



Bristol Public Schools
Office of Teaching & Learning

Department	OTL- Elementary Humanities
Department Philosophy	<p>The fundamental purpose of our organization is to ensure high levels of learning for ALL students and adults by shifting the focus on teaching to a focus on learning. To ensure all students and adults learn at high levels, we must focus on results to inform and improve professional practice through job-embedded, differentiated professional development, and to meet the needs of students' through intervention and enrichment. Helping all students and adults learn requires a collaborative and collective effort through the instructional improvement cycle.</p> <p>Curriculum is a coherent plan for instruction and learning, integrating content and action. When we develop our curriculum, we identify the critical knowledge, skills, behaviors, and attitudes toward learning that we believe are essential for ALL students within our community based on our vision of successful graduates, and state and national standards. We identify the most high-leverage, research-based and engaging instructional strategies and assessment practices as a guide for teaching. Feedback and grading practices should be aligned to the instruction and learning articulated within the curriculum.</p> <p>To ensure equity for ALL, collaborative teams implement a guaranteed and viable curriculum that is aligned to essential grade-level standards with the appropriate depth and intention with a coherent set of evidence-based instructional practices in whole class, small group, and individual contexts.</p>

	<p>Here are the 5 Core Instructional Practices that we believe all students should engage in;</p> <ol style="list-style-type: none"> 1. Clear Learning Targets aligned to the grade level essential learning 2. Purposeful and engaging learning tasks 3. Student Discourse and Discussion Protocols 4. Formative Assessment and Feedback 5. Goal Setting and Growth Mindset
Course	4th Grade ELA (Reading & Writing)

P indicates standard will be a priority for the unit; **S** indicates a supporting standard

District Learning Expectations and Standards	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
LITERATURE CCSS.ELA-LITERACY.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.	P	S				
CCSS.ELA-LITERACY.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.		P				S

<p>CCSS.ELA-LITERACY.RL.4.3</p> <p>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).</p>	S	P				
<p>CCSS.ELA-LITERACY.RL.4.4</p> <p>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).</p>	S				S	
<p>CCSS.ELA-LITERACY.RL.4.5</p> <p>Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>		S				P
<p>CCSS.ELA-LITERACY.RL.4.6</p> <p>Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>		S				
<p>CCSS.ELA-LITERACY.RL.4.7</p> <p>Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p>					P	
<p>CCSS.ELA-LITERACY.RL.4.9</p> <p>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.</p>					P	

<p>CCSS.ELA-LITERACY.RL.4.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	S				S	P
<p>INFORMATIONAL</p> <p>CCSS.ELA-LITERACY.RI.4.1</p> <p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>				S		
<p>CCSS.ELA-LITERACY.RI.4.2</p> <p>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>			P			
<p>CCSS.ELA-LITERACY.RI.4.3</p> <p>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>					P	
<p>CCSS.ELA-LITERACY.RI.4.4</p> <p>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p>			P			
<p>CCSS.ELA-LITERACY.RI.4.5</p> <p>Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>			P			
<p>CCSS.ELA-LITERACY.RI.4.6</p>					S	

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.						
CCSS.ELA-LITERACY.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.			S	S		
CCSS.ELA-LITERACY.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.			S	S	S	
CCSS.ELA-LITERACY.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.			S	P		
CCSS.ELA-LITERACY.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.			S	S		
WRITING CCSS.ELA-LITERACY.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.					S	
CCSS.ELA-LITERACY.W.4.1.A			P			

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.						
CCSS.ELA-LITERACY.W.4.1.B Provide reasons that are supported by facts and details.			P			
CCSS.ELA-LITERACY.W.4.1.C Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).			p			
CCSS.ELA-LITERACY.W.4.1.D Provide a concluding statement or section related to the opinion presented.			P			
CCSS.ELA-LITERACY.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.				P		
CCSS.ELA-LITERACY.W.4.2.A Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.				P		
CCSS.ELA-LITERACY.W.4.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.				P		
CCSS.ELA-LITERACY.W.4.2.C Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).				P		
CCSS.ELA-LITERACY.W.4.2.D				P		

Use precise language and domain-specific vocabulary to inform about or explain the topic.						
CCSS.ELA-LITERACY.W.4.2.E Provide a concluding statement or section related to the information or explanation presented.				P		
CCSS.ELA-LITERACY.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	P	P				
CCSS.ELA-LITERACY.W.4.3.A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	P	P				
CCSS.ELA-LITERACY.W.4.3.B Use dialogue and description to develop experiences and events or show the responses of characters to situations.	S	P				
CCSS.ELA-LITERACY.W.4.3.C Use a variety of transitional words and phrases to manage the sequence of events.	S	P				
CCSS.ELA-LITERACY.W.4.3.D Use concrete words and phrases and sensory details to convey experiences and events precisely.	S	P				S
CCSS.ELA-LITERACY.W.4.3.E Provide a conclusion that follows from the narrated experiences or events.	P	P				
CCSS.ELA-LITERACY.W.4.4	S	S	S	S	S	S

<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>						
<p>CCSS.ELA-LITERACY.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)</p>	S	S	S	S	S	S
<p>CCSS.ELA-LITERACY.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.</p>				S		
<p>CCSS.ELA-LITERACY.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>				P		
<p>CCSS.ELA-LITERACY.W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>			S	S		
<p>CCSS.ELA-LITERACY.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>					P	

<p>CCSS.ELA-LITERACY.W.4.9.A</p> <p>Apply <i>grade 4 Reading standards</i> to literature (e.g., "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].").</p>		S				
<p>CCSS.ELA-LITERACY.W.4.9.B</p> <p>Apply <i>grade 4 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").</p>					P	
<p>CCSS.ELA-LITERACY.W.4.10</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>			S	S		S
<p>Language</p> <p>CCSS.ELA-LITERACY.L.4.3</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>						S
<p>CCSS.ELA-LITERACY.L.4.3.A</p> <p>Choose words and phrases to convey ideas precisely.*</p>						S
<p>CCSS.ELA-LITERACY.L.4.3.B</p> <p>Choose punctuation for effect.*</p>						S
<p>CCSS.ELA-LITERACY.L.4.3.C</p> <p>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>						S
<p>CCSS.ELA-LITERACY.L.4.5</p>						S

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.						
CCSS.ELA-LITERACY.L.4.5.A Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.						S
CCSS.ELA-LITERACY.L.4.5.B Recognize and explain the meaning of common idioms, adages, and proverbs.						S
CCSS.ELA-LITERACY.L.4.5.C Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).						S

UNIT 1: Launching Readers' and Writers' Workshop

UNWRAPPED STANDARDS

Standard	Type of Standard		Concepts and Disciplinary-Specific Vocabulary/ Academic Vocabulary
Literature 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 4.3 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).	x	Content Knowledge	Explicit Drawing inferences Details Character Setting Events Specific details Character's thoughts, words, actions Determine Meaning of words Meaning of phrases
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
	x	Product Development	
	x	Learning Behavior	

<p>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).</p> <p>RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>			<p>Story elements Reading with purpose Relevant details Evidence Realistic fiction Prove Support Infer Dialogue Inference Conclusion Restate Cite Explain</p>
<p>Writing Standards</p> <p>W 4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W 4.3 a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W4.3 e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>W 4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>x</p> <p>x</p> <p>x</p> <p>x</p>	<p>Content Knowledge</p> <p>Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)</p> <p>Physical Skill</p> <p>Product Development</p> <p>Learning Behavior</p>	<p>Narrative Events Descriptive details Sequence of events Introduction Conclusion Real or imagined events/ experiences Dialogue Description Transitional words Transitional phrases Sensory words Plan Edit Revise Personal narrative Generate ideas Story mountain Climax Falling action Resolution Action</p>

<p>W 4.3 b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>W 4.3 c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>W 4.3 d. Use concrete words and phrases and sensory details to convey experiences and events Precisely.</p> <p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)</p>		<p>Hook Plot Strong verbs Mental images Paragraphs Identify Strong adjectives Descriptive language Strong voice</p>
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<p>written response to the text.</p> <p>I can use a rubric to evaluate a written response.</p>			
<p>I can generate ideas for my personal narrative by thinking of a person, place, or thing that is important in my life.</p> <p>I can generate ideas for my personal narrative by thinking about strong feelings.</p> <p>I can use a story map to rehearse and plan my personal narrative.</p> <p>I can use an action, dialogue, thought, feeling, question or memory to hook my reader.</p> <p>I can write an introduction that clearly introduces the narrator/characters, and setting.</p> <p>I can organize ideas into a clear sequence of events.</p> <p>I can use strong verbs to create mental images for the reader.</p> <p>I can use transition words and phrases to show a clear sequence of events.</p> <p>I can use sensory words, humor, and surprise to paint a picture in the reader's mind.</p> <p>I can use descriptive language and details to add voice to my writing to describe my actions, thoughts, and feelings in my writing.</p> <p>I can use dialogue to develop experiences and events.</p>	x	Selected Response	<ul style="list-style-type: none"> ● Studying mentor texts ● Using a student checklist to craft writing pieces ● Editing and Revising ● Peer editing ● Celebration of writing
	x	Constructed Response	
		Performance	
		Observation	

<p>I can use precise adjectives to develop experiences and events.</p> <p>I can write a conclusion that ties back to the introduction and gets to the heart of the story.</p> <p>I can revise and edit my writing using all of the narrative writing techniques introduced.</p>			
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ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
<p>Story elements</p> <p>Use of sensory words</p>	<p>Exposure to Narrative reading and writing</p>	<p>Use of Race Rubric and Writing Rubric at level 4</p> <p>Increase Guided Reading Level and use of Learning Targets at a higher level</p> <p>Provide text with a higher lexile level so that students can practice skills and strategies with complex text</p>	<p>Student centered authentic tasks, Book Clubs, Buddy Reading and Editing</p>

RESOURCES

Grandma’s Records by Eric Velasquez
Weslandia by Paul Fleischman
A Pet by Cynthia Rylant
Slower than the Rest By Cynthia Rylant
[Written Response Rubric](#)
[Student/Peer Editing Narrative Writing Checklist](#)
[4th grade Narrative Writing Rubric](#)

UNIT 2: Analyzing and Interpreting Literature & Writing Realistic Fiction

UNWRAPPED STANDARDS

Standard	Type of Standard		Concepts and Disciplinary-Specific Vocabulary/ Academic Vocabulary
<p>Literature Standards</p> <p>RL 4.2: Determine the theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL 4.3: Describe in depth a character, setting, or event in a story or drama on specific details in the text (e.g. a character’s thoughts, words, or actions)</p> <p>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.</p> <p>RL.4.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>RL.4.6: Compare and contrast the point of view from which different stories are narrated, including the difference</p>	x	Content Knowledge	<p>Theme</p> <p>Summary</p> <p>Character</p> <p>Setting</p> <p>Specific details</p> <p>Character’s thoughts, action, and feelings</p> <p>Details</p> <p>Explicit details</p> <p>Implicit details</p> <p>Inferences</p> <p>Compare and contrast</p> <p>Point of view</p> <p>Retell</p> <p>Summarize</p> <p>Determine</p> <p>Character traits</p> <p>Dialogue</p> <p>External conflict</p> <p>Internal conflict</p> <p>Theme</p> <p>Repetition</p> <p>Reveal theme</p> <p>Compare theme</p>
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
	x	Product Development	
	x	Learning Behavior	

between first and third person narration.			
<p>Writing Standards</p> <p>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.4.3.A: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.4.3.B: Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>W.4.3.C: Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>W.4.3.D: Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>W.4.3.E: Provide a conclusion that follows from the narrated experiences or events.</p> <p>W. 4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing</p> <p>W.4.9.a: Describe in depth a character, setting, or</p>	<p>x</p> <p>x</p> <p>x</p> <p>x</p>	<p>Content Knowledge</p> <p>Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)</p> <p>Physical Skill</p> <p>Product Development</p> <p>Learning Behavior</p>	<p>Narratives</p> <p>Real and imagined events</p> <p>Descriptive details</p> <p>Sequence of events</p> <p>Introduction</p> <p>Organization</p> <p>Dialogue</p> <p>Description</p> <p>Transitional words</p> <p>Transitional phrases</p> <p>Conclusion</p> <p>Lesson</p> <p>Motives</p> <p>Struggles</p> <p>Internal and external character traits</p> <p>Story mountain</p> <p>Figurative language</p> <p>Similes</p> <p>Metaphor</p> <p>Strong vocabulary</p>

event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].		
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UNIT ESSENTIAL QUESTIONS

How can we use our analyzing and interpreting skills to determine the meaning of text?

CCSS Standard Objective(s): The students will be able to:	Summative Assessment Strategy		Common Learning Experiences
I can explain the differences between a retell and a summary.	x	Selected Response	<ul style="list-style-type: none"> ● Identifying themes ● Story elements ● Retelling ● Summarizing ● Literary IAB
I can summarize what I've read .	x	Constructed Response	
I can find the differences between stories, dramas, and poems.		Performance	
I can determine the point of view from which the story is being told.		Observation	
I can identify the differences between character traits and feelings.			
I can identify character traits based on the thoughts/dialogue of characters in a text.			
I can identify character traits based on the actions of characters in a text.			
I can identify external character conflict(s).			
I can identify internal character conflict(s).			
I can notice changes in the character from beginning to end.			
I can identify the theme of a text.			

<p>I can apply the theme of a text to my own life. I can notice how repetition in a text can reveal a theme.</p> <p>I can compare themes in many texts with different characters, settings, and events.</p> <p>I can summarize what I've read (whole or partial text).</p>			
<p>I can create story ideas by using my own life as inspiration.</p> <p>I can create story ideas by thinking of stories I wish were written.</p> <p>I can create story ideas based on the lessons I want other readers to learn.</p> <p>I can imagine what motivates my main character.</p> <p>I can imagine what my character struggles with.</p> <p>I can brainstorm the internal and external traits of my main character.</p> <p>I can create additional characters that will be connected to the main character in important ways.</p> <p>I can create a story mountain to record my ideas in an organized way.</p> <p>I can use figurative language when I am drafting my introduction.</p> <p>I can create new paragraphs and transition smoothly throughout my story.</p> <p>I can use quotation marks accurately when writing dialogue.</p>		Selected Response	<ul style="list-style-type: none"> ● Write realistic fiction stories ● Realistic fiction characteristics ● Literary IAB ● Editing and Revising ● Planning and Publishing ● Characters with motives ● Figurative language
	x	Constructed Response	
		Performance	
		Observation	

<p>I can create internal and external dialogue for my characters. I can use figurative language when writing a powerful climax in my narrative.</p> <p>I can extend my story by having a failed attempt in my falling action.</p> <p>I can clearly establish a theme when writing the resolution to my narrative.</p> <p>I can revise my story by replacing weak vocabulary with strong vocabulary.</p> <p>I can revise my story by creating smoother transitions between the events in my story.</p> <p>I can edit by making sure I use punctuation properly.</p> <p>I can edit by capitalizing words when it is appropriate.</p> <p>I can include complex sentences in my writing by using conjunctions and commas.</p> <p>I can help a partner edit and revise their writing.</p> <p>I can use a partner's feedback to edit and revise my own writing.</p> <p>I can take the best version of my draft and publish it for readers</p>			
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ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
Story Elements	Narrative story structures	Use of Race Rubric and Writing	Student centered authentic tasks,

Climax and Rising Action		<p>Rubric at level 4 Use of additional figurative language and literary devices</p> <p>Increase Guided Reading Level and use of Learning Targets at a higher level</p> <p>Provide text with a higher lexile level so that students can practice skills and strategies with complex text</p>	Book Clubs, Buddy Reading and Editing
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RESOURCES

<p>The Summer My Father Was Ten by Pat Brisson The Castle on Viola Street by DyAnne DiSalvo</p> <p>Realistic Fiction Student/ Peer Editing Writing Checklist</p> <p>4th grade Realistic Fiction Writing Rubric</p>
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UNIT 3: Informational Reading and Opinion Writing

UNWRAPPED STANDARDS

Standard	Type of Standard		Concepts and Disciplinary-Specific Vocabulary/ Academic Vocabulary
<p>Informational Standards RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	x	Content Knowledge	Main idea Key details Summary Explain Structure
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

<p>RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>		Physical Skill	<p>Chronology</p> <p>Comparison</p> <p>cause/effect</p> <p>problem/ solution</p> <p>Events</p> <p>Domain specific words</p> <p>Specific phrases</p> <p>Relevant</p> <p>Academic vocabulary</p> <p>Visually presented information</p> <p>Graphs</p> <p>Diagrams</p> <p>Timeline</p> <p>Animations</p> <p>Reasons</p> <p>Evidence</p> <p>Integrate</p> <p>Annotate</p> <p>Text features</p> <p>Unknown words</p> <p>Gather information</p> <p>Characteristics</p>
	x	Product Development	
		Learning Behavior	

<p>Writing Standards</p> <p>W.4.1.A Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>W.4.1.B Provide reasons that are supported by facts and details.</p> <p>W.4.1.C Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>W.4.1.D Provide a concluding statement or section related to the opinion presented.</p> <p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	x	Content Knowledge	<p>Topic</p> <p>State an opinion</p> <p>Organizational structure</p> <p>Reasons</p> <p>Facts</p> <p>Supported Opinion</p> <p>Words and phrases</p> <p>Concluding statement</p> <p>Purpose</p> <p>Analyze</p> <p>Relevant information</p> <p>Logical categories</p> <p>Hook</p> <p>Introduction</p> <p>Draft</p> <p>Elaborate</p> <p>Resate</p> <p>Claim</p> <p>Edit</p> <p>revise</p>
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
	x	Product Development	
		Learning Behavior	
	x		

W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
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UNIT ESSENTIAL QUESTIONS

What opinions and claims can you create based off of the information you read around a topic?

CCSS Standard Objective(s): The students will be able to:	Summative Assessment Strategy		Common Learning Experiences
I can annotate a text to organize my thinking. I can use text features to determine the meaning of unknown words. I can use word parts to determine the meaning of unknown words. I can use context clues and background knowledge to infer the meaning of unknown words and phrases. I can define and explain the difference between a topic and a main idea. I can identify the main idea of a text. I can identify the main idea of a section of a text. I can explain how an author supports the main idea. I can gather information from an audio/video source.	x	Selected Response	<ul style="list-style-type: none"> ● Determining Meaning of Words and Phrases ● Identifying the Main Idea ● Integrating Information From Multiple Sources and Media ● Summarizing informational texts ● Text structures and their purposes ● Informational IAB
	x	Constructed Response	
		Performance	
		Observation	

I can gather information from multiple sources on the same topic.

I can integrate information from various sources to write or speak knowledgeably about a topic.

I can explain the difference between a literary and an informational summary.

I can use the central idea to help me summarize an informational text.

I can identify key details to include in an informational summary.

I can summarize an informational text.

I can describe the characteristics of the description text structure, and explain why an author might organize the information this way.

I can describe the characteristics of the compare and contrast text structure, and explain why an author might organize the information this way.

I can describe the characteristics of the chronological/sequence text structure, and explain why an author might organize the information this way.

I can describe the characteristics of the problem and solution text structure, and explain why an author might organize the information this way.

I can describe the characteristics of the cause and effect text structure, and explain why an author might organize the information this way.

I can identify and explain why the author used a particular text

structure to organize the information presented.			
<p>I can analyze multiple sources of information on a topic or issue.</p> <p>I can state my opinion on a topic after analyzing multiple sources.</p> <p>I can closely read/view sources to gather relevant information which supports my opinion.</p> <p>I can organize the information I've gathered into logical categories.</p> <p>I can make decisions about important, domain specific vocabulary I will include in my writing.</p> <p>I can plan an introduction by hooking the readers and clearly stating my opinion.</p> <p>I can draft an introduction by hooking the readers and clearly stating my opinion.</p> <p>I can begin to draft reason paragraphs by using topic sentences.</p> <p>I can continue to draft my reason paragraphs by providing relevant supporting details to support the topic sentence.</p> <p>I can continue to draft my reason paragraphs by elaborating how my factual evidence supports my opinion</p> <p>I can incorporate domain specific vocabulary into my writing.</p> <p>I can write a conclusion paragraph, restating my claim and calling the readers to action.</p> <p>I can revise to ensure that my opinion is clear for my audience throughout my writing, by using a convincing tone.</p>	x	Selected Response	<ul style="list-style-type: none"> ● Writing an opinion piece. ● Gathering relevant information from print and digital sources ● Supporting opinions about a topic or issue ● Using relevant information to provide reasons for their opinions. ● Stating an opinion about a topic or issue in ● Informational IAB
	x	Constructed Response	
		Performance	
		Observation	

<p>I can revise my writing to make it's organization clearer, by incorporating transition words.</p> <p>I can edit my writing to make sure I have used appropriate capitalization, punctuation, and spelling of 4th grade words and domain specific vocabulary, and use of commas.</p> <p>I can edit and revise my opinion writing piece with a partner, and use their feedback to make improvements.</p> <p>I can publish the most polished version of my opinion writing piece.</p>			
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ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
<p>Relevant vs. irrelevant information Domain specific vocabulary words Spelling patterns</p>	<p>Informational text structure</p>	<p>Use of Race Rubric and Writing Rubric at level 4</p> <p>Use of additional readings and opportunities to identify relevant information</p> <p>Increase Guided Reading Level and use of Learning Targets at a higher level</p> <p>Provide text with a higher lexile level so that students can practice skills and strategies with complex text</p>	<p>Student centered authentic tasks, Book Clubs, Buddy Reading and Editing</p>

RESOURCES

Animals Nobody Loves By Seymour Simon
[Student/ Peer Editing Opinion Writing](#)

UNIT 4: Informational Reading and Writing Research

UNWRAPPED STANDARDS

Standard	Type of Standard		Concepts and Disciplinary-Specific Vocabulary/ Academic Vocabulary
<p>Informational Standards</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	x	Content Knowledge	Integrate Topic Details Examples Explicit Inferences Charts Graphs Diagrams Timelines Reasons Support Brainstorm Subtopic Research question Source Locate Structure Feature article Paragraphs transition words Hook
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
	x	Product Development	
	x	Learning Behavior	

<p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>			<p>Draft Conclusion Summarize</p>
<p>Writing Standards</p> <p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.4.2.A: Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>W.4.2.B: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>W.4.2.C: Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>W.4.2.D: Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>x</p> <p>x</p> <p>x</p> <p>x</p>	<p>Content Knowledge</p> <p>Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)</p> <p>Physical Skill</p> <p>Product Development</p> <p>Learning Behavior</p>	<p>informative / explanatory Topic Convey Ideas Introduction Illustrations Facts Definitions Concrete details Quotations Categories Precise language Domain specific words Vocabulary Concluding statement Research Recall Relevant information Digital sources Brainstorm Subtopic Research question Source Locate Structure</p>

<p>W.4.2.E: Provide a concluding statement or section related to the information or explanation presented.</p> <p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific</p>		<p>Feature article Paragraphs transition words Hook Draft Conclusion Summarize Text features Revise Edit Refinement</p>
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UNIT ESSENTIAL QUESTIONS

What skills and strategies can we use to research topics in informational text and how can we use these tools to conduct research for informational writing?

CCSS Standard Objective(s): The students will be able to:	Summative Assessment Strategy		Common Learning Experiences
<p>I can learn what a biome is and think of a possible topic to research.</p> <p>I can brainstorm possible subtopics for my research.</p> <p>I can develop strong research questions.</p>	x	Selected Response	<ul style="list-style-type: none"> ● Researching to build background knowledge ● Note-taking about a topic ● Synthesizing and analyzing to determine important information ● Presenting and writing about knowledge learned by others
	x	Constructed Response	
		Performance	

<p>I can identify an appropriate source for a research topic.</p> <p>I can explain how an author uses reasons and evidence to support particular points in a text.</p> <p>I can take notes on the most important information, putting information read into my own words.</p> <p>I can identify domain specific vocabulary that I located in my research.</p> <p>I can use my notes to talk about the content of my research, including content-specific vocabulary.</p> <p>I can add to my research by identifying areas of weakness after yesterday's sharing with my group.</p> <p>I can analyze the structure of a feature article.</p> <p>I can explain what makes a feature article successful.</p> <p>I can use my research notes to create interesting subheadings.</p> <p>I can use my research notes to develop paragraphs to teach others about my topic.</p> <p>I can use transition words to show how information is connected.</p> <p>I can draft an introduction section for my feature article to hook my reader.</p> <p>I can include domain specific vocabulary words throughout my feature article.</p> <p>I can write a conclusion to summarize the information I learned about my topic.</p>		<p>Observation</p>	<ul style="list-style-type: none"> ● Research IAB
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<p>I can revisit the information writing checklist to add to my work.</p> <p>I can include text features and photos to highlight important information.</p> <p>I can revise areas of my work that need elaboration.</p> <p>I can edit areas of my work for refinement.</p> <p>I can provide feedback on my partner’s work.</p> <p>I can present my feature article to an audience.</p>			
<p>I can learn what a biome is and think of a possible topic to research.</p> <p>I can brainstorm possible subtopics for my research.</p> <p>I can develop strong research questions.</p> <p>I can identify an appropriate source for a research topic.</p> <p>I can explain how an author uses reasons and evidence to support particular points in a text.</p> <p>I can take notes on the most important information, putting information read into my own words.</p> <p>I can identify domain specific vocabulary that I located in my research.</p> <p>I can use my notes to talk about the content of my research, including content-specific vocabulary.</p> <p>I can add to my research by identifying areas of weakness after yesterday’s sharing with my group.</p>	<p>x</p> <p>x</p> <p>x</p>	<p>Selected Response</p> <p>Constructed Response</p> <p>Performance</p> <p>Observation</p>	<ul style="list-style-type: none"> ● Researching to build background knowledge ● Note-taking about a topic ● Synthesizing and analyzing to determine important information ● Presenting and writing about knowledge learned by others ● Research IAB ● Re-reading and revising content using a toolbox of strategies ● Preparing to publish by doing further revision and editing

<p>I can analyze the structure of a feature article.</p> <p>I can explain what makes a feature article successful.</p> <p>I can use my research notes to create interesting subheadings. I can use my research notes to develop paragraphs to teach others about my topic.</p> <p>I can use transition words to show how information is connected.</p> <p>I can draft an introduction section for my feature article to hook my reader.</p> <p>I can include domain specific vocabulary words throughout my feature article.</p> <p>I can write a conclusion to summarize the information I learned about my topic.</p> <p>I can revisit the information writing checklist to add to my work.</p> <p>I can include text features and photos to highlight important information.</p> <p>I can revise areas of my work that need elaboration.</p> <p>I can edit areas of my work for refinement. I can provide feedback on my partner's work.</p> <p>I can present my feature article to an audience.</p>			
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ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
Relevant vs. irrelevant information Domain specific vocabulary words Spelling patterns Feature article	Informational text structure	Use of additional research articles Use of Race Rubric and Writing Rubric at level 4 Increase Guided Reading Level and use of Learning Targets at a higher level Provide text with a higher lexile level so that students can practice skills and strategies with complex text	Student centered authentic tasks, Book Clubs, Buddy Reading and Editing

RESOURCES

- What is a Biome? by Bobbie Kalman
- [Teacher Informational Writing Rubric](#)
- [Student / Peer Editing Informational Writing Checklist](#)

UNIT 5: Analyzing and Interpreting Multiple Texts (Literature and Informational)

& Literary Essay

UNWRAPPED STANDARDS

Standard	Type of Standard		Concepts and Disciplinary-Specific Vocabulary/ Academic Vocabulary
<p>Reading Standards</p> <p>RL 4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p>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.</p> <p>RI 4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>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.,</p>	x	Content Knowledge	<p>Connections</p> <p>Oral presentation</p> <p>Versions of texts</p> <p>Specific descriptions</p> <p>Compare and contrast</p> <p>Similar themes</p> <p>Similar topics</p> <p>Patterns of events</p> <p>Traditional literature</p> <p>Ideas</p> <p>Procedures</p> <p>Concepts</p> <p>Meaning of words and phrases</p> <p>Allude</p> <p>firsthand account</p> <p>Secondhand account</p> <p>Reasons</p> <p>Evidence</p> <p>Particular points</p>
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
	x	Product Development	
	x	Learning Behavior	

<p>Herculean).</p> <p>RL 4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI 4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>RI 4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p>			
<p>Writing Standards</p> <p>W 4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W 4.9b Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").</p> <p>W 4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W 4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>x</p> <p>x</p> <p>x</p> <p>x</p>	<p>Content Knowledge</p> <p>Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)</p> <p>Physical Skill</p> <p>Product Development</p> <p>Learning Behavior</p>	<p>Evidence</p> <p>Literary text</p> <p>Informational text</p> <p>Reasons</p> <p>Support</p> <p>Particular points</p> <p>Opinion</p> <p>Topic</p> <p>Produce</p> <p>Coherent</p> <p>Organization</p> <p>Purpose</p>

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

How can we use skills and strategies to analyze and interpret multiple texts and use these skills to compose a literary essay?

CCSS Standard # Objective(s): The students will be able to:	Summative Assessment Strategy		Common Learning Experiences
I can notice the problem/ resolution in a text to reveal the theme. I can notice the character’s actions/words and illustrations/pictures to reveal the theme in a text. I can notice the problem/ resolution to reveal the theme in a text. I can notice the character’s actions/words and illustrations/pictures to reveal the theme in a text. I can review the theme and identify the best evidence to support. I can compare and contrast two texts with similar themes. I can compare/contrast the video with the written version of a text.	x	Selected Response	<ul style="list-style-type: none"> ● Interpreting complex ideas in text ● Analyzing similarities and differences in text ● Attending to literary devices (primary/secondary source) to uncover themes in text and to compare and contrast literary/informational texts. ● Interpreting and analyzing historical fiction and informational text around a similar topic.
	x	Constructed Response	
		Performance	
		Observation	

<p>I can determine the meaning of words and phrases as they are used in a text.</p> <p>I can determine the meaning of words and phrases as they are used in a text.</p> <p>I can build my background knowledge on the topic of immigration.</p> <p>I can explain events, procedures, ideas, or concepts in a historical, scientific, or technical text.</p> <p>I can explain the causes and effects of historical events. I can determine the difference between a primary and secondary account.</p> <p>I can compare and contrast a firsthand and secondhand account on the same topic or event.</p> <p>I can compare and contrast the themes of firsthand and secondhand accounts on the same topic or event.</p> <p>I can review common themes presented in texts and locate evidence to support.</p>			
<p>I can understand the characteristics of a Literary Essay.</p> <p>I can identify the theme in a historical text and support my thinking.</p> <p>I can read informational text articles on immigration and collect information using my web organizer.</p> <p>I can identify the theme in a historical text and craft a strong claim.</p>	<p>x</p>	<p>Selected Response</p> <p>Constructed Response</p> <p>Performance</p> <p>Observation</p>	<ul style="list-style-type: none"> ● Studying mentor text/articles to understand the characteristics of literary essay ● Generating and rehearsing the claims, reasons, and evidence ● Drafting many claims, reasons, and evidence, ● Revising to make literary essays more convincing ● Editing and publishing a selected piece with

<p>I can gather text evidence as support for my claim.</p> <p>I can write an introduction that hooks my reader. I can state my first reason and support it with specific text evidence.</p> <p>I can state my second reason and support it with convincing evidence by citing text.</p> <p>I can state my third reason and support it with convincing evidence by citing text.</p> <p>I can write a conclusion that restates my claim.</p> <p>I can use words and phrases to link each part of my essay.</p> <p>I can revise my writing to make it more effective.</p> <p>I can give and receive feedback with a partner to edit my writing.</p> <p>I can edit my writing to make it more clear.</p> <p>I can publish and share my final product.</p>			<p>a claim that has reasons and evidence</p>
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ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
<p>Relevant vs. irrelevant information Domain specific vocabulary words Spelling patterns</p>	<p>Literary vs. Informational writing</p>	<p>Use of Race Rubric and Writing Rubric at level 4</p> <p>Use of additional readings and</p>	<p>Student centered authentic tasks, Book Clubs, Buddy Reading and Editing</p>

		<p>opportunities to identify relevant information</p> <p>Increase Guided Reading Level and use of Learning Targets at a higher level</p> <p>Provide text with a higher lexile level so that students can practice skills and strategies with complex text</p>	
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RESOURCES

Love and Roast Chicken by Barbara Knutson
 Fiona’s Luck by Teresa Bateman
[Literary Essay Student/Peer Editing Writing Checklist](#)
[Teacher Literary Essay Writing Rubric](#)

UNIT 6: Reading and Writing through Analysis of Poetry

UNWRAPPED STANDARDS

Standard	Type of Standard		Concepts and Disciplinary-Specific Vocabulary Academic Vocabulary
Literature Standards RL.4.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing	x	Content Knowledge	Major Differences Character Settings Descriptions Dialogue Figurative language Word meanings Similes
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
	x	Product Development	

<p>or speaking about a text.</p> <p>RL.4.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>L.4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.4.5.A: Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p> <p>L.4.5.B: Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>L.4.5.C: Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	x	<p>Learning Behavior</p>	<p>Metaphors Antonyms Synonyms Theme Summarize Characteristics of poetry Prose compare/contrast Feeling Emotion Stanza Verse Rhyme meter/rhythm Word choice Imagery Similes Metaphors Idioms Adages Proverbs Reasoning with evidence</p>
<p>Writing Standards</p> <p>W.4.4: Produce clear and coherent writing in which the development and</p>	x	<p>Content Knowledge</p>	<p>Coherent writing Organization Produce</p>
	x	<p>Skill (Problem-Solving, Writing, Speaking, Listening,</p>	

<p>organization are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>W.4.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>W.4.3.D: Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>L.4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.4.3.A: Choose words and phrases to convey ideas precisely.*</p> <p>L.4.3.B: Choose punctuation for effect.*</p> <p>L.4.3.C: Differentiate between contexts</p>		Reasoning)	Publish Collaborate Concrete words and phrases Sensory detail Brainstorm Topic Mentor poem Identify words/phrases Senses Theme Sensory language Figurative language Emotions Precise words Edit Revise Fluency
		Physical Skill	
	x	Product Development	
		Learning Behavior	
	x		

that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).		
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UNIT ESSENTIAL QUESTIONS

How do authors use characteristics of poetry to add meaning and how can we use these elements in our own poetry writing?

CCSS Standard Objective(s): The students will be able to:	Summative Assessment Strategy		Common Learning Experiences
I can identify characteristics of a poem.	x	Selected Response	<ul style="list-style-type: none"> ● Close reading ● Identify characteristics of poetry ● Identify theme ● Summarizing poetry ● Comparing poetry to prose ● Exploring mentor poems to study the purpose, structure and characteristics of poetry
I can identify characteristics of prose.	x	Constructed Response	
I can identify characteristics of drama.		Performance	
I can compare and contrast characteristics of poetry and prose.		Observation	
I can compare and contrast poems and drama.			
I can identify a feeling or emotion in a poem.			
I can explain how the organization of the poem into different stanzas helps the reader understand its meaning.			
I can explain how the organization of the poem into different stanzas helps the reader understand its meaning.			
I can identify how an author uses rhyme and meter/rhythm to support the feeling or emotion of a poem.			
I can identify how an author uses word choice to create imagery in a poem.			

<p>I can identify and explain the word choice of similes and metaphors in poetry.</p> <p>I can identify idioms, adages, and proverbs in poetry and explain why the author used them.</p> <p>I can determine why the author wrote the poem and support my reasoning with evidence.</p>			
<p>I can use ideas from my own experiences to brainstorm topics for a poem.</p> <p>I can identify words and phrases from mentor poems that I can use in my own poetry.</p> <p>I can use my senses to help me brainstorm ideas and details for a poem.</p> <p>I can see how others have used language from mentor texts to help them craft their own poetry.</p> <p>I can begin writing my poem using my Poetry Graphic Organizer.</p> <p>I can write my poem using my tools and graphic organizers.</p> <p>I can add to my poem to ensure that the theme is clear.</p> <p>I can add to my poem to ensure that my poem includes emotions and sensory language.</p> <p>I can add to my poem to ensure that my poem includes figurative language.</p> <p>I can enhance my poem by adding precise words and word choice.</p> <p>I can edit and revise my poem using a poetry checklist.</p> <p>I can add punctuation for effect.</p>	x	Selected Response	<ul style="list-style-type: none"> ● Writing multiple pieces of poetry ● Exploring poetry ● Incorporating characteristics of poetry in writing poems ● Exploring mentor poems ● Sharing of poetry ● Celebration of learning
	x	Constructed Response	
	x	Performance	
		Observation	

I can use precise vocabulary when revising.			
I can practice reading my poem fluently.			
I can share my poetry as a celebration of learning.			

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
Poetry characteristics Use of all elements in a poem	Main idea Key details Theme Message	Use of additional figurative language and literary devices Increase Guided Reading Level and use of Learning Targets at a higher level Provide text with a higher lexile level so that students can practice skills and strategies with complex text	Peer feedback of poetry Publishing and producing of authentic student created poetry Crafting, selecting and performing a poem to the class

RESOURCES

Love that Dog by Sharon Creech
[Poetry Writing Checklist](#)