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| **Objectives**Unit 1:Tales of the Heart**4****==** | **Key Vocabulary** | **Additional Required Components** | **Required Assessments****Essential Questions:**1. How does character development improve a story?
2. How do stories reveal what we have in common?
 | **Resources** |
| 1. Summarize stories using the SWBS model.
2. Find similarities/differences between characters and note how they change over the course of a story.
3. Write a variety of responses to stories using complete paragraphs.
4. Use technology to research a famous doctor or scientist.
5. Write a bio-poem using information obtained during research.
6. Write for informational purposes.
7. Understand and apply the 6 +1 Writing Traits.
8. Understand and apply the Writing Process.
9. Differentiate between fragments, run-ons, and complete sentences.
10. Produce complete sentences with appropriate capitalization & punctuation.
11. Identify topic sentences when reading informational texts.
12. Create topic sentences appropriate to the focus of an essay or paragraph.
13. Differentiate between contexts that call for formal English and those that do not
 | **6 + 1 Writing Traits****Alliteration****Audience****Bio-Poem****Characters****Graphic Organizer****Line****Metaphor****Reading Process****Rhyme Scheme****Simile****Stanza****Topic Sentence****Verse****Writing Process** | **Mini Lessons**W.4.1a, W.4.2a, W.4.4, W.4.5, L.4.1, L.4.1f, L.4.2, L.4.2a, L.4.3, & L.4.3c**Literary Graphic Organizer**RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.5, RL.4.6, RF.4.4a, RF4.4b, SL.4.1, SL.4.1a, SL.4.1b, SL.4.1c, & SL.4.1d**Summary - SWBST**RL.4.1, RL.4.3, RL.4.10, W.4.9, & W.4.9a**Interesting Poetry Techniques**RL.4.1, RL.4.4, RL.4.5, W.4.9, W.4.9a, L.4.5, L.4.5a**Comparing Stories**RL.4.1, RL.4.3, W.4.9, W.4.9a, SL.4.1, SL.4.1a, SL.4.1d, &SL.4.2**“Love That Dog”****Character Development &****Reader Analysis**RL.4.1, RL.4.3**Essential Reflection**W.4.4, W.4.9, & W.4.9a**Figurative Language T-Chart**RL.4.1, RF.4.4, RF.4.4a, RF.4.4b, L.4.5, L.4.5a, L.4.5b, L.4.5c, & L.4.6**Mechanics / Grammar Wall**L.4.1, L.4.2, L.4.3**Vocabulary / Word Wall**L.4.4, L.4.4a, L.4.4b, L.4.4c | **Scientist Bio-Poem****Informational Writing**RI.4.9, W.4.2, W.4.2b, W.4.2c, W.4.2d, W.4.2e,W.4.4, W.4.5, W.4.7, W.4.8, W.4.9, W.4.9b, W.4.10, L.4.1, L.4.1, L.4.1a, L.4.1d, L.4.2, L.4.2a, L.4.2b, L.4.2c, L.4.2d, L.4.3, L.4.3a, L.4.3b, L.4.5, L.4.5a, & L.4.6**Body Systems Informational Essay**RI.4.7, RI.4.9, W.4.2, W.4.2a, W.4.2b, W.4.2c, W.4.2d, W.4.2e,W.4.4, W.4.5, W.4.7, W.4.8, W.4.9, W.4.9b,L.4.1, L.4.2, L.4.3 & L.4.6**Unit 1 Assessment****Modified RESA Testlet**RL.4.1, RL.4.2, RI.4.7, RI.4.8, W.4.2a, L.4.1f, & L.4.3c | **Exemplar Text:*** “They Were My People” by: Grace Nichols

**Other Texts:*** *Love That Dog* by: Sharon Creech
* “Monday’s Child” by: Mother Goose
* “Dreams” by: Langston Hughes
* “Humanity” by: Elma Stuckey
* “On The Way To School” by: Charles Ghigna
* “The Drum” by: Nikki Giovanni
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| **I Can Statements** |
| 1. I can summarize stories using the SWBS model.
2. I can find similarities and differences between characters.
3. I can describe how characters change over the course of a story.
4. I can write a variety of responses to stories.
5. I can develop questions and research a topic.
6. I can write a bio-poem using information from my research.
7. I can write for informational purposes.
8. I can edit my writing using the 6+1 Writing Traits rubric.
9. I can follow the Writing Process.
10. I can tell the difference between fragments, run-ons, & complete sentences.
11. I can write in complete sentences.
12. I can identify topic sentences in texts.
13. I can create topic sentences.
14. I can choose words that are right for my audience.
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