid, Close Reading, Nonfiction Techniques, Literary Techniques, Patterns, Graphic Organizers, Author's Craft <u>Writing:</u> Journalism, News Report, Focus, Third Person, Clear & Coherent Writing, Writing for a Purpose and Audience, Writing Process, Use of Technology, Write Routinely for Extended Time <u>Speaking & Listening:</u> Collaborative Discussions, Paraphrasing, Reasons & Evidence to Support Speaking Points <u>Language:</u> English Grammar and Usage Conventions, Vocabulary Acquisition and Use		
Key Vocabulary	Analyze, Nonfiction Techniques/Author's Craft, Literary Techniques (Foreshadowing, Rising tension, Comparisons/similes, Personification, Underlying Themes), Text Structures (Problem & Solution, Compare & Contrast, Cause & Effect, Sequential), Patterns, Close Reading, Compare & Contrast, Author's Style, Expert Vocabulary, Journalism, Journalist, Investigative Reporting, Journalistic Tone, Reporter, Witness, Incident, Bystander, Quote, Third Person, Essential Information, 3 C's (clear, concise, correct)		

Unit Title	Studying Journalism and Authors Reading: <i>Nonfiction Book Clubs: Author Studies</i> Writing: <i>Journalism</i>	Length of Unit	3-4 weeks
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Critical Content: My students will know that...	Key Skills: My students will be able to...
<ul style="list-style-type: none"> • readers have wide and various ideas for what makes interesting nonfiction reading. • readers recognize that nonfiction authors can use both nonfiction and literary techniques when writing nonfiction texts. • readers realize that each author has a personal style which can be traced across multiple texts. • writers understand that a news article has a particular, unique structure. • writers understand that there is essential information which must be included in a news article. • writers must consider the interests of their audience of readers when writing news articles. • writers realize that news articles are written in the third person as a way to separate the author's personal beliefs from the facts being reported. 	<ul style="list-style-type: none"> • state personal preferences for nonfiction reading • employ pre-reading strategies to select books to read • identify both nonfiction and literary techniques used by nonfiction authors • analyze author's craft in multiple texts written by the same author • compare & Contrast techniques used by different authors • use specific nonfiction vocabulary when describing nonfiction strategies • set personal goals to increase and expand their reading • select topics to write about that are important and relevant to a community of readers • write news articles using <i>who, what, when, where, and how</i> • write news articles using drama to hook the reader • write news articles in the third person as an observer • utilize investigative techniques/strategies • revise and edit their writing for precision and clarity (verb tenses, forms and types, adjectives-comparative and superlative) • apply grade level phonics and word analysis skills in solving words

Assessments:	Reading: Anecdotal Notes, Reading Assessment Writing: Daily Writing Samples, Article/Story for a Class Newspaper
Teacher Resources:	❖ <i>Unit Implementation Guide</i>