Milford Public Schools Curriculum

Department: English Language Arts, Grade 4
Course Name: Reading and Writing Units of Study
Course Description:

The goal of the English language arts curriculum is to provide students multiple opportunities to read, create, discuss, and analyze varied text through multiple genres. Students in the Milford Public Schools engage in a balanced literacy approach to reading and writing. Through the readers and writers workshop students participate in interactive read alouds, guided reading, independent reading and writing, book clubs, reading conferences and writing conferences.

UNIT 1 Reading
Unit Title: Launching the Year in Reading
LEARNING GOALS

Enduring Understanding(s):	Essential Question(s):
- Students understand themselves as readers and as members of a reading community. - Readers deepen their thinking and understanding about reading when they have conversations with others about text.	- How do we build a reading community? - How do we learn about ourselves as readers? - How do we share our thinking about books?

Content and Skills:

Students will be able to:

- Choose just-right books from the classroom library.
- Follow the routine of a reading community.
- Use strategies to maintain engagement in text.
- Express ideas clearly during discussions.
- Build on the ideas of others during discussions.
- Support their thinking with evidence from the text.

Standards Addressed:

Connecticut Core Standards:

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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
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.
CCSS.ELA-Literacy.L.4.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.SL.4.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

Unit 2

Unit Title: Growing Ideas about Characters

LEARNING GOALS

Enduring Understanding(s):
- Like real people, characters are complex and often change based on their experiences and their need to overcome obstacles and challenges.
- Our understanding of characters in stories influences our interactions with others.

Essential Question(s):
- How do we analyze the characters in our reading and how does that thinking affect our understanding of the story?
- What do we understand about characters when we study their thoughts, feelings, and actions? (hopes, fears, struggles, motivations)
- How can we use our understanding of ourselves to help us better understand characters?

Content and Skills:

Students will be able to:

- Identify characters' traits through an analysis of behaviors, including actions, dialogue and feelings
- Analyze characters' behaviors, actions, and thoughts in order to draw inferences about characters
- Develop and revise theories about characters
- Compare and contrast the point of view from which different stories are narrated
- Work with partnerships to share and grow theories about characters, using evidence from the text

Standards Addressed:

Connecticut Core Standards:

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.
CCSS.ELA-Literacy.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).

CCSS.ELA-Literacy.RL.4.6
Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.SL.4.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.4.1.a
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CCSS.ELA-Literacy.SL.4.1.b
Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-Literacy.SL.4.1.c
Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

CCSS.ELA-Literacy.SL.4.1.d
Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

CCSS.ELA-Literacy.SL.4.6
Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

CCSS.ELA-Literacy.RF.4.4
Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-Literacy.L.4.3.a
Choose words and phrases to convey ideas precisely.

CCSS.ELA-Literacy.L.4.3.c
Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

CCSS.ELA-Literacy.L.4.6
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).

CCSS.ELA-Literacy.W.4.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

Unit 3 Reading
Unit Title: Navigating Nonfiction Text Structures
LEARNING GOALS

Enduring Understanding(s):	Essential Question(s):
• Readers apply multiple strategies to successfully navigate different text structures.	• What are the text structures that writers use to teach us about a topic?

• Readers use text structures to support their learning of new information. • Readers investigate informational texts in order to learn and present new information.	• How do we navigate different text structures to better understand a topic and gain information?

Content and Skills:
Students will be able to:
- Identify different text structures: description, sequence (chronology), comparison, cause/effect, problem/solution
- Determine main idea within each text structure and explain how it is supported by key details
- Use background knowledge to anticipate text structure
- Notice new vocabulary and apply a variety of strategies for making meaning
- Use visual features (including photographs, diagrams, tables, and maps) to gain a deeper understanding of the text
- Begin to take notes to record big ideas and supporting evidence
- Use notes to summarize the text
- Gather and share information learned while reading

Standards Addressed:

Connecticut Core Standards:

CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.RI.4.2
Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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*.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.RI.4.8
Explain how an author uses reasons and evidence to support particular points in a text.
CCSS.ELA-Literacy.SL.4.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.4.1.a
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
CCSS.ELA-Literacy.SL.4.1.b
Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-Literacy.SL.4.1.c
Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
CCSS.ELA-Literacy.SL.4.1.d
Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CCSS.ELA-Literacy.RF.4.3
Know and apply grade-level phonics and word analysis skills in decoding words.
CCSS.ELA-Literacy.RF.4.4
Read with sufficient accuracy and fluency to support comprehension.
CCSS.ELA-Literacy.W.4.2
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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.
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.
CCSS.ELA-Literacy.W.4.2.c
Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).
CCSS.ELA-Literacy.W.4.2.d
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.
CCSS.ELA-Literacy.W.4.4
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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.
CCSS.ELA-Literacy.W.4.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.L.4.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.4.2.a
Use correct capitalization.
CCSS.ELA-Literacy.L.4.2.b
Use commas and quotation marks to mark direct speech and quotations from a text.
CCSS.ELA-Literacy.L.4.2.c
Use a comma before a coordinating conjunction in a compound sentence.
CCSS.ELA-Literacy.L.4.2.d
Spell grade-appropriate words correctly, consulting references as needed.
CCSS.ELA-Literacy.L.4.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-Literacy.L.4.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-Literacy.L.4.4.a
Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

CCSS.ELA-Literacy.L.4.6
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).

UNIT 4 Reading

Unit Title: Poetry, Prose, and Drama

LEARNING GOALS

Enduring Understanding(s):	Essential Question(s):
• Readers can use the structural elements of poems, prose, and works of drama to better understand the theme or central message. • Readers can interpret poems, prose, and works of drama using details and examples from the text when drawing inferences.	• What are the structural elements of poems, prose, and dramatic works? • What clues can we use to interpret poems, prose, and dramatic works? • In what ways do poets, story writers, and playwrights build their work on common themes?

Content and Skills:
Students will be able to:

- Explore the differences between poetry, prose, and drama
- Consider the significance of structural elements in poems, prose, and dramas
- Examine details to form interpretations, citing textual evidence to support their thinking
- Read closely to determine the meaning of words and phrases
- Read aloud to further convey meaning
- Build speaking and listening skills by sharing poems and dramas through oral presentation Make connections between the written text of a story or drama and a visual presentation of the same text to elevate their understanding of the piece

Standards Addressed:

Connecticut Core Standards:

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.
CCSS.ELA-Literacy.RL.4.2
Determine a theme of a story, drama, or poem from details in the text; summarize the text.
CCSS.ELA-Literacy.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).
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.SL.4.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.4.1.a
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
CCSS.ELA-Literacy.SL.4.1.b
Follow agreed-upon rules for discussions and carry out assigned roles.
CCSS.ELA-Literacy.SL.4.1.c
Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
CCSS.ELA-Literacy.SL.4.1.d
Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CCSS.ELA-Literacy.SL.4.6
Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
CCSS.ELA-Literacy.RF.4.4
Read with sufficient accuracy and fluency to support comprehension.
CCSS.ELA-Literacy.L.4.3.a
Choose words and phrases to convey ideas precisely.
CCSS.ELA-Literacy.L.4.3.c
Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
CCSS.ELA-Literacy.L.4.6
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).

UNIT 5 Reading

Unit Title: Analyzing Themes in Traditional Literature: Tall Tales, Legends, and Myths

LEARNING GOALS

Enduring Understanding(s):	Essential Question(s):
• Traditional literature stories, including tall tales, legends, and myths, are stories that not only entertain but share the values and wisdom	• Why is it important for readers to search for and recognize theme as they read? • How can the same theme be communicated in

- of a culture.
- Themes, messages and lessons of traditional literature remain relevant today.
- Traditional literature stories were often shared through oral storytelling and were meant to be shared.

different ways?
- In what ways can we compare and contrast themes and topics across a variety of traditional literature?

Content and Skills:

Students will be able to:

- Identify traditional literature and connect it to larger world issues or human concerns.
- Read closely to infer theme through careful examination of characters and events, citing text evidence to support their thinking.
- Compare and contrast themes and topics across traditional literature.
- Present their understandings about theme.

Standards Addressed:

Connecticut Core Standards:

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.
CCSS.ELA-Literacy.RL.4.2
Determine a theme of a story, drama, or poem from details in the text; summarize the text.
CCSS.ELA-Literacy.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).
CCSS.ELA-Literacy.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).
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.SL.4.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.4.1.a
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
CCSS.ELA-Literacy.SL.4.1.b
Follow agreed-upon rules for discussions and carry out assigned roles.
CCSS.ELA-Literacy.SL.4.1.c

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
CCSS.ELA-Literacy.SL.4.1.d
Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CCSS.ELA-Literacy.SL.4.2
Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CCSS.ELA-Literacy.RF.4.4
Read with sufficient accuracy and fluency to support comprehension.
CCSS.ELA-Literacy.L.4.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-Literacy.L.4.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-Literacy.W.4.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

UNIT 6 Reading

Unit Title: Book Clubs
Unit Description: This unit can be introduced at any point during the school year when the teacher feels that the class is ready to move into collaborative book clubs. In addition, students can participate in book clubs at any point in the year.

LEARNING GOALS

Enduring Understanding(s):

- Book clubs are a vehicle for readers to share their thinking and build their understanding about what they read.
- Readers understand text differently when they hear others thoughts and ideas and compare them with their own.
- Readers identify parts of the text that evoke a response or stimulate a question.

Essential Question(s):

- What are book clubs?
- Why do readers talk about books?
- How will we gather our information to share?
- How will we participate in discussion?
- How does participation in book clubs deepen my understanding of a text?
- How do book clubs build our reading community?

Content and Skills:

Students will be able to:
- Discuss what they have read with their peers.
- Share their opinions and thoughts using evidence from the text.
- Listen and be receptive to others' thoughts and ideas.
- Understand the roles and responsibilities of being a participant in a book club.
- Follow the book club rules that optimize the reading experience in a book club.

Standards Addressed:

Connecticut Core Standards:

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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.RI.4.2
Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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.
CCSS.ELA-Literacy.RF.4.3
Know and apply grade-level phonics and word analysis skills in decoding words.
CCSS.ELA-Literacy.RF.4.3.a
Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
CCSS.ELA-Literacy.RF.4.4
Read with sufficient accuracy and fluency to support comprehension.
CCSS.ELA-Literacy.RF.4.4.a
Read grade-level text with purpose and understanding.
CCSS.ELA-Literacy.RF.4.4.b
Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
CCSS.ELA-Literacy.RF.4.4.c
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CCSS.ELA-Literacy.L.4.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-Literacy.L.4.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-Literacy.L.4.4.a
Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy.L.4.4.b
Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
CCSS.ELA-Literacy.SL.4.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.4.1.a
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
CCSS.ELA-Literacy.SL.4.1.b
Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-Literacy.SL.4.1.c
Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
CCSS.ELA-Literacy.SL.4.1.d
Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CCSS.ELA-Literacy.SL.4.2
Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CCSS.ELA-Literacy.SL.4.3
Identify the reasons and evidence a speaker provides to support particular points.
CCSS.ELA-Literacy.SL.4.4
Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
CCSS.ELA-Literacy.SL.4.5
Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
CCSS.ELA-Literacy.SL.4.6
Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

*Select writing units of study are adapted from the Schoolwide Writing Fundamentals Units of Study (2013).

UNIT 1 Writing

Unit Title: Launching: How Writers Work

LEARNING GOALS

Enduring Understanding(s):

- Writers are a part of a writing community.
- The writing process helps writers create organized and polished writing.
- Writers write for a variety of reasons.

Essential Question(s):

- How do we build a writing community?
- What are the rituals, resources, and routines of writers workshop?
- Why do writers write?

Content and Skills:

Students will be able to:
- Learn the rituals, routines, and resources of writing workshop
- Identify reasons why writers write
- Learn about mentor authors
- Recognize writing is a process that takes time and working with others
- Develop and strengthen writing as needed by planning, researching, revising, editing, and publishing
- Create writing that is purposeful and appeals to a specific audience

Standards Addressed:

Connecticut Core Standards:

CCSS.ELA-LITERACY.W.4.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.W.4.1.D

Provide a concluding statement or section related to the opinion presented.

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.

CCSS.ELA-LITERACY.W.4.2.C

Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).

CCSS.ELA-LITERACY.W.4.2.D

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.

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.

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.

CCSS.ELA-LITERACY.W.4.3.B

Use dialogue and description to develop experiences and events or show the responses of characters to situations.

CCSS.ELA-LITERACY.W.4.3.C

Use a variety of transitional words and phrases to manage the sequence of events.

CCSS.ELA-LITERACY.W.4.3.D

Use concrete words and phrases and sensory details to convey experiences and events precisely.

CCSS.ELA-LITERACY.W.4.3.E

Provide a conclusion that follows from the narrated experiences or events.

CCSS.ELA-LITERACY.W.4.4

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

CCSS.ELA-LITERACY.W.4.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.SL.4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.4.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.4.1.C

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

CCSS.ELA-LITERACY.SL.4.1.D

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

CCSS.ELA-LITERACY.SL.4.3

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

CCSS.ELA-LITERACY.SL.4.4

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA-LITERACY.SL.4.6

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

CCSS.ELA-LITERACY.L.4.1

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

CCSS.ELA-LITERACY.L.4.1.A

Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).

CCSS.ELA-LITERACY.L.4.1.F

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CCSS.ELA-LITERACY.L.4.1.G

Correctly use frequently confused words (e.g., *to, too, two; there, their*).

CCSS.ELA-LITERACY.L.4.2

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

CCSS.ELA-LITERACY.L.4.2.A

Use correct capitalization.

CCSS.ELA-LITERACY.L.4.2.B

Use commas and quotation marks to mark direct speech and quotations from a text.

CCSS.ELA-LITERACY.L.4.2.C

Use a comma before a coordinating conjunction in a compound sentence.

CCSS.ELA-LITERACY.L.4.2.D

Spell grade-appropriate words correctly, consulting references as needed.

CCSS.ELA-LITERACY.L.4.3.C

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

CCSS.ELA-LITERACY.L.4.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.4.4.A

Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.4.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g.,*wildlife, conservation,* and *endangered* when discussing animal preservation).

UNIT 2 Writing

Unit Title: Author Study: Cynthia Rylant

LEARNING GOALS

Enduring Understanding(s):	Essential Question(s):
- Writers discuss their ideas with other writers and look for feedback. - Writers can learn from mentor authors and study an author's specific style. - Writers find inspiration all around them and develop their personal experiences into stories.	- How do writers use mentor texts? - What writers craft techniques help create a meaningful story? - How are narrative stories structured? - How do I give and receive feedback from others?

Content and Skills:

Students will be able to:

- Produce clear and coherent writing that has a clear purpose and an organized structure
- Create a narrative with characters and a sequenced plotline
- Use sensory detail and pick words that help convey descriptive meaning
- Provide readers a conclusion to the narrative

- Engage in the writing process: planning, revising, editing, rewriting, and trying new techniques
- Engage in collaborative discussions

Standards Addressed:
Connecticut Core Standards:

CCSS.ELA-LITERACY.RL.4.2
Determine a theme of a story, drama, or poem from details in the text; summarize the text.
CCSS.ELA-LITERACY.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).
CCSS.ELA-LITERACY.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).
CCSS.ELA-LITERACY.RL.4.6
Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
CCSS.ELA-LITERACY.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.

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.

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.

CCSS.ELA-LITERACY.W.4.3.B

Use dialogue and description to develop experiences and events or show the responses of characters to situations.

CCSS.ELA-LITERACY.W.4.3.C

Use a variety of transitional words and phrases to manage the sequence of events.

CCSS.ELA-LITERACY.W.4.3.D

Use concrete words and phrases and sensory details to convey experiences and events precisely.

CCSS.ELA-LITERACY.W.4.3.E

Provide a conclusion that follows from the narrated experiences or events.

CCSS.ELA-LITERACY.W.4.4

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

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.

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.

CCSS.ELA-LITERACY.SL.4.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.4.1.C

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

CCSS.ELA-LITERACY.SL.4.1.D

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

CCSS.ELA-LITERACY.SL.4.3

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

CCSS.ELA-LITERACY.SL.4.4

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA-LITERACY.L.4.1

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

CCSS.ELA-LITERACY.L.4.1.F

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*

CCSS.ELA-LITERACY.L.4.1.G

Correctly use frequently confused words (e.g., *to, too, two; there, their*).*

CCSS.ELA-LITERACY.L.4.2

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

CCSS.ELA-LITERACY.L.4.2.A

Use correct capitalization.

CCSS.ELA-LITERACY.L.4.2.B

Use commas and quotation marks to mark direct speech and quotations from a text.

CCSS.ELA-LITERACY.L.4.2.C

Use a comma before a coordinating conjunction in a compound sentence.

CCSS.ELA-LITERACY.L.4.2.D

Spell grade-appropriate words correctly, consulting references as needed.

CCSS.ELA-LITERACY.L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-LITERACY.L.4.3.A

Choose words and phrases to convey ideas precisely.

CCSS.ELA-LITERACY.L.4.3.B

Choose punctuation for effect.

CCSS.ELA-LITERACY.L.4.3.C

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

CCSS.ELA-LITERACY.L.4.4.A

Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.4.5

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., *as pretty as a picture*) in context.

CCSS.ELA-LITERACY.L.4.5.B

Recognize and explain the meaning of common idioms, adages, and proverbs.

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).

CCSS.ELA-LITERACY.L.4.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g.,*wildlife, conservation,* and *endangered* when discussing animal preservation).

UNIT 3 Writing

Unit Title: Editorial and Feature Article

LEARNING GOALS

Enduring Understanding(s): - Feature articles are informative, explanatory pieces that examine topic, trends, and society. - Feature articles include author's opinion or point of view but also use research to develop topics.	Essential Question(s): - What is the purpose of a feature article? - What are the key elements of a feature article? - How do writers use their own areas of interest to generate ideas about writing?

Content and Skills:
Students will be able to:
- Determine the importance of feature articles
- Use person experience and areas of interest to generate ideas
- Conduct research across several sources including electronic sources
- Plan and organize their research to help readers have a clear understanding of their topic
- Work through the writing process: plan, revise, edit, and publish

Standards Addressed:

Connecticut Core Standards:

CCSS.ELA-LITERACY.W.4.1
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
CCSS.ELA-LITERACY.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.
CCSS.ELA-LITERACY.W.4.1.B
Provide reasons that are supported by facts and details.
CCSS.ELA-LITERACY.W.4.1.C
Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*).
CCSS.ELA-LITERACY.W.4.1.D
Provide a concluding statement or section related to the opinion presented.
CCSS.ELA-LITERACY.W.4.2
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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.
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.
CCSS.ELA-LITERACY.W.4.2.C
Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).
CCSS.ELA-LITERACY.W.4.2.E
Provide a concluding statement or section related to the information or explanation presented.
CCSS.ELA-LITERACY.W.4.3.C
Use a variety of transitional words and phrases to manage the sequence of events.
CCSS.ELA-LITERACY.W.4.3.D
Use concrete words and phrases and sensory details to convey experiences and events precisely.
CCSS.ELA-LITERACY.W.4.4
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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.

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.

CCSS.ELA-LITERACY.W.4.7

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

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.

CCSS.ELA-LITERACY.W.4.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.W.4.9.B

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").

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.SL.4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.4.1.A

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CCSS.ELA-LITERACY.SL.4.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.4.1.C

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

CCSS.ELA-LITERACY.SL.4.1.D

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

CCSS.ELA-LITERACY.SL.4.2

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.SL.4.3

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

CCSS.ELA-LITERACY.SL.4.4

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts

and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA-LITERACY.SL.4.6

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

CCSS.ELA-LITERACY.L.4.1

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

CCSS.ELA-LITERACY.L.4.1.A

Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).

CCSS.ELA-LITERACY.L.4.1.B

Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.

CCSS.ELA-LITERACY.L.4.1.C

Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.

CCSS.ELA-LITERACY.L.4.1.D

Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).

CCSS.ELA-LITERACY.L.4.1.E

Form and use prepositional phrases.

CCSS.ELA-LITERACY.L.4.1.F

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CCSS.ELA-LITERACY.L.4.1.G

Correctly use frequently confused words (e.g., *to, too, two; there, their*).

CCSS.ELA-LITERACY.L.4.2

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

CCSS.ELA-LITERACY.L.4.2.A

Use correct capitalization.

CCSS.ELA-LITERACY.L.4.2.B

Use commas and quotation marks to mark direct speech and quotations from a text.

CCSS.ELA-LITERACY.L.4.2.C

Use a comma before a coordinating conjunction in a compound sentence.

CCSS.ELA-LITERACY.L.4.2.D

Spell grade-appropriate words correctly, consulting references as needed.

CCSS.ELA-LITERACY.L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-LITERACY.L.4.3.A

Choose words and phrases to convey ideas precisely.

CCSS.ELA-LITERACY.L.4.3.B

Choose punctuation for effect.*

CCSS.ELA-LITERACY.L.4.3.C

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

CCSS.ELA-LITERACY.L.4.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.4.4.A

Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.4.4.B

Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).

CCSS.ELA-LITERACY.L.4.4.C

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

UNIT 4 Writing
Unit Title: Writing Poetry
LEARNING GOALS

Enduring Understanding(s):	Essential Question(s):
- Poets gather ideas from their lives and in the world around them. - Poets can use mentor poems as a guide. - Poets see the extraordinary in the ordinary. - Poets carefully choose their words to express their meaning and to create a mental picture for their readers.	- Where do I get ideas for my poetry? - How do I create meaningful poems for others to enjoy? - What poetic elements can I use to create poems?

Content and Skills:

Students will be able to:

- Write poems including structural elements of a poem (rhyme, rhythm, meter, verse, stanza)
- Add imagery, personification, similes, metaphors, etc. to poems
- Write poems with a central message or common theme

Standards Addressed:

Connecticut Core Standards:

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.
CCSS.ELA-Literacy.RL.4.2
Determine a theme of a story, drama, or poem from details in the text; summarize the text.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.RF.4.4
Read with sufficient accuracy and fluency to support comprehension.
CCSS.ELA-Literacy.RF.4.4.a
Read grade-level text with purpose and understanding.
CCSS.ELA-Literacy.RF.4.4.c
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CCSS.ELA-Literacy.SL.4.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.4.1.a
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
CCSS.ELA-Literacy.SL.4.1.b
Follow agreed-upon rules for discussions and carry out assigned roles.
CCSS.ELA-Literacy.SL.4.1.c
Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
CCSS.ELA-Literacy.SL.4.1.d
Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CCSS.ELA-Literacy.SL.4.6
Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
CCSS.ELA-Literacy.L.4.3.a
Choose words and phrases to convey ideas precisely.
CCSS.ELA-Literacy.L.4.3.c
Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
CCSS.ELA-Literacy.L.4.5
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., *as pretty as a picture*) in context.
CCSS.ELA-Literacy.L.4.6
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).
CCSS.ELA-Literacy.W.4.4
Produce clear and coherent writing in which the development and organization are appropriate to task,

purpose, and audience.
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.

UNIT 5 Writing

Unit Title: Choose Your Own Adventure

LEARNING GOALS

Enduring Understanding(s):
- Writers plan, draft, revise, and edit writing before publishing.
- Writers create plots that are exciting for readers to read.
- Writers include dialogue to help readers understand what a character is thinking or feeling and to establish relationships between characters.
- Writers use exciting endings to bring closure to an adventure story.

Essential Question(s):
- How do I write my own adventure story?
- What can I do to organize my thoughts for my adventure story?
- What do I need to consider when editing and revising my adventure story?
- How can dialogue create meaningful characters?
- How does my ending bring closure to my story?

Content and Skills:
Students will be able to:
- Create a narrative piece of writing.
- Complete graphic organizers during prewriting to grow their ideas.
- Introduce narrator and/or characters.
- Develop or build upon characters and their traits.
- Include characters' actions, dialogue, and relationships that drive the plot. .
- Use the writing process to create a clear and cohesive story.

Standards Addressed:

Connecticut Core Standards:

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.
CCSS.ELA-Literacy.RL.4.2
Determine a theme of a story, drama, or poem from details in the text; summarize the text.
CCSS.ELA-Literacy.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).
CCSS.ELA-Literacy.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).

CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.SL.4.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.4.1.a
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
CCSS.ELA-Literacy.SL.4.1.b
Follow agreed-upon rules for discussions and carry out assigned roles.
CCSS.ELA-Literacy.SL.4.1.c
Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
CCSS.ELA-Literacy.SL.4.1.d
Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CCSS.ELA-Literacy.SL.4.2
Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CCSS.ELA-Literacy.L.4.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-Literacy.L.4.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
CCSS.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.
CCSS.ELA-Literacy.W.4.3.b
Use dialogue and description to develop experiences and events or show the responses of characters to situations.
CCSS.ELA-Literacy.W.4.3.c
Use a variety of transitional words and phrases to manage the sequence of events.
CCSS.ELA-Literacy.W.4.3.d
Use concrete words and phrases and sensory details to convey experiences and events precisely.
CCSS.ELA-Literacy.W.4.3.e
Provide a conclusion that follows from the narrated experiences or events.
CCSS.ELA-Literacy.W.4.4
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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.

UNIT 6 Writing

Unit Title: Nonfiction Research

Unit Description: Using the fourth grade science unit on Ecosystems as a foundation, students will apply their learning to research specific biomes (huge natural areas on Earth made up of thousands of ecosystems). While the science unit focuses on building a general understanding of how matter and energy flow through ecosystems, students will now research one biome using different types of informational text (e.g. books, articles, websites, and videos). Students will apply what they know about ecosystems to research how living and nonliving things depend on each other for survival in a specific biome.

LEARNING GOALS

Enduring Understanding(s):
- Researchers gain new information about scientific topics that interest them by asking questions   and seeking answers.
- Researchers apply what they know about nonfiction text to help them answer questions and find key information and relevant details.

Essential Question(s):
- What does it mean to conduct research?
- What are the steps I should follow in my research to better understand natural phenomena?
- How does knowledge about nonfiction text support the research process?
- How can a writer use scientific knowledge to inform others about what they have learned?

Content and Skills:
Students will be able to:

- Navigate a wide variety of informational texts in support of their research, including library media resources.
- Ask questions before, during, and after reading to gather and clarify information.
- Read closely and think analytically about their topics to better understand concepts, ideas, information, and events.
- Recognize and use words and phrases that signal relationships between concepts, ideas, information, and events.
- Examine multiple accounts of the same scientific concept.
- Build note-taking skills as they gather information from multiple sources.
- Notice new vocabulary and apply a variety of strategies for making meaning.
- Use visual features (including photographs, diagrams, tables, and maps) to gain a deeper understanding of the text.
- Gather and share information learned while reading.

Standards Addressed:

Connecticut Core Standards:

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.RI.4.2
Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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*.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
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.
CCSS.ELA-Literacy.RI.4.8
Explain how an author uses reasons and evidence to support particular points in a text.
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.
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.
CCSS.ELA-Literacy.W.4.2
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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.
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.
CCSS.ELA-Literacy.W.4.2.c
Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).
CCSS.ELA-Literacy.W.4.2.d
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.
CCSS.ELA-Literacy.W.4.4
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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.
CCSS.ELA-Literacy.W.4.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.SL.4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.4.1.a

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CCSS.ELA-Literacy.SL.4.1.b

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-Literacy.SL.4.1.c

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

CCSS.ELA-Literacy.SL.4.1.d

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

CCSS.ELA-Literacy.SL.4.2

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.SL.4.3

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

CCSS.ELA-Literacy.SL.4.4

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA-Literacy.SL.4.6

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

CCSS.ELA-Literacy.L.4.1

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

CCSS.ELA-Literacy.L.4.2

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

CCSS.ELA-Literacy.L.4.2.a

Use correct capitalization.

CCSS.ELA-Literacy.L.4.2.b

Use commas and quotation marks to mark direct speech and quotations from a text.

CCSS.ELA-Literacy.L.4.2.c

Use a comma before a coordinating conjunction in a compound sentence.

CCSS.ELA-Literacy.L.4.2.d

Spell grade-appropriate words correctly, consulting references as needed.

CCSS.ELA-Literacy.L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.L.4.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.L.4.4.a

Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

CCSS.ELA-Literacy.L.4.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).