



Linden Public Schools Fourth Grade Scope and Sequence

Unit 1 Opinion Essay

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
1	<p>Explain that at the end of the unit the students will learn how to write opinion and they will have the opportunity to compare, contrast topics.</p> <p>Explain the following steps: Step 1) Students will evaluate an opinion essay about whether or not people should use disposable bags.</p> <p>Step 2) Students will practice the task by writing an opinion essay about whether or not dogs should be allowed on the beach.</p> <p>Step 3) Students will perform the task by writing an opinion essay about whether or not plastic water bottles should be banned.</p>	<p>Introduce the overall concept of opinion/persuasive writing and provide an overview of the steps included in the unit.</p> <p>Students will read Source 1 Magazine Editorial and complete "Discuss and Decide" p. 5</p> <p>Students will discuss two ways that cities are reducing disposable bag use. They will cite textual evidence from the text.</p> <p>NOTE: The eventual essay will be based on close reading and examination of sources. Students will state opinions and strong reasons to support.</p>	<ul style="list-style-type: none"> • What is an Opinion? Anchor Chart –See graphic organizers zip file • "Should People use disposable bags?" • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters • Read Source 1: "Reduce" is the New Recycle" p 4-5 • Page 5 Discuss and Decide
2	<p>Students will work on continuing with Step 1.</p> <p>Step 1) Students will evaluate an opinion essay about whether or not people should use disposable bags.</p>	<p>Students will read the Source 1: Letter to the Editor and complete "Discuss and Decide" p. 7</p> <p>Students will discuss the use of disposable bags. They will cite textual evidence from the text.</p> <p>Discuss and Decide</p> <p>As students discuss whether people should use disposable bags. Students will be reminded</p>	<ul style="list-style-type: none"> • Source 1: "Letter to the Editor" p 6-7 • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters • Read Source 1: "Reduce" is the New Recycle" p 4-5 • Page 7 Discuss and Decide • Page 9 Discuss and Decide



Linden Public Schools Fourth Grade Scope and Sequence

		to cite textual evidence. “Discuss and Decide” p. 9 Students will analyze an opinion essay by Taniya and the teacher comments. As students discuss whether they are convinced by Taniya’s essay, they should stop and jot important points they notice.	
3	<p>Students will work on continuing with Step 1.</p> <p>Step 1) Students will evaluate an opinion essay about whether or not people should use disposable bags.</p>	<p>Students will analyze an opinion essay by Taniya and the teacher comments. As students discuss whether they are convinced by Taniya’s essay, they should stop and jot important points they notice.</p> <p>Teacher and students will review the “Be Clear” page and make suggestions to fix up Taniya’s essay. Students will work in partners and then share with the whole class.</p>	<ul style="list-style-type: none"> • “Be Clear” p. 10 • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters • Source 1: “Reduce” is the New Recycle” p 4-5 • Source 2: Letter to the Editor
4	<p>Students will work on Step 2.</p> <p>Step 2) Students will practice the task by writing an opinion essay about whether or not dogs should be allowed on the beach.</p>	<p>Students will read Source 1, “Letter to the Editor”, from Amanda Evans and complete the Close Read question p. 13.</p> <p>Close Read p.13 <i>NOTE: Student answers should demonstrate comprehension and draw evidence from the text. They may explain that Amanda feels that walks on the beach with Riley are good for her grandmother.</i></p> <p>Students will read Source 2: “Petition for the Dog Owners for Monterey” and complete the Close Read question p. 15.</p>	<ul style="list-style-type: none"> • Source 1: “Letter to the Editor” by Amanda Evans p. 12-13 • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters • Source 2: “Petition for the Dog Owners for Monterey” p. 14-15



Linden Public Schools Fourth Grade Scope and Sequence

		<p><i>Close Read p.15</i> NOTE: Student answers should demonstrate comprehension and draw evidence from the text. They may explain that the dog owners are willing to walk their pets when the beach isn't busy, and to clean up after their dogs.</p>	
5	<p>Students will work on Step 2.</p> <p>Step 2) Students will practice the task by writing an opinion essay about whether or not dogs should be allowed on the beach.</p>	<p>Students will read the Source 3: Blog, "It Happened to Me" and complete the Discuss and Decide question p. 17</p> <p>Students will read Source 4, Announcement, "Protecting the Snowy Plover" and complete the Discuss and Decide question p. 19</p> <p>Students will be reminded to cite textual evidence.</p>	<ul style="list-style-type: none"> • Source 3: Blog "It Happened to Me" p. 16-17 • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters • Read Source 4: Announcement, "Protecting the Snowy Plover" p. 18-19 • Visit http://nps.gov/goga/planyourvisit/upload/sb-plight_web.pdf for additional information



Linden Public Schools Fourth Grade Scope and Sequence

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
6	<p>Students will work on Step 2.</p> <p>Step 2) Students will practice the task by writing an opinion essay about whether or not dogs should be allowed on the beach.</p>	<p>Students will respond to respond to the question on Pages 20–21.</p> <p>“Respond to Questions” Accept responses that demonstrate comprehension and draw evidence from the source.</p> <p><i>NOTE: (The letter to the editor and the petition do not agree with the ban. The blog and the announcement agree with the ban.)</i></p> <p><i>Students will respond to the Prose Constructed-Response questions on p. 21.</i></p> <p>Students will be reminded to cite textual evidence.</p> <p>Students will begin to draft some ideas for planning and pre-writing, using page 22 to determine opinion on the issue.</p> <p>Students will draft 3 reasons to support opinion.</p>	<ul style="list-style-type: none"> Source 1: Letter to the Editor, from Amanda Evans p. 12-13 Source 2 Petition for the Dog Owners for Monterey p. 14-15 Source 3 - Blog “It Happened to Me” p. 16-17 Writing notebook Chart Paper & Markers SMART Board Highlighters Read Source 4 - Announcement, “Protecting the Snowy Plover” p. 18-19 Visit http://nps.gov/goga/planyourvisit/upload/sb-plight_web.pdf for additional information Planning and Pre-Writing p. 22 O-RE-REO planning sheet (See graphic organizers)
7	<p>Students will work on completing Step 2.</p> <p>Step 2) Students will perform the task by writing an opinion essay about whether or not dogs should be allowed on the beach.</p>	<p>Students will use the graphic organizer on p. 23 to start to draft a structured opinion essay. Students will attempt to predict the opposing opinion and include a counter argument to address. Use p. 23 or the “Pre-Writing Organizer or the O-RE-RE-O template.</p>	<ul style="list-style-type: none"> “Finalize Your Plan” p 23 O-RE-RE-O writing organizer/template (See graphic organizers) Argument Writing: Pre-Writing Organizer (See graphic organizers)



Linden Public Schools Fourth Grade Scope and Sequence

<p style="text-align: center;">8/9</p>	<p>Students will work on completing Step 2.</p> <p>Step 2) Students will perform the task by writing an opinion essay about whether or not dogs should be allowed on the beach.</p>	<p>Students will draft an opinion essay making sure to focus on the following:</p> <ul style="list-style-type: none"> • Purpose • Clarity • Support • Organization • Connecting Words • Academic Vocabulary 	<ul style="list-style-type: none"> • Use the completed Graphic Organizers • Source 1: Letter to the Editor, from Amanda Evans p. 12-13 • Source 2 Petition for the Dog Owners for Monterey p. 14-15 • Source 3 - Blog "It Happened to Me" p. 16-17 • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters • Read Source 4 - Announcement, "Protecting the Snowy Plover" p. 18-19 • Computer
<p style="text-align: center;">10</p>	<p>Students will work on completing Step 2.</p> <p>Step 2) Students will perform the task by writing an opinion essay about whether or not dogs should be allowed on the beach.</p>	<p>Students will work on editing and revising the draft of the opinion essay.</p> <p>Students will self-evaluate and then work with a peer(s) to review and revise.</p>	<ul style="list-style-type: none"> • "Revision Checklist Self Evaluation" p. 24 • "Revision Checklist Peer Review" p. 25 • "Connected Words" p. 26



Linden Public Schools

Fourth Grade

Scope and Sequence

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
11	<p>Students will work on completing Step 3.</p> <p>Step 3) Students will perform the task by writing an opinion essay about whether plastic water bottles should be banned.</p>	<p>Students will read the Source 1: “An Editorial, Ban the Bans on Plastic Water Bottles” and complete the Close Read question p. 29</p> <p><i>Close Read p.29</i> NOTE: Student answers should demonstrate comprehension and draw evidence from the text. They may cite the desire for bottled water as an alternative to bottled soda at indoor and outdoor events.</p> <p>Students will read Source 2: An Infographic, “Problems with Plastic” and complete the “Discuss and Debate” p. 31</p> <p>Discuss and Decide p.31 NOTE: As students discuss the effects that plastic bottles have on the environment, remind them to cite textual evidence.</p> <p>Students will read Source 3: A Graphic Feature, “Out of Every 100 Plastic Bottles Made in 2012...” and complete the “Discuss and Decide” p. 32</p> <p>Discuss and Decide p. 32 NOTE: As students discuss what happens to recycled bottles, remind them to cite textual evidence.</p>	<ul style="list-style-type: none"> • Source 1: An Editorial, “Ban the Bans on Plastic Water Bottles” p. 28-29 • Source 2: An Infographic, “Problems with Plastic” p. 30-31 • Source 3: A Graphic Feature, “Out of Every 100 Plastic Bottles Made in 2012...” • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters
12	<p>Students will work on completing Step 3.</p> <p>Step 3) Students will perform the task by writing an opinion essay about whether plastic water bottles should be banned.</p>	<p>Students will respond to the “Respond to Questions” on pages 33-34.</p> <p>“Respond to Questions” NOTE: Accept responses that demonstrate comprehension and draw evidence from the source. (The editorial and the graphic feature do not agree with the ban. The infographic agrees with the ban.)</p>	<ul style="list-style-type: none"> • Source 1: An Editorial, “Ban the Bans on Plastic Water Bottles” p. 28-29 • Source 2: An Infographic, “Problems with Plastic” p. 30-31 • Source 3: A Graphic Feature, “Out of Every 100 Plastic Bottles Made in 2012...” p. 32

		<p><i>Students will complete the Prose Constructed-Response questions on p. 34.</i></p> <p>Students will be reminded to cite textual evidence.</p> <p>Students will begin to draft some ideas for planning and pre-writing, using page 35 to determine opinion on the issue. NOTE: Can use additional graphic organizers provided.</p> <p>Students will draft 3 reasons to support opinion.</p>	<ul style="list-style-type: none"> • “Plan” p. 33 • O-RE-RE-O writing organizer/template (See graphic organizers) • Argument Writing: Pre-Writing Organizer (See graphic organizers)
13/14	<p>Students will continue working on Step 3.</p> <p>Step 3) Students will perform the task by writing an opinion essay about whether plastic water bottles should be banned.</p>	<p>Students will draft an opinion essay making sure to focus on the following:</p> <ul style="list-style-type: none"> • Purpose • Clarity • Support • Organization • Connecting Words • Academic Vocabulary 	<ul style="list-style-type: none"> • Use the completed Graphic Organizers • Source 1: An Editorial, “Ban the Bans on Plastic Water Bottles” p. 28-29 • Source 2: An Infographic, “Problems with Plastic” p. 30-31 • Source 3: A Graphic Feature, “Out of Every 100 Plastic Bottles Made in 2012...” p. 32 • “Plan” p. 33 • O-RE-RE-O writing organizer/template (See graphic organizers) • Argument Writing: Pre-Writing Organizer (See graphic organizers) • Computers
15	<p>Students will continue working on Step 3.</p> <p>Step 3) Students will perform the task by writing an opinion essay about whether plastic water bottles should be banned.</p>	<p>Students will work on editing and revising the draft of the opinion essay.</p> <p>Students will self-evaluate and then work with a peer(s) to review and revise.</p>	<ul style="list-style-type: none"> • Revision Checklist Self Evaluation” p. 24 • “Revision Checklist Peer Review” p. 25 • “Connected Words” p. 26



Linden Public Schools Fourth Grade Scope and Sequence

Grammar focus should follow the Scope and Sequence from the Journeys Program.

*Teacher can refer to students as WRITERS so they see themselves as WRITERS.

**Documents can be projected on Promethean Boards or SMART boards.

***Teachers must model writing example for the students.

**** Teachers can also choose to use chart paper and markers to model writing with the students.

Teacher may choose to celebrate publishing in varying ways: (See below for examples)

- Author's Chair
 - Museum Walk
 - Share with another class or administration
 - Use See Saw technology or Flip Grid for assistance
 - Provide refreshments as students compare opinion pieces. "A Taste of Writing"
 - See Appendix from Jennifer Serravallo's Writing Strategies for publishing celebrations
-
- **Note: See your Instructional Coach, ELA to discuss applying strategies from Jennifer Serravallo's Writing Strategies. Examples include the following:** (See below for examples.)
 - 2.2 Picture the End! (Or Imagine It Done)
 - 2.6 Writers Are Problem Solvers
 - 2.8 Keep Your Pencil in Your Hand/Fingers on the Keyboard
 - 2.14 Set a "More" Goal for the Whole Writing Time
 - 3.2 Moments with Strong Feelings
 - 3.7 Writing to Change the World
 - 3.9 Interview to Dig for and Uncover Topics
 - 3.15 Jot Today, Write Tomorrow
 - 3.21 Borrow a (Spark) Line
 - 3.26 Word Mapping
 - 3.27 If it Could Go on Facebook You Can Jot It in a Notebook
 - 3.29 Collect Triggers
 - 3.30 Subtopics Hiding in Topics
 - 3.32 Abstract Issues, Specific Examples
 - 3.38 Start with an Outlandish Claim
 - 4.8 Find Your Passion to Focus
 - 4.9 Imagine Your Audience and Consider Your Purpose
 - 4.18 Craft a Thesis
 - 4.21 Focus on an Issue
 - 4.22 What Problem Are You Solving?
 - 5.21 Lead by Addressing the Reader
 - 5.22 Audiences for Information
 - 5.26 Take Scissors to Your Draft
 - 5.30 Problem-Solution Structure for Persuasive Writing
 - 5.37 Conclude with a Big Idea
 - 6.10 Prove It
 - 6.32 Be Your Own Harshest Critic
 - 7.7 Alphabox
 - And Many, Many More



Linden Public Schools Fourth Grade Scope and Sequence

Unit 2 Informative Essay

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
1	<p>Inform students that at the end of the unit they will learn how to write and evaluate informative essays by analyzing information from nonfiction articles, maps & photographs. They will use what they learned to write their own informative essays.</p> <p>Explain the following steps: Step 1) Analyze the Model- Students will evaluate an informative essay about the ways human actions reshape the Earth.</p> <p>Step 2) Practice the Task – Students will write an informative essay about changes to the physical world caused by wind, water, and ice.</p> <p>Step 3) Perform the Task- Students will write an informative essay about the effects of a meteor impact on Earth.</p>	<p>Introduce what an informative essay is and provide overview of the steps included in the unit.</p> <p>Students will read Source 1: “A Letter from Enrique” and complete Close Read question on p. 43.</p> <p>Students will discuss evidence and comprehension drawn from the text to support their answers. They will cite textual evidence from the text.</p> <p>NOTE: The eventual Informative essays will be based on close reading and examination of sources.</p>	<ul style="list-style-type: none"> • What is an Informative Essay? Anchor Charts –See graphic organizers zip file • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters • Read Source 1: “A Letter from Enrique” p. 40-43 • Page 43 - Close Read
2	<p>Students will continue working on Step 1, analyzing how human actions reshape the Earth.</p> <p>Step 1) Students will read and evaluate letter and travel magazine article. As they read the information they will make notes on the side columns and underline important content</p>	<p>Students will read the Source 2: Travel Magazine Article and complete “Discuss and Decide” p. 45.</p> <p>Students will discuss the reasons why Egypt built the Aswan High Dam. As students discuss reasons, they will be reminded</p>	<ul style="list-style-type: none"> • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters • Read Source 2: “Travel Magazine Article” p. 44-45 • Page 45 “Discuss and Decide”



Linden Public Schools Fourth Grade Scope and Sequence

	they find helpful in both sources.	to cite textual evidence. “Discuss and Decide” p. 47 Students will discuss Hollis’s main idea and whether she chose appropriate examples from the sources, to support the main idea. They will be reminded to cite textual evidence.	<ul style="list-style-type: none"> • “Analyze a Student Model” p. 46 • Page 47 “Discuss and Decide”
3	Students will continue working on Step 1. They will analyze how human actions reshape the Earth while organizing their informative essay.	<p>Students will analyze Hollis’ Informative essay (Shape Shifting) and teacher comments. Students will discuss if they are convinced by Hollis’ essay and then decide if she chose appropriate examples from the sources to support her main idea.</p> <p>Teacher and students will review, “Organizing an Informative Essay” and complete the chart using examples from Hollis’ essay. Students will work with partners and then share with the whole class.</p>	<ul style="list-style-type: none"> • Main idea and details – Template • “Organizing and Informative Essay” p. 48 • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters
4	<p>Students will work on Step 2: <i>Practice the Task</i></p> <p>Step 2) Students will practice the task by writing an informative essay. <i>How does erosion change the landscape?</i></p>	<p>Students will read Source 1, Travel Advertisement and complete the “Discuss and Decide” question on p. 51. Have students discuss answers to the question before answering on their own.</p> <p>Note: <i>Discuss and Decide p.51 Student answers should demonstrate comprehension and draw evidence from the text. They may explain how erosion creates rock formation such as Landscapes Arch.</i></p>	<ul style="list-style-type: none"> • Read Source 1: “Travel Advertisement” p. 50-51 • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters • Read Source 2 “Book Review” p. 52-53



Linden Public Schools Fourth Grade Scope and Sequence

		<p>Students will read Source 2, Book Review and complete the Close Read question p. 53</p> <p>Note: <i>Close Read p.53</i> <i>Student answers should demonstrate comprehension and draw evidence from the text. They may explain/cite that Yosemite's waterfalls were formed by glaciers which carved gorges high above the valley floor. After glaciers melted, the gorges became river beds, which fed Yosemite's waterfalls.</i></p>	
5	<p>Students will continue working on Step 2.</p> <p>Step 2) Students will practice the task by writing an informative essay. <i>How does erosion change the landscape?</i></p>	<p>Students will read Source 3, Journal Entry Javier's Diary, and complete the "Discuss and Decide" question p. 55.</p> <p>Students will read "Respond to Questions" and complete two Prose Constructed- Response on p. 57.</p> <p>Note: (#6 Prose- Constructed Response, use rubric to evaluate student responses) Students will be reminded to cite textual evidence that Yosemite's waterfalls were formed by glaciers, which carved gorges high above the valley floor.</p> <p>-Evidence showing that after the glaciers melted, the gorges became river beds, which fed Yosemite's waterfalls.</p> <p>(#7 Prose Constructed- Response use rubric to evaluate student responses) Students will be reminded to cite textual evidence of the natural beauty of each of the places and the unusual geological formations in each of the places.</p>	<ul style="list-style-type: none">• Source 3 – "Journal Entry Javier's Diary" p. 54-55• Writing notebook• Chart Paper & Markers• SMART Board• Highlighters• "Respond to Questions" p. 56-57• Information/Explanatory Student Rubric



Linden Public Schools

Fourth Grade

Scope and Sequence

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
6	<p>Students will continue working on Step 2.</p> <p>Step 2) Students will begin planning and prewriting from the three sources; Travel Advertisement, Book Review and Journal Entry for their informative essay. They will gather evidence from each source and focus on the cause & effect.</p> <p><i>*Focus for informative essay- How does erosion change the landscape?</i></p>	<p>Students will complete “Planning & Prewriting” chart on p. 58.</p> <p>“Planning & Prewriting” Students will begin to draft some ideas for planning and pre-writing using p. 58. Review and critique students’ planning documents; offer feedback as needed.</p> <p>(Note: Review and provide template for Cause & Effect so that students are able to gather the information needed from the sources. Model and provide example from one source and have students work in pairs while gathering/discussing ideas for second & third source.</p> <p>Students will be reminded to cite textual evidence.</p> <p>Once students have finished their planning & prewriting, they will use the “Finalize Your Plan” on p. 59 to organize their Informative essay.</p>	<ul style="list-style-type: none"> • Read Source 1: “Travel Advertisement” p. 50-51 • Read Source 2: “Book Review” p. 52-53 • Source 3 – “Journal Entry Javier’s Diary” p. 54-55 • “Planning and Prewriting” p. 58 • Cause & Effect – template • “Finalize Your Plan” p. 59 • Sentence Stems- template • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters
7	<p>Students will work on completing Step 2.</p> <p>Step 2) Students will perform the task by writing an informative essay regarding erosion. The writing task is the following. <i>How does erosion change the landscape?</i></p>	<p>Students will use the graphic organizer on p. 59 to start to draft a structured informative essay.</p> <p>Students will finalize information needed for informative essay.</p>	<ul style="list-style-type: none"> • “Finalize Your Plan”- p.59 • Sentence Stems- template



Linden Public Schools Fourth Grade Scope and Sequence

8/9	<p>Students will work on completing Step 2.</p> <p>Step 2) Students will perform the task by writing an informative essay. <i>How does erosion change the landscape?</i></p>	<p>Students will draft an informative essay making sure to focus on the following:</p> <ul style="list-style-type: none">• Purpose• Audience• Organization• Clarity• Academic Vocabulary	<ul style="list-style-type: none">• Use the completed Graphic Organizers• Read Source 1: "Travel Advertisement" p. 50-51• Read Source 2: "Book Review" p. 52-53• Source 3: "Journal Entry Javier's Diary" p. 54-55• Sentence Stems- template• Writing notebook• Chart Paper & Markers• SMART Board• Highlighters• Computer
10	<p>Student will work on completing Step 2.</p> <p>Step 2) Students will perform the task by writing an informative essay. <i>How does erosion change the landscape?</i></p>	<p>Students will work on editing and revising the draft of the informative essay.</p> <p>Students will self-evaluate and then work with a peer(s) to review and revise.</p>	<ul style="list-style-type: none">• "Revision Checklist Self Evaluation" p. 60• "Revision Checklist Peer Review" p. 61• "Revision: Writing an Introduction"- p. 62



Linden Public Schools

Fourth Grade

Scope and Sequence

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
11	<p>Students will work on completing Step 3.</p> <p>Step 3) Students will perform the task by writing an informative essay regarding the following information. <i>How did a meteor impact affect life on Earth?</i></p>	<p>Students will read the Source 1, “It Came from Outer Space” and complete the “Discuss and Decide” question on p. 65</p> <p><i>Discuss and Decide p.65</i> Note: Student answers should demonstrate comprehension and draw evidence from the text. As students discuss the presence of iridium on Earth and how it’s connected to the Chicxulub Crater.</p> <p>Students will read Source 2, Radio Interviewer – “Why Did Dinosaurs Become Extinct?” p. 66-67 then complete the Close Read statement.</p> <p><i>Close Read p. 67</i> <i>Note: Students answers should demonstrate comprehension and draw evidence from the text. Responses may explain that the plants and animals that dinosaurs depended on for food would have been killed instantly near the meteor impact, or due to acid rain, wildfires, or lack of sunlight. Plant eating dinosaurs would have died because there weren’t enough plants to eat. Meat-eating dinosaurs would have starved to death because the plant-eating dinosaurs and other small animals they eat were dying out.</i></p> <p>Students will read Source 3, Question-and-Answer Website- “How Did Mammals Survive the K-T Extinction?”</p> <p><i>Discuss and Decide p. 68</i> <i>Note: As students discuss two reasons that mammals survived the K-T Extinction while dinosaurs didn’t, remind them to cite textual evidence.</i></p>	<ul style="list-style-type: none">• Source 1: Science Article- “It Came from Outer Space” p. 64-65• Source 2: Radio Interviewer- “Why Did Dinosaurs Become Extinct?” p. 66-67• Source 3: Question-and-Answer Website- “How Did Mammals Survive the K-T Extinction?” p. 68• Writing notebook• Chart Paper & Markers• SMART Board• Highlighters• computers



Linden Public Schools

Fourth Grade

Scope and Sequence

12	<p>Students will work on completing Step 3.</p> <p>Step 3) Students will perform the task by writing an informative essay on how the meteor impact affected life on Earth.</p>	<p>Students will respond to questions on pages 69-70.</p> <p><i>“Respond to Questions”</i> <i>Note: Accept responses that demonstrate comprehension and draw evidence from the source. (Use Student/District rubric for Informational/Explanatory to evaluate responses. Responses should include the following; details that support the magnitude of the meteor and its impact, the environmental impact and the way it affected dinosaurs.</i></p> <p><i>Students will complete two Prose Constructed-Response questions on p. 70.</i></p> <p>Students will be reminded to cite textual evidence.</p> <p>Students will begin to draft some ideas for planning and pre-writing, using page 71 to help outline the structure of their informative essay. NOTE: Can use additional graphic organizers provided.</p> <p>Students will draft 3 cause & effect to support informative writing piece.</p>	<ul style="list-style-type: none">• Source 1: Science Article- “It Came from Outer Space” p. 64-65• Source 2: Radio Interviewer- “Why Did Dinosaurs Become Extinct?” p. 66-67• Source 3: Question-and-Answer Website- “How Did Mammals Survive the K-T Extinction?” p. 68• “Respond to Questions” - p. 69-70• Student Friendly or District Approved Informational/Explanatory Rubric• Criteria Chart- Template• “Write the Essay” - p. 71• Cause & Effect- Template• Sentence stems- Template• Writing notebook• Chart Paper & Markers• SMART Board• Highlighters• computers
-----------	--	---	---



Linden Public Schools

Fourth Grade

Scope and Sequence

13/14	<p>Students will continue working on Step 3.</p> <p>Step 3) Students will perform the task by writing an informative essay on how the meteor impact affected life on Earth.</p>	<p>Students will draft an informative essay making sure to focus on the following:</p> <ul style="list-style-type: none">• Statement of Purpose• Organization• Elaboration of Evidence• Language and vocabulary• Conventions	<ul style="list-style-type: none">• Source 1: Science Article- "It Came from Outer Space" p. 64-65• Source 2: Radio Interviewer- "Why Did Dinosaurs Become Extinct?" p. 66-67• Source 3: Question-and-Answer Website- "How Did Mammals Survive the K-T Extinction?" p. 68• "Respond to Questions"- p. 69-70• Student Friendly or District Approved Informational/Explanatory Rubric• Criteria Chart- Template• Computers
15	<p>Students will complete working on Step 3.</p> <p>Step 3) Students will perform the task by writing an informative essay on how the meteor impact affected life on Earth.</p>	<p>Students will work on editing and revising the draft of their informative essay.</p> <p>Students will self-evaluate and then work with a peer(s) to review and revise.</p>	<ul style="list-style-type: none">• Revision Checklist Self Evaluation p. 60• "Revision Checklist Peer Review" p. 61



Linden Public Schools

Fourth Grade

Scope and Sequence

TEACHER NOTES

Grammar focus should follow the Scope and Sequence from the Journey's Program.

Teacher may choose to take a day to celebrate published piece in fun and interesting ways:

- Author's Chair
- Museum Walk
- Share with another class or administration
- Provide refreshments as students compare informative writing pieces. "A Taste of Writing"

*Teacher can begin each session/lesson with a meeting.

**Teacher can refer to students as WRITERS so they see themselves as WRITERS.

***Documents can be projected on Promethean Boards or SMART boards.

****Teachers must model writing example for the students.

Teachers can also choose to use chart paper and markers to model writing with the students.



Linden Public Schools

Fourth Grade

Scope and Sequence

Unit 3 Response to Literature

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
1	<p>Explain that at the end of the unit the students will learn how to write while responding to literature and they will have an opportunity to develop 2 responses after reading 2 sources.</p> <p>Explain the following steps: Step 1: Students will evaluate a student's description of a homeless boy who lives in an airport and discuss how a character can show courage.</p> <p>Step 2: Students will practice the task by writing a response to literature explaining a girl's adventures in a storm at sea.</p> <p>Step 3: Students write a response to literature about an unusual girl who is "larger than life."</p>	<p>Introduce the overall concept of responding to literature and provide an overview of the steps included in the unit.</p> <p>Students will read the Source 1: Short Story, Fly Away Home, p. 76-83. Students will stop and jot notes about anything they feel is important while reading.</p> <p>Students will complete the Close Read. p.83</p> <p>Why does thinking of the bird give the narrator hope?</p> <p>Student answers should demonstrate comprehension and draw evidence from the text. They may cite that the bird was able to escape the airport after days of trying; that the bird was hurt then got better; and that the narrator believes the freed bird is singing.</p>	<ul style="list-style-type: none"> What is Responding to Literature? See Graphic Organizers in zip file Source 1: Short Story, Fly Away Home, p. 76-83 Close Read p. 83 Writing notebook Chart Paper & Markers SMART Board Highlighters Source 2: An Excerpt from a Novel, "The Girl in the Chicken-Coop" from Ozma of Oz, p. 88-95 Source 3: Student Model "Calm Courage" p. 84-85, written by Pilar Perez in Ms. Chang's class. Source 4: A Short Story, "Lucy de Wilde" p. 104-110
2	<p>Students will continue to work on Step 1.</p> <p>Step 1: Students will evaluate a student's description of a homeless boy who lives in an airport.</p>	<p>Students should discuss the literary elements such as characters, settings, and events that work together to make a story. Explain how these elements shape a story and how they interact.</p>	<ul style="list-style-type: none"> Source 1: Short Story, Fly Away Home, p. 76-83 Writing notebook Chart Paper & Markers SMART Board Highlighters Source 2: An Excerpt from a



Linden Public Schools

Fourth Grade

Scope and Sequence

		<p>Students will analyze a response to literature sample written by Pilar Perez and the teacher comments. Students will complete the Discuss and Decide.</p> <p>Discuss and Decide Why does Dad have the rule that they must not be noticed? Why does the narrator relate to the bird's situation? What do the narrator's actions while his father is away tell you about his character? Why does Andrew relate the bird's struggle to his own situation?</p> <p>Teacher might choose to use another self-written piece to continue to use as students critique and discuss.</p>	<p>Novel, The Girl in the Chicken-Coop" from</p> <ul style="list-style-type: none"> Ozma of Oz, p. 88-95 Source 3: Student Model "Calm Courage" p. 84-85, written by Pilar Perez in Ms. Chang's class. Teacher might choose to write their own sample for students to critique. "Discuss and Decide", p. 77, 79, 81, 85 "Calm Courage" p. 84-85
3	<p>Students will continue to work on Step 2.</p> <p>Step: Students will practice the task by writing a response to literature explaining a girl's adventures in a storm at sea.</p>	<ul style="list-style-type: none"> Students will read Source 2, An Excerpt from a Novel, The Girl in the Chicken-Coop" from Ozma of Oz, p. 88-95 and students will complete the "Discuss and Decide". Students will also complete the Close Read. <p>Discuss and Decide p.89, 91, 93 Which details create a frightening setting? What can you tell about Dorothy from her actions during the storm? What does the writer suggest about the storm when he describes the coop as "nothing more than a plaything"?</p> <p>Close Read p.95 What situations in the story show that Dorothy is courageous?</p>	<p>Source 2: An Excerpt from a Novel, The Girl in the Chicken-Coop" from Ozma of Oz, p. 88-95</p> <ul style="list-style-type: none"> Writing notebook Chart Paper & Markers SMART Board Highlighters "Discuss and Decide", p. 89, 91, 93 Close Read p. 95



Linden Public Schools

Fourth Grade

Scope and Sequence

		<p>Student answers should demonstrate comprehension and draw evidence from the text. They may cite that Dorothy was “quite an experienced traveler,” having been carried to Oz in a cyclone; that she goes on deck to find her Uncle Henry even though the “ship was plunging”; and even when she gets thrown overboard in the storm, “she didn’t lose her presence of mind even for a second.” When she comes to the water’s surface she is “more amused than frightened.”</p>	
4	<p>Students will work on Step 2.</p> <p>Step 2: Students will practice the task by writing a response to literature explaining a girl’s adventures in a storm at sea.</p>	<p>Students will answer the “Respond to Questions” on pages 96.</p> <p>“Respond to Questions” p. 96</p> <p>Student answers should demonstrate comprehension and draw evidence from the text. See Performance Assessment Teacher’s Guide for answer key.</p> <p>Students will respond to the Prose Constructed-Response questions on p. 97. See Performance Assessment Teacher’s Guide for example responses.</p> <p>Students should be reminded to use textual evidence in their response.</p> <p>When students complete, they will begin planning and pre-writing, using the chart on page 98 to organize their ideas.</p> <p>Additional organizers can be reviewed from zip file.</p>	<p>Source 2: An Excerpt from a Novel, The Girl in the Chicken-Coop” from Ozma of Oz, p. 88-95</p> <ul style="list-style-type: none"> • “Respond to Questions”, p. 96-97 • “Planning and Prewriting” p. 98 • Zip file of organizers • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters
5	<p>Students will work on Step 2.</p> <p>Step 2: Students will write a response to the narrative to answer the question: How does a setting influence a character’s actions?</p>	<p>Students will use the graphic organizer on p.99 to plan the structure of their essay. Teacher and students will be presented additional graphic organizers from the zip file to support the process.</p>	<ul style="list-style-type: none"> • Source 2: An Excerpt from a Novel, The Girl in the Chicken-Coop” from Ozma of Oz, p. 88-95 • “Respond to Questions”, p. 96-97 • “Planning and Prewriting” p. 98 • Zip file of organizers



Linden Public Schools

Fourth Grade

Scope and Sequence

			<ul style="list-style-type: none">• Writing notebook• Chart Paper & Markers
--	--	--	--



Linden Public Schools

Fourth Grade

Scope and Sequence

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
6/7	Students will work on Step 2. Step 2: Students will write a response to the narrative to answer the question: How does a setting influence a character's actions?	Students will draft a narrative essay making sure to focus on the following: <ul style="list-style-type: none"> Purpose Clarity Support Organization Connecting Words Academic Vocabulary 	<ul style="list-style-type: none"> "Planning and Prewriting", p. 98 "Finalize Your Plan", p. 99 Consult Graphic Organizer Zip file Writing notebook Chart Paper & Markers SMART Board Highlighters Computers
8/9	Students will work on Step 2. Step 2: Students will write a response to the narrative to answer the question: How does a setting influence a character's actions?	<p>Students will work on editing and revising the draft for their narrative essay.</p> <p>Students will self-evaluate and then work with a peer(s) to review and revise.</p> <p>Teacher should model using quotes from the source to support the writer's idea.</p> <p>Consult the graphic organizers used.</p>	<ul style="list-style-type: none"> Student Drafts Revision Checklist: "Self-Evaluation" p. 100 "Revision Checklist: Peer Review", p. 101
10	Students will work on Step 3. Step 3: Students will write a response to literature about an unusual girl who is "larger than life."	<p>Students will read Source 1: A Short Story, Lucy de Wilde</p> <p>Discuss and Decide, p. 107 What do the children find strange about the new student?</p> <p>Close Read p. 109 What are Lucy's "wolfish traits"? Cite text evidence in your response.</p> <p>Student answers should demonstrate comprehension and draw evidence from the text. They may cite aspects of Lucy's appearance, the way she moves, her extra-</p>	<ul style="list-style-type: none"> Source 4: A Short Story, "Lucy de Wilde" p. 104-110 "Close Read", p 109 Discuss and Decide, p. 107 Writing notebook Chart Paper & Markers SMART Board Highlighters



Linden Public Schools

Fourth Grade

Scope and Sequence

		sensitive sense of smell, her name, the way she was brought up, or the fact that she is hungry all the time.	
11	<p>Students will work on Step 3.</p> <p>Step 3: Students write a response to literature that answers the question: What makes a character “larger than life”?</p>	<p>Students will answer the “Respond to Questions” on pages 111- 112.</p> <p>“Respond to Questions” Accept responses that demonstrate comprehension and draw evidence from the source.</p> <p>Students will complete the Prose Constructed-Response questions on p. 112.</p> <ul style="list-style-type: none"> • Responses may include but are not limited to: • Evidence that the students “gawp” at Lucy’s appearance. • Evidence that the students stare at the floor to avoid looking at Lucy. Evidence that the students clear a path for Lucy to walk through. <p>Students will be reminded to use textual evidence.</p> <p>Students will begin to outline the structure of their response to literature by using page 113 to plan their story.</p>	<ul style="list-style-type: none"> • Source 4: A Short Story, “Lucy de Wilde” p. 104-110 • “Respond to Questions”, p 111-112. • “Write the Essay” p. 113 • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters
12/13	<p>Students will work on Step 3.</p> <p>Step 3: Students write a response to literature that answers the question: What makes a character “larger than life”?</p>	<p>Students will draft a response to literature making sure to focus on the following:</p> <ul style="list-style-type: none"> • Statement of Purpose • Clarity • Elaboration of evidence • Organization • Conventions • Academic Vocabulary 	<ul style="list-style-type: none"> • “Plan”, p. 113 • Consult Graphic Organizer Zip file • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters • Computers



Linden Public Schools Fourth Grade Scope and Sequence

14/15	<p>Students will work on Step 3.</p> <p>Step 3) Students write a response to literature that answers the question: What makes a character “larger than life”?</p>	<p>Students will work on editing and revising the draft of their opinion essay.</p> <p>Students will self-evaluate and then work with a peer(s) to review and revise using the “Evaluation Criteria.</p>	<ul style="list-style-type: none"> • Source 4: A Short Story, “Lucy de Wilde” p. 104-110 • Student Drafts & Graphic Organizers • “Evaluation Criteria”, p. 114 • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters • Computers
--------------	---	--	--



Linden Public Schools

Fourth Grade

Scope and Sequence

TEACHER NOTES:

Grammar focus should follow the Scope and Sequence from the Journey's Program.

Teacher may choose to take a day to celebrate published pieces in fun and interesting ways:

- Author's Chair
 - Museum Walk
 - Share with another class or administration
 - Use See Saw technology or Flip Grid for assistance
 - Provide refreshments as students compare opinion pieces. "A Taste of Writing"
- Note: See your Instructional Coach, ELA to discuss applying strategies from Jennifer Serravallo's Writing Strategies. Examples include the following:
- 1.12 Writing Across the Pages
 - 2.6 Writers Are Problem Solvers
 - 2.12 Writers Re-Read to Jump Back In
 - 2.22 One Bite at a Time
 - 3.13 Start with a Character
 - 3.15 Jot Today, Write Tomorrow
 - 3.21 Borrow a (Spark) Line
 - 3.27 If it Could Go on Facebook You Can Jot It in a Notebook
 - 3.36 Find Characters and Ideas in the World
 - 4.13 Their Topic, Your Idea
 - 4.20 Write "Off the Page"
 - 5.2 Say, Say, Say, Sketch, Sketch, Sketch, Write, Write, Write
 - 5.8 Uh-Oh...UH OH...Phew
 - 5.11 End in the Moment
 - 5.12 End with the Last Words from the Character
 - 5.25 Lay Out Pages to See the Architecture
 - 5.26 Take Scissors to Your Draft
 - 5.29 Multi-scene Storyboarding
 - 6.20 External Character Descriptions
 - 6.33 How Does Your Character Talk?
 - 7.17 Hyperbole
 - And Many, Many More

*Teacher can refer to students as WRITERS so they see themselves as WRITERS

**Teacher can begin each session/lesson with a meeting.

***Documents can be projected on Promethean Boards or SMART boards.

****Teachers must model writing example for the students.

*****Teachers can also choose to use chart paper and markers to model writing with the students.



Linden Public Schools Fourth Grade Scope and Sequence

Unit 4 Narrative

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
1	<p>Explain that at the end of the unit the students will learn how to write of narrative piece and they will have an opportunity to develop 2 narrative pieces after reading 2 sources.</p> <p>Explain the following steps: Step 1) Students will evaluate a narrative about what happens to a lone flamingo among swans.</p> <p>Step 2) Students will practice the task by writing a story about what happens when a train schedule and an audition schedule get mixed up.</p> <p>Step 3) Students write a narrative about what happens when you go back in time to ancient Rome.</p>	<p>Introduce the overall concept of narrative writing and provide an overview of the steps included in the unit.</p> <p>Students will read the Source 1: Source 1: A Travel Article, "Abbotsbury Swannery"</p> <p>Students will read Source 2: Biography, An Informational Article, "The Flamingo"</p> <p>"Close Read" In what ways are swans and flamingos similar? In what ways do they differ? Cite evidence from the text in your response.</p> <p>NOTE: The eventual essay will be based on close reading and examination of sources. Students will create a narrative based on the two texts read.</p>	<ul style="list-style-type: none"> • What is a Narrative? See Graphic Organizers in zip file • Source 1: A Travel Article, "Abbotsbury Swannery" p. 118-119 • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters • Source 2: Biography, An Informational Article, "The Flamingo" p. 120-121 • "Close Read", p 121.
2	<p>Students will work on continuing with Step 1.</p> <p>Explain the following steps: Step 1) Students will evaluate a narrative about what happens to a lone flamingo among swans.</p>	<p>As students discuss whether people should use disposable bags. Students will be reminded to cite textual evidence.</p> <p>"Discuss and Decide" p. 123 Students will analyze a narrative essay written by Tanya and the teacher's comments. As students read, they will discuss</p>	<ul style="list-style-type: none"> • Source 1: A Travel Article, "Abbotsbury Swannery" p. 118-119 • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters • Source 2: Biography, An Informational Article, "The Flamingo" p. 120-121



Linden Public Schools Fourth Grade Scope and Sequence

		<p>the facts from the sources that Tanya used in her narrative.</p> <p>“Set the Scene” p. 124 Teacher and students will review the “Set the Scene” page and make suggestions to fix up Tanya’s essay. They will find one area of Tanya’s narrative where the description can be improved.</p> <p>Students can work in partners and then share with the whole class.</p>	<ul style="list-style-type: none"> • “Discuss and Decide” p. 123 • “Set the Scene” p. 124 • Teacher can also write an example narrative for the students to fix up.
3	<p>Students will work on continuing with Step 2.</p> <p>Step 2) Students will practice the task by writing a story about what happens when a train schedule and an audition schedule get mixed up.</p>	<p>Students will read the Source 1: Source 1: A Train Schedule, “Timetable for North Line”</p> <p>Students will write about what happens to a lone flamingo among swans.</p> <p>Students will read Source 2: An Audition Flyer, “Talent Search America”</p> <p>“Discuss and Decide” What might cause a dancer to accidentally show up at a singing audition. Students will use text evidence to support their notes.</p> <p>NOTE: The eventual essay will be based on close reading and examination of sources. Students will create a narrative based on the two texts read.</p>	<ul style="list-style-type: none"> • Source 1: A Train Schedule, “Timetable for North Line” p. 126 • Writing notebook • Source 2: An Audition Flyer, “Talent Search America” p. 127 • Chart Paper & Markers • SMART Board • Highlighters • “Discuss and Decide” p. 127



Linden Public Schools Fourth Grade Scope and Sequence

4	<p>Students will work on Step 2.</p> <p>Step 2) Students will practice the task by writing a story about what happens when a train schedule and an audition schedule get mixed up.</p>	<p>Students will read Source 1: A Train Schedule, "Timetable for North Line" and Source 2: An Audition Flyer, "Talent Search America"</p> <p>Students will complete the "Respond to Questions" and "Prose Constructed Response" questions.</p> <p>Accept response that include but are not limited to: Evidence that the band audition starts at 3:00 P.M. Evidence that the 3:00 P.M. train from Main St. arrives at Beacon Arena at 5:00 P.M., two hours after the band audition starts.</p> <p>Students will be reminded to use textual evidence in response.</p>	<ul style="list-style-type: none"> • Source 1: A Train Schedule, "Timetable for North Line" p. 126 • Writing notebook • Source 2: An Audition Flyer, "Talent Search America" p. 127 • Chart Paper & Markers • SMART Board • Highlighters • "Respond to Questions" & "Prose Constructed Response" p. 128-129
5	<p>Students will work on Step 2.</p> <p>Step 2) Students will practice the task by writing a story about what happens when a train schedule and an audition schedule get mixed up.</p>	<p>Students will use the graphic organizers on p. 130/131 to start to draft a structured narrative.</p> <p>Teacher and students will be presented additional graphic organizer from the zip file to support the process.</p>	<ul style="list-style-type: none"> • Source 1: A Train Schedule, "Timetable for North Line" p. 126 • Writing notebook • Source 2: An Audition Flyer, "Talent Search America" p. 127 • Chart Paper & Markers • SMART Board • Highlighters • Additional Graphic Organizers from zip file • "Planning and Prewriting" p. 130 • "Finalize your Plan", p 131



Linden Public Schools Fourth Grade Scope and Sequence

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
6/7	<p>Students will work on Step 2.</p> <p>Step 2) Students will practice the task by writing a story about what happens when a train schedule and an audition schedule get mixed up.</p>	<p>Students will draft a narrative piece making sure to focus on the following:</p> <ul style="list-style-type: none"> • Purpose • Clarity • Support • Organization • Connecting Words • Academic Vocabulary 	<ul style="list-style-type: none"> • “Planning and Prewriting”, p. 130 • “Finalize Your Plan”, p. 131 • Consult Graphic Organizer Zip file • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters • Computers
8/9	<p>Students will work on Step 2.</p> <p>Step 2) Students will practice the task by writing a story about what happens when a train schedule and an audition schedule get mixed up.</p>	<p>Students will work on editing and revising the draft of the narrative essay.</p> <p>Students will self-evaluate and then work with a peer(s) to review and revise.</p> <p>Students will work on adding dialogue to add to characters, details or move story events along. They will work on their own piece and with a peer.</p> <p>Teacher should model with a partner.</p> <p>Consult the graphic organizers presented to the students.</p>	<ul style="list-style-type: none"> • Student Drafts • Revision Check-list: “Self-Evaluation”, p. 132 • Revision Checklist: “Peer Review” p. 133 • “Writing Dialogue”, p. 134 • Consult Graphic Organizer Zip file



Linden Public Schools

Fourth Grade

Scope and Sequence

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
10	<p>Students will work on completing Step 3.</p> <p>Step 3) Students write a narrative about what happens when you go back in time to ancient Rome.</p>	<p>Students will read the Source 1: An Informational Article, "Life in Ancient Rome" p. 136-137</p> <p>"Close Read" p. 137 What were two differences between the lives of rich and poor people in ancient Rome.</p> <p>Student answers should demonstrate comprehension and draw evidence from the text. They may cite differences in living arrangements, diet and nutrition, or social status.</p> <p>Students will read Source 2: List, "What to Pack for My Trip to Rome"</p> <p>"Discuss and Decide" p. 138 Which items on the list would most surprise people from the past?</p> <p>Students will be reminded to cite text evidence.</p>	<ul style="list-style-type: none"> • Source 1: An Informational Article, "Life in Ancient Rome" p. 136-137 • Source 2: List "What to Pack for My Trip to Rome!" p. 138 • "Close Read", p 137 • "Discuss and Decide", p 138 • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters
11	<p>Students will work on completing Step 3.</p> <p>Step 3) Students write a narrative about what happens when you go back in time to ancient Rome.</p>	<p>Students will respond to the questions on pages 139-140.</p> <p>"Respond to Questions" p. 139-140 <i>Accept responses that demonstrate comprehension and draw evidence from the source.</i></p> <p>Students will complete the "Prose Constructed-Response" questions on p. 140</p> <p>Acceptable responses may include but are not limited to:</p> <p>Evidence that the head of a household was always a man. Evidence that people from all</p>	<ul style="list-style-type: none"> • Source 1: An Informational Article, "Life in Ancient Rome" p. 136-137 • Source 2: List "What to Pack for My Trip to Rome!" p. 138 • "Respond to Questions", p 139-140 • "Prose Constructed Response", p 140 • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters

		<p>classes would go to the public baths in their free time, to bathe, exercise, and chat. Evidence that all Romans followed the same traditions for the evening meal, although they didn't eat the same food.</p> <p>Students will be reminded to use textual evidence.</p>	
12/13	<p>Students will work on completing Step 3.</p> <p>Step 3) Students write a narrative about what happens when you go back in time to ancient Rome.</p>	<p>Students will draft a narrative piece making sure to focus on the following:</p> <ul style="list-style-type: none"> • Purpose • Clarity • Support • Organization • Connecting Words • Academic Vocabulary 	<ul style="list-style-type: none"> • "Plan", p. 141 • Consult Graphic Organizer Zip file • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters • Computers
14/15	<p>Students will continue working on Step 3.</p> <p>Step 3) Students write a narrative about what happens when you go back in time to ancient Rome.</p>	<p>Students will work on editing and revising the draft of the narrative essay.</p> <p>Students will self-evaluate and then work with a peer(s) to review and revise.</p>	<ul style="list-style-type: none"> • Use the completed Graphic Organizers • "Revision Checklist: Self Evaluation" p. 132 • "Revision Checklist Peer Review" p. 133



Linden Public Schools

Fourth Grade

Scope and Sequence

TEACHER NOTES

Grammar focus should follow the Scope and Sequence from the Journey's Program.

* Teacher can begin each session/lesson with a meeting.

**Teacher can refer to students as WRITERS so they see themselves as WRITERS.

***Documents can be projected on Promethean Boards or SMART boards.

****Teachers must model writing examples for the students.

Teacher may choose to take a day to celebrate published pieces in fun and interesting ways: (See below)

- Author's Chair
- Museum Walk
- Share with another class or administration
- Use See Saw technology or Flip Grid for assistance
- Provide refreshments as students compare opinion pieces. "A Taste of Writing"
- See Appendix of Writing Strategies by Jennifer Serravallo for additional ideas.
- **Note: See your Instructional Coach, ELA to discuss applying strategies from Jennifer Serravallo's Writing Strategies. Examples include the following: (See below for examples)**
 - 1.12 Writing Across the Pages
 - 2.6 Writers Are Problem Solvers
 - 2.12 Writers Re-Read to Jump Back In
 - 2.22 One Bite at a Time
 - 3.13 Start with a Character
 - 3.15 Jot Today, Write Tomorrow
 - 3.21 Borrow a (Spark) Line
 - 3.27 If it Could Go on Facebook You Can Jot It in a Notebook
 - 3.36 Find Characters and Ideas in the World
 - 4.13 Their Topic, Your Idea
 - 4.20 Write "Off the Page"
 - 5.2 Say, Say, Say, Sketch, Sketch, Sketch, Write, Write, Write
 - 5.8 Uh-Oh...UH OH...Phew
 - 5.11 End in the Moment
 - 5.12 End with the Last Words from the Character
 - 5.25 Lay Out Pages to See the Architecture
 - 5.26 Take Scissors to Your Draft
 - 5.29 Multi-scene Storyboarding
 - 6.20 External Character Descriptions
 - 6.33 How Does Your Character Talk?
 - 7.17 Hyperbole