

Fundamentals - How Writers Work

Content Area: **English Language Arts**
Course(s): **Generic Course**
Time Period: **6 weeks**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

The beginning of the school year is an exciting time. Having a good start to the school year where you and your students become part of a classroom community who listens, shares, and responds to each other's thoughts, stories, and ideas is one goal of this unit. As fourth-grade writing teachers, we know writing can be personal, challenging, or even intimidating. Therefore, you need to convey to all your students that your classroom is a safe place to share, give it a try, or make mistakes. You want your students to realize writing is important and they are all writers!

A new classroom means new routines, rituals, and tools. For your writing workshop to run smoothly, students need to know what they are expected to do. Procedural conversations—such as how writing workshop will go, how to work with a writing partner, how to listen and share respectfully, and what to do if you are stuck or if you think you're done—are presented in this unit. Rituals and routines are part of writing communities where students move about the classroom effectively and use their tools and time wisely. Your fourth graders will explore new and familiar ways to use a Writer's Notebook and be encouraged to write in their notebooks daily. As students become familiar and comfortable with writing workshop, they will become more independent. When students are independent, it allows the teacher the time necessary to confer with individuals or small groups of students who need additional support.

Writing workshop is the time when we think about how writers work so students can emulate this process. Often students don't realize all of the hard work that goes into a published piece of writing. They only see the published piece, the beautiful book in their library. They don't yet understand the long and arduous process that writers go through. This unit was also created to help students understand the writing process and get to know how and why writers write in the ways that they do.

Transfer

Students will be able to independently use their learning to...

-What kinds of long term, independent accomplishments are desired?

- Learn the rituals, routines, and resources of writing workshop;
- Identify reasons why writers write;
- Establish a community of writers who collaborate through listening, sharing, and responding;
- Think about the writer and his or her process and craft when reading mentor texts;
- Recognize writing is a process that takes hard work and time to create pieces of writing that are meaningful;
- Learn about themselves as writers by constructing a writing inventory;
- Personalize and share their Writers' Notebooks to build community;
- Learn about a number of authors, looking at where, what, why, and how they write;

- Use descriptive details and other narrative techniques when developing and organizing narrative texts;
 - Develop and strengthen writing as needed by planning, researching, revising, editing, and publishing; and
 - Produce and publish a clear piece of writing in which development and organization are appropriate to purpose and audience.
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For more information, read the following article by Grant Wiggins.

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings

Students will understand that...

- What specifically do you want students to understand?
- What inferences should they make/grasp/realize?

Students will understand the writer's workshop model and how to apply it.

Essential Questions

Students will keep considering...

-What thought provoking questions will foster inquiry, meaning making and transfer?

- What do you think inspired the author to write this (check the Dedication or Author's Note)?
- What did the author have to do to make this book (imagine what was in the author's Writer's Notebook)?
- What is the author's purpose (entertain, instruct, persuade, record an experience, provide another point of view)?
- What is the genre (personal narrative, realistic fiction, nonfiction, poetry)?
- What interesting language or word choice does the author use (simile, sensory detail, specific words, vivid verbs, dialogue)?
- How do the illustrations help tell the story (use of details, perspective, color)?
- How does the author structure or organize the book (list, chronological, leads, endings)?
- What similarities do the books and/or authors have (subject, theme, genre, structure, author is also illustrator)?

Application of Knowledge and Skill

Students will know...

Students will know...

What facts and basic concepts should students know and be able to recall?

- Writing is a process in which each step builds upon previous steps until a final published piece is created
- Procedural conversations—such as how writing workshop will go, how to work with a writing partner, how to listen and share respectfully, and what to do if you are stuck or if you think you're done with your writing.
- The importance of their writer's notebook, and know when and how to use it effectively.

Students will be skilled at...

Students will be skilled at...

What discrete skills and processes should students be able to use?

- Writing with purpose and meaning
- Use personal experiences/reflections to sequence a story to unfold naturally
- Structure and organize their writing with clear and effective transitions
- Effectively use craft/style to enhance writing
- Use grade appropriate conventions

Academic Vocabulary

Instructional Vocabulary: The Instructional Vocabulary are words derived from the discussions and instructions outlined in each lesson.

| | | | | |
|-------------------|---------------------|---------------------|------------------|--------------|
| accomplishment | dedicates/Dedicati | dedicates/Dedicati | onomatopoeia | snippets |
| adjectives | on | on | opportunity | strategy |
| angles | describe/descriptiv | describe/descriptiv | ordinary | structures |
| appropriate | e | e | orient | successes |
| articles | detail | detail | personalize | techniques |
| artifacts | develop | develop | persuade | transition |
| audience | dialogue | dialogue | possibilities | tugging |
| author's craft | doubling | doubling | precise | unforgettabl |
| Author's Note | drafting | drafting | publish/publishi | e |
| brainstorm | editing | editing | ng | unique |
| capture(s) | effective | effective | punctuation | valuable |
| chronological | ellipses | ellipses | purpose(s) | verbally/ver |
| collaborative | emphasize | emphasize | purposeful | bs |
| collecting | engaging | engaging | quotation marks | visualize |
| compares | ensure | ensure | rationale | vivid |
| concrete | entries | entries | react/reactions | vocabulary |
| connect/connectio | expand | expand | realistic | voice |
| ns | expectations | expectations | recall | wrap-up |
| convention | experiences | experiences | recaptures | ending |
| convey | figurative | figurative | reflection | Writer's |
| | language | language | | Notebook |
| | Foreword | Foreword | | writing |
| | | | | process |

Tier 2 and 3 Vocabulary - Mentor Texts

| | | | | | |
|-------------|---------------------|--|-------------------------------|------------------------|--|
| Mentor Text | Amelia Writes Again | A Desert Scrapbook: Dawn to Dusk in the Sonoran Desert | I'm in Charge of Celebrations | Saturdays and Teacakes | A Writer's Notebook: Unlocking the Writer Within You |
| Tier 2 | | | admiring blazing | | |

allegiance aboveground
awful baked
blackened bloom/blooming
bruised blossom
budge broiling
charred burrows (noun/verb)
claw camouflaged
concentrate churning
concerned clustered
conversation coiled
cooperate collapse
copycat crashing
cranky creamy
distracted creatures
doodles crept
even- croak
tempered dashes
expressions drenching
funnel eased
gaping feasted
gestures fiery
herded freshened
hissing glorious
interrupt grumbles
jolly howl
margins long-awaited
patches moisture
pledge musky
polished nightfall
private nocturnal
protestor/ parched
protesting pecked
refusing perfumes
sensitized precious
smeary presence
springing prickly
springs pungent
stand-offish red-stained
treasure scorcher
trusted settled
several
shallow
shed
shelter
skeleton
sketch/sketched
spiny/spines
stalks
studies
sunlight
surface

bloom/bloom
s biscuits accumulate
brush canister appreciated
campfire cemetery arch
canyon checkerboard article
choosy d belongings
drizzle choked blackboard
feast coasted/coast business
fireball t cable
ginger crunching capture
hind directly certainly
homemade fistful contained
humming glider creatures
mist humming damaged
pickup truck ingredients dash
signal pavement dawn
strolling pedal devoid
tracks reckon discouraged
trails sifted disturbs
trotting slammed ditch
unwrap sputtered duds
wandering steep dusk
trudged edge
enormous
entries
eureka
experiment
fascinated/fascinating
focusing
fraction
gathered
generous
half-finished
haul
ideal
incubate
ingenious
inspiration
intimate
intriguing
jam-packed
jot
leisurely
mysterious
narrow
occasions
ordinary
permanent
pierced
polish/polished
potential
professional

sweeping
trampled
trembling
twigs
underground
unseen
valleys
watercolors
wildflowers
wrinkled
yip

promising
rare
react/reactions
rediscovered
repair
revealing
savoring
selective
sensations
sift/sifting
sketches
spark/sparked
sturdy
terminated
topmost
trivia
twilight
unable
unusual
urge
valuable
wandered
yearn

arroyo
backbones
barrel cactus
beetle
black widow hourglass
cactus wren
cacti/cactus
catclaw acacia
cholla cactus
constellations
coral snake
cottontail/cottontail droppings
creosote
creosote bush
cross selection
curve-billed
thrasher
desert centipede
desert millipede
desert willow
devil's claw
diamondback
doves
garter snakes
gila monster
gila woodpecker

beargrass
cactus
coyote
horned toads
jackrabbit
meteor
showers
quail
ravens
ravines
tortoise
tumbleweeds
whirlwinds
white-winged
doves
wildflowers
yuccas

aluminum
foil
dew-pearls
ferns
gardenias
margarine
pasture
saucer
starter rope
teacakes

agates
backbone
crack hammer
crystals
dull rock
firecrackers
fossils
gallons
germinated
historical
horizon
manuscripts
mineralized
publication
quartz
rockhound/rockhoundin
g
sap
scientific
sledges
springboards
tackle box

Tier 3

arson
bulletin
boards
chopsticks
geode
lunar
magnetic
podium
portables
Pluto
seagull
tetherball
Venus
yardstick

hooves
horned owl
horned-lizard skin
jackrabbit
javelinas
jojoba nut
larvae
mesquite beans
monarch butterfly
monsoons
ocotillo
palo verde tree
pods
prickly pear cactus/prickly pear
pad/
prickly pear fruit
quail
rattlesnake
roadrunner
saguaros
sky-like fingers
Sonoran Desert
spadefoot toads/spadefoot tadpole
s
streambeds
tarantula
teddy bear cholla
tortoise shell vulture
zebra-tailed lizard

Learning Goal 1

Students will understand the writing process and get to know how and why writers write in the ways that they do.

- Students will engage effectively in conversations around the writing community. Together they will preview the mentor texts and begin to think about the writer behind the words

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| LA.W.4.1 | Write opinion pieces on topics or texts, supporting a point of view with reasons and information. |
| LA.W.4.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| LA.W.4.3 | Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. |
| 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.4.7 | Conduct short research projects that build knowledge through investigation of different aspects of a topic. |
| LA.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. |
| 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.4.1.C | Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. |
| LA.SL.4.1.D | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
| LA.SL.4.2 | Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). |
| LA.SL.4.3 | Identify the reasons and evidence a speaker provides to support particular points. |
| LA.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. |
| LA.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. |
| 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, |

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| | and spelling when writing. |
| LA.L.4.2.D | Spell grade-appropriate words correctly, consulting references as needed. |
| LA.L.4.4.A | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |
| LA.L.4.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| LA.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). |

Accommodations and Modifications

Prior to the lesson, engage students in a discussion about their past experiences as writers. Use the questions on the Appendix "My Writing Interest Interview" to guide the discussion. The students should discuss and orally rehearse their possible answers. You may benefit from asking newcomers these additional questions:

- When did you learn how to write in English?
- What kind of writing do you like to do in your first language?

Model what it sounds like to echo a question when answering it in a complete sentence. Orally rehearsing their ideas will help the students write complete sentences that contain correct verb tenses, appropriate vocabulary, and appropriate sentence structures during independent writing time.

Formative Assessment Opportunities

Response in Writer's Notebook

IRA Day 2 Target: The Power and Purpose of a Writer's Notebook

- Students will discuss the key ideas of two mentor texts to come to a better understanding of how writers work and the important role a Writer's Notebook plays.

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| LA.W.4.1 | Write opinion pieces on topics or texts, supporting a point of view with reasons and information. |
| LA.W.4.3 | Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. |
| 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 |

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| | needed by planning, revising, and editing. |
| LA.W.4.7 | Conduct short research projects that build knowledge through investigation of different aspects of a topic. |
| LA.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. |
| LA.W.4.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| LA.W.4.9.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].”). |
| LA.W.4.9.B | Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). |
| 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.4.1.C | Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. |
| LA.SL.4.1.D | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
| LA.SL.4.2 | Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). |
| LA.SL.4.3 | Identify the reasons and evidence a speaker provides to support particular points. |
| LA.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. |
| LA.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. |
| 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.D | Spell grade-appropriate words correctly, consulting references as needed. |
| LA.L.4.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| 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.4.4.A | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |
| LA.L.4.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| LA.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).

Accommodations and Modifications

Have a couple of Writers' Notebooks to show your students. Either prior to this lesson or during independent writing time, meet with your students and show them examples of things that would go on the cover of a Writer's Notebook. Then provide sentence stems to discuss and write down their ideas. Examples include:

- To make my notebook all about me, I will put a photograph of ___ because ___.
- I will draw a picture of ___ because ___.
- I will put the words ___ in my notebook because they describe me and tell what is important to me.

Translate the Appendix "Letter to Parents" into students' home language, if possible.

Formative Assessment Opportunities

Personalization of Writer's Notebook

IRA Day 3 Target: Writers' Notebooks: A Place to Collect

Writers use what they see and hear in their surroundings to make and collect sketches and notes as ideas for their writing.

- Students will learn how to observe and listen to the world around them and how they can use their Writers' Notebooks to record what they see, hear, and feel.

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| LA.W.4.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| LA.W.4.2.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. |
| LA.W.4.2.B | Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. |
| LA.W.4.3 | Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. |
| LA.W.4.3.D | Use concrete words and phrases and sensory details to convey experiences and events precisely. |
| 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.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- LA.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.
- 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.4.1.C Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- LA.SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- LA.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- LA.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.
- LA.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.
- LA.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.
- 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.D Spell grade-appropriate words correctly, consulting references as needed.
- LA.L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 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.4.4.A Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- LA.L.4.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- LA.L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LA.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).

Formative Assessment Opportunities

Writing from their sketches in their Writer's Notebooks

Accommodations and Modifications

Prior to the lesson, focus on the adjectives that describe the weather in *A Desert Scrapbook*. Explain that adjectives are words that describe things and help the readers get a picture in their minds. Students should be directed to look out the window, observe, and describe the weather they see using descriptive adjectives. Direct students to look at pp. 1 and 2, 15 and 16 (lightning pages), 19 and 20 (rainbow pages), and 25 and 26 (sunset pages) and ask them to describe the weather they see using descriptive adjectives.

During the read, highlight some of the descriptive vocabulary words from the book to the students: sunlight, broiling, fiery, sweeping, drenching, scorcher, parched, and crashing. Model how you would sketch one of the words and then ask each student to make a sketch of another one of the words to illustrate its meaning. Exploring the descriptive vocabulary in the text will reinforce the meanings of the words and text while giving the students the opportunity to learn about parts of speech.

IRA Day 4 Target: Read Like a Writer

- Students will learn to “read like writers” as they listen to, discuss, and observe the mentor text *Saturdays and Teacakes* by Lester Laminack.

LA.W.4.3

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

LA.W.4.3.A

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

LA.W.4.3.B

Use dialogue and description to develop experiences and events or show the responses of characters to situations.

LA.W.4.3.D

Use concrete words and phrases and sensory details to convey experiences and events precisely.

LA.W.4.3.E

Provide a conclusion that follows from the narrated experiences or events.

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.4.7

Conduct short research projects that build knowledge through investigation of different

aspects of a topic.

- LA.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.
- LA.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- LA.W.4.9.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].”).
- LA.W.4.9.B Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
- 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.
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- LA.SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- LA.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- LA.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.
- Presentation of Knowledge and Ideas
- LA.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.
- LA.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.
- 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.D Spell grade-appropriate words correctly, consulting references as needed.
- LA.L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- LA.L.4.3.A Choose words and phrases to convey ideas precisely.
- 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.4.4.A Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

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| 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.4.6 | 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). |

Formative Assessment Opportunities

Response in Writer's Notebook

Accommodations and Modifications

Either prior to or soon after this lesson you will want to go over some of the craft techniques presented, particularly similes, onomatopoeia, and personification. Figurative language typically contains very abstract concepts for students learning English. Using the Appendix "Sample Craft Chart," students should be introduced to examples of each of these craft techniques through small-group instruction. As a small group, students should practice crafting examples of each of the three techniques chosen through a shared writing activity. It may be helpful to use a topic that all of the students are familiar with, such as their experience on the first day of school. The students should explore writing similes, using onomatopoeia, and using personification to describe their experience on the first day of school.

Before students go off to write, make sure they have a memory they want to write about. Guide them to orally tell what happened first, next, and last. As you confer with your students, remind them to use techniques they may know and understand, such as descriptive adjectives, and/or review and guide them to use a craft technique from today's lesson.

IRA Day 5 Target: Writers' Notebooks: A Place to Celebrate

Writers value and celebrate the little things in their lives.

- Students will think about the “small” moments and experiences in their lives that are valuable to them and how they can celebrate these events through their writing.

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| LA.W.4.3 | Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. |
| 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. |

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| LA.W.4.7 | Conduct short research projects that build knowledge through investigation of different aspects of a topic. |
| LA.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. |
| LA.W.4.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| LA.W.4.9.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].”). |
| 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.4.1.C | Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. |
| LA.SL.4.1.D | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
| LA.SL.4.2 | Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). |
| LA.SL.4.3 | Identify the reasons and evidence a speaker provides to support particular points. |
| LA.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. |
| LA.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. |
| 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.D | Spell grade-appropriate words correctly, consulting references as needed. |
| LA.L.4.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| 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.4.4.A | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |
| 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. |

Formative Assessment Opportunities

During independent writing time, have students write about the small things or experiences in their lives that they value and want to celebrate.

After spending some time exploring why writers write—including their purposes, reasons, and inspirations—it's now the students' turn to do the same. It's time to celebrate the writing experiences that they remember so far. As fourth graders, they have been writing for several years and have many published pieces of writing. Ask your students to recall their writing histories and map them out, similar to a board game. Some boxes might include pictures of some of their favorite sports, hobbies, places, people, pets, etc., and other boxes might include information about their writing lives. Encourage students to include four to eight pieces of information about their writing lives. (You may want to share or make a chart of the questions listed below to get students started. These questions are also included on the Appendix "___'s Writing Life.") Make a path or maze with the information and pictures. Have them use an X to mark the spot where the reader should begin. Display Appendix 6 for students to use as a model.

Accommodations and Modifications

During independent writing time, meet with your students to ensure they understand the concept of a "small" moment or experience. Then help them generate ideas about their own small moments and experiences in their lives to celebrate.

You can model using the following sentence stems so your students can clearly express their ideas both verbally and in writing:

- A time I felt ___ was when ___.
- It felt ___ because ___.
- I will always remember this moment because ___.

Depending on the history of your English language learners, including how long they've been in an American school, they may have different writing experiences to draw upon for the Appendix "___'s Writing Life." Help your students generate ideas for their writing history. Here are some questions to get your students thinking about and discussing their writing histories:

1. Have you been taught how to write in another language?
2. What language did you write in first?
3. What is your first memory of writing in school?
4. What do you like to write about in your first language?
5. Which language do you enjoy writing in more?

Following the activity, students should be given time to share their responses with the class. Giving students the opportunity to share information about themselves is a great way to build community within your classroom and validate their culture and first language.

Learning Goal 2

Students will independently produce a clear, coherent narrative writing piece.

Mini-Lesson 1 Target: Generating Ideas I: Times We Will Never Forget

Writers think about the important times in their lives that they will never forget. These narratives often include special people and/or places.

- Students will recall and write about their unforgettable memories, using descriptive details to convey these experiences

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| LA.W.4.3 | Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. |
| LA.W.4.3.A | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
| LA.W.4.3.B | Use dialogue and description to develop experiences and events or show the responses of characters to situations. |
| LA.W.4.3.D | Use concrete words and phrases and sensory details to convey experiences and events precisely. |
| LA.W.4.3.E | Provide a conclusion that follows from the narrated experiences or events. |
| 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.4.7 | Conduct short research projects that build knowledge through investigation of different aspects of a topic. |
| LA.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. |
| LA.W.4.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| LA.W.4.9.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].”). |
| 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.4.1.C | Pose and respond to specific questions to clarify or follow up on information, and make |

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| | comments that contribute to the discussion and link to the remarks of others. |
| LA.SL.4.1.D | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
| LA.SL.4.2 | Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). |
| LA.SL.4.3 | Identify the reasons and evidence a speaker provides to support particular points. |
| LA.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. |
| LA.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. |
| 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.D | Spell grade-appropriate words correctly, consulting references as needed. |
| LA.L.4.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| LA.L.4.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| LA.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). |

Formative Assessment Opportunities

Conference Questions

What is it about this person (and/or place) that holds such a special place in your heart? Tell me about it.

What kinds of details can you use to show readers why this memory is so special?

Can you use some of Lester's narrative writing techniques to bring out your voice, such as dialogue or internal thinking?

Accommodations and Modifications

Prior to the lesson, students should have the opportunity to explore the word "ritual." Describe a ritual from your own family and then recall the ritual of what Lester did every Saturday in *Saturdays and Teacakes*. Students should draw connections and make comparisons between the two rituals described. Then students should have the opportunity to generalize their idea of what a ritual is. Guide students to an understanding that a ritual is an experience or custom that you do often. Then students may share a ritual (or

memory) that they experience with their own families. Students may use the ritual they have described to fill in the Appendix "Times We Will Never Forget."

Mini-Lesson 2 Target: Generating Ideas II: Strategies That Keep Us Going

Writers use different strategies to begin and develop their writing.

- Students will learn to “write small,” make lists, and use the anchor charts from around the room as sources of inspiration.

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| LA.W.4.3 | Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. |
| LA.W.4.3.A | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
| LA.W.4.3.B | Use dialogue and description to develop experiences and events or show the responses of characters to situations. |
| LA.W.4.3.D | Use concrete words and phrases and sensory details to convey experiences and events precisely. |
| 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.4.7 | Conduct short research projects that build knowledge through investigation of different aspects of a topic. |
| LA.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. |
| LA.W.4.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| LA.W.4.9.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].”). |
| LA.W.4.9.B | Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). |
| 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.4.1.C | Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. |

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| LA.SL.4.1.D | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
| LA.SL.4.2 | Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). |
| LA.SL.4.3 | Identify the reasons and evidence a speaker provides to support particular points. |
| LA.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. |
| LA.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. |
| 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.4.2.B | Use commas and quotation marks to mark direct speech and quotations from a text. |
| LA.L.4.2.C | Use a comma before a coordinating conjunction in a compound sentence. |
| LA.L.4.2.D | Spell grade-appropriate words correctly, consulting references as needed. |
| LA.L.4.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| 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.L.4.5.C | Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). |
| LA.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). |

Formative Assessment Opportunities

Conference Questions

What strategy worked well for you today? How did it help you?

What strategy might you try the next time you feel stuck or done?

Mini-Lesson 3 Target: Selecting: Deciding What to Publish

Writers have many ideas, but they only choose one to develop and publish.

- Students will reread their entries and choose one to stick with, keeping in mind their audience and purpose for writing.

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| LA.W.4.1 | Write opinion pieces on topics or texts, supporting a point of view with reasons and information. |
| LA.W.4.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| LA.W.4.3 | Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. |
| 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.4.7 | Conduct short research projects that build knowledge through investigation of different aspects of a topic. |
| LA.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. |
| LA.W.4.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| LA.W.4.9.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].”). |
| LA.W.4.9.B | Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). |
| 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.4.1.C | Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. |
| LA.SL.4.1.D | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
| LA.SL.4.2 | Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). |
| LA.SL.4.3 | Identify the reasons and evidence a speaker provides to support particular points. |
| LA.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. |
| LA.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.

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| 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.D | Spell grade-appropriate words correctly, consulting references as needed. |
| LA.L.4.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| LA.L.4.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| LA.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). |

Formative Assessment Opportunities

Conference Questions

Which idea do you have that you can say more about?

Which one of your entries has a clear purpose and inspiration?

Accommodations and Modifications

During the Present portion of the lesson, model the selecting process, acting out what your piece would sound like with various purposes in mind and if you were writing it for a particular audience. Consider the appropriate word choice, expression, body language, and formality when modeling the different ways your piece would sound. Ask students to guess your purpose and who your intended audience might be.

During independent writing time, meet with your students and guide them to find an entry in their Writers' Notebooks they feel strongly about—an idea they really like and can write more about. Reiterate the idea that writers have a purpose and an audience in mind when they select the story they want to publish.

Mini-Lesson 4 Target: Collecting: Sketch to Stretch

Once writers choose an idea to publish, they begin to explore the idea more deeply.

- Students will sketch and zoom in on small details as a way to develop and explore their seed ideas.

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.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- LA.W.4.2.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.
- LA.W.4.2.B Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- LA.W.4.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
- LA.W.4.3.A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- LA.W.4.3.B Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- LA.W.4.3.D Use concrete words and phrases and sensory details to convey experiences and events precisely.
- 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.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- LA.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.
- LA.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- LA.W.4.9.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].”).
- LA.W.4.9.B Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
- 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.4.1.C Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- LA.SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- LA.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

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| LA.SL.4.3 | Identify the reasons and evidence a speaker provides to support particular points. |
| LA.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. |
| LA.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. |
| 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.D | Spell grade-appropriate words correctly, consulting references as needed. |
| LA.L.4.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| 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.4.4.A | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |
| LA.L.4.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| LA.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). |

Formative Assessment Opportunities

Conference Questions

What kinds of details did you decide to add? Why?

What questions, thoughts, or feelings came to mind as you were sketching?

Accommodations and Modifications

During the Engage portion of the lesson and/or during independent writing time, meet with your students in a small group to give them the opportunity to orally rehearse the idea they have selected to publish. Orally rehearsing their idea will help them make a more detailed sketch. It will also give them an opportunity to practice and explore language, including different sentence structures, tenses, and vocabulary words.

Mini-Lesson 5 Target: Drafting: Ideas and Their Order

Writers organize their narrative writing using a chronological structure to sequence events so it makes sense to the readers.

- Students will use transition words and/or phrases that move readers through time in order to sequence events, including a beginning, middle, and conclusion to their stories.

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| 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.D | Provide a conclusion related to the opinion presented. |
| LA.W.4.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| LA.W.4.2.B | Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. |
| LA.W.4.2.E | Provide a conclusion related to the information or explanation presented. |
| LA.W.4.3 | Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. |
| LA.W.4.3.A | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
| LA.W.4.3.C | Use a variety of transitional words and phrases to manage the sequence of events. |
| LA.W.4.3.D | Use concrete words and phrases and sensory details to convey experiences and events precisely. |
| LA.W.4.3.E | Provide a conclusion that follows from the narrated experiences or events. |
| 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.4.7 | Conduct short research projects that build knowledge through investigation of different aspects of a topic. |
| LA.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. |
| LA.W.4.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| LA.W.4.9.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].”). |
| 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. |

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| LA.SL.4.1.C | Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. |
| LA.SL.4.1.D | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
| LA.SL.4.2 | Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). |
| LA.SL.4.3 | Identify the reasons and evidence a speaker provides to support particular points. |
| LA.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. |
| LA.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. |
| 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.D | Spell grade-appropriate words correctly, consulting references as needed. |
| LA.L.4.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| LA.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). |
| 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. |

Accommodations and Modifications

During the Engage portion of the lesson and/or during independent writing, support your students by asking them to first tell you what happens in the beginning of their story. Then have them locate that information in their Writers' Notebooks and label the beginning sentences with a "B." Then repeat that process with the middle of their story. As students tell you the parts of their story, prompt them to use transition words to show the sequence of events.

During independent writing time, meet with your students to present the Appendix "Transition Words and Phrases That Move Readers Through Time," which they will use when drafting today. Use a quick vocabulary check-in to assess students' background knowledge and recall which words they already know and can use. Slowly read through each of the words on the list, and instruct students to use the following thumb gestures to indicate their understanding of each word:

- Thumbs up if they know the word well and can explain it;
- A thumb in the middle (parallel to the floor) if they have heard the word before but feel "fuzzy" about it; and
- Thumbs down if they have never heard the word.

Students can underline or highlight the words they know and can use as they draft. You can go back to teach

the other words at a different point. You may want to try creating a hand movement to help illustrate the meaning of some of these words.

Mini-Lesson 6 Target: Revising: Bringing Out Your Voice

Writers want the voice or tone of their pieces to enhance their meaning and connect with their audience.

- Students will consider their purposes as they add dialogue and internal thinking to give voice to their narratives.

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| LA.W.4.3 | Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. |
| LA.W.4.3.A | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
| LA.W.4.3.B | Use dialogue and description to develop experiences and events or show the responses of characters to situations. |
| LA.W.4.3.C | Use a variety of transitional words and phrases to manage the sequence of events. |
| LA.W.4.3.D | Use concrete words and phrases and sensory details to convey experiences and events precisely. |
| LA.W.4.3.E | Provide a conclusion that follows from the narrated experiences or events. |
| 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.4.7 | Conduct short research projects that build knowledge through investigation of different aspects of a topic. |
| LA.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. |
| LA.W.4.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| LA.W.4.9.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].”). |
| LA.W.4.9.B | Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). |
| 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. |

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| LA.SL.4.1.C | Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. |
| LA.SL.4.1.D | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
| LA.SL.4.2 | Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). |
| LA.SL.4.3 | Identify the reasons and evidence a speaker provides to support particular points. |
| LA.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. |
| LA.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. |
| LA.L.4.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LA.L.4.1.E | Form and use prepositional phrases. |
| 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.4.2.B | Use commas and quotation marks to mark direct speech and quotations from a text. |
| LA.L.4.2.C | Use a comma before a coordinating conjunction in a compound sentence. |
| LA.L.4.2.D | Spell grade-appropriate words correctly, consulting references as needed. |
| LA.L.4.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| LA.L.4.3.A | Choose words and phrases to convey ideas precisely. |
| LA.L.4.3.B | Choose punctuation for effect. |
| 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.4.6 | 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). |

Formative Assessment Opportunities

Conference Questions

What were you thinking before, during, or after an important moment in your story? Can you add this information to your story?

Can you think of an important conversation with another person in your story—something said that your readers should know?

How will this dialogue or internal thinking bring your readers closer to you?

Mini-Lesson 7 Target: Editing: What Is Editing?

Writers use the editing process to focus on the conventions of standard English before publishing their work.

- Students will use an editing checklist independently and with a partner to ensure that they have correctly applied the conventions of standard English grammar and usage, capitalization, punctuation, and spelling.

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| LA.W.4.1 | Write opinion pieces on topics or texts, supporting a point of view with reasons and information. |
| LA.W.4.3 | Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. |
| 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.4.7 | Conduct short research projects that build knowledge through investigation of different aspects of a topic. |
| LA.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. |
| LA.W.4.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| LA.W.4.9.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].”). |
| LA.W.4.9.B | Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). |
| 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.4.1.C | Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. |
| LA.SL.4.1.D | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
| LA.SL.4.2 | Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). |
| LA.SL.4.3 | Identify the reasons and evidence a speaker provides to support particular points. |
| LA.SL.4.4 | Report on a topic or text, tell a story, or recount an experience in an organized manner, |

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| | using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |
| LA.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. |
| LA.L.4.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LA.L.4.1.A | Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). |
| LA.L.4.1.B | Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. |
| LA.L.4.1.C | Use modal auxiliaries (e.g., can, may, must) to convey various conditions. |
| LA.L.4.1.D | Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). |
| LA.L.4.1.E | Form and use prepositional phrases. |
| LA.L.4.1.F | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| LA.L.4.1.G | Correctly use frequently confused words (e.g., to, too, two; there, their). |
| 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.4.2.B | Use commas and quotation marks to mark direct speech and quotations from a text. |
| LA.L.4.2.C | Use a comma before a coordinating conjunction in a compound sentence. |
| LA.L.4.2.D | Spell grade-appropriate words correctly, consulting references as needed. |
| LA.L.4.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| LA.L.4.3.A | Choose words and phrases to convey ideas precisely. |
| LA.L.4.3.B | Choose punctuation for effect. |
| 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.4.4.A | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |
| LA.L.4.4.C | Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| LA.L.4.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| LA.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). |

Formative Assessment Opportunities

Conference Questions

What editing changes needed to be made to your piece?

What types of mistakes are you making most often?

What spelling resources will you use?

Was your partner a good editor? Why?

Accommodations and Modifications

During independent writing time, meet with your students to review the "U" portion of the editing checklist, correct usage. Explain that good writers are often able to hear when they have made an error in their usage. Model reading part of your piece aloud to the small group. Ask the students to be detectives listening for the following:

- Are the words used correctly?
- Are the words in the right order?
- Are there any words left out?
- Are the sentences complete?
- Is it clear and understandable?

Students should be directed to put their thumbs up when they hear something that they believe needs to be edited for correct usage. Each usage error a student finds should be written on chart paper and discussed. (You may include a few mistakes in your model piece to give the students an opportunity to find and correct them.)

Next, students should read their own pieces aloud to a partner. Each student should be acting as a listening detective, ready to give feedback, ask questions, and clear up any confusing parts. The usage errors that are kept track of on chart paper will serve as a resource as they continue to edit during independent writing time.

Spending additional time listening for and correcting usage errors will be beneficial, as many of the typical writing errors fall into this category. You should be on the lookout for these errors, including incorrect or missing articles, incorrect word order, incorrect verb tense, and incorrect plurality.

Mini-Lesson 8 Target: Publishing: What Is Publishing?

Writers need to get their pieces ready to go out into the world.

- Students will prepare a final copy of their piece, either neatly handwritten or typed on a computer, and may include illustrations, a Dedication, and/or an Author's Note.

LA.W.4.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

LA.W.4.2.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.

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| LA.W.4.2.B | Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. |
| LA.W.4.2.C | Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because). |
| LA.W.4.2.D | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| LA.W.4.2.E | Provide a conclusion related to the information or explanation presented. |
| LA.W.4.3 | Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. |
| 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.4.8 | 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. |
| 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.4.1.C | Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. |
| LA.SL.4.1.D | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
| LA.SL.4.2 | Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). |
| LA.SL.4.3 | Identify the reasons and evidence a speaker provides to support particular points. |
| LA.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. |
| LA.SL.4.5 | Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. |
| LA.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. |
| 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- |

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| | ons. |
| LA.L.4.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| LA.L.4.2.D | Spell grade-appropriate words correctly, consulting references as needed. |
| LA.L.4.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| 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.4.4.A | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |
| LA.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). |

Formative Assessment Opportunities

Conference Questions

What details about yourself did you decide to include?

Who will you dedicate your piece to? Why?

Student Self-Reflection

Reflecting on what was learned and planning future accomplishments will foster independence and growth.

- Students will reflect on their writing processes and strategies they've used in order to achieve their writing goals.

Summative Assessment

Final Published Writing

Standards Based Writing Rubric Narrative

How Writers Work Student Performance Checklist

Google Drive Link

21st Century Life and Careers

Select all applicable standards from the applicable standards

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| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP4.1 | Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome. |
| CRP.K-12.CRP6 | Demonstrate creativity and innovation. |
| CRP.K-12.CRP6.1 | Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization. |
| CRP.K-12.CRP8 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP.K-12.CRP8.1 | Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others. |
| CRP.K-12.CRP11 | Use technology to enhance productivity. |
| CRP.K-12.CRP11.1 | Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks. |
| CRP.K-12.CRP12 | Work productively in teams while using cultural global competence. |
| CRP.K-12.CRP12.1 | Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings. |

Accommodations/Modifications

Please see lesson-specific accommodations listed within each target above.

Unit Resources

Brain Pop

<https://www.brainpop.com/english/writing/writingprocess/>

<https://www.brainpop.com/english/writing/typesofwriting/>

<https://fundamentals.schoolwide.com/browse/books>

Interdisciplinary Connections
