

Unit III: Boxes and Bullets

Content Area: **Language Arts Literacy**
Course(s): **Reading 4, Writing 4**
Time Period: **November**
Length: **Oct 19 - Nov 24**
Status: **Published**

Enduring Understandings

Reading

People have different views and opinions based on the world around them.

Each individual writer views the same topic in a different way based on their background knowledge.

Writing

Reading with an attentiveness can spark ideas for writing.

Writing is a vehical for expressing and developing our ideas.

Essayists select mini stories as evidence to support their ideas.

Writers use direct quotes to support their claims about a text.

Writers seek out patterns in books and short stories to develop ideas about the stories theme or message.

Essayist look at all sides of a text and form complex ideas, adding depth to their writing.

Essayists flash-draft essays and revise later.

Essayist think carefully about their introductions and conclusions, giving the reader the larger context for their claim in the introduction and leaving teh readers with something to think about in their conclusions.

Writers find evidence to support their claims by studying the choices authors make in their texts.

Essayists check their writing several times to make sure they have written in present tense and all of their pronoun references are correct.

Essential Questions

Reading

Why do different writers create different stories about the same topic?

Why is it important to understand the viewpoint of the author?

Writing

How can writing be a vehicle for expressing and developing your opinions?

In what way can a personal mini story be used as evidence to support your opinion?

How can reading closely books and short stories help to develop ideas about the theme or message the author is trying to portray?

Content

Readers and Writer's Workshop by Lucy Calkins

Wonders Reading Program - McGraw Hill 2014

Mentor Texts

Fox by Margaret Wild and Ron Brooks

Mable Champ by Gary Soto

Fireflies by Julia Brinkloe

The Other Side by Jacqueline Woodson

Gloria Who Might Be My Best Friend and the Stories Julian Tells by Ann Cameron

Instructional Guidance

- Create structures within all parts of the instructional day and curriculum in which students are writing.
- Make routine the writing process.
- Foster students' writing stamina, craft and mechanics.
- Aid students in becoming familiar with timed writing experiences and skills necessary for success with writing over both short and longer periods of time, with and without feedback.
- Provide opportunities for students to communicate their thinking through discipline-specific tasks and for various purposes and audiences.
- Model for students the ways in which writers alter their writing when addressing varied audiences and for different purposes. Make connections to the real-world such as: writing a business letter vs. friendly letter, emails, communicating through a presentation, informational writing, narrative writing, opinion writing, report writing, etc.
- Allow students to explore types of genres or forms of writing they prefer and provide opportunities for them to enrich their craft.

How to create a video journal  <http://www.wikihow.com/Make-a-Video-Journal>

Creating podcasts  <http://www.det.wa.edu.au/education/cmisis/eval/curriculum/ict/podcasts/>

Professional Books:

Common Core Curriculum Maps in English Language Arts, Grades K-5 by Common Core, Inc.

Units of Study for Writing Workshop; Calkins

Craft Lessons by Ralph Fletcher and JoAnn Portalupi

The Power of Grammar by Mary Ehrenworth and Vicki Vinton

Making Revision Matter by Janet Angelillo

What a Writer Needs by Ralph Fletcher

The Conferring Handbook by Lucy Calkins

“A Curricular Plan for the Writing Workshop, Grade 4”, 2011-2012 by Lucy Calkins

The No Nonsense Guide to Teaching Writing by Judy Davis and Sharon Hill

Guiding Readers and Writers by Irene Fountas and Gay Su Pinnell

Better Answers by Ardith Davis Cole

Skills

Reading

Discuss the concept of theme and relate the theme when reading using text as evidence.

Create a graphic organizer that explains the differences between prose and poetry using proper vocabulary and use during writing or speaking about differences.

Understand point of view in a story as first or third person and compare points of view during listening of story.

Read common themed stories from different cultures and compare/contrast the way the themes and topics are developed.

Use specific text references when explaining ideas, events or procedures from an informational text.

Describe structure of different texts as compare/contrast, cause/effect or problem/solution.

After reading a primary and secondary source of an actual event, discuss the differences in information provided.

Read and summarize information from different sources to speak or write about topic.

With continued practice, read grade level text with purpose and understanding.

Use context clues to gain meaning of new vocabulary.

After reading a text, recall important facts orally and in writing by taking notes and listing sources.

Use multiple representations of a textual topic for the purpose of writing about that topic.

Follow discussion rules when collaborating with peers.

Paraphrase text read aloud or from several media sources.

During presentations, add audio recordings to enhance presentation of material.

Proficiently use a variety of resource materials to assist in vocabulary development.

Use proverbs, idioms and adages in speaking and writing.

Develop vocabulary using antonyms and synonyms.

Listen, critique and contribute to peer ideas in collaborative discussions.

Orally report on a topic using sound research skills to gather material, clear, concise vocabulary and proper/audible voice and pacing in report.

Use grade appropriate skills to decipher new vocabulary and multiple meaning words.

In writing, reading and speaking, demonstrate proficient understanding of the meaning of figurative language such as similes, metaphors, proverbs, idioms, and language nuances.

Use antonyms and synonyms to aid in vocabulary development.

Reading Foundations

Identify syllabication patterns and root words

Explain meanings of prefixes and suffixes

Apply grade-level phonics and word analysis in decoding words

Synthesize phonics and word analysis skills to decode words

Read multi-syllabic words in and out of context

Read words with Latin roots

Identify and understand foundational reading skills

Identify textual purpose and understanding

Apply reading strategies for accuracy, rate, and expression

Understand how to confirm or self-correct using context

Determine the purpose for reading on-level text

Apply reading strategies for accuracy, rate, and expression

Confirm or self-correct word recognition and understanding

Read on-level text fluently and accurately

Reread with fluency as necessary

Read with accuracy and expression at the appropriate rate.

Writing

Find similarities and differences in story settings, and note how the author's use of setting affects a story.

Make changes to improve narrative strategies, chronology, transitions, or the use of author's style.

Write texts that use story-telling elements (e.g., characterizations, plot, setting, chronology) and have a narrative purpose.

Read/view a variety of sources on a given topic, and then students write full narrative compositions related to the topic.

Use concrete words and phrases, sensory details, and figurative language, and include a variety of transitional words and phrases to guide the chronology of the narrative.

Strategically use language and vocabulary that is appropriate to a particular purpose and audience.

Communicate thinking through written response to discipline-specific and content area reading tasks.

Make changes to improve opinion statements, organization, supporting reasons, or conclusions.

Write opinion paragraphs that state an opinion, logically organize ideas, support the opinion with reasons, and include an appropriate conclusion.

Read and conduct research to investigate a topic using a variety of credible sources to collect relevant

information.

Build stamina for writing. Foster an appreciation for writing.

Compose a full opinion text about the topic.

Provide a focus through a clear introduction of the topic and a clear thesis statement.

Strategically use language and vocabulary that is appropriate to a particular purpose and audience.

Follow the steps in the cyclical process of writing: generate, nurture, draft, revise & edit, publish.

Study exemplary craft and writing structures of mentor authors.

Use annotated student writing samples when learning how to improve writing in various genres.

Use memories and experiences from their lives to write in both narrative and expository structures.

Develop and support opinions on an idea from the world around them or based upon a text or story read.

Become familiar with the rubrics used to evaluate student writing. Set goals for themselves as they work to improve their writing skill and craft.

Actively engage as an author in the writing process.

Become familiar for the many purposes for which author's write.

Develop strategies for effectively writing in on-demand, timed prompt situations. □

Explore types of genres and forms of writing used for various purposes.

Provide feedback to peers on their writing.

Use grade-appropriate grammar, usage, and mechanics.

Analyze the reason for writing to decide on task, purpose, or audience.

Determine suitable organization appropriate to the task, purpose, or audience.

Produce a writing piece with clear, cohesive idea development and organization, appropriate to the determined task, purpose, and audience.

Use technology to develop, revise, edit, and publish writing.

Use technology to communicate and collaborate.

Use keyboarding skills to type a minimum of one page in a single sitting.

Develop strategies for effectively writing in on-demand, timed prompt situations.

Explore types of genres and forms of writing used for various purposes.

Provide feedback to peers on their writing.

Define simple similes and metaphors, common idioms, adages, and proverbs.

Recognize simple similes, metaphors, idioms adages, and proverbs in context.

Identify synonyms and antonyms.

Explain simple similes and metaphors in context.

Explain common idioms, adages, and proverbs.

Distinguish between synonyms and antonyms.

Distinguish between similes and metaphors.

Acquire grade appropriate general academic and domain-specific words.

Know words that signal precise actions, emotions, and states of being.

Know words that are basic to a particular topic.

Use grade appropriate general academic and domain specific words.

Use words that signal precise actions, emotions, and states of being.

Use words that are basic to a particular topic.

Standards

LA.RL.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
LA.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 literature.

LA.RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
LA.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
LA.W.4.1.B	Provide reasons that are supported by facts from texts and/or other sources.
LA.W.4.1.C	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
LA.W.4.1.D	Provide a conclusion related to the opinion presented.
LA.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.)
LA.W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LA.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.
LA.W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.4.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.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.
LA.SL.4.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
LA.SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
LA.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.4.1.F	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
LA.L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.4.2.A	Use correct capitalization.
LA.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.
LA.L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.4.5.A	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
LA.L.4.5.B	Recognize and explain the meaning of common idioms, adages, and proverbs.
LA.4.W.4.1.A	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related idea the writer's purpose.

