

Fundamentals - Writing Narrative Cynthia Rylant

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

Unit Overview

Cynthia Rylant is a renowned author with a great breadth of published works. Poetry, narrative picture books, an autobiography, memoirs, fantasies, series of beginning chapter books, collections of short stories, novellas, and poems drafted alongside photo-essays are just some of her accomplishments. Her writing entertains audiences of all ages. The bevy of narrative writing choices implicit in Rylant’s published works encourages young writers to explore variety. Cynthia Rylant’s work chant, “Listen to your life; it has stories to tell.”

This collection of literature and poetry models a variety of craft strategies for students to try out on their own pieces: sentence variety, description using one’s senses, interesting verbs, the choice of proper nouns over general ones, personification, and repetition to create rhythm. Rylant structures her pieces into artful forms that can be emulated by fourth-grade students: circular stories, narrative texts that move through nature’s time intervals, pieces that zoom in on an idea like a camera to reach deeper and deeper into the subject, and books that name an idea and list out supporting examples.

During this unit, teachers encourage students to “turn and talk” to one another at key moments during the read-aloud. Students practice discussion strategies, including ways to agree and disagree with one another and how to provide specific evidence from Rylant’s texts to support their ideas. Polite listening and communicating behaviors can be highlighted. Students are encouraged to name what they notice about the texts and the patterns across Rylant’s books. Providing these moments for students to express their own thinking heightens their investment in learning about this author. Achieving an overall feel for the breadth and substance of Rylant’s works is the most important part of immersion; getting the gist of Rylant as a person and author provides the foundation for young writers to emulate her.

The writing narrative workshop should begin after completing the interactive lessons in Reading-Fiction.

Transfer

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

- Produce clear and coherent writing that is appropriate to task, purpose, and audience
- Write narratives about real experiences or events using effective technique, descriptive details, and clear event sequence
- Introduce characters and organize and event sequence that unfolds naturally
- Use dialogue to enhance readers understanding of the characters
- Use concrete words and sensory details to convey experiences and events precisely
- Provide a conclusion that follows from narrated experiences or events

- Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
 - Engage effectively in collaborative discussions and follow agreed-upon discussion rules
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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 model and create their own pieces including: sentence variety, description using one's senses, interesting verbs, the choice of proper nouns over general ones, personification, and repetition to create rhythm.

Essential Questions

Students will keep considering...

- What was Rylant's inspiration or motivation to write this book?
- Is this a real or imagined experience?
- What types of narratives does she write (e.g., personal narrative, autobiography, realistic fiction, short story, memoir, poetry)?
- What do you notice about her craft? What types of effective techniques does she use (e.g., description, sensory details, concrete words, first person, imagery, dialogue, etc.)?
- How does she structure her stories? Is there a clear sequence of events? How do the events unfold?

- How does she begin and end her stories?

Application of Knowledge and Skill

Students will know...

Students will know...

- Writing is a process in which each step builds upon previous steps until a final published piece is created

Students will be skilled at...

Students will be skilled at...

- 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.

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|------------|----------|-------------|-----------------|-----------|
| | | influence | personification | symbol |
| | | inspiration | publishing | theme |
| accomplish | drafting | lead | reflection | tradition |

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|------------------|------------------|------------|-----------------|-----------------|
| author's purpose | editing | message | revising | variety |
| collecting | entry | motivation | rhythm | writing process |
| common | envision | narrative | selecting | |
| composites | fluency | narrow | self-reflection | |
| connection | freewrite | nature | sensory detail | |
| cycle | generating ideas | nonliving | setting | |
| dedication | genre | | | |
| dialogue | immersion | | | |

Tier 2 and 3 Vocabulary - Mentor Texts

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| | An Angel for Solomon Singer | Appalachia: The Voices of Sleeping Birds | Best Wishes | Boris (chapter 1 and 2) | Every Living Thing: "Shells" | Every Living Thing: "Spaghetti" | Long Night Moon | Missing May | Night in the Country | The Relatives Came | Scarecrow |
| Tier 2 | difference gazed journey nature wander | aroma country inspire linger mine relative sensitive settled state | expected faithful plenty relative release route | stroked | assured attraction deny distinguish embrace identify inherit loyal offer overwhelmed resident section | crumbly dusk erect hasty indeed | among shed despite gasp slumber swooping unprepared | among swoop | against relative tend | borrowed chat lapel mammoth wilted witness | |
| Tier 3 | balcony | Appalachia canning coal camps corn husks creek hillbillies hollows shawls | coalmining | dachshund humane shelter tabby | condominium peering prejudice tank | stoop | coon harvest mist sap sprouting | shed | country | brood station wagon | crow jay morn glory starling |

Learning Goal 1

Students will analyze mentor text to generate individual ideas for a narrative writing piece.

Immersion IRA Day 1 Target: What Makes Cynthia Rylant a Good Mentor Author?

- Students will explore a variety of Cynthia Rylant books to gain an understanding of who she is and how and why she writes.
- They will also engage effectively in a range of collaborative discussions, building on others' ideas and expressing their own clearly.

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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.4.2 | 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.4.5 | 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). |
| 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. |

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| 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.4.9.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. |

Accommodations and Modifications

Encourage students to participate during the collaborative discussion by using these sentence stems: I think this story is _____ because _____. The main characters _____. The setting _____.

Formative Assessment Opportunities

IRA Day 2 Target: Cynthia Rylant's Motivation and Purposes for Writing

- Students will listen to Cynthia Rylant's autobiography *Best Wishes* to learn and discuss her motivation and purposes for writing.

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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.4.2 | 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.4.5 | 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). |
| 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.4.4 | 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.4.8 | 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. |

Accommodations and Modifications

Help students build background knowledge by discussing and defining the word "wishes." Have students make a prediction about what Rylant might have wished for or why she chose to title the book Best Wishes.

Formative Assessment Opportunities

response in Writer's notebook

IRA Day 3 Target: Effective Techniques That Develop Personal Experience

- Students will observe and discuss how Cynthia Rylant uses effective techniques such as descriptive details, vivid verbs, and a clear event sequence to develop real and personal experiences

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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.4.2 | 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.4.5 | 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).

- 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.4.8 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.

Formative Assessment Opportunities

Response in writer's notebook

Accommodations and Modifications

IRA Day 4 Target: Approaching Familiar Topics in Similar and Different Ways

- Students will observe, discuss, and compare how Cynthia Rylant approaches a familiar topic in similar and different ways.

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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.4.2 | 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.4.5 | 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). |
| 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.4.8 | 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. |

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| 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. |

Formative Assessment Opportunities

IRA Day 5 Target: Using Text Evidence to Support Analysis and Reflection

- Students will draw evidence from literary texts to support analysis and reflection in order to better understand Rylant’s message or themes she often writes about.

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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.4.2 | 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. |

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| 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.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.4.8 | 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. |

Formative Assessment Opportunities

Writer's Notebook response

Accommodations and Modifications

During independent writing, pull students one on one or in a small group to monitor understanding of theme in the text.

Learning Goal 2

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

Mini-Lesson 1 Target: Generating Ideas I: Reflecting on the Past

Cynthia Rylant is an author who reflects on her past to get ideas for writing.

- Students will reflect on their own lives to recall significant moments or events to list as ideas for writing topics

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| 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.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.4.4 | 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.4.8 | 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.

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| 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. |

Formative Assessment Opportunities

Conference Questions:

What special occasions or meaningful moments do you recall?

When have you felt grown up or like you accomplished something?

Was there a time that you learned a new talent? What was it?

What memories do you have about special holidays or celebrations?

Mini-Lesson 2 Target: Generating Ideas II: Writers Write About Places They Love

Cynthia Rylant uses the places she loves as inspiration for writing.

- Students will use specific details to describe special places connected to experiences in their lives.

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

- LA.L.4.1.A Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- LA.L.4.2 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).
- 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.4.4 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.4.8 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.

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| 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. |

Formative Assessment Opportunities

Conference Questions:

What are your favorite, often-visited places?

Where have you vacationed?

Do you have a magical spot? What makes it magical?

Which places contain stories?

Accommodations and Modifications

During independent writing time, offer a list of special places and times for students to use as a reference when writing.

Mini-Lesson 3 Target: Generating Ideas III: Habits of Mind Help Writers Find Topics

Cynthia Rylant developed habits of mind to help her begin writing.

- Students will relax their minds to freewrite topics.

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

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| 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.4.9.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. |

Formative Assessment Opportunities

Conference Questions:

What ideas came to mind?

What do you want your readers to know about this idea? How do you write about it?

What story will this idea inspire you to tell?

Accommodations and Modifications

If students are having difficulty generating their lists during the Engage portion of the lesson, encourage them to draw a quick sketch.

Mini-Lesson 4 Target: Generating Ideas IV: Passions and Longings

Cynthia Rylant writes about her passions and longings.

- Students will examine their own passions, interests, and desires that they could write about.

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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.4.2 | 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.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.4.8 | 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 |

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| | 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. |

Formative Assessment Opportunities

Conference Questions:

Who are the people who have influenced you most?

Have you had any really special pets? What made them special?

What is your favorite hobby, or what do you really enjoy doing?

What is your favorite part of the school day?

Accommodations and Modifications

Prior to teaching this lesson you might pre-teach the vocabulary from Appendix 1.

Mini-Lesson 5 Target: Generating Ideas V: Inspired by Symbols

Cynthia Rylant uses symbols from her life as inspiration for her writing.

- Students will brainstorm symbols that are important to them to get ideas for their writing.

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

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| 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.4.6 | 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.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.4.8 | 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. |

Formative Assessment Opportunities

Conference Questions:

What type of animal makes you think of strength? Weakness?

Do you love a team with a logo? Which one?

Is there a public place that has a logo that brings up memories? What kind of place is it?

Do you have a meaningful religious symbol? What could you write about it?

Can you work these symbols into a piece of writing? Would it be true or fictionalized, like *Missing May*.

Accommodations and Modifications

Create a poster of symbols as visual.

You might also read an appropriately leveled text for students to understand the concept of symbolism in literature. Or you might read the excerpt from Missing May with your students during small-group work or aid comprehension.

Mini-Lesson 6 Target: Selecting: Writers Reread Their Work to Select Ideas

Writers reread their notebooks to see which ideas are possibilities for publication.

- Students will reread their Writers' Notebooks to narrow down their choice of ideas to publish.

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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.4.2 | 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.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.4.4 | 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.)

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| 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.4.8 | 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. |

Formative Assessment Opportunities

Conference Questions:

Do you have entries with a common, important theme? What are they?

Which entries can you envision as a narrative or story?

Do any of your entries make you think of a narrative or story structure what we learned from Cynthia? Which ones?

Accommodations and Modifications

It might be helpful for your students if you have illustrations that go with the topics you include during the Present part of the lesson.

Also, make sure your students understand the following words: connection, entry, and envision.

Also, see Appendix 2 "Adapted Guiding Questions for Selecting an Idea."

Mini-Lesson 7 Target: Collecting I: Writers Think About Their Purposes

When writers are inspired to write a piece for an audience, they have purposes, or reasons, for communicating to their audience.

- Students will think about their purposes and how the information they collect will affect their stories.

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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.4.2 | 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.4.6 | 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.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.4.4 | 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.4.8 | 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. |

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| 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. |

Formative Assessment Opportunities

Conference Questions:

What is your reason or purpose for writing this story?

What details will you include in your story to accomplish your purpose?

What will this make your audience think or feel?

Accommodations and Modifications

Make sure your students understand the following words: purpose, accomplish, intense, stereotype, audience, prejudice, and hope.

During the Engage part of the lesson, give students the following sentence stem to encourage participation during the discussion: I chose _____ because I want my readers to feel _____.

Mini-Lesson 8 Target: Collecting II: Envisioning Events and Conversations

Cynthia Rylant observes her environment to nourish her ideas for writing.

- Students will envision the events connected to their topics in order to add sensory details to their writing.

LA.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when

writing or speaking.

- 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.4.5 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).
- 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.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.4.8 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.

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| 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. |

Formative Assessment Opportunities

Conference Questions:

When you close your eyes to envision that moment, what do you see and feel?

Was anyone talking during your event? Can you eavesdrop on their conversation in your mind?

Accommodations and Modifications

Before the lesson, show students how writers use observations to add sensory details to their writing. Use a paragraph that you wrote about your topic or an excerpt from a simpler or familiar text. Then have students add words or phrases to Appendix 1 "Senses Observation Sheet" to serve as a reference for their own writing.

Mini-Lesson 9 Target: Collecting III: Personification

Cynthia Rylant sees human qualities in animals and nonliving things.

- Students will use concrete words and personification to convey their experiences precisely.

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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.4.2 | 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.4.5 | 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. |

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| 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.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.4.8 | 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. |

Formative Assessment Opportunities

Conference Questions:

How would you describe your setting using human qualities?

Can you assign a human quality to an animal you are writing about? What quality would that be?

What concrete words can you use to describe the people or setting in your story?

Accommodations and Modifications

During the lesson, "act out" the personification. For example, stand up stretch, and say, "I promise to be good" when giving the example from Boris.

If helpful, help students participate during Engage by having them preselect a part of their individual topics to use. You could give them a list of possible human qualities that would appropriately describe their example.

Mini-Lesson 10 Target: Collecting IV: How to Create Movement Over Time

Writers move time in texts, like movie frames, to create sequence in their pieces.

- Students will develop their experiences and organize the event sequence to unfold naturally.

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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.4.2 | 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.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.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.)

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| 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.4.8 | 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. |

Formative Assessment Opportunities

Conference Questions:

How much time will pass?

Can you use one of Cynthia's ideas to move time along, or do you want to use another time frame?

How will you show time moving?

Does your story move through a day, a year, or several months?

Could your peice fit into a past, present, and future structure?

Accommodations and Modifications

During Engage, some questions to ask your students include: When will your story begin? When will it end? How can we show how much time has passed?

During independent writing, allow students to begin by illustrating the scenes over time and then support them with language that shows this movement during an individual conference.

Mini-Lesson 11 Target: Drafting I: Narrative Text Structure

Authors, like Cynthia Rylant, consider the structure or organization of their stories when deciding how they will tell them.

- Students will use a narrative text structure when writing their drafts.

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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.4.4 | 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.4.6 | 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.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.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.4.8 | 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. |

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| 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. |

Formative Assessment Opportunities

Conference Questions:

How did you introduce your characters?

What is the problem in your narrative? How was it solved?

Did you use transition words and/or phrases? Where?

How did you use the narrative text structure to help your readers find it easy to follow your story from beginning to end?

Accommodations and Modifications

Pre-teach the following vocabulary: problem, solution, and plot.

Provide students with the following sentence stems to help them engage in discussion about their story during the Engage part of the lesson: The characters in my story are _____, The setting is _____, The

problem in my story is _____. The problem is solved _____.

Use Appendix 2 "Narrative Text Structure Graphic Organizer: and Appendix 3 "Transition Words and Phrases to Show Time."

Mini-Lesson 12 Target: Drafting II: Endings With a Purpose

Writers close their pieces in different ways to achieve effects.

- Students will examine Cynthia Rylant’s endings to improve upon their own story conclusions.

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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.4.6 | 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.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.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.4.8 | 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 |

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| | 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. |

Formative Assessment Opportunities

Conference Questions:

How do you describe the solution to your story's problem in a creative way?

Is there *movement* over time that you can restate to show that the story goes on and on?

Can you restate them changes? How will you do that?

Can you connect the end and beginning to send your reader back?

Can you send your reader back by talking to the audience as "you"?

Accommodations and Modifications

Provide sentence stems based on students' individual stories to use during independent writing time:

Examples:

Solution Ending

So I _____.

Finally _____.

Movement Over Time Ending

Next year _____.

We look forward to _____.

Connect the Ending to the Beginning

It ended as quickly as it began _____.

We finished the same way we began by _____.

Mini-Lesson 13 Target: Revising I: Show, Don't Tell What Your Character Is Feeling

Writers create characters' feelings through actions, thoughts, descriptions, and dialogue, rather than telling what characters are feeling.

- Students will revise their writing by using descriptive details and dialogue to develop and show the thoughts, feelings, and responses of their characters.

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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.4.3.A | Choose words and phrases to convey ideas precisely. |
| 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). |
| 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. |

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| 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.4.8 | 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. |

Formative Assessment Opportunities

Conference Questions:

How did your character look at that moment?

What action can you include to show your character's feelings or emotions?

How can you describe what your character is thinking?

What did the people say to show their feelings? How did they talk?

Accommodations and Modifications

In small group instruction, have students reread a familiar text to find examples of the author showing the character's feelings. Model how you would use the strategy of "show, don't tell" in your own writing. Or together with your students, write some sentences that "show, don't tell."

Mini-Lesson 14 Target: Revising II: Revising the Lead

Leads are important because they draw the readers into the text. They also orient the reader.

- Students will use Rylant's leads as models for revising their own

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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.B | Use commas and quotation marks to mark direct speech and quotations from a text. |
| 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.4.6 | 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.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.4.4 | 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.4.8 | 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]."). |

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| 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. |

Formative Assessment Opportunities

Conference Questions;

Did you find an entry or sentence that might make a good lead? Which one?

What types of leads did you try?

Which of the leads do you think will really grab your readers' attention? Why do you think so?

Is there another lead you think might work better? Which one?

Accommodations and Modifications

Work with students in a small group to model writing several different leads with a piece you are working on together, or one of your students' stories.

Simplify the language of the Appendix "Sample Leads" and, if possible, add pictures. For example:

State the Problem

Tell the Theme

Include Dialogue

Describe the Setting

Mini-Lesson 15 Target: Revising III: Sentence Fluency

Writers revise sentences to add rhythm and interest to their pieces. Sentence variety provides freshness.

- Students will examine how varying sentence lengths can create rhythm and fluency in their writing and then revise their sentences for variety.

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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.4.3.A | Choose words and phrases to convey ideas precisely. |
| 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.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.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.4.8 | 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.

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| 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. |

Formative Assessment Opportunities

Conference Questions:

Where could you add rhythm by changing the length of some sentences?

Where can you slow down by listing actions or things with "ands"?

Can you make the action go more quickly by condensing sentences, making them short and quick? Where do you think that might work?

Could you make some of the sentences long and some short?

Accommodations and Modifications

During independent writing time, provide students with copies of Appendix 3 "Synonyms for Commonly Used Verbs and Adjectives". This will help them create longer sentences.

Mini-Lesson 16 Target:Revising IV: Revising for Clarity and Organization

Writers reread their work to be sure it is clear and well organized before publishing.

- Students will reread their drafts and make revisions as needed to ensure that their narratives are clear

and well organized for their readers.

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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.4.3.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.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.4.6 | 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.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.4.8 | 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.

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| 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. |

Mini-Lesson 17 Target: Editing I: Correct Spelling

Correct spelling ensures that readers can understand the meaning of what is written. Writers improve spelling in context by applying strategies.

- Students will spell grade-appropriate words correctly, consulting references as needed.

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

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| 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.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.4.8 | 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.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. |

Mini-Lesson 18 Target:Editing II: Editing Verbs

Writers use verb tense to convey mood and meaning. They must know the conventions of subject and verb agreement.

- Students will edit their writing for conventions of grammar and usage

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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.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.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.4.6 | 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.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.4.8 | 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.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. |

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| 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. |

Mini-Lesson 19: Publishing: Writing an Author's Note

Once they complete texts, writers often feel they have more to say about themselves, so they may write an Author's Note.

- Students will reflect on their pieces to create their own Author's Notes.

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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.4.6 | 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.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.4.9.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 |

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| | 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. |

Student Self-Reflection

Writers reflect on their writing growth and processes to build their identity as writers.

- Students will think about their processes and accomplishments in the Cynthia Rylant study to define their growth as writers.

Summative Assessment

Final published writing, Standards Based Writing Rubric for narrative

Student Friendly Writing rubric for self reflection

<https://drive.google.com/drive/folders/1wDLsOZFxRPjJckGXs5WpN9R5zcFvJEJ>

21st Century Life and Careers

Select all applicable standards from the applicable standards

Formative Assessment and Performance Opportunities

Accommodations/Modifications

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

Unit Resources

See school library for additional Cynthia Rylant resources

BrainPop

<https://jr.brainpop.com/readingandwriting/authors/cynthiarylant/>

[Schoolwide Running List of Independent Titles - Skill/Strategy Based](#)

Interdisciplinary Connections
