

# English Language Arts

## Grade 4



## Writing Curriculum

Lower Township Elementary Schools  
2015

Suggested Time Frame:	6 weeks	
Content Area:	ELA Writing	Grade: 4
Unit Plan Title: Unit 1 Narrative Writing		
Anchor Standards (ELA)		
Writing Standards		
<b>Texts Types and Purposes</b>		
<b><u>CCSS.ELA-Literacy.W.4.2</u></b>		
Write informative/explanatory texts		
to examine a topic and convey ideas and information clearly.		
<ul style="list-style-type: none"> <li>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.</li> </ul>		
<ul style="list-style-type: none"> <li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> </ul>		
<ul style="list-style-type: none"> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> </ul>		
<b>Production and Distribution of Writing:</b>		
<b><u>CCSS.ELA-Literacy.W.4.4</u></b>		
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.)		
<b><u>CCSS.ELA-Literacy.W.4.5</u></b>		
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 <a href="#">here</a> .)		
<b><u>CCSS.ELA-Literacy.W.4.6</u></b>		
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.		
<b>Research to Build and Present Knowledge:</b>		
<b><u>CCSS.ELA-Literacy.W.4.8</u></b>		
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.		
<b><u>CCSS.ELA-Literacy.W.4.9</u></b>		
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].").

**Range of Writing:**

**CCSS.ELA-Literacy.W.4.10**

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

Reading Standards

**Key Ideas and Details:**

**CCSS.ELA-Literacy.RL.4.1**

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**CCSS.ELA-Literacy.RL.4.3**

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

**Craft and Structure:**

**CCSS.ELA-Literacy.RL.4.5**

Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

**Range of Reading and Level of Text Complexity:**

**CCSS.ELA-Literacy.RL.4.10**

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Fluency:**

**CCSS.ELA-Literacy.RF.4.4**

Read with sufficient accuracy and fluency to support comprehension.  
Speaking and Listening

**Comprehension and Collaboration:**

**CCSS.ELA-Literacy.SL.4.1**

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

**CCSS.ELA-Literacy.SL.4.2**

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

**Presentation of Knowledge and Ideas:**

**CCSS.ELA-Literacy.SL.4.4**

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

**CCSS.ELA-Literacy.SL.4.5**

Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Language Standards

**Conventions of Standard English:**

**CCSS.ELA-Literacy.L.4.1**

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

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

**Knowledge of Language:**

**CCSS.ELA-Literacy.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.\*

**CCSS.ELA-Literacy.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.

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

## Technology standards

### Technology Operations and Concepts

**8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge**

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

8.1.5.A.2 Select and use applications effectively and productively

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

### Overview/Rationale

Students begin to learn ways to live like writers, collecting story ideas from moments in their lives. Students learn storytelling techniques to plan, draft, and revise realistic fiction pieces, moving students into preparing these pieces for audiences through more focused drafting, deep revision work, and editing; Ultimately teaching them how to conceive, develop, plan, and carry through their own independent fiction projects.

### Standards

#### Common Core State Standards Aligning with Grade 4 Unit 1, *The Arc of Story: Writing Realistic Fiction*

Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	<b>W.4.3</b> , W.4.4, W.4.5, W.4.8	RL.4.1	SL.4.1	L.4.1, L.4.2, L.4.3
2	W.4.3, <b>W.4.5</b> , W.4.8	RL.4.3	SL.4.1, <b>SL.4.4</b>	L.4.1, L.4.2, L.4.3
3	W.4.3, <b>W.4.4</b> , W.4.5, <b>W.4.9.a</b>	<b>RL.4.3</b>	SL.4.1	L.4.1, L.4.2, <b>L.4.3.a</b>
4	<b>W.4.3.a,b,d</b> , W.4.5	RL.4.1, RL.4.3, RL.4.10	SL.4.1	L.4.1, L.4.2, L.4.3.a
5	<b>W.4.3.a,b,d</b> , W.4.4, W.4.5, W.4.10	RL.4.1, RL.4.5, RL.4.10, RL.5.5	SL.4.1	L.4.1, L.4.2, L.4.3
6	<b>W.4.3.a,b</b> , W.4.4, <b>W.4.5</b> , W.4.10	RL.4.3, RL.4.5, RL.5.5	SL.4.1, SL.4.2, SL.4.4	L.4.1, L.4.2, <b>L.4.3.a</b>
7	<b>W.4.3.a,b</b> , W.4.4, <b>W.4.5</b> , W.4.10	RL.4.3	SL.4.1, SL.4.4	L.4.1, L.4.2, L.4.3, L.4.5.a
8	<b>W.4.3.a,b</b> , <b>W.4.5</b>	RL.4.1, RL.4.3, RL.4.10	SL.4.1	L.4.1, L.4.2, L.4.3
9	<b>W.4.3.a,b,d</b> , W.4.4, <b>W.4.5</b> , W.4.9.a	RL.4.3, RL.4.10	SL.4.1	L.4.1, L.4.2, L.4.3.a
10	W.4.3.a,b,d,e, W.4.5	RL.4.5	SL.4.1	L.4.1, L.4.2, L.4.3.a
11	W.4.3, W.4.4, W.4.5, W.4.8, W.4.10	RL.4.3, RFS.4.4	SL.4.1	<b>L.4.1, L.4.2, L.4.3</b>
12	W.4.3, W.4.4, W.4.5, W.4.8	RL.4.1, RL.4.3	SL.4.1	<b>L.4.1.e</b> , L.4.2, L.4.3

13	<b>W.4.3.a,d</b> , W.4.4, W.4.5, W.4.9.a	RL.4.1, RL.4.3, RL.4.10	SL.4.1	L.4.1, L.4.2, <b>L.4.3.a</b>
14	W.4.3, W.4.4, <b>W.4.5</b> , W.4.6, W.4.10	RFS.4.3, RFS.4.4	SL.4.1, SL.4.4	<b>L.4.1, L.4.2, L.4.3.b</b>
15	W.4.3, W.4.4, W.4.5	RFS.4.4	SL.4.1, SL.4.4, SL.4.5	L.4.1, L.4.2, L.4.3
16	W.4.3, W.4.4, W.4.5, W.4.8, W.4.10	RL.4.1, RL.4.3, RL.4.10	SL.4.1	L.4.1, L.4.2, L.4.3
17	<b>W.4.3</b> , W.4.4, W.4.5, W.4.8, W.4.10	RL.4.1, RL.4.5	SL.4.1	L.4.1, L.4.2, L.4.3
18	W.4.3, W.4.4, W.4.5, W.4.8	RL.4.1, RL.4.3, RL.4.5, RL.4.10	SL.4.1, SL.4.2	L.4.1, L.4.2, L.4.3
19	W.4.3, W.4.4, W.4.5, <b>W.4.8</b>	RL.4.3	SL.4.1	L.4.1, L.4.2, <b>L.4.3.a</b> , <b>L.4.5.c</b>
20	W.4.3, W.4.4, W.4.5, W.4.8, W.4.10	RFS.4.4	SL.4.1	<b>L.4.1.f</b> , L.4.2, <b>L.4.3.b</b>
21	W.4.3, W.4.4, W.4.5, W.4.8, <b>W.4.10</b>	RL.4.10	SL.4.1	L.4.1, L.4.2, L.4.3

\*Bold indicates major emphasis

### Essential Questions

- How do writers create and develop stories and characters that feel real?
- How do writers draft and revise with an eye toward believability?
- What do writers do to prepare for publication with an audience in mind?

### Enduring Understandings

- Understanding that fiction writers get ideas for stories from small moments in their lives
- Writers get their ideas for stories by imagining the books they wish existed in the world and by thinking about issues in their lives
- Like all writers, fiction writers need to choose a seed idea (story idea) and then begin to develop characters by creating their external and internal traits
- Writers can develop characters by telling about their characters' motivations and struggles and also by creating scenes that show these things
- Writers sketch out possible plotlines for stories, often in story arcs that represent traditional story structure
- Writing scenes is, in a sense, the same as writing small moment stories
- Fiction writers create their best drafts when they experience the world through their character's skin, letting the story unfold as it happens to them
- There are various strategies for writing effective leads. Writers reread literature, letting it teach techniques for writing

- Writers “stay in the scene,” making sure the action and dialogue are grounded in the setting
- Writers of fiction do their best to craft the endings that their stories deserve.
- When revising, writers don’t simply reread; they reread with a lens.
- Writers create their own intimate work spaces inside their writing notebooks, and their homes
- Writers study mentor authors to notice what other writers do that really works.
- Just as writers revise with “lenses.” they edit with them as well

In this unit plan, the following 21<sup>st</sup> Century Career Ready Practices are addressed:

<b>Career Ready Practices</b>	
Act as a responsible and contributing citizen and employee.	<b>X</b>
Apply appropriate academic and technical skills	<b>X</b>
Attend to personal health and financial well-being.	<b>X</b>
Communicate clearly and effectively and with reason.	<b>X</b>
Consider the environmental, social and economic impacts of decisions	<b>X</b>
Demonstrate creativity and innovation.	<b>X</b>
Employ valid and reliable research strategies.	<b>X</b>
Utilize critical thinking to make sense of problems and persevere in solving them.	<b>X</b>
Model integrity, ethical leadership and effective management.	<b>X</b>
Plan education and career paths aligned to personal goals.	<b>X</b>
Use technology to enhance productivity.	<b>X</b>
Work productively in teams while using cultural global competence.	<b>X</b>

#### Student Learning Targets/Objectives

- Imagining stories from ordinary moments
- Imagining stories we wish existed in the world
- Developing believable characters
- Giving characters struggles and motivations
- Plotting with a story arc
- Show, don’t tell: Planning and writing scenes
- Feelings and drafting the heart of your story

- Studying published texts to write leads
- Orienting readers with setting
- Writing powerful endings
- Revision: Rereading with a lens
- Making a space for writing
- Using mentor texts to flesh out characters
- Editing with various lenses
- Planning and drafting story with agency
- Mining the connections between reading and writing fiction
- Focusing the reader's gaze
- Choosing punctuation for effect
- Surveying work and planning for the future

#### Assessments

- On Demand #1
- On Demand #2
- Published Realistic Fiction Piece
- Performance Based Assessments

#### *Teaching and Learning Actions*

#### Instructional Strategies

- Breaking down the task
- Providing step-by-step prompts
- Repeated practice
- Sequenced Review
- Directed Questioning and Responses
- Sequence Tasks from Easy to Difficult
- Individual/Small-Group/Whole Class Instruction
- Think Aloud
- Active Participation
- Warm-Up Activities
- Meaningful Real Life Connections
- Modeling
- Centers
- Goal Setting
- Graphic Organizers
- Make Predictions
- Writing Explanations
- Scaffolding
- Draw a Picture

#### Activities

- Whole Group Instruction
- Guided Reading/Strategy Groups
- Centers/Daily 5
- Writer's Workshop



## Resources

### Reference Materials and/or Teacher Resources

- Unit of Study in Narrative Writing: Realistic Fiction Spiral Book
- Resource CD
- Readingandwritingproject.org

Suggested Time Frame: 6 weeks

Suggested Time  
Frame:

6 weeks

Content  
Area:

ELA Writing

Grade: 4

Unit Plan Title: Unit 2 Opinion

### Anchor Standards (ELA)

#### Writing Standards

Texts Types and Purposes:

#### **CCSS.ELA-Literacy.W.4.1**

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

- 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.
- Provide reasons that are supported by facts and details.
- Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition,*
- Provide a concluding statement or section related to the opinion presented.

#### **CCSS.ELA-Literacy.W.4.2**

Write informative/explanatory texts

to examine a topic and convey ideas and information clearly.

- Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

#### **CCSS.ELA-Literacy.W.4.3**

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

#### **Production and Distribution of Writing:**

#### **CCSS.ELA-Literacy.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.)

#### **CCSS.ELA-Literacy.W.4.5**

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 [here](#).)

**CCSS.ELA-Literacy.W.4.6**

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

**Research to Build and Present Knowledge:**

**CCSS.ELA-Literacy.W.4.7**

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

**CCSS.ELA-Literacy.W.4.8**

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**CCSS.ELA-Literacy.W.4.9**

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

- 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].").

**Range of Writing:**

**CCSS.ELA-Literacy.W.4.10**

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

Reading Standards

**Key Ideas and Details:**

**CCSS.ELA-Literacy.RI.4.1**

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**CCSS.ELA-Literacy.RI.4.2**

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**Key Ideas and Details:**

**CCSS.ELA-Literacy.RL.4.1**

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**CCSS.ELA-Literacy.RL.4.3**

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

**Craft and Structure:**

**CCSS.ELA-Literacy.RL.4.4**

Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

**Range of Reading and Level of Text Complexity:**

**CCSS.ELA-Literacy.RL.4.10**

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Phonics and Word Recognition:**

**CCSS.ELA-Literacy.RF.4.3**

Know and apply grade-level phonics and word analysis skills in decoding words.

**Fluency:**

**CCSS.ELA-Literacy.RF.4.4**

Read with sufficient accuracy and fluency to support comprehension.

Speaking and Listening

**Comprehension and Collaboration:**

**CCSS.ELA-Literacy.SL.4.1**

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

**CCSS.ELA-Literacy.SL.4.3**

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

### **Presentation of Knowledge and Ideas:**

#### **CCSS.ELA-Literacy.SL.4.4**

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

Language Standards

### **Conventions of Standard English:**

#### **CCSS.ELA-Literacy.L.4.1**

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

#### **CCSS.ELA-Literacy.L.4.2**

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

### **Knowledge of Language:**

#### **CCSS.ELA-Literacy.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.\*

### **Vocabulary Acquisition and Use:**

#### **CCSS.ELA-Literacy.L.4.5**

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

#### **CCSS.ELA-Literacy.L.4.6**

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

Technology standards

### **Technology Operations and Concepts**

**8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge**

- 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

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

Overview/Rationale

Students develop a sense for what it feels like to write a whole essay. They spend time gathering entries in their notebooks, writing long about ideas about people, objects, events, and so on. Student will engage in inquiry and look at mentor examples of this. They will write out the evidence to support reasons for their opinion, construct a draft, and raise the quality of their work by developing persuasive opinion into persuasive essays.

Standards

Session	Writing Standards	Reading Standards	Speaking & Listening	Language Standards
1	<b>W.4.1, W.4.4</b> , W.4.5, W.4.10	RI.4.1, RI.4.2	SL.4.1, SL.4.3	L.4.1, L.4.2, L.4.3
2	<b>W.4.1, W.4.3</b>	RI.4.2	SL.4.1, SL.4.3, SL.4.4	L.4.1, L.4.2, L.4.3
3	W.4.1, <b>W.4.5</b> , W.4.8, <b>W.4.10</b>	RL.4.1, RL.4.4	SL.4.1	L.4.1, L.4.2, L.4.3, L.4.5
4	W.4.1, <b>W.4.5</b> , W.4.10	RL.4.1, RL.4.3, RL.4.10	SL.4.1, SL.4.4	L.4.1, L.4.2, L.4.3
5	<b>W.4.1.a,b</b> , W.4.3, <b>W.4.5</b> ,	RFS.4.4	SL.4.1	L.4.1, L.4.2.d, L.4.3
6	<b>W.4.1.a,b</b> , <b>W.4.5</b>	RI.4.2, RL.4.3	SL.4.1	L.4.1, L.4.2, L.4.3
7	W.4.1, <b>W.4.5</b>	RFS.4.4	SL.4.1, SL.4.4	L.4.1, L.4.2, L.4.3
8	<b>W.4.1.a,b, W.4.3, W.4.5</b> ,	RI.4.2	SL.4.1, <b>SL.4.3</b> , SL.4.4	L.4.1, L.4.2, <b>L.4.3.a</b> , L.4.6
9	<b>W.4.1.b</b> , W.4.3, W.4.5, <b>W.4.7</b> ,	RI.4.2, RL.4.3	SL.4.1	L.4.1, <b>L.4.2, L.4.3.a</b>
10	<b>W.4.1</b> , W.4.3, W.4.4, <b>W.4.5</b>	RI.4.2, RL.4.3	SL.4.1, <b>SL.4.3, SL.4.4</b>	L.4.1, L.4.2, L.4.3
11	<b>W.4.1.a,b,c</b> , W.4.5	RI.4.2	SL.4.1	L.4.1, L.4.2, <b>L.4.3.a</b>
12	<b>W.4.1.a,c, W.4.2.a, W.4.5</b> ,	RI.4.2	SL.4.1	L.4.1, L.4.2, L.4.3
13	<b>W.4.1.a,d, W.5.1.a,d</b> , W.4.5	RI.4.2	SL.4.2	L.4.1, L.4.2, L.4.3
14	W.4.1, <b>W.4.5</b>	RFS.4.4	SL.4.1	<b>L.4.1, L.4.2, L.4.3, L.4.5</b>
15	W.4.1, <b>W.4.5</b>	RFS.4.4	SL.4.1	<b>L.4.1, L.4.2, L.4.3</b>
16	<b>W.4.1</b> , W.4.4, W.4.9, W.4.10	RI.4.2, RL.4.3	SL.4.1, <b>SL.4.3</b>	L.4.1, L.4.2, <b>L.4.3, L.4.5</b>
17	W.4.1, W.4.4, W.4.5, W.4.10	RI.4.2	SL.4.1	L.4.1, L.4.2, L.4.3
18	<b>W.4.1.b,c</b> , W.4.5, W.4.10	RI.4.2, RI.4.4	SL.4.1, <b>SL.4.3</b>	L.4.1, L.4.2, L.4.3, <b>L.4.6</b>
19	<b>W.4.1.b,c</b> , W.4.5, W.4.10,	RI.4.2, RI.4.5	SL.4.1, <b>SL.4.3</b>	L.4.1, L.4.2, L.4.3
20	W.4.1, <b>W.4.5</b> , W.4.6	RFS.4.3, RFS.4.4	SL.4.1	<b>L.4.1, L.4.2</b> , L.4.3
21	<b>W.4.1, W.4.6</b>	RI.4.2	<b>SL.4.1</b>	L.4.1, L.4.2, L.4.3

Essential Questions

- How do writers learn by writing?
- How do writers raise the level of essay writing?
- How do writers move from personal to persuasive writing?

Enduring Understandings

- Writers use an essay frame to help structure their writing

- Writers use several strategies for growing insightful ideas including using important people, places, and objects as inspiration
- Writers freewrite to grow new ideas
- Writers linger with their ideas, extending their initial thinking by having conversations with themselves as they write and using elaboration prompts to grow their ideas
- Writers mine their entries and their lives for insights, developing these into more fully formed ideas and thesis statements
- Writers support their thesis by developing different types of reasons
- Writers draw on narrative writing and use mini-stories to support the ideas they want to advance
- Writers gather a lot of different material to write their essays, including lists, and they decide which material should to in their essays
- Writers organize for drafting by checking that their evidence is supportive and varied
- Writers create cohesion with logically sequenced information, transition words, and repeated phrases
- Writers solve their own problems, taking ownership of the writing process by developing their own systems
- Writers commonly open and close essays, and that writers try out multiple leads and conclusions before deciding which work best for their essays

In this unit plan, the following 21<sup>st</sup> Century Career Ready Practices are addressed:

<b>Career Ready Practices</b>	
Act as a responsible and contributing citizen and employee.	<b>X</b>
Apply appropriate academic and technical skills	<b>X</b>
Attend to personal health and financial well-being.	<b>X</b>
Communicate clearly and effectively and with reason.	<b>X</b>
Consider the environmental, social and economic impacts of decisions	<b>X</b>
Demonstrate creativity and innovation.	<b>X</b>
Employ valid and reliable research strategies.	<b>X</b>
Utilize critical thinking to make sense of problems and persevere in solving them.	<b>X</b>
Model integrity, ethical leadership and effective management.	<b>X</b>
Plan education and career paths aligned to personal goals.	<b>X</b>

Use technology to enhance productivity.	X
Work productively in teams while using cultural global competence.	X

**Student Learning Targets/Objectives**

- Essay structure
- Collecting ideas as essayists
- Writing to learn
- Using elaboration prompts to grow ideas
- Mining writing
- Framing writing: Boxes and bullets
- Composing and sorting mini-stories
- Creating parallelism in lists
- Organizing for drafting
- Building a cohesive draft
- Writing introductions and conclusions
- Revising with goals in mind
- Correcting run-on sentences and sentence fragments
- Moving from personal to persuasive
- Connecting evidence, reason, and thesis
- Sharing opinions loudly and proudly

**Assessments**

- On Demand #1
- On Demand #2
- Published Realistic Fiction Piece
- Performance Based Assessments

*Teaching and Learning Actions*

Instructional Strategies	<ul style="list-style-type: none"> <li>● Breaking down the task</li> <li>● Providing step-by-step prompts</li> <li>● Repeated practice</li> <li>● Sequenced Review</li> <li>● Directed Questioning and Responses</li> <li>● Sequence Tasks from Easy to Difficult</li> <li>● Individual/Small-Group/Whole Class Instruction</li> <li>● Think Aloud</li> <li>● Active Participation</li> <li>● Warm-Up Activities</li> <li>● Meaningful Real Life Connections</li> <li>● Modeling</li> <li>● Centers</li> <li>● Goal Setting</li> <li>● Graphic Organizers</li> <li>● Make Predictions</li> <li>● Writing Explanations</li> </ul>
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	<ul style="list-style-type: none"> <li>● Scaffolding</li> <li>● Draw a Picture</li> </ul>
Activities	<ul style="list-style-type: none"> <li>● Whole Group Instruction</li> <li>● Guided Reading/Strategy Groups</li> <li>● Centers/Daily 5</li> <li>● Writer's Workshop</li> </ul>
Resources	
<u>Reference Materials and/or Teacher Resources</u>	
<ul style="list-style-type: none"> <li>● Unit of Study in Opinion Writing: Personal and Persuasive Essays spiral book</li> <li>● Resource CD</li> <li>● Readingandwritingproject.org</li> </ul>	
Suggested Time Frame: 6 weeks	

Suggested Time Frame:	6 weeks	
Content Area:	ELA Writing	Grade: 4
Unit Plan Title: Unit 3 Information		
Anchor Standards (ELA)		
Writing Standards		
Texts Types and Purposes:		
<b><u>CCSS.ELA-Literacy.W.4.1</u></b>		
Write opinion pieces on topics or texts, supporting a point of view with reasons and information		
<ul style="list-style-type: none"> <li>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.</li> <li>b. Provide reasons that are supported by facts and details.</li> <li>c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition,</i></li> </ul>		
<b><u>CCSS.ELA-Literacy.W.4.2</u></b>		
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		
<ul style="list-style-type: none"> <li>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.</li> </ul>		
<b><u>CCSS.ELA-Literacy.W.4.3</u></b>		
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		



**Production and Distribution of Writing:****CCSS.ELA-Literacy.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.)

**CCSS.ELA-Literacy.W.4.5**

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 [here](#).)

**CCSS.ELA-Literacy.W.4.6**

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

**Text Types and Purposes:****CCSS.ELA-Literacy.W.5.1**

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

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purposes
- d. Provide a concluding statement or section related to the opinion presented.

**Research to Build and Present Knowledge:****CCSS.ELA-Literacy.W.4.7**

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

**CCSS.ELA-Literacy.W.4.8**

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**CCSS.ELA-Literacy.W.4.9**

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

**Range of Writing:****CCSS.ELA-Literacy.W.4.10**

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

Reading Standards

**Key Ideas and Details:**

**CCSS.ELA-Literacy.RI.4.1**

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**CCSS.ELA-Literacy.RI.4.2**

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**Key Ideas and Details:**

**CCSS.ELA-Literacy.RL.4.1**

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**CCSS.ELA-Literacy.RL.4.3**

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

**Craft and Structure:**

**CCSS.ELA-Literacy.RL.4.4**

Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

**Range of Reading and Level of Text Complexity:**

**CCSS.ELA-Literacy.RL.4.10**

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Phonics and Word Recognition:**

**CCSS.ELA-Literacy.RF.4.3**

Know and apply grade-level phonics and word analysis skills in decoding words.

**Fluency:**

**CCSS.ELA-Literacy.RF.4.4**

Read with sufficient accuracy and fluency to support comprehension.

Speaking and Listening

### **Comprehension and Collaboration:**

#### **CCSS.ELA-Literacy.SL.4.1**

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

#### **CCSS.ELA-Literacy.SL.4.3**

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

### **Presentation of Knowledge and Ideas:**

#### **CCSS.ELA-Literacy.SL.4.4**

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

Language Standards

### **Conventions of Standard English:**

#### **CCSS.ELA-Literacy.L.4.1**

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

#### **CCSS.ELA-Literacy.L.4.2**

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

### **Knowledge of Language:**

#### **CCSS.ELA-Literacy.L.4.3**

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

- b. Choose words and phrases to convey ideas precisely.\*

### **Vocabulary Acquisition and Use:**

#### **CCSS.ELA-Literacy.L.4.5**

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

#### **CCSS.ELA-Literacy.L.4.6**

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

Technology standards

### **Technology Operations and Concepts**

**8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge**

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

8.1.5.A.2 Select and use applications effectively and productively

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

### Overview/Rationale

The expectations of this unit are that students will be bringing with them all they know about information writing from previous years to develop a topic, elaborate with facts, definitions, and details. In this unit, most of the class time is spent writing, rather than researching, so this makes it especially important for students to rely on research they have already done. Students will learn more sophisticated ways to organize their writing. They learn now to present important information through the use of historical details, text features, and quotations. They'll also learn that text features, when created thoughtfully, can help to underscore the main message of a piece of writing, as can a writer's thoughtful decisions about the kinds of vocabulary words to include. In this unit, students are considering themes and lessons, different points of view, and integrating information from texts in a way that feels purposeful and organic.

### Standards

Sessio	Writing Standards	Reading Standards	Speaking & Listening	Language Standards
1	<b>W.4.2</b> , W.4.4, W.4.5, <b>W.4.8</b>	RI.4.3, <b>RI.4.5</b>	SL.4.1, SL.4.2, SL.4.3, SL.4.4	L.4.1, L.4.2, L.4.3, L.4.6
2	<b>W.4.2</b> , W.4.4, W.4.7, <del>W.4.8 W.4.9 W.4.10</del>	RI.4.5, RI.4.9	SL.4.1	L.4.1, L.4.2, L.4.3, L.4.6
3	<b>W.4.2</b> , W.4.4, <b>W.4.7</b> , <del>W.4.8 W.4.9 W.4.10</del>	<b>RI.4.1</b> , <b>RI.4.3</b> , RI.4.7, RI.4.9	SL.4.1	L.4.1, L.4.2, L.4.3, L.4.6
4	<b>W.4.2</b> , W.4.4, W.4.10	RI.4.1, RI.4.2, RI.4.3	<b>SL.4.1</b> , SL.4.2, <b>SL.4.4</b> , SL.4.5,	L.4.1, L.4.2, L.4.3, L.4.5, L.4.6
5	<b>W.4.2.b,d</b> , <b>W.4.5</b> , W.4.6, <del>W.4.7 W.4.9 W.4.10</del>	<b>RI.4.1</b> , RI.4.3, RI.4.7, RI.4.9	SL.4.1, SL.4.2	L.4.1, L.4.2, <b>L.4.3.a</b> , <b>L.4.6</b>
6	W.4.2.b, <b>W.4.3</b> , W.4.5, <del>W.4.8 W.4.9 W.4.10</del>	RI.4.1, RI.4.3, RI.4.6	SL.4.1	L.4.1, L.4.2, L.4.3, L.4.6
7	<b>W.4.1</b> , W.4.2.b, W.4.5, <del>W.4.8 W.4.9 W.4.10</del>	RI.4.2, RI.4.5, <b>RI.4.8</b>	SL.4.1	L.4.1, L.4.2, L.4.3, L.4.5
8	<b>W.4.2</b>	RI.4.2, RI.4.5	SL.4.1	L.4.1, L.4.2, L.4.3, L.4.5
9	W.4.2, <b>W.4.5</b> , W.4.7, W.4.8,	RI.4.1, RI.4.3, RI.4.5, RI.4.7,	SL.4.1, SL.4.4	L.4.1, L.4.2, L.4.3
10	W.4.2, <b>W.4.8</b>	<b>RI.4.1</b> , <b>RI.4.2</b> , <b>RI.4.3</b> , RI.4.5, <del>RI.4.7</del>	SL.4.1, <b>SL.4.2</b> , SL.4.4	L.4.1, L.4.2, L.4.3, L.4.6
11	<b>W.4.2</b> , <b>W.4.5</b> , <b>W.4.10</b>	RI.4.1, RI.4.2, RI.4.5	SL.4.1	L.4.1, L.4.2, L.4.3
12	<b>W.4.2.a,c</b> , W.4.5, W.4.10	RI.4.5	SL.4.1, SL.4.4	L.4.1, L.4.2, L.4.3
13	<b>W.4.2.a</b> , W.4.10, <b>W.5.2.a</b>	RI.4.2, RI.4.5	SL.4.1, SL.4.2, SL.4.5	L.4.1, L.4.2, L.4.3
14	W.2.a,b,c,d,e, W.4.6, <del>W.4.8 W.4.9 W.4.10</del>	<b>RI.4.1</b> , RI.4.9, <b>RI.5.1</b>	SL.4.1	L.4.1, <b>L.4.2.b</b> , L.4.3
15	<b>W.4.1</b> , W.4.2, <b>W.4.3</b> , <del>W.4.5 W.4.6 W.4.8</del>	RI.4.1, RI.4.7, RI.4.9	SL.4.1	L.4.1, L.4.2, L.4.3
16	<b>W.4.3</b> , W.4.5, W.4.8, W.4.9	RI.4.1, RI.4.3, RI.4.4, RI.4.6,	SL.4.1, SL.4.4	L.4.1, L.4.2, L.4.3
17	<b>W.4.2</b> , W.4.5, W.5.5	RFS.4.4	SL.4.1	L.4.1, L.4.2, L.4.3
18	W.4.1, W.4.2, <b>W.4.8</b> , W.4.10	<b>RI.4.1</b> , RI.4.2, <b>RI.4.3</b> , RI.4.7,	SL.4.1, SL.4.4	L.4.1, L.4.2, L.4.3
19	W.4.1, <b>W.4.8</b> , W.4.10	RI.4.1, RI.4.3, RI.4.7, RI.4.9,	SL.4.1	L.4.1, L.4.2, L.4.3
20	W.4.2.b, <b>W.4.8</b> , <b>W.4.9</b>	RI.4.1, RI.4.3, RI.4.7, RI.4.9	SL.4.1	L.4.1, L.4.2, L.4.3
21	W.4.2.a.b, <b>W.4.5</b> , W.4.10	<b>RI.4.1</b>	SL.4.1	L.4.1, L.4.2, L.4.3
22	W.4.2.a.b.c.d.e, W.4.5	RFS.4.4	SL.4.1	<b>L.4.1</b> , <b>L.4.2</b> , <b>L.4.3.a,b</b> ,
23	W.4.2	RFS.4.4	SL.4.1, <b>SL.4.4</b> , <b>SL.4.5</b> , SL.4.6	L.4.3

### Essential Questions

- What steps do writers take to construct informational books?
- How do writers become more independent in their writing ability?
- How do writers build ideas for their informational writing

### Enduring Understandings

- Writers imagine the text they are going to make
- Writers of informational texts make a plan for the structure of their writing and then use this structure to organize research and note-taking
- Writers take strategies they've learned in the past and apply them to new situations, working with more independence and skill each time
- When writing to teach, it helps writers to do some actual teaching about their topic
- Writers improve their writing by adding details.
- Writers who are writing a story about a time in history think about the three most important elements in any story: character, setting, and conflict
- When writers are writing essays about historical topics, they think about all they know about essay writing

- When tackling a new piece of informational writing, nonfiction writers come up with a research plan
- Note Taking is not the easy part of research writing. When writers take notes, they need to understand what they are writing well enough that they're able to explain their notes to someone else
- When writing an informational text, writers need to organize information. In an introduction, writers let readers in on their organizational plan
- Writers think about the most important information and ideas that they're trying to convey in a chapter or a section, and they use text features to highlight that information
- History writers add quotations to their writing to accentuate a central idea
- History writers need to remember and address more than one side of a story
- History writers write and develop their own ideas about the information that they find as they research
- History writing is not just made from facts but also from ideas. Writers ask themselves, "What life lessons might this be teaching?"
- Nonfiction writers don't always start out as experts on the topic they're writing about, but instead work to become short-term experts on their topic.
- Historians don't always find answers to every question they have, but they can use all of their research and knowledge to create possible answers to questions for which people can't find ready-made answers.

In this unit plan, the following 21<sup>st</sup> Century Career Ready Practices are addressed:

<b>Career Ready Practices</b>	
Act as a responsible and contributing citizen and employee.	<b>X</b>
Apply appropriate academic and technical skills	<b>X</b>
Attend to personal health and financial well-being.	<b>X</b>
Communicate clearly and effectively and with reason.	<b>X</b>
Consider the environmental, social and economic impacts of decisions	<b>X</b>
Demonstrate creativity and innovation.	<b>X</b>
Employ valid and reliable research strategies.	<b>X</b>
Utilize critical thinking to make sense of problems and persevere in solving them.	<b>X</b>

Model integrity, ethical leadership and effective management.	X
Plan education and career paths aligned to personal goals.	X
Use technology to enhance productivity.	X
Work productively in teams while using cultural global competence.	X

**Student Learning Targets/Objectives**

- Getting the sense of informational books
- Planning the structure of writing
- Planning and writing with greater independence
- Teaching as a way to rehearse for information writing
- Elaborating with details that let people picture what happened long ago and far away
- Bringing information alive with stories inside nonfiction texts
- Writing essays within information texts
- Setting writing goals
- Writing a plan for research
- Learning the mind-work of note-taking
- Drafting while drawing on all they know
- Developing a logical structure using introductions and transitions
- Popping out the information using text features
- Using quotations to accentuate importance
- Using all they know to craft essay and narrative sections
- Including both sides of the story
- Goal setting and self-assessing to take on new challenges
- Interpreting life lessons from history

**Assessments**

- On Demand #1
- On Demand #2
- Published Realistic Fiction Piece
- Performance Based Assessments

*Teaching and Learning Actions*

Instructional Strategies	<ul style="list-style-type: none"> <li>● Breaking down the task</li> <li>● Providing step-by-step prompts</li> <li>● Repeated practice</li> <li>● Sequenced Review</li> <li>● Directed Questioning and Responses</li> <li>● Sequence Tasks from Easy to Difficult</li> <li>● Individual/Small-Group/Whole Class Instruction</li> </ul>
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	<ul style="list-style-type: none"> <li>● Think Aloud</li> <li>● Active Participation</li> <li>● Warm-Up Activities</li> <li>● Meaningful Real Life Connections</li> <li>● Modeling</li> <li>● Centers</li> <li>● Goal Setting</li> <li>● Graphic Organizers</li> <li>● Make Predictions</li> <li>● Writing Explanations</li> <li>● Scaffolding</li> <li>● Draw a Picture</li> </ul>
Activities	<ul style="list-style-type: none"> <li>● Whole Group Instruction</li> <li>● Guided Reading/Strategy Groups</li> <li>● Centers/Daily 5</li> <li>● Writer's Workshop</li> </ul>
Resources	
<u>Reference Materials and/or Teacher Resources</u>	
<ul style="list-style-type: none"> <li>● Unit of Study in Informational Writing</li> <li>● Resource CD</li> <li>● Readingandwritingproject.org</li> </ul>	
Suggested Time Frame: 6 weeks	

Suggested Time Frame:	6 weeks	
Content Area:	ELA Writing	Grade: 4
Unit Plan Title: unit 4 Opinion		
Anchor Standards (ELA)		
Writing Standards		
Texts Types and Purposes:		
<b><u>CCSS.ELA-Literacy.W.4.1</u></b>		
Write opinion pieces on topics or texts, supporting a point of view with reasons and information		
<ol style="list-style-type: none"> <li>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.</li> <li>Provide reasons that are supported by facts and details.</li> <li>Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition,</i></li> <li>Provide a concluding statement or section related to the opinion presented.</li> </ol>		
<b><u>CCSS.ELA-Literacy.W.4.3</u></b>		
Write narratives to develop real or imagined experiences or events using effective 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.

**Production and Distribution of Writing:**

**CCSS.ELA-Literacy.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.)

**CCSS.ELA-Literacy.W.4.5**

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 [here](#).)

**Research to Build and Present Knowledge:**

**CCSS.ELA-Literacy.W.4.7**

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

**CCSS.ELA-Literacy.W.4.8**

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**CCSS.ELA-Literacy.W.4.9**

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

- b. 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].").

**Range of Writing:**

**CCSS.ELA-Literacy.W.4.10**

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

Reading Standards

**Key Ideas and Details:**

**CCSS.ELA-Literacy.RL.4.1**

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**CCSS.ELA-Literacy.RL.4.2**

Determine a theme of a story, drama, or poem from details in the text; summarize the text

**CCSS.ELA-Literacy.RL.4.3**

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

**Craft and Structure:**

**CCSS.ELA-Literacy.RL.4.4**

Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

**Integration of Knowledge and Ideas:**

**CCSS.ELA-Literacy.RL.4.9**

Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

**Range of Reading and Level of Text Complexity:**

**CCSS.ELA-Literacy.RL.4.10**

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Key Ideas and Details:**

**CCSS.ELA-Literacy.RL.5.1**

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text

**Fluency:**

**CCSS.ELA-Literacy.RF.4.4**

Read with sufficient accuracy and fluency to support comprehension.

**Speaking and Listening**

**Comprehension and Collaboration:**

**CCSS.ELA-Literacy.SL.4.1**

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

**CCSS.ELA-Literacy.SL.4.2**

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

**CCSS.ELA-Literacy.SL.4.3**

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

**Presentation of Knowledge and Ideas:**

**CCSS.ELA-Literacy.SL.4.4**

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

**CCSS.ELA-Literacy.SL.4.6**

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 [here](#) for specific expectations.)

Language Standards

**Conventions of Standard English:**

**CCSS.ELA-Literacy.L.4.1**

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

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.\*

**CCSS.ELA-Literacy.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.

**Knowledge of Language:**

**CCSS.ELA-Literacy.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.\*

- c. Choose words and phrases to convey ideas precisely.\*

### **Vocabulary Acquisition and Use:**

#### **CCSS.ELA-Literacy.L.4.4**

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

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

#### **CCSS.ELA-Literacy.L.4.5**

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

- 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).

#### **CCSS.ELA-Literacy.L.4.6**

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

Technology standards

### **Technology Operations and Concepts**

**8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge**

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

8.1.5.A.2 Select and use applications effectively and productively

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

### **Overview/Rationale**

To write well about reading, student not only need to learn more about writing: they also need to learn more about reading. Throughout this unit, students are taught the value of close reading of complex texts. They will learn to write structured, compelling essays in which they make and support claims and analyze, unpack, and incorporate evidence. Students will learn to write in ways that take into account not only the subject of a text, but also the author's treatment of that subject.

## Standards

Sessio	Writing Standards	Reading Standards	Speaking & Listening	Language Standards
1	W.4.1, W.4.4, W.4.7, W.4.8,	<b>RL.4.1, RL.4.4</b> , RL.4.10,	SL.4.1, SL.4.4	L.4.1, L.4.2, L.4.3.a, L.4.4.a,
2	W.4.1, W.4.7, W.4.8, <b>W.4.9.a</b>	RL.4.1, <b>RL.4.3</b>	SL.4.1	L.4.1, L.4.2, L.4.3.a, L.4.6
3	W.4.3, <b>W.4.4</b> , W.4.5, <b>W.4.9.a</b>	<b>RL.4.1, RL.4.3</b>	<b>SL.4.1</b> , SL.4.3	L.4.1, L.4.2, <b>L.4.3.a</b>
4	<b>W.4.1.a,b,,</b> W.4.4, W.4.5,	<b>RL.4.1</b> , RL.4.2, RL.4.3	<b>SL.4.1</b>	L.4.1, L.4.2, L.4.3.a
5	<b>W.4.1.b,c</b> , W.4.3.a,b, W.4.9.a	<b>RL.4.1, RL.4.3</b> , RL.4.4	SL.4.1, SL.4.4	L.4.1, L.4.2, L.4.3.a, L.4.6
6	<b>W.4.1.b,c, W.4.9.a</b>	<b>RL.4.1, RL.5.1</b>	SL.4.1, SL.4.2, SL.4.4	<b>L.4.1.e,f, L.4.2.a,b,c</b> , L.4.3,
7	<b>W.4.1.b,c, W.4.9.a</b>	<b>RL.4.1</b>	SL.4.1, SL.4.3, SL.4.4	L.4.1.d,f, L.4.2, L.4.3
8	W.4.1.a,b,c,d, <b>W.4.4</b> , W.4.5,	RL.4.1, RL.4.2, RL.4.3	SL.4.1, <b>SL.4.3</b>	L.4.1, L.4.2, L.4.3.a, L.4.6
9	W.4.1, W.4.7, W.4.8, <b>W.4.9.a</b>	RL.4.1, <b>RL.4.2</b>	SL.4.1	L.4.1, L.4.2, L.4.3, L.4.6
10	<b>W.4.1.a,b</b> , W.4.5	<b>RL.4.2</b>	SL.4.1, SL.4.4	L.4.1, L.4.2, L.4.3.a
11	W.4.1, <b>W.4.4, W.4.10</b>	RL.4.1, RL.4.2	SL.4.1	L.4.1, L.4.2, L.4.3, L.4.6
12	<b>W.4.1.a,d</b> , W.4.5	RL.4.2	SL.4.1	L.4.1, L.4.2, <b>L.4.3.a,c, L.4.6</b>
13	<b>W.4.1.b, W.4.5</b>	RL.4.1, <b>RL.4.4</b>	SL.4.1	L.4.1, L.4.2, <b>L.4.3, L.4.5.a,b,c</b>
14	W.4.1, <b>W.4.5</b>	RFS.4.4	SL.4.1	<b>L.4.1, L.4.2, L.4.3</b>
15	W.4.1.b, <b>W.4.4, W.4.7, W.4.8</b>	RL.4.9	SL.4.1	L.4.1, L.4.2, L.4.3
16	<b>W.4.1.a</b> , W.4.4	RL.4.1, RL.4.2, <b>RL.4.9</b>	SL.4.1	L.4.1, L.4.2, L.4.3, L.4.6
17	<b>W.4.1</b> , W.4.5, W.4.10	RL.4.1, <b>RL.4.9</b> , RL.5.1	SL.4.1	L.4.1, L.4.2, L.4.3, L.4.6
18	<b>W.4.1.b,c, W.4.5</b>	RL.4.1, RFS.4.4	SL.4.1	L.4.1, L.4.2, L.4.3, L.4.6
19	<b>W.4.4</b> , W.4.5	RFS.4.4	SL.4.1	<b>L.4.1, L.4.2.b,c, L.4.3</b>
20	W.4.4	RFS.4.4	SL.4.1, SL.4.4, SL.4.6	L.4.3.c

## Essential Questions

- How do writers craft literary essays about reading?
- What can writers do to raise the quality of literary essays?
- How do writers craft compare-and-contrast essays

## Enduring Understandings

- Reading with an attentiveness to detail can spark ideas and that writing can be a vehicle for developing those ideas
- Experts know that certain aspects of their subjects merit special attention
- One way writers elaborate on their ideas is by using simple prompts
- Writers select ideas to craft into theses.
- Essayists select mini-stories as evidence to support their ideas
- Writers use direct quotes to support their claims about a text

- Writers not only use stories and quotes as evidence, they also use lists to support their claims
- Writers create drafts out of collections of evidence. Studying published literary essays to find structures helps to create literary essays
- Writers seek out patterns in their books or short stories, using those patterns to develop ideas about the story's theme or messages
- Essayists look at all sides of a text and form complex ideas, adding depth to their writing
- Essayists flash-draft essays, getting their thoughts down quickly on paper so they can revise later
- Essayists think carefully about their introductions and conclusions, giving readers the larger context for their claim in their introductions and leaving their readers with something to think about in their conclusion
- Writers find evidence to support their claims by studying the choices authors make in their texts
- Literary essayists check their writing for many things, including making sure they have written in the present tense and that all their pronoun references are correct
- Essayists notice the similarities and differences between texts and categorize their observations into patterns or ideas, in preparation to write a compare-and-contrast essay.
- Essayists write compare-and-contrast essays by looking at similar themes across texts, or similar characters, and naming how the texts approach the themes differently or how the characters are similar and different
- Essayists draw on all they know about essay writing as they tackle new projects
- Writers elaborate on each of their distinct, individual supporting ideas, ensuring they have developed their essay with enough evidence for their claim
- Writers get their writing ready for readers by editing and polishing up their writing

In this unit plan, the following 21<sup>st</sup> Century Career Ready Practices are addressed:

<b>Career Ready Practices</b>	
Act as a responsible and contributing citizen and employee.	<b>X</b>
Apply appropriate academic and technical skills	<b>X</b>
Attend to personal health and financial well-being.	<b>X</b>
Communicate clearly and effectively and with reason.	<b>X</b>
Consider the environmental, social and economic impacts of decisions	<b>X</b>
Demonstrate creativity and innovation.	<b>X</b>
Employ valid and reliable research strategies.	<b>X</b>

Utilize critical thinking to make sense of problems and persevere in solving them.	X
Model integrity, ethical leadership and effective management.	X
Plan education and career paths aligned to personal goals.	X
Use technology to enhance productivity.	X
Work productively in teams while using cultural global competence.	X

### Student Learning Targets/Objectives

- Close reading to generate ideas about a text
- Gathering writing by studying characters
- Elaborating on written ideas using prompts
- Finding and testing a thesis
- Using stories as evidence
- Citing textual evidence
- Ung Lists as evidence
- Putting it all together to construct literary essays
- Writing to discover what a story is really about
- Adding complexity to our ideas
- Flash-drafting literary essays
- Beginning and endings
- Using descriptions of an author's craft as evidence
- Editing
- Building the muscles to compare and contrast
- Comparing and contrasting familiar texts
- Developing distinct lines of thoughts
- Exploring commas

### Assessments

- On Demand #1
- On Demand #2
- Published Realistic Fiction Piece
- Performance Based Assessments

### Teaching and Learning Actions

#### Instructional Strategies

- Breaking down the task
- Providing step-by-step prompts
- Repeated practice
- Sequenced Review
- Directed Questioning and Responses
- Sequence Tasks from Easy to Difficult
- Individual/Small-Group/Whole Class Instruction
- Think Aloud

	<ul style="list-style-type: none"> <li>● Active Participation</li> <li>● Warm-Up Activities</li> <li>● Meaningful Real Life Connections</li> <li>● Modeling</li> <li>● Centers</li> <li>● Goal Setting</li> <li>● Graphic Organizers</li> <li>● Make Predictions</li> <li>● Writing Explanations</li> <li>● Scaffolding</li> <li>● Draw a Picture</li> </ul>
Activities	<ul style="list-style-type: none"> <li>● Whole Group Instruction</li> <li>● Guided Reading/Strategy Groups</li> <li>● Centers/Daily 5</li> <li>● Writer’s Workshop</li> </ul>
Resources	
<u>Reference Materials and/or Teacher Resources</u> <ul style="list-style-type: none"> <li>● Unit of Study in Opinion: Writing about Fiction</li> <li>● Resource CD</li> <li>● Readingandwritingproject.org</li> </ul>	
Suggested Time Frame: 6 weeks	