

## Quarter 1

## Unit 1: Theme: Let's Explore

**Key Learning: Readers actively apply reading strategies to identify problem and solution, main ideas and details, and plot development.**

**Unit Essential Questions: How do readers use self monitoring and fix-up strategies to construct meaning and identify main ideas in stories?**

Unit	Benchmark	Benchmark Description	Content Focus
1  Theme: Let's Explore	LA.4.1.4.1	Recognize knowledge of spelling patterns.	<ul style="list-style-type: none"> <li>➤ Short vowels</li> <li>➤ Long vowels (a, e, l, o)</li> </ul>
	LA.4.1.4.2	Use structural analysis.	
	LA.4.1.4.3	Use language structure to read multi-syllabic words in text.	
	LA.4.1.5.1	Demonstrate the ability to read grade level text.	<ul style="list-style-type: none"> <li>➤ Intonation</li> <li>➤ Tempo</li> <li>➤ Pronunciation</li> <li>➤ Phrasing</li> </ul>
	LA.4.1.5.2	Adjust reading rate based on purpose, text difficulty, form, and style.	
	LA.4.1.6.1	Use new vocabulary that is introduces and taught directly.	<ul style="list-style-type: none"> <li>➤ Unfamiliar Words (Dictionary Use)</li> <li>➤ Context Clues</li> <li>➤ Surrounding Words</li> <li>➤ Paragraph Clues</li> </ul>
	LA.4.1.6.2	Listen to, read, and discuss familiar and conceptually challenging text.	
	LA.4.1.6.3	Use context clues to determine meanings of unfamiliar words.	
	LA.4.1.6.5	Relate new vocabulary to familiar words	
	LA.4.1.6.10	Determine meanings of words and alternative word choices by using a dictionary, thesaurus, and digital tools.	
	LA.4.1.7.2	Identify the author's purpose of text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps).	<ul style="list-style-type: none"> <li>➤ Problem and Solution</li> <li>➤ Main Idea and Details</li> <li>➤ Plot Development</li> </ul>
	LA.4.1.7.3	Determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing.	
LA.4.1.7.5	Identify the text structure and author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text.		

	<b>LA.4.1.7.8</b>		Use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-taking, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.	
--	-------------------	--	--	--

Unit	Benchmark	Benchmark Description	Content Focus
1	LA.4.2.1.2	Identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction.	<ul style="list-style-type: none"> <li>➤ Charts</li> <li>➤ Diagrams</li> <li>➤ Maps</li> <li>➤ Problem &amp; Solution</li> <li>➤ Plot Development</li> <li>➤ Assonance &amp; Metaphor</li> </ul>
	LA.4.2.1.5	Respond to, discuss, and reflect on various literary selections, connecting text-to-self (personal connection), text-to-world (social connection), text-to-text (comparison among multiple texts).	
	LA.4.2.1.9	Select a balance of age ability appropriate fiction materials to read (e.g., novels, mysteries, mythology, poetry), based on teacher recommendations to continue building a core foundation of knowledge.	
<b>Unit Assessment</b>	Compass Learning, FCAT Explorer – Florida Achieves, FCAT Format Weekly Assessment, Selection Test		
<b>Core Resources</b>	<i>Mystery of the Missing Lunch, A Walk in the Desert, Animals Come Home to Our National Parks, The Astronaut and the Onion, The Raft, Leveled Readers, Read Aloud Anthology</i>		

**Unit 2: Theme: Take a Stand**

**Key Learning: Readers explore deep understandings and draw conclusions about author's purpose, plot development, relevant facts, and problem and solution.**

**Unit Essential Questions: How do readers analyze characters to develop important understandings in stories?**

Unit	Benchmark	Benchmark Description	Content Focus	
2  Theme: Take a Stand	LA.4.1.4.1	Phonics/ Word Analysis	<ul style="list-style-type: none"> <li>➤ ch and tch</li> <li>➤ th, sh, wh, ph</li> <li>➤ consonant clusters</li> <li>➤ ar, or, uar</li> <li>➤ air, are, ear, ere</li> </ul>	
	LA.4.1.4.2			Recognize knowledge of spelling patterns.
	LA.4.1.4.3			Use structural analysis. Use language structure to read multi-syllabic words in text.
	LA.4.1.5.1	Fluency	<ul style="list-style-type: none"> <li>➤ Intonation</li> <li>➤ Pausing</li> <li>➤ Punctuation</li> <li>➤ Pronunciation</li> </ul>	
	LA.4.1.5.2			Demonstrate the ability to read grade level text. Adjust reading rate based on purpose, text difficulty, form, and style.
	LA.4.1.6.1	Vocabulary	<ul style="list-style-type: none"> <li>➤ Context Clues</li> <li>➤ Dictionary: Word Origins</li> <li>➤ Idioms</li> <li>➤ Base Words</li> <li>➤ Plural endings</li> </ul>	
	LA.4.1.6.3			Use new vocabulary that is introduced and taught directly
	LA.4.1.6.6			Use context clues to determine meanings of unfamiliar words.
	LA.4.1.6.7			Identify shades of meaning in related words. Use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words.
	LA.4.1.7.3	Comprehension	<ul style="list-style-type: none"> <li>➤ Author's Purpose</li> <li>➤ Plot Development</li> <li>➤ Relevant Facts &amp; Details</li> <li>➤ Problem &amp; Solution</li> </ul>	
	LA.4.1.7.4			Determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing.
	LA.4.1.7.6			Identify cause and effect relationships in text.
	LA.4.1.7.7			Identify themes or topics across a variety of fiction and non-fiction selections.
	LA.4.1.7.8			Compare and contrast elements in multiple texts (e.g., setting characters, problems). Use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources.

Unit	Benchmark	Benchmark Description	Content Focus
2	LA.4.2.1.1	Read and distinguish among the genres and sub-genres of fiction, non-fiction, poetry, drama.	<ul style="list-style-type: none"> <li>➤ Table</li> <li>➤ Toolbars</li> <li>➤ Primary Sources</li> <li>➤ Using parts of a book</li> <li>➤ Figurative Language</li> <li>➤ Alliteration</li> </ul>
	LA.4.2.1.2	Identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction.	
	LA.4.2.1.5	Respond to, discuss, and reflect on various literary selections, connecting text to self, text to text, and text to world.	
	LA.4.2.1.6	The student will write a book report, review, or critique that identifies the main idea, character(s), setting, sequence of events, conflict, crisis, and resolution.	
	LA.4.2.1.7	Identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects.	
	LA.4.2.1.9	Select a balance of age and ability appropriate fiction materials to read (e.g., novels, mysteries, mythology, poetry), based on teacher recommendations, to continue building a core foundation of knowledge.	
	LA.4.6.2.3	Communicate information in a report that includes main idea(s) and relevant details, with visual supports.	
<b>Unit Assessment</b>	Compass Learning, FCAT Explorer – Florida Achieves, FCAT Format Weekly Assessment, Selection Test		
<b>Core Resources</b>	<i>Mighty Jackie, My Diary from Here to There, Stealing Beauty, How Ben Franklin Stole the Lightning, Dear Mr. Winston, Leveled Readers, Read Aloud Anthology</i>		

## Quarter 2

## Unit 3: Making a Difference

**Key Learning: Readers evaluate and summarize while understanding the skills of Author's Purpose, Compare and Contrast, Chronological Order, Main Idea and Details**

Unit	Benchmark	Benchmark Description	Content Focus	
3	LA.4.1.4.2	Phonics/ Word Analysis	Use structural analysis.	<ul style="list-style-type: none"> <li>➤ /ur/</li> <li>➤ Silent Letters</li> <li>➤ Soft c and g</li> <li>➤ Plural Words</li> <li>➤ Compound Words</li> <li>➤ Repeated Reading</li> <li>➤ Thesaurus: Synonyms</li> <li>➤ Prefixes</li> <li>➤ Inflected Verb Endings</li> <li>➤ Homophones</li> <li>➤ Multiple Meaning Words</li> <li>➤ Author's purpose</li> <li>➤ Compare and Contrast</li> <li>➤ Chronological Order</li> <li>➤ Main Idea</li> <li>➤ Detail</li> </ul>
	LA.4.1.4.3			
	LA.4.1.5.1	Fluency	Demonstrate the ability to read grade level text.	
	LA.4.1.5.2		Adjust reading rate based on purpose, text difficulty, form, and style.	
	LA.4.1.6.2	Vocabulary	Listen to, read, and discuss familiar and conceptually challenging text.	
	LA.4.1.6.3		Use context clues to determine meanings of unfamiliar words.	
	LA.4.1.6.9		Determine the correct meaning of words with multiple meanings in context.	
	LA.4.1.7.1	Comprehension	Identify the purpose of text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps).	
	LA.4.1.7.2		Identify the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text.	
	LA.4.1.7.3		Determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing.	
	LA.4.1.7.4		Identify cause and effect relationships in text.	
	LA.4.1.7.5		Identify the text structure and author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text.	
	LA.4.1.7.6		Identify themes or topics across a variety of fiction and non-fiction selections.	

Unit	Benchmark	Benchmark Description	Content Focus
3	LA.4.1.7.8	Use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources.	
	LA.4.2.1.1	The student will read and distinguish among the genres and sub-genres of fiction, non-fiction, poetry, drama, and media.	<ul style="list-style-type: none"> <li>➤ Provide evidence from text to support thinking</li> <li>➤ Text features and graphic organizers</li> <li>➤ Text structure</li> <li>➤ Problem and resolution</li> <li>➤ Main ideas</li> </ul>
	LA.4.2.1.9	Select a balance of age and ability appropriate fiction materials to read (e.g., novels, mysteries, mythology, poetry), based on teacher recommendations to continue building a core foundation knowledge.	
	LA.4.2.2.1	Locate, explain, and use information from text features (e.g., table of contents, glossary, headings, subheadings, charts, graphs, diagrams, illustrations).	
	LA.4.2.2.3	Organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing.	
	LA.4.2.2.4	Identify and explain the functions and characteristics of a variety of types of text (e.g., reference, children's newspapers, practical/functional texts).	
	LA.4.2.2.5	Select a balance of age and ability appropriate non-fiction materials to read (e.g., biographies and topical areas, such as animals, science, history), based on teacher recommendations, to continue building a core foundation of knowledge.	
	Literary Analysis		
<b>Unit Assessment</b>	Selection tests, FCAT Format Weekly Assessment, Compass Learning, Practice Book, Focus Achieves in FCAT Explorer, Time for Kids		
<b>Core Resources</b>	<i>Roadrunner's Dance, My Brother Martin, Kid Reporters at Work, Mystic Horse, Snowflake Bentley, Leveled Readers, Time for Kids</i>		

## Quarter 3

## Unit 4:

**Key Learning: To analyze and evaluate cause and effect, compare characters, Author's Purpose, Chronological Order, Compare and Contrast**

**Unit Essential Questions: How do readers compare and contrast story and text elements within and across texts to deepen understand?**

Unit	Benchmark	Benchmark Description	Content Focus	
4	LA.4.1.4.1	Phonics/ Word Analysis Recognize knowledge of spelling patterns.	<ul style="list-style-type: none"> <li>➤ Inflected Endings</li> <li>➤ Inflectional Endings</li> <li>➤ /u/</li> <li>➤ /oi/ and /ou/</li> <li>➤ /o/</li> </ul>	
	LA.4.1.4.2			Use structural analysis.
	LA.4.1.5.1	Fluency Demonstrate the ability to read grade level text.	➤ Repeated Reading	
	LA.4.1.5.2			Adjust reading rate based on purpose, text difficulty, form, and style.
	LA.4.1.6.2	Vocabulary Listen to, read, and discuss familiar and conceptually challenging text.	<ul style="list-style-type: none"> <li>➤ Prefix</li> <li>➤ Word Families</li> <li>➤ Context Clues: Definition</li> <li>➤ Homographs</li> <li>➤ Context Clues: Descriptions</li> </ul>	
	LA.4.1.6.3			Use context clues to determine meanings of unfamiliar words.
	LA.4.1.6.4			Categorize key vocabulary and identify salient features.
	LA.4.1.6.6			Identify "shades of meaning" in related words (e.g., blaring, loud).
	LA.4.1.6.8			Use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words.
	LA.4.1.7.1	Comprehension Explain the purpose of text features (e.g., format, graphics, diagrams, illustrations, charts, and maps), use prior knowledge to make and confirm predictions, and establish a purpose for reading.	<ul style="list-style-type: none"> <li>➤ Cause and Effect</li> <li>➤ Compare Characters</li> <li>➤ Author's Purpose</li> <li>➤ Chronological Order</li> <li>➤ Compare and Contrast</li> </ul>	
LA.4.1.7.2	Identify the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text.			

Unit	Benchmark	Benchmark Description	Content Focus	
	LA.4.1.7.3	Determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing.		
4	LA.4.1.7.5	The student will identify the text structure and author uses (e.g., comparison/contrast, cause/effect, sequence of events, sequence of events) and explain how it impacts meaning in text.	<ul style="list-style-type: none"> <li>➤ Monitoring for meaning</li> <li>➤ Visualization</li> <li>➤ Prior knowledge</li> <li>➤ Graphic organizer</li> </ul>	
	LA.4.1.7.6	Identify themes or topics across a variety of fiction and non-fiction selections.		
	LA.4.1.7.7	Compare and contrast elements in multiple texts.		
	LA.4.1.7.8	Use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources.		
	LA.4.2.1.1	The student will read and distinguish amount the genres and sub-genres of fiction, non-fiction, poetry, drama, and media.	<ul style="list-style-type: none"> <li>➤ Sub-genre within fiction and nonfiction</li> <li>➤ Plot development</li> <li>➤ Genre characteristics</li> <li>➤ Connections (including inter-textual, connections among texts)</li> <li>➤ Text-based justifications</li> </ul>	
	LA.4.2.1.2	Identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of forms.		
	LA.4.2.1.4	Identify an author's theme, and use details from the text to explain how the author developed that theme.		
	LA.4.2.1.5	Respond to, discuss, and reflect on various literary selections, connecting text-to-self, text-to-text, and text-to-world.		
	LA.4.2.2.2	Use information from the text to answer question related to explicitly stated main ideas or relevant details.		
	<b>Unit Assessment</b>	Selection tests, FCAT Format Weekly Assessment, Compass Learning, Practice Book, Focus Achieves in FCAT Explorer, Time for Kids		

<b>Core Resources</b>	<i>Dear Mrs. LaRue, The Blind Hunter, The Power of Oil, Adelina's Whale, At Home in the Coral Reef, Leveled Readers, Time for Kids</i>
-----------------------	--

### Unit 5: Relationships

**Key Learning:** Students will be introduced to and learn chronological order; cause and effect; compare and contrast; compare and contrast characters

**Unit Essential Questions:** How do readers engage in literary discussions to synthesize understandings and identify important themes in texts?

Unit	Benchmark	Benchmark Description	Content Focus		
5	LA.4.1.4.2	Phonics/ Word Analysis	Use structural analysis.	<ul style="list-style-type: none"> <li>➤ Multisyllabic words</li> <li>➤ Syllable patterns</li> <li>➤ VCCV</li> <li>➤ V/CV</li> <li>➤ VC/V</li> <li>➤ Accented syllables</li> <li>➤ Final /er</li> <li>➤ Final /el/</li> </ul>	
	LA.4.1.4.3		Use language structure to read multi-syllabic words in text.		
	LA.4.1.5.1	Fluency	Demonstrate the ability to read grade level text.		<ul style="list-style-type: none"> <li>➤ Repeated Reading</li> </ul>
	LA.4.1.5.2		Adjust reading rate based on purpose, text difficulty, form, and style.		
	LA.4.1.6.3	Vocabulary	Use context clues to determine meanings of unfamiliar words.		<ul style="list-style-type: none"> <li>➤ Dictionary; Connotation</li> <li>➤ Denotation; Thesaurus</li> <li>➤ Antonyms; Analogies:</li> <li>➤ Relationship; Context Clues: Paragraph Clues, Descriptions</li> </ul>
	LA.4.1.6.7		Use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words.		
	LA.4.1.6.8		Use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words.		
	LA.4.1.6.9		Determine the correct meaning of words with multiple meanings in context.		

	LA.4.1.7.1 LA.4.1.7.2	Comprehension	Identify of purpose of text features Identify the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text.	<ul style="list-style-type: none"> <li>➤ Chronological Order;</li> <li>➤ Cause and effect</li> <li>➤ Compare and Contrast;</li> <li>➤ Compare and Contrast: Characters</li> </ul>
	LA.4.1.7.3		Determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing.	
	LA.4.1.7.5		Identify the text structure and author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text.	
	LA.4.1.7.6		Identify themes or topics across a variety of fiction and non-fiction selections.	
Unit	Benchmark	Benchmark Description		Content Focus
5	LA.4.1.7.8		Use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources.	<ul style="list-style-type: none"> <li>➤ Literary response</li> <li>➤ Literary discussion</li> </ul>
	LA.4.2.1.4	Literary Analysis	Identify an author's theme and use details from the text to explain how the author developed that theme.	<ul style="list-style-type: none"> <li>➤ Theme</li> <li>➤ Literary response</li> <li>➤ Literary diction</li> <li>➤ Literary critique</li> <li>➤ Figurative language</li> </ul>
	LA.4.2.1.5		The student will respond to, discuss, and reflect on various literary selections, connecting text-to-self (personal connection), text-to-world (social connection), text-to-text (comparison among multiple texts).	
	LA.4.2.1.7		Identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects.	
<b>Unit Assessment</b>	Students will engage in book club or literature circle discussions about a common text (at independent reading level). Teacher will use a book club discussion checklist to assess responses according to the way students consider the perspectives of other readers, use text evidence to support interpretations, and consider relevant themes. FCAT Weekly assessment; Compass Learning; Time for Kids Assessment, Focus Achieves, Leveled Readers			
<b>Core Resources</b>	<i>Because of Winn Dixie; Ranita, the Frog Prince; Exploring the Undersea Territory; ME and Uncle Romie; Wild Horses</i>			

## Quarter 4

## Unit 6: Discovery

**Key Learning: Students will be introduced to and learn Theme; Main Idea and details; Problem and Solution; Context Clues Suffixes; Map**  
**Unit Essential Questions: How do readers use what they know about reading narrative and non-fiction to synthesize understandings when reading non-fiction text?**

Unit	Benchmark	Benchmark Description	Content Focus	
6	LA.4.1.4.1	Phonics/ Word Analysis	<ul style="list-style-type: none"> <li>➤ Final /en/</li> <li>➤ Homophones</li> <li>➤ Prefixes dis-, mis-, non-, un-</li> <li>➤ Suffixes -less, -ly, -ness, -ful, -y</li> <li>➤ /ur/ and /er/</li> <li>➤ Repeated Reading</li> <li>➤ Word Parts: Suffixes,</li> <li>➤ Latin Roots, Inflectional Endings, Greek Roots; Context Clues:</li> <li>➤ Paragraph Clues</li> </ul>	
	LA.4.1.4.2			Recognize knowledge of spelling patterns.
	LA.4.1.4.3			Use structural analysis.
				Use language structure to read multi-syllabic words in text
	LA.4.1.5.2	Fluency		Adjust reading rate based on purpose, text difficulty, form, and style.
	LA.4.1.6.3	Vocabulary		Use context clues to determine meanings of unfamiliar words.
	LA.4.1.6.4			Categorize key vocabulary and identify salient features.
	LA.4.1.6.6			Identify “shades of meaning” in related words (e.g., blaring loud).
	LA.4.1.6.7			Use of meaning of familiar base words and affixes to determine meanings of unfamiliar complex words.
	LA.4.1.6.8			Use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words.
LA.4.1.6.10	Determine meanings of words and alternate word choices by using a dictionary, thesaurus, and digital tools.			

Unit	Benchmark	Benchmark Description	Content Focus
6	LA.4.1.7.1	Explain the purpose of text features (e.g., format, graphics, diagrams, illustrations, charts, and maps), use prior knowledge to make and confirm predictions, and establish a purpose for reading.	<ul style="list-style-type: none"> <li>➤ Cause and Effect</li> <li>➤ Essential Message: Theme;</li> <li>➤ Main Idea and Details;</li> <li>➤ Author's Purpose;</li> <li>➤ Relevant facts and Details</li> </ul>
	LA.4.1.7.2	Identify the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text.	
	LA.4.1.7.3	Determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing.	
	LA.4.1.7.4	Identify cause and effect relationships in text.	
	LA.4.1.7.5	Identify the text structure and author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text.	
	LA.4.1.7.6	Identify themes or topics across a variety of fiction and non-fiction selections.	
	LA.4.1.7.7	Compare and contrast elements in multiple texts.	
	LA.4.1.7.8	Use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources.	
		Comprehension	
	LA.4.2.1.2	Identify and explain the elements of plot, including exposition, setting, character development, problem/resolution, and theme in a variety of forms.	<ul style="list-style-type: none"> <li>➤ Characteristics of text (biography)</li> <li>➤ Textual features/graphic sources</li> <li>➤ Critique</li> </ul>
	LA.4.2.2.1	Locate, explain, and use information from text features (e.g., table of contents, glossary, index, transition words/phrases, headings, subheadings, charts, graphs, illustrations).	
	LA.4.2.2.5	Select a balance of age and ability appropriate nonfiction materials to read based on teacher recommendations, to continue building a core foundation of knowledge.	
		Literary Analysis	
<b>Unit Assessment</b>	Students will engage in book club or literature circle discussions about a common text (at independent reading level). Teacher will use a book club discussion checklist to assess responses according to the way students consider the perspectives of other readers, use text evidence to support interpretations, and consider relevant themes. FCAT Weekly assessment; Compass Learning; Time for Kids Assessment, Focus Achieves; Leveled Readers		

<b>Core Recourses</b>	<i>The Gold Rush, The Cricket in Times Square, Meet a Bone-ified Explorer, My Brothers' Flying Machine, The Life and Times of the Ant</i>
-----------------------	---