

Woodland Park School District

Writing Curriculum

Grade 4

Curriculum Team

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Fourth Grade Course Description:

The fourth-grade units familiarize students with the genres they will regularly encounter throughout school—thesis-driven persuasive essays, literary essays, and research reports. Each of the units begins where children are and then provides a progression of instruction that brings students step by step toward increasing proficiency. In Unit 1, *The Arc of Story: Writing Realistic Fiction*, students learn that the lenses they bring to reading fiction can also be brought to writing fiction, as they develop believable characters with struggles and motivations and rich stories to tell. This unit is followed by *Boxes and Bullets: Personal and Persuasive Essays* in which students learn the value of organization and form as they gather evidence to support and express an opinion on topics they know well. By Unit 3, *The Literary Essay: Writing About Fiction*, students build on their learning of essay writing and apply it with increasing sophistication to a unit on literary essays—that is, writing about fiction. In Unit 4, *Bringing History to Life*, students are ready to tackle historical research in which they collect evidence and use details to vividly describe people and events long ago and far away. In Unit 5, students use what they know about the various genres they have encountered to write literary and research analysis in an on-demand setting. Students end the year writing poetry.

Pacing Guide

Content Area: English Language Arts

Grade Level: 4

| Routines: Launching the Writers Workshop | September (2 weeks) |
|--|-------------------------------------|
| Unit 1: Arc of Story: Writing Realistic Fiction | September- October (5 weeks) |
| Unit 2: Boxes and Bullets: Personal & Persuasive Essays | January (6 weeks) |
| Unit 3: The Literary Essay: Writing about Fiction | January-February (6 weeks) |
| Unit 4: Bringing History to Life | March- April (6 weeks) |
| Unit 5: Read and Write on Demand | April-May (3 weeks) |
| Unit 6: Poetry and Drama | May (3 weeks) |
| Unit 7: Journalism and Opinion Writing | June (3 weeks) |

| Unit Title: Routines: Launching the Writing Workshop | Grade Level: 4 | Time Frame: September (2 weeks) |
|---|----------------|---------------------------------|
| Unit Overview: In this unit, students will learn how to utilize their writing life by identifying writing strategies within the classroom and becoming part of the community of authors. Students will set writing goals, agree on classroom rules, create a writing style, and accept their own sense of their writing community. Additionally grammar, language and conventions standards will be taught to set up this expectation in all writing across the year. | | |
| <p>NJSL Standards:</p> <p>W.4.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>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.</p> <ul style="list-style-type: none"> A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. 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. D. Review the key ideas expressed and explain their own ideas and understanding in light of the <p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p> <p>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.</p> <p>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>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.</p> <p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> A. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). B. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. C. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. D. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). E. Form and use prepositional phrases. F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. G. Correctly use frequently confused words (e.g., to, too, two; there, their). <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> A. Use correct capitalization. B. Use commas and quotation marks to mark direct speech and quotations from a text. C. Use a comma before a coordinating conjunction in a compound sentence. D. Spell grade-appropriate words correctly, consulting references as needed. <p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> A. Choose words and phrases to convey ideas precisely. B. Choose punctuation for effect. 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). | | |

L4.4 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.

- A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- 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.

L4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- B. Recognize and explain the meaning of common idioms, adages, and proverbs.
- C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

L4.6 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).

Technology Standards

8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

- Students will discuss and generate reasons why they need to have safe online practices when using technology, both at home and in school.

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

- The class will create classroom rules for safe online practices when using technology, both at home and in school. The class will create and discuss consequences for inappropriate use of technology.

8.2.5.E.1 Identify how computer programming impacts our everyday lives.

- Students will brainstorm ways they can use computers and technology throughout the year for various purposes.

21st Century Skills

CRP1. Acts as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

Interdisciplinary Connections

Health

2.2.4.A.2 Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.

Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.

- Students will learn how to communicate together within accountable talk, partner shares, or classroom debates

Health

2.2.4.B.3 Many health-related situations require the application of a thoughtful decision-making process. Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.

- Students will make choices on choosing books and creating a learning space for independent reading, writing, and listening.

Visual & Performing Arts

1.1.5.D.1 Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living. Identify elements of art and principles of design that are evident in everyday life.

- Students will write creatively throughout the year by having a foundation of creativity in their writing from the beginning of the year.

Unit Goals/Enduring Understandings:

- Writers write every day.
- Writers follow routines and procedures.
- Writers work with others to revise and edit their writing.

Essential Questions:

- What role does a writer have in the community of writers?
- How does what I am reading influence how I can write?
- How can I establish positive writing goals?

Skills:

- Book handling
- Writing Stamina
- Listening
- Independent writing
- Creating graphic organizers
- Partner share

Academic Vocabulary: analyzing, routines, conferencing, sharing, turn and talk, refer, know, apply, draw conclusions, monitoring, stamina, read, speak, engage, write, demonstrate, read, grammar, events, sequences, language, narratives capitalization, technique, punctuation, details, spelling

Demonstration of Learning:

- Writing Notebooks
- Conference Notes
- Teacher Created Assessments
- Open-ended responses
- Baseline assessment

Resources/Suggested Mentor Texts

First 25 days of Reading Workshop

First 20 Days of Independent Reading

Units of Study for Teaching Writing, Lucy Calkins

Sadlier Oxford Grammar Workshop

| Differentiation/Accommodations/Modifications | | | |
|--|---|---|---|
| | Content Curriculum, standards | Process How students make sense or understand information being taught | Product Evidence of Learning |
| G&T | Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology | Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs | Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game |
| ELL | Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology | Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding | Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play |
| At Risk | Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology | Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding | Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play |
| IEP/504 | Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology | Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes | Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play |

| Unit Title: Routines: Launching the Writing Workshop | | Grade Level: 4 | Time Frame: September (2 weeks) |
|--|---|---|---------------------------------|
| Goals | Suggested Mini lessons | Teacher's Notes/Ideas | |
| <ul style="list-style-type: none"> Writers write every day. | <ul style="list-style-type: none"> Writers use small moments and questions to write responses. Writers work on their stamina while writing about small moments or thoughts. | | |
| <ul style="list-style-type: none"> Writers follow routines and procedures. | <ul style="list-style-type: none"> Writers establish a gathering place for reading- Introducing Transitions <ul style="list-style-type: none"> Teachers- use this to build rules and routines for gathering on the rug for Read A louds and Mini-lesson Writers continually self-monitor and assess their writing. <ul style="list-style-type: none"> Teachers- use this goal to build routines for independent writing Writers keep a writing journal of works. <ul style="list-style-type: none"> Teachers introduce writing notebooks to students- (First 20) Writers write responses to reading <ul style="list-style-type: none"> Introduce Reading Notebook Readers turn and talk with a partner to discuss ideas <ul style="list-style-type: none"> Create anchor chart for Turn and Talk procedures- Good writers write with purpose. <ul style="list-style-type: none"> Create anchor chart for writing with purpose- Writers participate in accountable talk- <ul style="list-style-type: none"> Create anchor chart for accountable talk during turn and talk Writers with a partner-model with a student expectation <ul style="list-style-type: none"> Teachers-create anchor chart for expected behaviors for Partner Writing and editing | *Create class stamina graph. *Picture read/retell/read words *Anchor charts | |
| <ul style="list-style-type: none"> Writers work with others to revise and Edit their writers. | <ul style="list-style-type: none"> Writing partners share their writing with one another. We listen to each other and think only about what our partner is saying. We hold what we want to share until after we are finished with our partner's writing. We respond to what our partner has shared. We don't just move on. | *Anchor charts | |

| Unit 1: Arc of Story | Grade Level: Fourth | Time Frame: September- October (5 weeks) |
|--|---------------------|--|
| Unit Overview: In this unit, writers will be creating realistic fiction stories as a form of narrative writing. Students will realize they are not writing a personal narrative and they will begin thinking about writing a narrative in a new way. They will develop characters that are realistic by creating scenes that show how a character changes by developing a plot or a story arc. | | |
| <p>Standards:</p> <p>W.4.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use dialogue and description to develop experiences and events or show the responses of characters to situations. C. Use a variety of transitional words and phrases to manage the sequence of events. D. Use concrete words and phrases and sensory details to convey experiences and events precisely. E. Provide a conclusion that follows from the narrated experiences or events. <p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>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.</p> <ul style="list-style-type: none"> A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. 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. D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. <p>SL 4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p>SL 4.3 Identify the reasons and evidence a speaker provides to support particular points.</p> <p>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.</p> <p>SL 4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>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.</p> <p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> A. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). B. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. C. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. D. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). E. Form and use prepositional phrases. F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. G. Correctly use frequently confused words (e.g., to, too, two; there, their). <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> A. Use correct capitalization. B. Use commas and quotation marks to mark direct speech and quotations from a text. | | |

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

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

L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Choose words and phrases to convey ideas precisely.

B. Choose punctuation for effect.

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).

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.

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

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

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.

L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

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

C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

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).

Technology Implementation

8.1.5.A.1 Understand and use technology systems. Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

- Students will create and publish their narrative pieces by typing their writing on the computer within Microsoft Word.

21st Century Skills

CRP1. Acts as a responsible and contributing citizen and employee.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.

Interdisciplinary Connections

Social Studies

6.1.4.A.9 The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights. Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

- Students can create characters with realistic traits based on narratives of people from history.

Health

2.1.4.E.3 Stress management skills impact an individual's ability to cope with different types of emotional situations. Determine ways to cope with rejection, loss, and separation.

- Students can create a plot based on an emotional and realistic situation portrayed within their narratives.

Unit Goals/Enduring Understandings:

- Creating and Developing stories and characters that feel real
- Drafting and revising focusing on believability.
- Preparing for publication for an audience.
- Using learned information to write fiction.

Essential Questions:

- How do writers study mentor text to identify characteristics of effective fiction pieces and frame their writing?
- How do writers craft stories and characters for realistic fiction?
- How does drafting and revising our work help us to build believable characters and stories?
- How do writers think about an audience as they prepare to publish?
- How do writers independently plan and publish realistic fiction?

Skills:

- Narratives
- Organization
- Character Development- Internal & External Traits
- Plot- Story Arc
- Capitalization
- Punctuation
- Spelling

Academic Vocabulary: *write, produce, demonstrate, write, read, speak, listening, details, organization, purpose, audience, details, grammar, language, creativity, narrative, realistic, plot, characters, capitalization, technique, punctuation, event, sequences, task, purpose, audience, conventions*

Demonstration of Learning:

- Writing Project
- Writing Notebooks
- Conference Notes
- Teacher Created Assessments
- Open-ended responses
- Narrative On Demand Writing Task (Pre and Post)
- Publishing Celebration (optional): **Self-Reflection**

Using the Narrative Writing Checklist and/or Rubric, students self-reflect to evaluate their progress as a writer of narrative texts and where to go from here. Comparing their pre-assessment on-demand and their post-assessment on-demand and noting their growth! Students may provide a written reflection on their thinking and how writing has grown from the beginning of the year, along with peer discussion.

Resources/ Suggested Mentor Texts:

Three Billy Goats Gruff

Fireflies

Pecan Pie Baby

Pippi Goes on Board

Units of Study for Teaching Writing, Lucy Calkins

Unit 1: The Arc of Story-*Writing* Realistic Fiction

Sadlier Oxford Grammar Workshop

Book Basket/ Book Boxes-Bags

Books

Read aloud

Anchor charts

| Differentiation/Accommodations/Modifications | | | |
|--|---|---|---|
| | Content Curriculum, standards | Process How students make sense or understand information being taught | Product Evidence of Learning |
| G&T | Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology | Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs | Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game |
| ELL | Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology | Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding | Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play |
| At Risk | Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology | Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding | Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play |
| IEP/504 | Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology | Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes | Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play |

| Unit 1: Arc of Story | | Grade Level: Fourth | Time Frame: September – October (5 weeks) |
|---|---|---------------------|---|
| Goals | Suggested Mini lessons | | Teacher's Notes/Ideas |
| <ul style="list-style-type: none"> Creating and Developing stories and characters that feel real | <ul style="list-style-type: none"> Writers get ideas for stories from small moments in their lives. Writers get ideas by imagining the books they wish existed. Writers need to choose a seed idea and then begin to develop characters by traits. Writers can develop characters' motivations and struggles. Writers sketch out possible plot lines for stories. | | |
| <ul style="list-style-type: none"> Drafting and revising focusing on believability | <ul style="list-style-type: none"> Writers write scenes creating drama. We can do this using a dialogue or a small action. Writers create drafts by letting the story unfold as it happens. Writers study texts and reread literature to help their writing evolve. Writers "stay in scene" by keeping true in their setting. Writers create endings that flow and create consistency with their story. | | |
| <ul style="list-style-type: none"> Preparing for publication for an audience | <ul style="list-style-type: none"> Writers revise, not just reread but reread with a lens. Writers create their own work spaces. Writers study other authors, and show not just tell. Writers reread their writing with various lenses and numerous times and edit as they go. Writers "publish" their work and receive constructive criticism. | | |
| <ul style="list-style-type: none"> Using learned information to write fiction | <ul style="list-style-type: none"> Writers take what they've learned about writing fiction into new projects. Writers plan and draft for a new project. Writers use their reading experience to revise. Writers can use visualization to become inspired to use different angles or points of view. Writers use punctuation for effect and to ensure the reader understands. Writers reflect on their work and celebrate their accomplishments. | | |

| Unit 2: Boxes and Bullets: Personal and Persuasive | Grade Level: 4 | Time Frame: November-December (6 weeks) |
|---|----------------|---|
| <p>Unit Overview: In this unit, students will learn a variety of strategies for introducing their topics, and students will learn to provide reasons to support their opinions, as well as facts and details to elaborate on these reasons. As they take themselves through the process of constructing their essay, they will also learn to use the introduction of a piece to orient and engage the reader and the conclusion to provide final related thinking. They will self-assess to determine how much they have grown from their on-demand and will revise with goals in mind. Students will correct for clarity, such as finding and correcting run-on sentences and sentence fragments, and share their work in a mini-celebration.</p> | | |
| <p>Standards:</p> <p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> 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. B. Provide reasons that are supported by facts from texts and/or other sources. C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). D. Provide a conclusion related to the opinion presented. <p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>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.</p> <ul style="list-style-type: none"> A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. 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. D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. <p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p> <p>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.</p> <p>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>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.</p> <p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> A. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). B. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. | | |

- C. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
- D. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- E. Form and use prepositional phrases.
- F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- G. Correctly use frequently confused words (e.g., to, too, two; there, their).
- L.4.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Use correct capitalization.
 - B. Use commas and quotation marks to mark direct speech and quotations from a text.
 - C. Use a comma before a coordinating conjunction in a compound sentence.
 - D. Spell grade-appropriate words correctly, consulting references as needed.
- L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Choose words and phrases to convey ideas precisely.
 - B. Choose punctuation for effect.
 - 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).
- 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.
 - A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
 - 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.
- L.4.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
 - B. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- 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).

Technology Standards

8.1.5.A.1 Understand and use technology systems. Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

Students will create and publish their opinion pieces by typing their writing on the computer within Microsoft Word.

8.1.5.A.3 Select and use applications effectively and productively. Use a graphic organizer to organize information about problem or issue

Students can use graphic organizers to gather information while researching based on different text structures found within a text.

21ST Century Skills

CRP1. Acts as a responsible and contributing citizen and employee

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP7. Employ valid and reliable research strategies

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Interdisciplinary Connections:

Science

4-ESS2-2. Analyze and interpret data from maps to describe patterns of Earth's feature.

Example: Students will be able to identify and determine the data of maps based on weather patterns to explain Earth's features.

Social Studies

6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.

Example: Students will use text structures (compare/contrast, chronological, problem/solution, cause/effect) to research different topics within natural disasters in weather.

Unit Goals/Enduring Understandings:

- Writers write to learn
- Raising the level of essay writing
- Personal to Persuasive

Essential Questions:

- How can we learn from our writing?
- How can writers collect ideas for their writing?
- What structures can writers use to frame their writing?
- What kinds of problems can writers anticipate and how can they overcome them?
- How can writers improve their writing by utilizing transition words with an introduction and conclusion?
- Why is it important to build a strong argument and justify our stance?
- How do we organize our thoughts to be more persuasive?

Skills:

- Pre-writing/seed stories
- Writing structure
- Introductions and Conclusions
- Partner revising
- Connecting evidence
- Reasoning
- Thesis

Academic Vocabulary: *inquiry, evidence, essay, thesis, topic sentence, sentence fragments, run-on sentences, persuasive, opinion, elaboration*

Demonstration of Learning:

- Writing Conferences
- Drafts

- Use of strategies
- Final Writing Piece
- On Demand Opinion Writing (Pre and Post)
- Publishing Celebration (optional):

Have students share their opinion and supporting ideas through your choice of formats: whole class presentations, in partnerships, and/or to a buddy classroom.

Suggested Mentor Texts/ Resources:

Units of Study for Teaching Writing, Lucy Calkins

Unit 2: Boxes and Bullets: Personal and Persuasive Essays

Sadlier Oxford Grammar Workshop

Book Basket

Read aloud

Anchor charts

Word Wall

| Differentiation/Accommodations/Modifications | | | |
|--|---|---|---|
| | Content Curriculum, standards | Process How students make sense or understand information being taught | Product Evidence of Learning |
| G&T | Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology | Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs | Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game |
| ELL | Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology | Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding | Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play |
| At Risk | Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology | Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding | Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play |
| IEP/504 | Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology | Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes | Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play |

| Unit 2: Boxes and Bullets: Personal and Persuasive | | Grade Level: 4 | Time Frame: November-December (6 weeks) |
|--|--|-----------------------|---|
| Goals | Suggested Mini lessons | Teacher's Notes/Ideas | |
| Writing to Learn | <ul style="list-style-type: none"> • Writers use an essay frame to help structure their writing. • Writers use multiples tactics for growing ideas including people, places and things that are important in their lives. • Writers will work on writing to learn and use free writing to grow new ideas. • Writers take time developing ideas by asking themselves questions and continue working on their writing. • Writers dig into their entries and their lives to form thesis statements and ideas. • Writers support their thesis by developing different types of reasons. • Writers focus on form and content gathering evidence to support their opinions within the essay format. | | |
| Raising the Level of Essay Writing. | <ul style="list-style-type: none"> • Writers use narrative writing and mini-stories to develop the ideas they have. • Writers use many different materials to help them write. • Writers prepare for drafting by checking that their evidence is supportive and wide-ranging. • Writers take charge and solve their own problems, take ownership of the process and grow their own ways. • Writers use introductions and conclusions to open and close their writing pieces and write a few version of each before deciding what works best. • Students will self-check their writing using the opinion writing checklist and will create a new revised draft. • Writers will correct run-on sentences and fragments as part of revising. | | |
| Personal to Persuasive | <ul style="list-style-type: none"> • Writers will turn personal essays into persuasive opinions and generate ideas for persuasive essay writing. • Writers will connect all they've learned about personal essay writing to persuasive essay writing and find similarities. • Writers use evidence from many sources to persuade and convince the audience of their opinion. • Writers connect their evidence and their reasons so as to make the most sense to the reader. • Writers edit their essays by checking spelling, punctuation and conventions and make appropriate changes. • Writers "publish" their writing and are careful to be sure they have the right audience. | | |

| Unit 3: Bringing History to Life | Grade Level: 4 | Time Frame: January-February (6 weeks) |
|---|----------------|---|
| <p>Unit Overview: In this unit, the expectation is that students will be bringing with them all they know about information writing from previous years to tackle the rigorous task of writing research reports on the Revolutionary War. Unlike other units, this unit is scaffolded throughout to allow students to dive deeper into their research, making interpretations along the way. This unit teaches students how to research well, cite important sources and recognize conflicting perspectives about a topic. The challenging work of this unit asks students to collect, synthesize and organize their research into logical, structured chapters. This unit prepares students to tackle more independent research endeavors later in the year.</p> | | |
| <p>Standards:</p> <p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> 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. B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because). D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Provide a conclusion related to the information or explanation presented. <p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> A. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). 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”). <p>W.4.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>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.</p> <ul style="list-style-type: none"> A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. 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. D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. <p>SL 4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p>SL 4.3 Identify the reasons and evidence a speaker provides to support particular points.</p> <p>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.</p> <p>SL 4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> | | |

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.

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- B. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
- C. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
- D. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- E. Form and use prepositional phrases. F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. G. Correctly use frequently confused words (e.g., to, too, two; there, their).

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use correct capitalization.
- B. Use commas and quotation marks to mark direct speech and quotations from a text.
- C. Use a comma before a coordinating conjunction in a compound sentence.
- D. Spell grade-appropriate words correctly, consulting references as needed.

L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Choose words and phrases to convey ideas precisely.
- B. Choose punctuation for effect.
- 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).

L.4.4.a, 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.

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

L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- B. Recognize and explain the meaning of common idioms, adages, and proverbs.
- C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

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).

Technology Standards

8.1.5.A.1 Understand and use technology systems. Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

Students will create and publish their narrative pieces by typing their writing on the computer within Microsoft Word.

21st Century Skills

CRP1. Acts as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

Interdisciplinary Connections

Social Studies

6.1.4.D.6 Key historical events, documents, and individuals led to the development of our nation. Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.

- Students will research the historical event of the American Revolution period and focus on biographies of George Washington, Thomas Jefferson, Benjamin Franklin, etc. and explain how these historical icons helped form the United States government.

Visual & Performing Arts

1.1.5.C.4 Sensory recall is a technique actors commonly employ to heighten the believability of a character. Explain the function of sensory recall and apply it to character development.

Students will focus on Paul Revere's engraving of the Boston Massacre and reenact the scene by posing based on the point of view of the patriots. Students will then recreate the scene of the British's point of view of the Boston Massacre to then compare and contrast the perspective on the same event.

Unit Goals/Enduring Understandings:

- Informational Books
- Becoming a more independent writer
- Building Ideas in Informational Writing

Essential Questions:

- How can you share your expertise about a subject with others?
- How do information books help us to become a "short-term expert"?
- What things can you do to become a more independent writer?
- How can we build ideas in informational writing?

Skills:

- Concepts of Print for Writing
- Organization and Paragraph
- Purpose/Genre
- The Writing Process
- Conventions
- Word Choice/details
- Mechanics
- Research/Study Skills

Academic Vocabulary: structure, elaboration, quotation, interpret

Demonstration of Learning:

- Writer's Notebook
- Writing Conferences
- Drafts
- Writing Project
- Publishing Celebration (optional):

Students can demonstrate their understanding of a time period. Students write on a notecard or half page paper the date their event occurred, where it occurred, a picture and an explanation of why it is significant to history. They will first present this information. Then the class will work together to display their events on a class timeline. This would allow for meaningful discussions to take place about different events in history.

Suggested Mentor Texts/Resources:

Units of Study for Teaching Writing, Lucy Calkins

Unit 3: Bringing History to Life: Information

Sadlier Oxford Grammar Workshop

Book Basket/ Book Boxes-Bags

Books

Read aloud

Anchor charts

| Differentiation/Accommodations/Modifications | | | |
|--|---|---|---|
| | Content Curriculum, standards | Process How students make sense or understand information being taught | Product Evidence of Learning |
| G&T | Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology | Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs | Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game |
| ELL | Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology | Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding | Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play |
| At Risk | Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology | Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding | Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play |
| IEP/504 | Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology | Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes | Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play |

| Unit 3:Bringing History to Life | | Grade Level: 4 | Time Frame: January-February (6 weeks) |
|--|---|-----------------------|--|
| Goals | Suggested Mini lessons | Teacher's Notes/Ideas | |
| Informational Books. | <p>Writers use their imagination to picture the text they are going to make. They think about the writing in its entirety and in pieces and make a plan for writing.</p> <ul style="list-style-type: none"> • Writers make a plan for the structure of their writing and use this plan when taking notes and researching. • Writers use learned strategies and apply them to the new form of writing becoming more independent. • Writers can improve their writing to teach by actually teaching a bit about the subject to fellow students. • Writers use details, including sensory to improve their writing and help readers picture the past time in their mind. • Writers use all the information they have learned about writing essays, their structure and supports including research to support their ideas. • Writers reflect on their progress and ask themselves what they can still do to improve and what have they done so far. | | |
| Becoming a more Independent Writer. | <ul style="list-style-type: none"> • Writers make a plan for their research. • Writers take notes and need to understand what they are taking notes about so that they can explain to others. • Writers use their prior knowledge of information writing to draft a new information book. • Writers need to organize information when writing informational text and use their introduction to introduce their plan. • Writers use text features to highlight the most important information that they want to deliver. • Writers use quotations to emphasize the central idea. • Writers pull their knowledge of other genres to create chapters in their informational book based on those genres. • Writers of history need to look at more than one side of the historical story. • Writers look back at their growth as writers particularly when being challenged by new writing so they can set new goals for impending work. | | |

| | | |
|--|---|--|
| Building Ideas in Information Writing | <ul style="list-style-type: none"> • Writers of history grow their own ideas about the information they encounter as they research. • Writers use ideas as well as facts when writing about history. History writers convey larger ideas about a people, a nation or a time. They also think about what type of life lessons can be learned from this information and write about them. • Writers of non-fiction often start out with a thought about a topic and build on that thought by asking questions and researching the answer to become “short-term” experts on their particular topic. • Writers and historians cannot always find the answer to all the questions they may have but they use what they have learned and their schema to infer possible answers or scenarios. • Writers edit their pieces to be sure they are ready for the reader. • Writers share their writing with an audience and help them to learn what the writer now knows about the particular topic. | |
|--|---|--|

| Unit 4: Literary Essay: Fiction Writing | Grade Level: 4 | Time Frame: February-March (6 weeks) |
|---|----------------|--------------------------------------|
| <p>Unit Overview: In this unit, The Literary Essay, it offers a bridge between reading and writing. Students will become more skilled in opinion writing as they analyze and respond to texts. The goal of this unit is to ensure that students are fluent in essay writing and will be prepared to write essays in an on-demand setting. Students will learn to analyze author’s craft and use this in service of supporting their ideas. Finally, students will move from writing about one text to crafting compare and contrast essays about two pieces of literature.</p> | | |
| <p>Standards:</p> <p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.4.6: 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 setting.</p> <p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p style="padding-left: 40px;">A. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p> <p style="padding-left: 40px;">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”).</p> <p>W.4.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>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.</p> <p style="padding-left: 40px;">A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p style="padding-left: 40px;">B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p style="padding-left: 40px;">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.</p> <p style="padding-left: 40px;">D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>SL 4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g, visually, quantitatively, and orally).</p> <p>SL 4.3 Identify the reasons and evidence a speaker provides to support particular points.</p> <p>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.</p> <p>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.</p> <p>L.4.1, Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 40px;">A. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p style="padding-left: 40px;">B. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p style="padding-left: 40px;">C. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p style="padding-left: 40px;">D. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p style="padding-left: 40px;">E. Form and use prepositional phrases.</p> | | |

- F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- G. Correctly use frequently confused words (e.g., to, too, two; there, their).
- L.4.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Use correct capitalization.
 - B. Use commas and quotation marks to mark direct speech and quotations from a text.
 - C. Use a comma before a coordinating conjunction in a compound sentence.
 - D. Spell grade-appropriate words correctly, consulting references as needed.
- L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Choose words and phrases to convey ideas precisely.
 - B. Choose punctuation for effect.
 - 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).
- L.4.4.a** 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.
 - A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- L.4.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
 - B. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- 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).

Technology Standards

8.1.5.A.1 Understand and use technology systems. Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

Students will create and publish their narrative pieces by typing their writing on the computer within Microsoft Word.

21st Century Skills

CRP1. Acts as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

Interdisciplinary Connections

Social Studies

6.1.4.D.16 Prejudice and discrimination can be obstacles to understanding other cultures. Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.

- Students will determine the historical interpretations of prejudice and discrimination within the text, *Number the Stars* by, Lois Lowry and determine a theme within the text.

Health

2.2.4.C.2 Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence. Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.

Students will explain why ethical values such as respect and empathy are used when discussing historical events such as the Holocaust when portrayed through the text, *Number the Stars* by, Lois Lowry.

Unit Goals/Enduring Understandings:

- Writing about reading
- Raising the quality of the literary essay
- Writing Compare-and-Contrast essays

Essential Questions:

- What strategies can I use to uncover what the book I am reading is *really* about?
- How do I create and develop theories about characters and stories?
- How do I deepen my theories about characters and stories in writing?
- What types of evidence can I collect to help support my claim?
- How can I find the similarities and differences in multiple texts?

Skills:

- Organization and Paragraph
- Purpose/Genre
- Claim
- The Writing Process
- Grammar and usage

Academic Vocabulary: structure, elaboration, quotation, interpret

Demonstration of Learning:

- Writing Conferences
- Drafts
- Writing Project
- Writing Notebooks
- Pre and Post Essay
- Publishing Celebration (optional):

Students can spend time reading each other's work, discussing points that their classmates have found and reflecting on writing future writing goals.

Suggested Mentor Texts/ Resources:

Units of Study for Teaching Writing, Lucy Calkins

Unit 4: The Literary Essay: Fiction Writing

Sadlier Oxford Grammar Workshop

Books

Read aloud

Anchor charts

| Differentiation/Accommodations/Modifications | | | |
|--|---|---|---|
| | Content Curriculum, standards | Process How students make sense or understand information being taught | Product Evidence of Learning |
| G&T | Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology | Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs | Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game |
| ELL | Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology | Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding | Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play |
| At Risk | Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology | Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding | Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play |
| IEP/504 | Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology | Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes | Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play |

| Unit 4: The Literary Essay: Fiction Writing | | Grade Level: 4 | Time Frame: February-March (6 weeks) |
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| Goals | Suggested Mini lessons | | Teacher's Notes/Ideas |
| Writing about reading | <ul style="list-style-type: none"> Writers pay attention to details so they can trigger ideas. Writing will help to extend that idea. Writers learn that parts of their writing deserves special attention, for example studying a character. Writers extend their ideas using simple writing prompts. Writers select ideas to transform into theses, and should always question and revise being sure that everything they write is connected to the theses. Writers use mini-stories as proof to support their ideas Writers support their claims by using direct quotes and are careful to choose their quotes carefully. Writers can use multiple pieces of evidence to build a draft and can use published essays to help structure their own writing. | | |
| Raising the quality of the literary essay | <ul style="list-style-type: none"> Writers seek out similarities in order to decipher the story's theme. Writers look at essays from all different angles and use the ideas formed to add depth to their writing. Writers make "flash-draft" essays in order to get their thoughts down quickly and will revise at a later time. Writers pay special attention to their introduction in order to give enough information and to their conclusions to be sure the reader is left with something to think about. Writers find evidence to support their thesis by studying the author's choices in their texts. Writers are sure to keep their writing all in the same tense and that their pronouns are correct. | | |
| Writing Compare-and-contrast essays | <ul style="list-style-type: none"> Writers pay attention to similarities and differences and form into ideas to prepare to write a compare and contrast essay. Writers look at themes between texts, similar characters, and different text approaches to write compare and contrast. | | |

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| | <ul style="list-style-type: none">• Writers use their prior knowledge of essay writing to work on new compare-and-contrast literary essays.• Writers extend each idea and with details and are sure that they have used enough evidence to support their claim.• Writers prepare their writing by editing and cleaning up their essay in order to prepare it for the reader. They are sure to check punctuation and commas.• Writers celebrate their literary essays with their peers. | |
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| Unit 6: Poetry and Drama | Grade Level: 4 | Time Frame: April- May (4 weeks) |
| Unit Overview: In this unit, students are invited write a drama and poems in response to topics and themes. | | |
| Standards: W.4.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use dialogue and description to develop experiences and events or show the responses of characters to situations. W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing 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 setting. 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. W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). 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. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. 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. D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. SL 4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). SL 4.3 Identify the reasons and evidence a speaker provides to support particular points. 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. 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. L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). B. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. C. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. D. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). | | |

E. Form and use prepositional phrases. F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. G. Correctly use frequently confused words (e.g., to, too, two; there, their).

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Use correct capitalization.

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

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

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

L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Choose words and phrases to convey ideas precisely.

B. Choose punctuation for effect.

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).

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.

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

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

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.

L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

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

C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

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).

Technology Standards

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.2.A.2 Create a document using a word processing application.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

Students will create and publish their narrative pieces and poetry by typing their writing on the computer within Microsoft Word.

21st Century Skills

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Interdisciplinary Connections

Visual & Performing Arts

1.1.5.B.2 The [elements of music](#) are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy. Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.

Visual & Performing Arts

1.1.5.D.1 Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living. Identify elements of art and principles of design that are evident in everyday life. Students will write creatively throughout the year.

Social Studies

6.1.4.A.15 In an interconnected world, it's important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges. Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

Students will identify different poems across cultures and explain how it can relate to perspectives of others around the world.

Unit Goals/Enduring Understandings:

- Create a Class Anthology
- Generate Ideas for Anthologies and Collect Poems
- Get Strong Drafts Going and Revise Along the Way
- Edit and Assemble for Publishing

Essential Questions:

- How do we get ideas for poetry?
- How can we use different perspectives to enhance poetry?
- How can we help the reader to “feel” our poetry?
- What methods of revision can we use when writing and editing poetry?
- How can we collaborate with peers to create new works?

Skills:

- Concepts of Print for Writing
- Organization and Paragraph
- Purpose/Genre
- The Writing Process
- Grammar and usage

Academic Vocabulary: *write, produce, demonstrate, write, read, speak, listen, narrative, capitalization, technique, punctuation, details, spelling, event, sequences, language, organization, task, purpose, audience, conventions, grammar*

Demonstration of Learning:

- Writing Notebooks
- Writing Conferences
- Drafts
- Writing Project
- Poetry Anthology
- Publishing Celebration (optional):

This celebration can take several forms, which could include: participating in the public library poetry reading, challenging students to perform one of the poems in their anthology, or a poetry reading in the classroom.

Suggested Mentor Texts/Resources:

This Is Just To Say: Poems of Apology and Forgiveness by Joyce Kilmer

This Place I Know: Poems of Comfort, edited by Georgia Heard

Extra Innings: Baseball Poems by Lee Bennett Hopkins

If You're Not Here, Please Raise Your Hand: Poems about School by Kalli Dakos

Fine Feathered Friends by Jane Yolen

Roots and Blues: A Celebration, by Arnold Adoff

Units of Study for Teaching Writing, Lucy Calkins If...Then...Curriculum**Sadlier Oxford Grammar Workshop**

Book Basket/ Book Boxes-Bags

Read aloud

Anchor charts

| Differentiation/Accommodations/Modifications | | | |
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| Unit 6: Poetry and Drama | | Grade Level: 4 | Time Frame: April-May (4 weeks) |
|---|--|--|---------------------------------|
| Goals | Suggested Mini lessons | Teacher's Notes/Ideas | |
| Create a Class Anthology | <ul style="list-style-type: none"> Writers of poetry can quickly brainstorm topics and themes to create a class Anthology. Writers know that poems can have multiple themes. Writers write, write, write and can focus on getting across meaning in their poetry. Writers can zoom in on small moments and vivid images. Writers use line breaks to show shifts in time or setting, dramatic effect or to influence how the reader will read the poem. Writers use their knowledge of narrative writing, dialogue, internal thinking, and descriptive details when writing poetry. Writers can use different views of the same topic. Writers do not have to be the speaker in the poem, however, then can be. | <p>Poem of the day</p> <p>For different views use: Dreams by Langston Hughes and Listen to the Musn'ts by Shel Silverstein</p> | |
| Generate Ideas for Anthologies and Collect Poems | <ul style="list-style-type: none"> Writers of poetry gather ideas from numerous places and write numerous poems. Writers can look to music and lyrics for inspiration Writers can use their "first try" to inspire a whole new poem or rework their original idea. Writers of poetry don't wait until it's "time to revise" to rethink and recraft. Writers imagine things happening in order to picture things such as details to help the reader really feel they are in the poem. Writers of poetry can write the same poem from different perspectives. | | |
| Get Strong Drafts Going and Revise Along the Way | <ul style="list-style-type: none"> Writers reflect of why they are writing so they can look for deeper meaning. Writers begin to draft more formally and look at different forms such as free-verse or rhyming. Writers of poetry know how to turn prose into poetry. Writers of poetry experiment with making lines and stanzas. Writers use meter to shape their poetry. Writers of poetry recall revision strategies from their narrative and essay writing and apply those ideas to revising their poetry. Writers can be more precise about their choice of words when revising. Writers use imagery, simile, metaphor and idioms to enhance their poetry. Writers are sure to leave the reader thinking by including an impactful ending. Writers add their edited final works together to create a classroom anthology. | <p>Students should write multiple stories over the course of a few days but have one or two news stories that they are revising and moving towards publishing.</p> | |

| Unit 7: Journalism and Opinion Writing | Grade Level: 4 | Time Frame: June |
|--|----------------|------------------|
| Students will expand their note taking skills to generate their own thinking in the content area by learning how to summarize, compare and contrast, and analyze quotations. They will further expand their skills by practicing talk structure and deepen thinking about subjects. Unit culminating projects have a multitude of possibilities such as: published books, writing and filming a newscast, and/or filming a historical event. | | |
| <p>Standards:</p> <p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> 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. B. Provide reasons that are supported by facts from texts and/or other sources. C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). D. Provide a conclusion related to the opinion presented. <p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> 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. B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because). D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Provide a conclusion related to the information or explanation presented. <p>W.4.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use dialogue and description to develop experiences and events or show the responses of characters to situations. <p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> A. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). 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”). <p>W.4.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>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.</p> <ul style="list-style-type: none"> A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. | | |

- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- 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.
- D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL 4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL 4.3** Identify the reasons and evidence a speaker provides to support particular points.
- 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.
- 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.
- L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
 - B. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
 - C. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
 - D. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
 - E. Form and use prepositional phrases.
 - F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
 - G. Correctly use frequently confused words (e.g., to, too, two; there, their).
- L.4.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Use correct capitalization.
 - B. Use commas and quotation marks to mark direct speech and quotations from a text.
 - C. Use a comma before a coordinating conjunction in a compound sentence.
 - D. Spell grade-appropriate words correctly, consulting references as needed.
- L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Choose words and phrases to convey ideas precisely.
 - B. Choose punctuation for effect.
 - 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).
- 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.
 - A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
 - 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.
- L.4.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

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| <p>B. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>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).</p> | |
| <p>Technology Standards</p> <p>8.1.5.A.1 Understand and use technology systems. Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>Students will create and publish their narrative pieces by typing their writing on the computer within Microsoft Word.</p> | |
| <p>21st Century Skills</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p> | |
| <p>Interdisciplinary Connections:</p> <p>Social Studies:</p> <p>6.1.4.A.13 Describe the process by which immigrants become United States citizens.</p> <p>6.1.4.C.12 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.</p> <p>6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</p> <p>6.1.4.D.8 Determine the significance of New Jersey's role in the American Revolution.</p> | |
| <p>Unit Goals/Enduring Understandings:</p> <ul style="list-style-type: none"> • Generate News Stories • Revising for Structure and Tone • Follow through the Journalist's process | |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can we write our opinion of the events or topics in a news story form? • How do I deepen my theories about characters and stories through writing? | <p>Skills:</p> <ul style="list-style-type: none"> • Concepts of Print for Writing • Organization and Paragraph • Purpose/Genre • The Writing Process |

| | |
|--|---|
| <ul style="list-style-type: none"> • What types of evidence can I collect to help support my claim? • How can I generate news stories based on an event of drama occurring? • How can I revise my writing to be better structured and to speak to the audience appropriately? | <ul style="list-style-type: none"> • Grammar and usage |
| Demonstration of Learning: <ul style="list-style-type: none"> • Writing Notebooks • Writing Conferences • Drafts • Writing Project • Teacher created assessments | |
| Suggested Mentor Texts/ Resources: Units of Study for Teaching Writing, Lucy Calkins If...Then...Curriculum Sadlier Oxford Grammar Workshop Book Basket/ Book Boxes-Bags Books Read aloud Anchor charts | |

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| Unit 7: Journalism and Opinion Writing | | Grade Level: 4 | Time Frame: June |
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| Goals | Suggested Mini lessons | Teacher's Notes/Ideas | |
| 1. Generate News Stories | <ul style="list-style-type: none"> Writers know what's "News-worthy" and need to be able to write down their observations quickly but with detail. Writers can generate stories from the world around them. Writers can use stories, such as Myths and Folklore, to write their own opinion of the events that occurred. Writers extend their ideas using simple writing prompts. Writers can use different events or stories such as Tall Tales to write a news story. Writers need to learn how to be a "fly on the wall" and gather information. Writers need to use the five W's and one H to detail their news stories. Writers will use details to make their story come to life for the reader. | | |
| 2. Revising for Structure and Tone | <ul style="list-style-type: none"> Writers use their rudimentary stories and look deeper into their, would be, structure. Writers know that writing a news story is like an upside-down pyramid. Writers of journalism must provide a good lead based on hard facts including the W's and H. Writers don't always write in the chronological order of how the event occurred, they give the big information first. Writers do use a sequence of events after their lead has been given. Writers balance their news by including both sides of the story. Writers use eye-witness statements or dialogue based on different opinions about the event. Writers use a journalist's tone when writing a news story. Writers are sure to revise each part of their news story and are sure to follow the upside-down pyramid. Writers are sure not to waste words and instead tighten up their writing to use the facts and a few selected details. | Use news articles to show tone and video clips to show witness statements. | |
| 3. Follow through the Journalist's process | <ul style="list-style-type: none"> Writers know that "practice makes perfect" and that writing more stories will improve their skills. Writers of journalism often have different assignments to write stories about. Writers of journalism often interview witnesses or key players in their event or story and use the information in their writing. | Students should write multiple stories over the course of a few days but have one or two news stories that they are revising and moving towards publishing. | |

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| | <ul style="list-style-type: none">• Writers prepare for interviews by planning specific questions and to anticipate answers.• Writers of journalism are selective in what they pick to quote, they do not use the entire interview word-for-word in their writing.• Writers use a good lead (lead) which is written in the active voice.• Writers craft endings that provide closure for their news story• Writers use headlines which grabs the reader and make them want to read their story.• Writers edit their work and are sure to follow structure and tone.• Writers publish their best work and share with others. | |
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