

Grade 4 LAL: Writing Curriculum

Content Area: **Language Arts**
Course(s):
Time Period:
Length: **Academic Year**
Status: **Not Published**

Course Overview

Throughout the year, students will study author's craft by immersing themselves in a variety of texts. Students will learn that everyone is an author and has knowledge to share with the world. Students will engage in writing projects that vary in length from journaling, letter writing, responding to reading, as well as writing larger pieces that are published for others to read. Students will incorporate the words and stories of authors into well drafted literary responses that have a proper structure and voice. Students will show their creativity by creating worlds, and characters within those worlds, with struggles and lessons to be learned. As the year progresses, students will use their unique perspective to persuade their readers to believe what they believe through strong facts and word choice. Finally, students will use their reading skills to inform or teach others about topics that speak to them. By the end of 4th grade, students will grow their author's voice, vocabulary, and writing skills as they write to entertain, persuade, and inform the world. Student growth will be measured during each unit as well as through the district writing assessment annually.

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Unit 1 We are Writers

Content Area: **Language Arts**
Course(s):
Time Period: **1st Trimester**
Length: **18 days**
Status: **Published**

Summary of the Unit

This unit's goal is for writers to understand classroom systems, routines and procedures for writing. Students will come together as a community of writers. Writers will use a variety of strategies for gathering ideas and writing topics. Writers will learn how to use their writers' notebook to spark ideas. The students will create relevance by linking their writing to previous learning experiences. Writers will improve the quality of their writing by determining what they really want to say to their readers. Writers will explore the idea of letter writing to share their thoughts and feelings about their reading with classmates and teachers.

Enduring Understandings

- *Writing is powerful and everyone writes at their own pace.
- *Writers exhibit good writing behaviors within the classroom and while writing independently.
- *Writers set goals that are constantly changing.
- *Writers share their thoughts and feelings through writing.
- *Writers compose letters to share their thoughts, feelings, and opinions with an audience.
- *Writers will build up stamina and write for longer periods of time.

Essential Questions

- What can writers do to make their writing the best it can be?
- How can writers be independent problem solvers during independent writing workshop?
- How do writers generate story topics?
- What is the relationship between purpose, audience, genre/format, and topic?
- What is the format of a friendly letter?
- How can writers use letters to share their thoughts and feelings?

Summative Assessment and/or Summative Criteria

Response to writing tasks, daily writing or journaling, Trimester Benchmarks

Resources

- The Writing Minilessons Book (Fountas and Pinnell) Grade 4
- The Reading Minilesson Book (Fountas and Pinnell) Grade 4
- Fountas & Pinnell online resources for Writing
- Interactive Read Alouds (Grade 4)
- Fountas and Pinnell Guided Reading books

Supplemental Resources:

F&P Writing online resources such as paper layouts, rubrics, samples, etc

Using Picture Books to Teach Writing with the Traits by Ruth Culham

The Writing Strategies Book (Serravallo)

Launching the Writer's Workshop Grades 3-5 (Calkins)

Readwritethink.org

Thewritesource.com

[Independent Reading Letter](#)

[RAFT.jpg](#)

[RAFT Writing \(3\).pdf](#)

Additional Mentor Texts:

Thank You Mr. Falker by Patricia Polacco ([Storyline Online](#))

Abdul's Story by Jamilah Thompkins-Bigelow ([Storyline Online](#))

Ish by Peter H Reynolds ([Youtube](#))

The Dot by Peter H Reynolds ([Youtube](#))

The Day the Crayons Quit by Drew Daywalt ([Youtube](#))

Dear Mrs. LaRue by Mark Teague ([YouTube](#))

Unit Plan

Topic/ Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
Building a community of writers (5-7 days)	Understand that a writer's notebook is a special place to keep ideas about yourself and your world.	Minilesson WPS.U1.WML1(pg 530-531) <ul style="list-style-type: none"> Students will select a notebook to use exclusively for writing. Set aside time for students to personalize their notebook with pictures, stickers, etc (classwork or homework) 	Observations Notebook checks Discussion groups Anchor charts
	Learn the organization of the writer's notebook to help with collecting and organizing ideas more efficiently	Minilesson WPS.U1.WML3-5(PG 534-539) <ul style="list-style-type: none"> Divide notebook into sections. F&P recommends 4 sections. Two sections might be sufficient [One for lessons/tools and another for journaling]. Writing nb tabs.pptx(this is editable--make a copy) Discuss guidelines for Writer's notebook. Create anchor chart with "How" and "Why" Discuss different types of writing that help to build different techniques and grow as a writer 	
	Develop the routine of writing daily in a writer's notebook for a short, predictable timeframe.	Minilesson WPS.U1.WML2(Pg 532-33) <ul style="list-style-type: none"> Discuss how writers write daily to improve their craft Write the word "friendship" on chart paper. Students should turn and talk about what the word means to them. Set a 10 minute timer and have students journal about the word "friendship" Create anchor chart on why to journal 	
	Establish guidelines for independent writing	Minilesson MGT.U2.WML1(Pg 122-23) <ul style="list-style-type: none"> Review from general rules/ expectation setting lessons how as a team we all need to work together so that all are successful Discuss how as a class will work together to create guidelines for independent writing time within 3 categories. Divide students into 3 groups, giving 	

(WML2)

- Wonderings & Lists (WML3)
- Notes taking (WML4)
- Consult an expert (WML5)
- Stretch and sketch (WML6)

Resource: [Monthly Writing Prompts](#); [Journal Writing by Month](#); [Calendar Writing](#);

	<p>Understand how to write a friendly letter, including its tone, purpose and components</p>	<p>letters and proper format</p> <ul style="list-style-type: none"> • Hand out letter writing format <p>Minilessons GEN.U1.WML2 (pg 146-147)</p> <ul style="list-style-type: none"> • Using mentor texts such as The Other Side, The Dunderheads, or another class favorite book to model how to write a friendly letter. • Create a RAFT chart and have students turn and talk to decide on : [Reason(purpose), Audience, Format (Letter) and Topic]. • Students will turn and talk about what they want to include. • Through a shared writing, class will write a friendly letter • Students should practice friendly letter writing via independent reading letters to the teacher, Social Studies letter writing about favorite region of New Jersey <ul style="list-style-type: none"> ◦ Weekly Letter Writing ◦ NJ Regions letter about taking a family trip ◦ NJ Regions letter rubric ◦ Letter writing rubrics on F&P online resources (student & teacher versions) 	<p>Discussion</p> <p>Shared friendly letter</p> <p>Letters in journals</p> <p>Independent reading letters</p> <p>SS Regions of NJ letters to family</p>
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Guided Writing Groups <i>Groups should be created based on need and change as skills are mastered</i>	<u>Punctuation and Capitalization</u> Notice how authors use capitalization	Minilesson: CNV.U2.WML1(pg 502-3) <ul style="list-style-type: none"> • Hand out chart Word to Capitalize and Examples. • Use Guided Reading books, library books, etc for students to find examples to share • Students will look at their own writing to find examples that need revision 	Discussion Notebook revisions
	Notice how authors use punctuation	Minilesson: CNV.U2.WML2(pg 503-4) <ul style="list-style-type: none"> • Hand out chart Punctuation chart • Use Guided Reading books, library books, etc for students to find examples to share • Students will look at their own writing to find examples that need revision 	Discussion Notebook revisions
	Use commas to set off introductory clauses or phrases and to separate items in a series	Minilesson: CNV.U2.WML4(pg 508-9) <ul style="list-style-type: none"> • Hand out chart Commas • Use Guided Reading books, library books, etc for students to find examples to share • Students will look at their own writing to find examples that need revision • Work with students to compose sentences that add interest with clauses 	Discussion Notebook revisions Sentence writing with introductory clauses
	Use apostrophes to show possessives and contractions	Minilesson: CNV.U2.WM5(pg 510-11) <ul style="list-style-type: none"> • Hand out chart Contractions & Possessives • Use Guided Reading books, library books, etc for students to find examples to share • Students will look at their own writing to find examples that need revision 	Discussion Notebook revisions
	<u>Writing Clear and Interesting Sentences</u> Start your sentences in different ways	Minilesson: CFT.U9.WML1 (pg 402-3) <ul style="list-style-type: none"> • Use IRA or guided reading book, have students point out how the author uses different sentence formats. • After a few minutes, review what the students found. • Write them on chart paper or white board. • Explain how by varying sentence structures, authors create to add flow and interest. • Create chart for students to reference and glue into notebook 	Discussion New sentences in notebook

	Vary the length and structure of your sentences	<ul style="list-style-type: none"> • Have student take one of the sentences and write it a different way. Share • Encourage students to try a new format during next independent writing activity <p>Minilesson: CFT.U9.WML2 (pg 404-5)</p> <ul style="list-style-type: none"> • Use IRA or guided reading book, have students point out how the author uses different sentence lengths • After a few minutes, review what the students found. • Write them on chart paper or white board. • Explain how by varying sentence lengths, authors create to add flow and interest. • Create chart for students to reference and glue into notebook • Encourage students to try a new format during independent writing 	<p>Discussion</p> <p>New sentences in notebook</p>
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Standards: ELA and SOC

ELA.L.RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
ELA.L.RF.4.4.A	Read grade-level text with purpose and understanding.
ELA.L.WF.4.2	Demonstrate command of the conventions of encoding and spelling.
ELA.L.WF.4.2.A	Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
ELA.L.WF.4.2.B	Write affixed words that involve a sound or spelling change in the base word.
ELA.L.WF.4.2.C	Spell grade-appropriate words correctly, consulting references as needed.
ELA.L.WF.4.2.D	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.
ELA.L.WF.4.3	Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
ELA.L.WF.4.3.B	Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
SOC.6.1.5.CivicsPD.3	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
ELA.L.WF.4.3.E	Form and use possessive nouns and pronouns.
ELA.L.WF.4.3.F	Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
SOC.6.1.5.CivicsDP.1	Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).

ELA.L.WF.4.3.G	Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
ELA.L.WF.4.3.H	Use apostrophes for possession.
SOC.6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
SOC.6.1.5.CivicsDP.3	Describe the role of religious freedom and participatory government in various North American colonies.
ELA.L.KL.4.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
ELA.L.KL.4.1.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
ELA.L.KL.4.1.B	Choose words and phrases to convey ideas precisely.
ELA.L.KL.4.1.C	Choose punctuation for effect.
ELA.L.KL.4.1.D	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
ELA.L.VL.4.2.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.
ELA.RL.CR.4.1	Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
ELA.RI.CR.4.1	Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
SOC.6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
ELA.RL.IT.4.3	Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
ELA.RI.IT.4.3	Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
ELA.RI.AA.4.7	Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
ELA.W.AW.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
ELA.W.IW.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
ELA.W.NW.4.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
ELA.W.WP.4.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ELA.W.WP.4.4.A	Identify audience, purpose, and intended length of composition before writing.
ELA.W.WP.4.4.B	Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
ELA.W.WP.4.4.C	Consider writing as a process, including self-evaluation, revision and editing.
ELA.W.WP.4.4.D	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
ELA.W.RW.4.7	Write routinely over extended time frames (with time for research and revision) and

	shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
ELA.SL.PE.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.
ELA.SL.PE.4.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
ELA.SL.PE.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
ELA.SL.PE.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.
ELA.SL.PE.4.1.D	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
ELA.SL.II.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
ELA.SL.ES.4.3	Identify the reasons and evidence a speaker provides to support particular points.
ELA.SL.PI.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.
ELA.SL.AS.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.

Suggested Modifications for Student with Disabilities, ML, Academically At Risk, & Gifted Students

*Consistent with individual plans, when appropriate.

Multilingual Learners- Provide picture cards with relevant vocabulary, reduce amount of vocabulary words used, check for understanding often, repeat and clarify directions, provide I charts for centers, let students write in their native language and slowly adapt to English when journaling

Special Education- Allow students to begin writing with an illustration, hand out word lists of common misspelled words to lessen frustrations, Use of paper templates (i.e. friendly letter template), checklist in writing folder or notebook with step by step directions

Gifted Students- Create a journal entries with the same characters/topic with differing POV, formats, audience, purpose, research projects on topics of IRA to journal about or create Google Slides presentations that vary formats.

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

Cross Curricular:

Social Studies- Use topics from lessons as the "topic or audience" in writing. Research different cultures/people/important figures in history/events around the world based off of IRAs and create presentations

6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Science- Research animals and plants from IRAs to create presentations to share with peers

4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

Math- Create graphs and charts based on topics of interest and write explanations of the data and its impact

Data Literacy 4.DL

A. Organize data and understand data visualizations

Create data-based questions, generate ideas based on the questions, and then refine the questions.

Develop strategies to collect various types of data and organize data digitally.

Understand that subsets of data can be selected and analyzed for a particular purpose.

Analyze visualizations of a single data set, share explanations and draw conclusions that the data supports.

21 Century Connections:

9.1.4.A.5 Apply critical thinking and problem-solving skills in the classroom and family settings.

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings.

9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions when presenting to an audience.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

Unit 2 Writing About Reading

Content Area: **Language Arts**
Course(s):
Time Period:
Length: **20 days (throughout year)**
Status: **Published**

Summary of the Unit

This unit's goal is to teach students to develop and defend ideas about literature. The students will write short responses as well as literary essays that develop strong interpretive theses about literature, are well organized, cite textual evidence that support their claim, and focus on theme, characters, and their traits. The students will move from simpler, straightforward constructed responses to more complex essays that compare and contrast texts across a subject.

Enduring Understandings

- Writers will become strong readers by writing in-depth responses about what they read.
- Writers will be able to formulate claims and theses about the texts they read.
- Writers will be able to support their claims using various types of evidence from the story.
- Through the use of transition words and phrases, writers will aid in the logically flow of their literary analysis.
- Writers will be able to develop a clear understanding of a text, generate their own thoughts, and successfully convey those thoughts through their writing.

Essential Questions

- What strategies can be used to uncover what the book is really about?
- How do good writers use the text to generate ideas?
- How do good writers explain what a prompt is asking them to write?
- How do good writers start with a statement that answers the prompt?
- How do good writers synthesize information from the text to formulate a thesis statement and cite text evidence?
- How do good readers discover the theme of a complex text by analyzing the thoughts, actions and words of the characters?
- How do writers compare and contrast texts to formulate recurring themes across genres?
- How do writers write with complexity by thinking of how not only why?
- How do writers synthesize information within a text to formulate a an extended constructed response essay?

Summative Assessment and/or Summative Criteria

Constructed response paragraphs that analyzing character, character traits and motivations.

Constructed response paragraph that synthesizes information from the more than one text to support a theme.

Extended constructed response that makes a compares and contrasts two pieces of text on a similar subject matter.

Resources

- Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons
- Fountas & Pinnell Guided Reading books
- Fountas & Pinnell Prompting Guides
- Achieve 3000
- Storyworks fiction, nonfiction, & paired texts
- Comparative Text list by trimester

[Comparative texts](#)

Optional Resources:

Jennifer Serravallo's Writing Strategies Book

Unit Plan

Topic/ Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
TRIMESTER 1: Short Constructed Response <i>(7 days of direct instruction practiced regularly with IRAs)</i>	Read and understand the assigned prompt	Minilesson: GEN.U3.WML1 (pg 162-163) <ul style="list-style-type: none"> Introduce vocabulary: <i>prompt, short response, extended response, question words, passage, key words, restate, paragraph</i> Display a few questions from a recent IRA instructional book card from "Writing About Reading" or from "Discussing the text" to discuss different terminology Discuss what the prompt is asking. Revisit idea of RAFT (role, audience, format, topic) Present another prompt. Have students turn and talk about what the task is 	Chart paper IRA book IRA questions Discussion Turn and Talk
	Restate and answer: Write a statement that answers the prompt	Minilessons GEN.U3.WML2 (pg 164-165) <ul style="list-style-type: none"> Using IRA "Writing about Reading" question for current or past IRA, write question on chart paper. Discuss what is being asked. Students will share how they would Restate the question Try again with a second prompt. Turn and talk. Write a good "restate" in notebook Share good responses Begin a "Shared Writing" on the prompt 	Discussion Turn and Talk Restate example in notebook Shared Writing chart paper Restated responses with daily IRA writing or guided writing groups
	Cite Evidence: Provide evidence and details that support your response	Minilessons GEN.U3.WML3 (pg 166-167) <ul style="list-style-type: none"> Display the prompt and Restate from the last lesson. Discuss how writers need to Cite evidence that supports their answer Teacher will explain that in good paragraphs the 1st sentence tells the reader the main idea of the paragraph. Using chart paper, students will brainstorm evidence from the text that supports the main idea. Through a shared writing, the teacher will model how to organize the information, use proper sentence/paragraph structure to share thinking Wrap up with reviewing the prompt and assuring the question was answered properly 	Discussion Turn and talk Notebook entries on other IRAs or guided writing groups on GR books

	<p>Citing Evidence: Describe characters through their actions and dialogue</p>	<p>Minilessons CFT.U2.WML2 (pg 342-343)</p> <ul style="list-style-type: none"> • Using current or past IRA, discuss how author's use characters actions and dialogue reveal something about them • Explain that providing evidence from a text requires the writer to look back and find direct evidence. • Create anchor chart: Teacher will model using current book by finding actions and dialogue with student assistance <ul style="list-style-type: none"> ◦ Teacher will emphasize how when we use direct quotes, we must use quotation marks • Model thinking on what those character actions and dialogue show us about the character • Students will create chart in their notebook and repeat activity with the next IRA 	<p>Discussion</p> <p>Turn and talk</p> <p>Notebook entries on other IRAs or guided writing prompts on GR books</p>
	<p>Explaining Evidence: Describe the character's feelings, thoughts, and dreams</p>	<p>Minilessons CFT.U2.WML3 (pg 344-345)</p> <ul style="list-style-type: none"> • Using current or past IRA, discuss how author's use characters inner thoughts and feelings to reveal something about them • Begin chart through shared writing, what the author shows and what it reveals about the character • Repeat with another book • Students will turn and talk about the next character. Share responses and add to the chart • Students will explain how the character's actions, words, feelings, and thoughts explain the main idea of the evidence in notebook with future IRAs 	<p>Discussion</p> <p>Turn and talk</p> <p>Notebook entries on other IRAs or guided writing prompts on GR books</p>
	<p>Conclusion sentence: Write a concluding sentence that summarizes the big idea and leaves the reader satisfied.</p>	<p>Minilessons GEN.U3.WML4 (pg 168-169)</p> <ul style="list-style-type: none"> • Using current or past IRA shared writing, discuss how writer's write concluding sentences that satisfy the reader • Have students share ideas. With students' assistance, craft a sentence that best sums up the answer. • With next IRA written response, students will add a concluding sentence that sums up the main idea 	<p>Discussion</p> <p>Turn and talk</p> <p>Notebook entries on other IRAs or guided writing prompts on GR books</p> <p>Friendship unit essay</p>

<p>Trimester 2: Short Comparative Constructed Response</p> <p><i>(3-5 days of direct instruction)</i></p>	<p>Write a response that compares and contrasts two things</p>	<p>This lesson is building upon the lessons from 1st trimester. Review any above lessons as necessary.</p> <p>Minilessons GEN.U3.WML5 (pg 170-171)</p> <ul style="list-style-type: none"> • Introduce new vocabulary as it pertains to writing: <i>prompt, compare, contrast, response</i> • Display a prompt that asks students to compare and contrast two things. Discuss what is being asked • Using 2 similar IRAs, such as <i>Razia's Ray of Hope</i> and <i>Royal Bee</i>, students will compare and contrast the stories. • Through shared writing, class will write a comparison constructed response. • Provide another comparison prompt for students to practice. See shared list <p>Comparative texts</p>	<p>Discussion</p> <p>Turn and talk</p> <p>Notebook entries on other IRAs or guided writing prompts on GR books</p> <p>Formal writing assessment that compares/contrasts 2 texts</p> <p>Perseverance Unit</p> <p>Hero Unit (Achieve)</p> <p>Comparative texts</p> <p>Social Studies: Comparing lives of Colonial and Slave Children</p> <p>colonial kids.pdf</p> <p>slave kids.pdf</p> <p>Children of Colonial Times</p>
<p>Trimester 3: Extended Constructed Response</p> <p><i>(7 days of direct instruction)</i></p>	<p>Write and introductory paragraph to respond to a prompt</p>	<p>This lesson is building upon the lessons from 1st and 2nd trimesters. Review any above lessons as necessary</p> <p>Minilessons GEN.U4.WML1 (pg 174-75)</p> <ul style="list-style-type: none"> • Review writing hooks and leads and how they impact a writing piece • Display Sample A exemplary extended response. [This is a link from F&P shared read aloud*] • Students will turn and talk about what they noticed. Share thoughts • Create anchor chart "What to think about When you Write an Extended Response" <ul style="list-style-type: none"> ◦ Use different colors for each bullet on chart. ◦ Highlight parts of exemplary text that corresponds to that bullet • Hand out exemplary text Sample B and have students work in small groups to identify components • Through a shared write, pose a prompt that works with current IRA, Achieve, or Social Studies unit. • Work together to craft an introductory paragraph. • Students should copy into notebook 	<p>Discussion</p> <p>Turn and talk</p> <p>Notebook entries on other IRAs or guided writing prompts on GR books</p> <p>Formal writing assessment extended response</p> <p>Vanishing Cultures Unit</p> <p>Hero Unit (Achieve)</p> <p>Comparative texts</p>

<p>Write a paragraph for each of your responses</p>	<p>Minilessons GEN.U4.WML2 (pg 176-177)</p> <ul style="list-style-type: none"> ○ Using exemplary text Sample A, review introductory paragraph. ○ Display body paragraphs from Sample A. Point out how the writer identified reasons, examples, and evidence. ○ Add to anchor chart the components of a body paragraph. ○ Hand out/review exemplary text Sample B. Have students work with partner on identify those components (highlight/underline, etc) ○ Revisit the shared writing piece from yesterday. Work as a group to identify, within selected texts, reasons, examples and evidence. Create a chart/take notes/use whiteboard ○ Work together to craft body paragraphs. ○ Students should copy into notebook 	<p>Discussion</p> <p>Turn and talk</p> <p>Notebook entries on other IRAs or guided writing prompts on GR books</p> <p>Formal writing assessment extended response</p> <p>Vanishing Cultures Unit</p> <p>Hero Unit (Achieve)</p> <p>Comparative texts</p>
<p>Summarize your thinking in a concluding paragraph</p>	<p>Minilessons GEN.U4.WML3 (pg 178-179)</p> <ul style="list-style-type: none"> ● Using exemplary text Sample A, review how conclusions restate the main idea of the writing piece ● Add to anchor chart components of a concluding paragraph ● Using exemplary text Sample B, students will turn and talk about how the author used the components ● Revisit the shared writing piece from yesterday. Work as a group to compose a concluding paragraph ● Students should copy into notebook 	<p>Discussion</p> <p>Turn and talk</p> <p>Notebook entries on other IRAs or guided writing prompts on GR books</p> <p>Formal writing assessment extended response</p> <p>Vanishing Cultures Unit</p> <p>Hero Unit (Achieve)</p> <p>Comparative texts</p> <p>Human impact theme (Achieve)</p> <p>Climate Paired Achieve</p>

Standards: ELA SOC and Math

ELA.L.RF.4.4.A	Read grade-level text with purpose and understanding.
ELA.L.WF.4.2	Demonstrate command of the conventions of encoding and spelling.
ELA.L.WF.4.3	Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
ELA.L.KL.4.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
ELA.L.VL.4.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
ELA.RL.CR.4.1	Refer to details and examples as textual evidence when explaining what a literary text say explicitly and make relevant connections when drawing inferences from the text.
ELA.RI.CR.4.1	Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text
ELA.RL.CI.4.2	Summarize a literary text and interpret the author's theme citing key details from the text
ELA.RI.CI.4.2	Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
ELA.RL.IT.4.3	Describe the impact of individuals and events throughout the course of a text, using an in depth analysis of the character, setting, or event that draws on textual evidence.
ELA.RI.IT.4.3	Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
ELA.RI.TS.4.4	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
ELA.RL.PP.4.5	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
ELA.RI.PP.4.5	Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.
ELA.RI.MF.4.6	Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.
ELA.RI.AA.4.7	Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
ELA.RL.CT.4.8	Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.
ELA.RI.CT.4.8	Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.
ELA.W.AW.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
ELA.W.AW.4.1.A	Introduce a topic or text clearly, state an opinion, and create an organizational structure i which related ideas are grouped to support the writer's purpose.
ELA.W.AW.4.1.B	Provide reasons that are supported by facts from texts and/or other sources.
ELA.W.AW.4.1.C	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
ELA.W.AW.4.1.D	Provide a conclusion related to the opinion presented.
MATH.4.DL.A.1	Create data-based questions, generate ideas based on the questions, and then refine the questions.

MATH.4.DL.A.2	Develop strategies to collect various types of data and organize data digitally.
MATH.4.DL.A.3	Understand that subsets of data can be selected and analyzed for a particular purpose.
MATH.4.DL.A.4	Analyze visualizations of a single data set, share explanations and draw conclusions that the data supports.
ELA.W.WP.4.4.A	Identify audience, purpose, and intended length of composition before writing.
ELA.W.WP.4.4.B	Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
SOC.6.1.5.GeoGI.4	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
ELA.W.WP.4.4.C	Consider writing as a process, including self-evaluation, revision and editing.
ELA.W.WP.4.4.D	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
ELA.W.WP.4.4.E	After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
ELA.W.WR.4.5	Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
ELA.W.SE.4.6	Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
ELA.W.RW.4.7	Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
SCI.4-LS1-1	Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
ELA.SL.PE.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.
ELA.SL.II.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
ELA.SL.ES.4.3	Identify the reasons and evidence a speaker provides to support particular points.
ELA.SL.PI.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.
SOC.6.1.5.HistoryCC.3	Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.

Suggested Modifications for Students with Disabilities, Multilingual Learners, Academically At Risk and Gifted Students

*Consistent with individual plans, when appropriate.

Multilingual Learners- Provide picture cards with relevant vocabulary, reduce amount of vocabulary words used, check for understanding often, repeat and clarify directions, provide I charts for centers, let students write in their native language and slowly adapt to English

Special Education- Allow students to begin writing with an illustration, hand out word lists of common misspelled words to lessen frustrations, Use of paper templates (i.e. friendly letter template), checklist in writing folder or notebook with step by step directions

Gifted Students- Create newsletters, magazine articles, multimedia presentations, and/or photo essays based off of prompt/topic with differing POV, formats, audience, purpose on topics of IRA, Achieve, or Social Studies

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

Cross Curricular:

Social Studies- Use topics from lessons as the "topic or audience" in writing. Research different cultures/people/events around the world based off of IRAs and create presentations

6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.

Science- Research animals, different cultures, important figures in history, and plants from IRAs to create presentations to share with peers

4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

Math- Create graphs and charts based on topics of interest and write explanations of the data and its impact

Data Literacy 4.DL

A. Organize data and understand data visualizations

B. Create data-based questions, generate ideas based on the questions, and then refine the questions.

c. Develop strategies to collect various types of data and organize data digitally.

D. Understand that subsets of data can be selected and analyzed for a particular purpose.

E. Analyze visualizations of a single data set, share explanations and draw conclusions that the data supports.

21 Century Connections:

9.1.4.A.5 Apply critical thinking and problem-solving skills in the classroom and family settings.

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings.

9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions when presenting to an audience.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

Unit 3 The Art of Storytelling

Content Area: **Language Arts**
Course(s):
Time Period: **1st Trimester**
Length: **25 days**
Status: **Not Published**

Summary of the Unit

This unit's goal is for writers to develop their writing skills through the art of storytelling. Writers will use a variety of strategies for gathering ideas and writing topics. By examining the work of favorite authors, students will grow their toolbox on the keys to great storytelling. The students will realize that their life is worth writing about. Writers will improve the quality of their writing by determining what they really want to say to their audience. Writers will focus their writing on the seed of the story as opposed to writing a watermelon story. Writers will identify the heart of the story and stretch those moments to include additional details. Students will add imagery and voice to their writing while hooking their readers with a strong beginning and ending. Students will compose either a personal narrative or imagined story and develop the writing process by exploring ideas, drafting, revising and editing.

Enduring Understandings

Writers will understand the structure of a personal narrative or narrative.

Writers develop powerful leads and meaningful closings.

Writers will keep their audience in mind as they build the story arc.

Writers will narrow the focus to key events that lead to an overall message or theme.

Writers will build up stamina and write for longer periods of time.

Writers will write several drafts and seek feedback to improve their craft.

Essential Questions

- What can writers do to make their writing the best it can be?
- What are personal narratives? What is an imagined story?
- What are the steps in the writing process?
- How can writers be independent problem solvers during the writing process?
- How do writers generate story topics?
- What is a watermelon? What is a seed?
- What is a turning point?
- What kinds of words and images will be used to create mental pictures?

- What is the heart of a story and how to we identify it?
- How do writers organize their story?
- How do writers revise their writing?
- How do writers choose the best leads and endings in their writing?

Summative Assessment and/or Summative Criteria

- Students will publish a personal narrative or imagined narrative of their choice.
- Students will compose a Personal Narrative or Realistic Fiction narrative for an on demand writing prompt.
- Students will compose story based off of a read aloud that flips the point of view or continues the story beyond the author's last page.

Resources

- Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons
- Fountas & Pinnell Guided Reading books
- Fountas & Pinnell Prompting Guides
- Achieve 3000
- Storyworks fiction, nonfiction, & paired texts
- Mentor Text Writing suggestions

[Mentor Texts](#)

- Fountas & Pinnell Rubrics
 - Realistic Fiction Stories (Student & Teacher)
 - Memoirs (Student & Teacher)

Optional Resources:

Jennifer Serravallo's Writing Strategies Book

Storyline Online

Any Patricia Polacco text

[Story idea generation](#)

[My Storyboard planner](#)

[Story summary planner](#)

[Narrative organizers](#)

Unit Plan

Note to educator: The standard reads "Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences." Thus, your students can write either a memoir/personal narrative or a realistic fiction story. Gauge your students' abilities as you choose which strategy to instruct. The below lessons will reflect both writing pieces.

Topic/ Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
MEMOIR			
Studying authors & illustrators (1 day)	Notice the qualities of good memoirs	Minilessons GEN.U5.WML1 (pages 182-83) * Use prior IRAs such as Play Ball! , Scraps , or any Patricia Polacco book. *Generate an anchor chart with qualities of memoirs	Chart paper IRA book Discussion Turn and Talk
Generating ideas for a memoir (2-3 days)	Write a memoir about one small moment Think about the message you want to communicate	Minilesson GEN.U5.WML2 (pages 184-85) * Using IRA or other mentor text, point out how the book is about one important event in the author's life (Jorge learning to switch hit, Tricia remembering how Richie helped her, etc) Memoir Unit * Create an anchor chart with possible topics that spur memories. Minilesson GEN.U5.WML3 (pg 186-7) *Introduce the word "vignette". Explain that collecting ideas in our notebooks is not story writing but just jotting down ideas. *Students should "collect" ideas in their writer's notebook or folder * <i>Revisit lessons in Unit 1: We are Writers on generating journal ideas [WPS.U1 & U2] to help students brainstorm those moments that will make a solid memoir. Also See Idea Generation packet for further ideas</i> Minilesson GEN.U5.WML4 (pg 188-189) *Using IRAs, such as The Boy and the Jaguar or Play Ball! , discuss the message the author wanted to communicate to the reader. Create an anchor chart. *Discuss how books we read may remind us of events in our own lives that have a similar theme. For example, in Snook Alone , Abba Jacob lost something he loved. Pose question if the students ever lost a loved item? [See Mentor Text chart for further ideas]	Chart paper IRA book Discussion Turn and Talk Writer's notebook or folder Journaling Idea collection through the use of vignettes
Initial Planning/ Plot events (2 days)	Use a story arc to plan the plot of your story Write stories that have a beginning, a series of events, a high point, and an ending	Minilesson GEN.U7.WML2 (pg 210-211) Minilesson CFT.U7.WML1 (pg 382-3) *Through the use of a story arc (and maybe a summary), students will plan their story *Using an IRA, such as The Boy and the Whale , create a story arc citing all key literary components. *Students will complete a story arc of their story to lay out the plot	Chart paper IRA Story arc paper (large for teacher) Story arc handout Writer's notebook or folder to keep arc My storyboard planner

	<p>Write details about the most important moments</p> <p><i>Write a story with more than one problem (challenging task for a few star writers to tackle)</i></p> <p>Think about the message you want to communicate through the main character</p>	<p>Minilesson GEN.U5.WML5(pg 190-191) *Use Play Ball, to discuss how the author chose what details to focus on and which details to let go.</p> <p>*Explain that only the important moments need to be described Minilesson CFT.U7.WML2 (pg 384-385) *Discuss how as readers grow, plots become more complex. Often characters face more than one problem or a problem with a conflict. Use IRAs such as The Other Side (friendship and racism) or My Rotten Redheaded Brother (contest and rivalry). *Challenge strong writers to create a secondary problem/conflict for their main character</p> <p>Minilesson GEN.U7.WML4 (pg 214-215) Minilesson GEN.U5.WML4 (pg 188-189)</p> <p>*Discuss how all fiction stories have a message, theme or lesson that the main character learns. Use IRAs or familiar texts to discuss. *Create an anchor chart with these messages and how the author uses different techniques to help the reader "see" the character's growth *Students will note on the story arc, the lesson they want their character to learn in order to stay focused during the writing process. *Explain that this lesson will help them focus their writing</p>	<p>Chart paper IRA Story arc paper</p> <p>Anchor chart on the message to be communicated</p> <p><i>Individual writing task with a secondary story arc or added details within the arc</i></p>
Point of View, voice and mood (1-2 days)	<p>Understand 1st person point of view and how it affects writing</p> <p>Using a writer's voice to engage the reader</p>	<p>Minilessons CFT.U10.WML1 (pg 412-413) *Revisit IRAs such as The Boy and a Jaguar and Ruth and the Green Book. Discuss how the main character is telling the story. *Create anchor chart with definition of 1st person POV, why/purpose and how to</p> <p>Minilesson CFT.U11.WML2-4 (pg 422-427) *Use The Dunderheads, to illustrate how an author shows themselves and their personality through the use of punctuation, capitalization, font style, silly language, exaggerations, twists, etc</p>	<p>Chart paper Discussion Hand out with mini anchor chart for writing folder/notebook</p>
Setting (2 days)	<p>Make a sketch to show your thinking about the setting Use light, weather, and other details to show time of day, season, or passage of time</p>	<p>Minilessons CFT.U3.WML1 (pg 352-353) *Using an IRA such as The Other Side, A Boy and a Jaguar or any other IRA, talk about the setting and how the illustration sketched out the setting.</p> <p>Minilesson CFT.U14.WML4(pg 458-459) *Point out how in The Lost Lake, Allen Say used weather, to help understand the setting better and create a mood. Explain the importance of setting in the telling of a story</p> <p>*Hand out paper to class or My storyboard planner. Students will sketch the main setting of</p>	<p>Discussion Drawing paper My storyboard planner Story summary planner</p> <p>Paper divided in 5 columns/boxes with the 5 senses</p>

	<p>Use your senses to describe the setting</p> <p>Add small, real-life details to create a setting that gives important information</p>	<p>their story. Students should add color and captions. This will help them when writing their narrative</p> <p>Minilesson CFT.U3.WML2 (pg 354-355) *Have students visualize the classroom with their 5 senses. Students show close their eyes as you ask each question below and then note on a 5 senses chart. * What do you see in our classroom? *What smells do you smell? *What noises do you hear? *Are there any sensations you feel with your hands, feet, etc.? *What can you taste?</p> <p>*Have students visualize their setting using their 5 senses. Students should do the same exercise with their story's setting</p> <p>Minilesson CFT.U3.WML3(pg 356-357) *Explain how adding little details adds believability to a story and helps to create a fuller picture of the setting</p>	
Character Development (1-2 days)	<p>Describe characters through their actions, dialogue, feelings, thoughts, and dreams</p> <p>Describe a character through another character's thoughts, words, and actions</p>	<p>Minilesson CFT.U2.WML2-3(pg 342-345) *Using A Boy and a Jaguar, discuss how the author describes Allen through his action, words, feelings, thoughts, and dreams *Create anchor chart with evidence and what is shows the reader *Students will think about how they want to describe themselves and other characters in their memoir</p> <p>Minilesson CFT.U2.WML4(pg 346-347) *Using Heroes, discuss how the author describes Donnie through the words and actions of Reggie, Tori and Reggie *Create anchor chart with evidence and what is shows the reader *Students will think about how they want to other characters to interact with the main character</p>	<p>Discussion Character sketch with character traits, thoughts, dreams, feelings on the left</p> <p>Add how the other characters feel, describe main character</p>
Rough draft (3-5 days)	<p>Begin drafting story</p> <p>Make a new paragraph for a new idea</p>	<p>*Students should begin drafting their narratives on paper, in notebook, or digitally using Google Docs using their story arcs, setting sketch, and character sketch <i>[recommendation: when using paper or notebook, have students skip lines to allow for revising and editing]</i></p> <p>Minilesson CNV.U3.WML2(pg 522-523) *Discuss how authors use paragraphs within a story to help the reader by showing a few key story elements such as shift in speaker, time, etc.</p>	<p>Drafting paper or Google Doc</p> <p>New paragraphs handout</p>

		*Display the reasons to start a new paragraph and hand out a copy for each student to put in notebook or folder	
Engaging leads (1-2 days)	Study and craft leads to hook the reader Start with the high point or an important part of the story or use a flashback to give background information for the story	<p>Minilesson CFT.U5.WML1(pg 368-369). *Create a graffiti wall with opening sentences from various IRAs and mentor texts around the room. Students will circulate and jot down what they liked about 1-2 favorites where the author hooked them in. *Hand out a “Engaging Leads” anchor chart for notebook/folder</p> <p>Minilesson CFT.U7.WML3-4(pg 386-389) *Pose alternatives to the common leads from yesterday’s lesson such as high point or flashback leads using books such as Ruth and the Green Book and example on page 389</p>	<p>Graffiti wall charts</p> <p>Post its or markers</p> <p>Hand out on leads examples</p> <p>Draft a good lead</p> <p>Flashback example</p>
Using dialogue- Mini lesson during drafting process (1-2 days)	<p>Use dialogue to make your writing more interesting and meaningful</p> <p>Make it clear who is speaking when you use dialogue</p> <p>Use capitalization and punctuation correctly when writing dialogue</p>	<p>Minilessons CFT.U4.WML1 (pg 360-361) *Discuss how authors use dialogue to add meaning to their stories and shows the reader more about the characters</p> <p>Minilessons CFT.U4.WML2-3 (pg 362-363) Minilessons CNV.U3.WML3(pg 524-525) Minilesson CNV. U2.WML3 (pg 506-507)</p> <p>*Hand out a piece of large paper to pairs of students. Each student should use a different colored marker or pen. Model having a conversation with a student by writing instead of talking. Each response should move to a new line. *Have students “talk to each other by writing only”. Tell them to always respond by going to the next line. Set a 5 minute timer *Model adding quotation marks around each line of dialogue. Have students do the same on their paper. *Introduce the term “speaker tags”. Explain their purpose and how they can be in the front, middle or end of the dialogue. [Use IRA such as Heroes as example]. *Draw attention to correct capitalization and punctuation when writing dialogue such as commas. *Also draw attention to the notion that speaker tags can also show emotion or intent. Hand out speaker tags worksheet for the student to add to their writing notebook or folder. *Have students add speaker tags.</p>	<p>Discussion</p> <p>Dialogue anchor chart</p> <p>Dialogue practice with partner</p> <p>Synonyms of said</p> <p>Examples of</p>

	Include action with dialogue in your writing	Minilesson CFT.U4.WML3(pg 364-365) *If needed, make copies of a graphic novel with blacked out images. Leave only the dialogue. Ask students questions about setting, actions, speakers, etc. Discuss pitfalls of dialogue—too much! Explain that dialogue needs to be anchored with action. *Show examples from IRAs such as Heroes or Play Ball *Encourage students to look back and show what the character is saying <i>and what they are doing</i> .	dialogue with action Add at least 3 actions with dialogue (if needed)
Good endings (1-2 days)	Learn from other writers a variety of ways to write good endings	Minilesson CFT.U5.WML2(pg 370-371) Minilesson CFT.U7.WML5(pg 390-391) *Discuss how a story ends is just as important as it begins *Create a graffiti wall with strong endings from various IRAs and mentor texts around the room. Students will circulate and jot down what they liked about 1-2 favorites where the author left them feeling resolved *Hand out a “ Good Endings ” anchor chart for notebook/folder *Add a good ending that wraps up their narrative	Discussion Graffiti wall with endings Post-its or markers Good ending anchor chart Ending of story
Revising (2-3 days)	Use words to show not tell Add describing words or phrases to help readers picture the idea Use strong nouns and verbs Revising to focus and organize writing	Minilesson CFT.U8.WML1(pg 394-395) Minilessons WPS.U8.WML2-4(pg 618-620) *Discuss how authors use descriptive details instead of just telling. Model with basic sentence and how to “explode the moment” using show not tell. [see example on pg 395] *Students will select one or two moments in their story to add more “showing” details Minilesson CFT.U8.WML1(pg 396-397) *Review terms “noun” and “verb” if necessary. Discuss the difference between vague and precise words. Use examples such as hot vs sweltering, crying vs sobbing, etc. *Students will make changes to their writing using more precise words Minilessons WPS.U9.WML2-4(pg 628-635) *Work with students to organize and focus stories as needed. *Suggest transition words to show time movement *Revise words to make the writing more precise *Have students revisit the story arc to make sure the writing is organized and makes sense	Discussion Anchor chart Revision checklist Revising narrative drafts
Editing (1 day)	Make sure you communicate your ideas clearly Check your spelling, punctuation, and	Minilesson WPS.U10 WML1-4(pg 638-639) *Students will work with partner on proofreading and editing their stories using checklist *Display an anchor chart with things to look based on editing checklist	Discussion Editing checklist

	capitalization Check your paragraphs to make sure they begin new ideas and group similar information together.		
Publishing (2 days)	Choose a title for your writing Add personal information about yourself as an author	Minilesson WPS.U11.WML1(pg 648-649) *Discuss how titles entice the reader to pick up the book. Discuss favorite titles of books and why they liked them *Students will create a title for their story Minilesson WPS.U11.WML2(pg 650-651) *Using an IRA such as A Boy and a Jaguar , explore Alan Rabinowitz's dedication page and About the Author. Students will create an "About the author" and "Dedication" page for their story	Discussion Title the story Create About the Author Create dedication page
REALISTIC FICTION			
Studying authors & illustrators (1 day)	Study mentor texts to notice the qualities of good realistic fiction.	Minilessons GEN.U7.WML1 (pages 208-209) * Use prior IRAs such as The Other Side, Better Than You, The Dunderheads, The Lost Lake *Generate an anchor chart with qualities of realistic fiction	Chart paper IRA book Discussion Turn & Talk
Generating an idea for a narrative story (2-3 days)	Brainstorm ideas for a realistic fiction story	Minilessons GEN.U7.WML1 (pages 208-209) *Revisit yesterday's lesson about realistic fiction stories. *Discuss how stories we read can be a jumping off point for a story of our own. *Have students turn and talk about books they read that they wished there was a sequel. *Using mentor texts such as The Dunderheads, or Better Than You , create an anchor chart with story possibilities from these texts-- story continuation or flipped POV. [See Mentor Text chart for ideas] **Introduce the word "vignette". Explain that collecting ideas in our notebooks is not story writing but just jotting down ideas. Have students write "vignettes" about possible stories based on a mentor text *Have students, if able, generate their own ideas for a story they would like to see in the world based on a topic that they are knowledgeable on. Write a few vignettes. <i>Also See Idea Generation packet for further ideas</i>	Anchor chart IRAs Discussions Turn & Talk Writer's notebook or folder Journaling Idea collection through the use of vignettes
Initial Planning/ Plot events (2 days)	Use a story arc to plan the plot of your story Write stories that have a beginning, a series of events, a high point, and an ending	Minilesson GEN.U7.WML2 (pg 210-211) Minilesson CFT.U7.WML1(pg 382-3) *Through the use of a story arc (and maybe a summary), students will plan their story *Using an IRA, such as The Boy and the Whale , create a story arc citing all key literary components. *Students will complete a story arc of their story to lay out the plot	Chart paper IRA Story arc paper (large for teacher) Story arc handout Writer's notebook or folder to keep arc

	<p>Write details about the most important moments</p> <p><i>Write a story with more than one problem (challenging task for a few star writers to tackle)</i></p> <p>Think about the message you want to communicate through the main character</p>	<p>Minilesson GEN.U5.WML5(pg 190-191) *Use Play Ball, to discuss how the author chose what details to focus on and which details to let go.</p> <p>*Explain that only the important moments need to be described Minilesson CFT.U7.WML2 (pg 384-385) *Discuss how as readers grow, plots become more complex. Often characters face more than one problem or a problem with a conflict. Use IRAs such as The Other Side (friendship and racism) or My Rotten Redheaded Brother (contest and rivalry). *Challenge strong writers to create a secondary problem/conflict for their main character</p> <p>Minilesson GEN.U7.WML4 (pg 214-215)</p> <p>Minilesson GEN.U5.WML4 (pg 188-189)</p> <p>*Discuss how all fiction stories have a message, theme or lesson that the main character learns. Use IRAs or familiar texts to discuss. *Create an anchor chart with these messages and how the author uses different techniques to help the reader "see" the character's growth *Students will note on the story arc, the lesson they want their character to learn in order to stay focused during the writing process. *Explain that this lesson will help them focus their writing</p>	<p>Chart paper IRA Story arc paper</p> <p>Anchor chart on the message to be communicated</p> <p><i>Individual writing task with a secondary story arc or added details within the arc</i></p>
Point of View, voice and mood (1-2 days)	<p>Understand 1st person POV and how it affects writing</p> <p>Understand 3rd person POV and how it affects writing</p> <p>Select the point of view that best supports your story</p> <p>Using a writer's voice to engage the reader</p>	<p>Minilessons CFT.U10.WML1 (pg 412-413) *Revisit IRAs such as The Boy and a Jaguar and Ruth and the Green Book. Discuss how the main character is telling the story. *Create anchor chart with definition of 1st person POV, why/purpose and how to</p> <p>Minilessons CFT.U10.WML2 (pg 414-415) *Revisit IRAs such as Better Than You and The Lost Lake Discuss how the how the author is telling the story through a narrator *Create anchor chart with definition of 3rd person POV, why/purpose and how to</p> <p>Minilesson CFT.U10.WML3 (pg 416-17) *Discuss that point of view affects a story. Using a passage written in both 1st and 3rd person point of view, discuss the differences. [see example on page 417] *Create anchor chart about point of view with pros and cons of each *Students will work with a partner to talk out the benefits of each for their story</p> <p>Minilesson CFT.U11.WML2-4 (pg 422-427)</p>	<p>Chart paper Discussion Hand out with mini anchor chart for writing folder/notebook</p>

		<p>*Use The Dunderheads, to illustrate how an author shows themselves and their personality through the use of punctuation, capitalization, font style, silly language, exaggerations, twists, etc</p>	
Setting (2 days)	<p>Make a sketch to show your thinking about the setting Use light, weather, and other details to show time of day, season, or passage of time</p> <p>Use your senses to describe the setting</p> <p>Add small, real-life details to create a setting that gives important information</p>	<p>Minilessons CFT.U3.WML1 (pg 352-353) *Using an IRA such as The Other Side , A Boy and a Jaguar or any other IRA, talk about the setting and how the illustration sketched out the setting.</p> <p>Minilesson CFT.U14.WML4(pg 458-459) *Point out how in The Lost Lake, Allen Say used weather, to help understand the setting better and create a mood. Explain the importance of setting in the telling of a story</p> <p>*Hand out paper to class. Students will sketch the main setting of their story. Students should add color and captions. This will help them when writing their narrative</p> <p>Minilesson CFT.U3.WML2 (pg 354-355) *Have students visualize the classroom with their 5 senses. Students show close their eyes as you ask each question below and then note on a 5 senses chart. * What do you see in our classroom? *What smells do you smell? *What noises do you hear? *Are there any sensations you feel with your hands, feet, etc.? *What can you taste?</p> <p>*Have students visualize their setting using their 5 senses. Students should do the same exercise with their story's setting</p> <p>Minilesson CFT.U3.WML3(pg 356-357) *Explain how adding little details adds believability to a story and helps to create a fuller picture of the setting</p>	<p>Discussion Drawing paper</p> <p>Paper divided in 5 columns/boxes with the 5 senses</p>
Character Development (2 days)	<p>Describe characters through their actions, dialogue, feelings, thoughts, and dreams Describe a character through another character's thoughts, words, and actions</p>	<p>Minilesson CFT.U2.WML2-3(pg 342-345) *Using A Boy and a Jaguar, discuss how the author describes Allen through his action, words, feelings, thoughts, and dreams *Create anchor chart with evidence and what is shows the reader *Students will think about how they want to describe themselves and other characters in their memoir</p> <p>Minilesson CFT.U2.WML4(pg 346-347) *Using Heroes, discuss how the author describes Donnie through the words and actions of Reggie, Tori and Reggie *Create anchor chart with evidence and what is shows the reader *Students will think about how they want to other characters to interact with the main character</p>	<p>Discussion Character sketch with character traits, thoughts, dreams, feelings on the left</p> <p>Add how the other characters feel, describe main character</p>

<p>Rough draft (3-5 days)</p>	<p>Begin drafting story</p> <p>Make a new paragraph for a new idea</p>	<p>*Students should begin drafting their narratives on paper, in notebook, or digitally using Google Docs using their story arcs, setting sketch, and character sketch <i>[recommendation: when using paper or notebook, have students skip lines to allow for revising and editing]</i></p> <p>Minilesson CNV.U3.WML2(pg 522-523) *Discuss how authors use paragraphs within a story to help the reader by showing a few key story elements such as shift in speaker, time, etc. *Display the reasons to start a new paragraph and hand out a copy for each student to put in notebook or folder</p>	<p>Drafting paper or Google Doc</p> <p>New paragraphs handout</p>
<p>Engaging leads (1-2 days)</p>	<p>Study and craft leads to hook the reader</p> <p>Start with the high point or an important part of the story or use a flashback to give background information for the story</p>	<p>Minilesson CFT.U5.WML1(pg 368-369). *Create a graffiti wall with opening sentences from various IRAs and mentor texts around the room. Students will circulate and jot down what they liked about 1-2 favorites where the author hooked them in. *Hand out a “Engaging Leads” anchor chart for notebook/folder</p> <p>Minilesson CFT.U7.WML3-4(pg 386-389) *Pose alternatives to the common leads from yesterday’s lesson such as high point or flashback leads using books such as Ruth and the Green Book and example on page 389</p>	<p>Graffiti wall charts</p> <p>Hand out on leads examples</p> <p>Flashback example</p>
<p>Using dialogue- Mini lesson during drafting process (1-2 days)</p>	<p>Use dialogue to make your writing more interesting and meaningful</p> <p>Make it clear who is speaking when you use dialogue</p> <p>Use capitalization and punctuation correctly when writing dialogue</p>	<p>Minilessons CFT.U4.WML1 (pg 360-361) *Discuss how authors use dialogue to add meaning to their stories and shows the reader more about the characters</p> <p>Minilessons CFT.U4.WML2-3 (pg 362-363) Minilessons CNV.U3.WML3(pg 524-525) Minilesson CNV. U2.WML3 (pg 506-507)</p> <p>*Hand out a piece of large paper to pairs of students. Each student should use a different colored marker or pen. Model having a conversation with a student by writing instead of talking. Each response should move to a new line. *Have students “talk to each other by writing only”. Tell them to always respond by going to the next line. Set a 5 minute timer *Model adding quotation marks around each line of dialogue. Have students do the same on their paper. *Introduce the term “speaker tags”. Explain their</p>	<p>Discussion</p> <p>Dialogue anchor chart</p> <p>Dialogue practice with partner</p> <p>Synonyms of said</p>

	Include action with dialogue in your writing	<p>purpose and how they can be in the front, middle or end of the dialogue. [Use IRA such as Heroes as example].</p> <p>*Draw attention to correct capitalization and punctuation when writing dialogue such as commas.</p> <p>*Also draw attention to the notion that speaker tags can also show emotion or intent. Hand out speaker tags worksheet for the student to add to their writing notebook or folder.</p> <p>*Have students add speaker tags.</p> <p>Minilesson CFT.U4.WML3(pg 364-365)</p> <p>*If needed, make copies of a graphic novel with blacked out images. Leave only the dialogue. Ask students questions about setting, actions, speakers, etc. Discuss pitfalls of dialogue—too much! Explain that dialogue needs to be anchored with action.</p> <p>*Show examples from IRAs such as Heroes or Play Ball</p> <p>*Encourage students to look back and show what the character is saying <i>and what they are doing</i>.</p>	<p>Examples of dialogue with action</p> <p>Add at least 3 actions with dialogue (if needed)</p>
Good endings (1-2 days)	Learn from other writers a variety of ways to write good endings	<p>Minilesson CFT.U5.WML2(pg 370-371)</p> <p>Minilesson CFT.U7.WML5(pg 390-391)</p> <p>*Discuss how a story ends is just as important as it begins</p> <p>*Create a graffiti wall with strong endings from various IRAs and mentor texts around the room. Students will circulate and jot down what they liked about 1-2 favorites where the author left them feeling resolved</p> <p>*Hand out a “Good Endings” anchor chart for notebook/folder</p> <p>*Add a good ending that wraps up their narrative</p>	<p>Discussion</p> <p>Graffiti wall with endings</p> <p>Post-its or markers</p> <p>Good ending anchor chart</p> <p>Ending of story</p>
Revising (2-3 days)	<p>Use words to show not tell</p> <p>Add describing words or phrases to help readers picture the idea</p> <p>Use strong nouns and verbs</p> <p>Revising to focus and organize writing</p>	<p>Minilesson CFT.U8.WML1(pg 394-395)</p> <p>Minilessons WPS.U8.WML2-4(pg 618-620)</p> <p>*Discuss how authors use descriptive details instead of just telling. Model with basic sentence and how to “explode the moment” using show not tell. [see example on pg 395]</p> <p>*Students will select one or two moments in their story to add more “showing” details</p> <p>Minilesson CFT.U8.WML1(pg 396-397)</p> <p>*Review terms “noun” and “verb” if necessary. Discuss the difference between vague and precise words. Use examples such as hot vs sweltering, crying vs sobbing, etc.</p> <p>*Students will make changes to their writing using more precise words</p> <p>Minilessons WPS.U9.WML2-4(pg 628-635)</p> <p>*Work with students to organize and focus stories as needed.</p>	<p>Discussion</p> <p>Anchor chart</p> <p>Revision checklist</p> <p>Revising narrative drafts</p>

		<p>*Suggest transition words to show time movement</p> <p>*Revise words to make the writing more precise</p> <p>*Have students revisit the story arc to make sure the writing is organized and makes sense</p>	
Editing (1 day)	<p>Make sure you communicate your ideas clearly</p> <p>Check your spelling, punctuation, and capitalization</p> <p>Check your paragraphs to make sure they begin new ideas and group similar information together.</p>	<p>Minilesson WPS.U10 WML1-4(pg 638-639)</p> <p>*Students will work with partner on proofreading and editing their stories using checklist</p> <p>*Display an anchor chart with things to look based on editing checklist</p>	<p>Discussion</p> <p>Editing checklist</p>
Publishing (2 days)	<p>Choose a title for your writing</p> <p>Add personal information about yourself as an author</p>	<p>Minilesson WPS.U11.WML1(pg 648-649)</p> <p>*Discuss how titles entice the reader to pick up the book. Discuss favorite titles of books and why they liked them</p> <p>*Students will create a title for their story</p> <p>Minilesson WPS.U11.WML2(pg 650-651)</p> <p>*Using an IRA such as A Boy and a Jaguar, explore Alan Rabinowitz's dedication page and About the Author.</p> <p>Students will create an "About the author" and "Dedication" page for their story</p>	<p>Discussion</p> <p>Title the story</p> <p>Create About the Author</p> <p>Create dedication page</p>

Standards ELA, SOC, Math

ELA.L.WF.4.2	Demonstrate command of the conventions of encoding and spelling.
ELA.L.WF.4.2.A	Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
ELA.L.WF.4.2.C	Spell grade-appropriate words correctly, consulting references as needed.
ELA.L.WF.4.2.D	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.
ELA.L.WF.4.3	Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
ELA.L.WF.4.3.A	Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
ELA.L.WF.4.3.B	Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
ELA.L.WF.4.3.C	Use independent clauses and coordinating conjunctions.
ELA.L.WF.4.3.E	Form and use possessive nouns and pronouns.
ELA.L.WF.4.3.F	Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
ELA.L.WF.4.3.G	Use underlining, quotation marks, or italics for titles; use quotation marks for direct

	speech; use comma before a coordinating conjunction in a compound sentence.
ELA.L.WF.4.3.H	Use apostrophes for possession.
ELA.L.KL.4.1.B	Choose words and phrases to convey ideas precisely.
ELA.L.KL.4.1.C	Choose punctuation for effect.
ELA.L.KL.4.1.D	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
ELA.L.VI.4.3.A	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
ELA.L.VI.4.3.C	Recognize and explain the meaning of common idioms, adages, and proverbs.
ELA.L.VI.4.3.D	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
ELA.RL.CR.4.1	Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
ELA.RL.CI.4.2	Summarize a literary text and interpret the author's theme citing key details from the text.
ELA.RL.IT.4.3	Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
ELA.RL.TS.4.4	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
ELA.RL.PP.4.5	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
MATH.4.DL.A.1	Create data-based questions, generate ideas based on the questions, and then refine the questions.
MATH.4.DL.A.2	Develop strategies to collect various types of data and organize data digitally.
MATH.4.DL.A.3	Understand that subsets of data can be selected and analyzed for a particular purpose.
MATH.4.DL.A.4	Analyze visualizations of a single data set, share explanations and draw conclusions that the data supports.
ELA.W.NW.4.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
ELA.W.NW.4.3.A	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
ELA.W.NW.4.3.B	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
ELA.W.NW.4.3.C	Use a variety of transitional words and phrases to manage the sequence of events.
ELA.W.NW.4.3.D	Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.
ELA.W.NW.4.3.E	Provide a conclusion that follows from the narrated experiences or events.
SOC.6.1.5.GeoGI.1	Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
ELA.W.WP.4.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
SOC.6.1.5.GeoGI.2	Use historical maps to explain what led to the exploration of new water and land routes.
ELA.W.WP.4.4.A	Identify audience, purpose, and intended length of composition before writing.
SOC.6.1.5.GeoGI.3	Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.

ELA.W.WP.4.4.B	Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
ELA.W.WP.4.4.C	Consider writing as a process, including self-evaluation, revision and editing.
ELA.W.WP.4.4.D	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
ELA.W.WP.4.4.E	After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
ELA.W.RW.4.7	Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
ELA.SL.PE.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.
ELA.SL.ES.4.3	Identify the reasons and evidence a speaker provides to support particular points.
SCI.4-ESS1-1	Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.
SCI.4-ESS2-1	Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.
SOC.6.1.5.HistoryUP.1	Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
SOC.6.1.5.HistoryUP.5	Compare and contrast historians' interpretations of important historical ideas, resources and events.

Suggested Modifications for Students with Disabilities, Multilingual Learners, Academically At Risk and Gifted Students

*Consistent with individual plans, when appropriate.

Multilingual Learners- Provide picture cards with relevant vocabulary, provide word lists of sight words, reduce amount of vocabulary words used, check for understanding often, repeat and clarify directions, provide I charts for centers, let students write in their native language and slowly adapt to English, allow students to create a story using a graphic novel format

Special Education- Allow students to begin writing with an illustration, hand out word lists of common misspelled words to lessen frustrations, Use of paper templates (i.e. friendly letter template), checklist in writing folder or notebook with step by step directions

Gifted Students- Compose multi-chapter versions of narratives. Allow students to explore the writing of other genres such as a mystery, fairy tale, adventure story or fable

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

Cross Curricular:

Social Studies- Use topics from lessons as the "topic or audience" in writing. Compose narratives based on topics such as a hiker traveling across the New Jersey regions, a Native American child sharing a story about a coming of age quest, a new settler arriving in New Jersey and the turmoil they face

6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.

6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.

6.1.5.HistorySE.1: Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.

Science- Compose a story of an archaeologist digging for fossils in a desert or the story of the finding of the 1st fossil in New Jersey (Hadrosaurus); Sci-Fi story of scientists traveling to the center of the Earth to study the magma, etc.

4-ESS1-1 Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.

4-ESS2-1 Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.

Math- Create graphs and charts based on topics of interest and write explanations of the data and its impact

Data Literacy 4.DL

A. Organize data and understand data visualizations

Create data-based questions, generate ideas based on the questions, and then refine the questions.

Develop strategies to collect various types of data and organize data digitally.

Understand that subsets of data can be selected and analyzed for a particular purpose.

Analyze visualizations of a single data set, share explanations and draw conclusions that the data supports.

21 Century Connections:

9.1.4.A.5 Apply critical thinking and problem-solving skills in the classroom and family settings.

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings.

9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions when presenting to an audience.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

Unit 4 Convince Me!

Content Area: **Language Arts**
Course(s):
Time Period: **2nd Trimester**
Length: **22 days**
Status: **Published**

Summary of the Unit

This unit challenges students to think deeply about the world around them and write persuasive essays to convince others that their thoughts and feelings about the world are accurate. The writers will develop a thesis for their essays and provide a variety of evidence to support their claims. The writers will compose focused essays that include an introduction, three detailed paragraphs, and a closing. In the end, students will understand the power words have to influence society

Enduring Understandings

- Persuasive writing comes in various forms, but is always intended to convince the reader of its perspective.
- Good persuasive arguments begin with a strong thesis statement that is supported with facts as well as opinions of the author.
- The use a powerful lead draws a reader into your argument and sets the stage for an essay filled with thoughts and ideas that build upon each other.
- Composition of a strong concluding statement should leave the reader questioning their own beliefs.
- In the end, the writer will understand that your opinion is never "wrong" if it is supported and nurtured with strong evidence.

Essential Questions

- What is the difference between narrative and expository writing?
- What are three reasons an author writes? How do they differ?
- What does it mean to persuade someone?
- How can we persuade others to accept our ideas when writing?
- What is the difference between a fact and an opinion?
- How do we identify persuasive writing?
- How do we organize our thoughts to be more persuasive?
- How can I grow my ideas in writing an essay?

- What is an effective persuasive essay?
- What is a thesis statement?
- How can the internet be used in essay writing?
- How does the selection of resources impact the quality and validity of the research process and product?
- How do writers craft an introduction for their essay?
- How do I craft a strong paragraph with a topic sentence that clearly states my main idea?
- How do I distinguish between details that support my main idea while steering away from those that draw attention in another direction?
- What transitional words and phrases do essay writers use in their writing?
- How do writers craft a closing for their essay?

Summative Assessment and/or Summative Criteria

- Students will draft a baseline/benchmark Opinion Essay
- Students will publish an opinion essay that raises the level of essay writing by adding personal stories
- Students will publish a Persuasive essay on a worldly topic that touches the writer

Resources

Fountas and Pinneell Writing Minilessons Book

The Writing Strategies Book by Jennifer Serravallo

Picture Books:

Click, Clack Moo: Cows that Type by Doreen Cronin

The Day the Crayons Quit by Drew Daywalt

Earrings! by Judith Viorst

[Fountas & Pinnell sample opinion essays](#)

[Fountas & Pinnell sample persuasive essays](#)

[Opinion & Persuasive Writing](#) anchor chart

Unit Plan

Topic/ Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
Studying opinion essays (1 day)	Notice the qualities of good opinion writing	Minilessons GEN.U11.WML1 (pages 252-253) * Before the unit, have students engage in short mini-writes that require them to state an opinion with reasons why. [favorite food, favorite season, favorite movie, etc] *Define opinion vs fact, evidence, reasons *Discuss real life examples of opinion writing such as reviews, essays, commercials *Hand out sample opinion essays from F&P . Break students into small groups to read each essay. Have the students circle the author's opinion and highlight the reasons they give to support their thinking. *Groups will discuss commonalities within each essay such as hook, thesis statement, transition words, ending. Chart responses (see pg 253)	Chart paper with definitions of fact vs opinion Chart commonalities (see pg 253) Discussion Turn & Talk
Studying persuasive essays (1 day)	Use what you know about opinion writing to help understand persuasive essays	Minilessons GEN.U12.WML2 (pg 264-265) *Define persuasion, pro, con, evidence, call to action *Create anchor chart that compares Opinion & Persuasive Writing or create chart (see pg 265) *Discuss real life examples of persuasive writing such as reviews, essays, letters, commercials *Hand out sample persuasive essays from F&P . Break students into small groups to read each essay. Have the students circle the author's opinion and highlight the reasons they give to support their thinking. *Pose the question "How is today's example different from yesterday's?" Students should note a call to action. *Groups will discuss commonalities from yesterday and add "Call to Action" to the chart	Chart commonalities Discussion Turn & Talk
Topic selection (3-4 days)	Choosing a topic for a persuasive essay	The Writing Strategy Book 3.7 "Writing to Change the World" Minilessons GEN.U12.WML1 (pg 262-263) *Read Click, Clack Moo: Cows that Type or a different book to engage students in a fun version of persuasive writing *Break down the topic, audience, format (revisit RAFT writing strategy , if necessary) *Read a few different debates from Storyworks Magazine Debates Scholastic that students can relate to and build a strong essay. Students should complete the pro/con chart within each debate. *Brainstorm different issues that have value to the students. Create a chart with "issues", audience, format, purpose (see pg 263 in F&P or 100 in Writing Strategies)	Chart paper Discussion Turn and Talk Keep copies of Storyworks debates in Writing folder or notebook along with completed Pro/Con pages Chart topics in notebook
Planning: Choose a side or opinion	Write an opinion sentence	Minilesson GEN.U11.WML2 (pg 254-255) *Students should reflect on their selected topic and develop an opinion. <i>Be sure to emphasize that their topic and opinion should be reflective</i>	Writing notebook or Writer's

(1 day)		<p><i>of their lives and personal beliefs, or they will struggle to support it.</i></p> <p>*Using writing notebook or writer's folder & index cards, student will create a heading on the page "Opinion statement"</p> <p>*Students will write a <i>draft of an</i> opinion sentence that clearly states their stance</p> <p>**<i>Return to this minilesson when drafting</i></p>	notebook with index cards
Planning: Provide reasons and evidence (3 days)	Write facts and reasons to support an opinion	<p>Minilessons GEN.U11.WML3 (pg 256-257) The Writing Strategy Book 6.42 Rule of Threes (pg 253)</p> <p>*Revisit the exemplars from F&P. Discuss the "Rules of Threes". Discuss how when providing reasons to support an opinion, <i>three is customary.</i></p> <p>*Teacher will explain that to convince the reader to believe what we believe...we need to provide facts not just opinions</p> <p>*Students will return to the Storyworks debate or topic selected and locate 3 facts that support their opinion.</p> <p>*Students will write one fact on each page in their writer's notebook (or index cards within folder)</p> <p>The Writing Strategy Book 6.10 Prove it (pg 221)</p> <p>Minilessons WPS.U8.WML5 (pg 624-625)</p> <p>Minilessons GEN.U12.WML3(pg 266-267)</p> <p>*Students will add pertinent information or reasons on each card that tie relate to their overall stance.</p> <p>The Writing Strategy Book 6.41 Anecdotes can teach and give evidence</p> <p>*Students can add anecdotes when a point needs more elaboration</p>	<p>Anchor chart that notes the parts of a 5-paragraph opinion or persuasive essay (pg 257)</p> <p>Discussion</p> <p>Storyworks debate</p> <p>Writer's notebook or Writer's folder with index cards</p> <p>List of reasons or facts with supporting details</p>
Planning: Ordering reasons (1 day)	Organize your writing to make sure the order makes sense	<p>Minilessons WPS.U0.WML4 (pg 634-635)</p> <p>*Revisit the exemplars from F&P. Create a list of the reasons the author cited for their opinion. Discuss as a class why the author chose to write them in that particular order. Stress that you want the reader to remember your most important reason so that is typically stated last.</p> <p>*Students will revisit their reasons/facts and order them in a way that best supports their thesis statement</p>	Order reasons/facts in a logical manner that supports thesis

Pre-draft: RAFT selection (1 day)	<p>Speak directly to the reader</p> <p>Choose words that fit the audience and tone of the writing</p>	<p>Minilessons CFT.U11.WML1(pg 420-421)</p> <p>Minilesson CFT.U8.WML3 (pg 398-399)</p> <p>*Revisit the acronym RAFT with the students. Think about the format that the students will be using to write and the audience. Those parameters affect the writing process.</p> <p>R (role) - <i>Student</i></p> <p>A (audience) - <i>depends on the debate topic & affects formality of word choice</i></p> <p>F(format) - <i>letter, essay, PSA, etc</i></p> <p>T(topic) -<i>selected debate topic</i></p> <p>*Discuss how the author's use Point of View, word choice, & style is contingent on the audience and format. Create chart on pg 399</p> <p>*Reiterate that in a persuasive piece you need to speak directly to the audience with a strong voice</p> <p>*Students (or teacher) will select audience, format, tone(word choice)</p>	<p>Chart with acronym of RAFT</p> <p>Chart comparing audience and tone</p> <p>Discussion</p> <p>Notebook with noted audience, format, & tone</p>
Drafting an introduction (1-2 days)	Write an introduction that states your opinion clearly	<p>Minilesson GEN.U11.WML2 (pg 254-255)</p> <p>*Revisit opinion and persuasive F&P writing piece from beginning of unit and examine the introductions. Discuss hook, opinion statement, and overview of reasons/facts</p> <p>*Create anchor chart that outlines the format of an introductory paragraph. (see pg 255)</p> <p>*Teacher should model how to write an introduction using a debate topic that was analyzed.</p> <p>*Students will write their own introductory paragraph (Google docs or notebook)</p>	<p>Chart with format of introduction paragraph</p> <p>Chart paper with teacher's modeled draft</p> <p>Rough draft paper, writing notebook or Google Docs blank template</p>
Drafting body paragraphs(3 days)	<p>Provide reasons and evidence for your opinion</p> <p>Understand that writers use connecting words, phrases, and sentences to</p>	<p>Minilesson GEN.U11.WML3 (pg 256-257)</p> <p>*Using chart paper, teacher will note the format of each body paragraph (pg 257)</p> <p>Minilessons CFT.U11.WML2, 3, 4 (pg 422-427)</p> <p>Minilessons CFT.U8.WML2 (pg 396-397)</p> <p>*Teacher will model how to create voice using punctuation, capitalization, print style, word choice or using creative wording to show a strong opinion</p> <p>*Students will draft body paragraphs with reasons/facts and supporting details</p> <p>Minilesson WPS.U8.WML4 (pg 622-623)</p> <p>*Hand out a list of key transition words used in comparisons, explaining, etc. Transition word</p>	<p>Chart of body paragraph format</p> <p>Chart paper of teacher draft</p> <p>Rough draft paper, writing notebook or Google Docs</p> <p>Transition Word list (add to notebook)</p>

	add information	list *Discuss how transition words help the reader move from one key detail to the next with flow *Students will add transition words to each paragraph to improve writing	
Drafting a Conclusion paragraph (2 days)	Write a paragraph that summarizes the opinion and satisfies the readers	Minilesson GEN.U11.WML4 (pg 258-259) *Revisit the F&P sample opinion and persuasive essays. Discuss the difference between the 2 styles (restate opinion vs call to action) *Create anchor chart on how to compose a concluding paragraph (see pg 259) Note to teacher: if you are working on a persuasive piece that calls for a "Call to Action"- - adapt anchor chart to reflect difference. *Class will discuss how to convince their audience to alter their beliefs *Students should decide what change they want to see and ask for an exact measurable stance (ex. "10 more minutes of recess time", "cellphones in school during lunch", "mandating reusable water bottles instead of plastic water bottles ", etc.) *Teacher will model conclusion paragraph that summarizes opinion, reasons, and provides a call to action *Students will draft conclusion	Chart of conclusion paragraph format Chart paper of teacher draft Rough draft paper, writing notebook or Google Docs
Revising and editing (1-2 days)	Make you communicate your ideas clearly Replace vague words to make writing more precise and interesting Check your spelling using multiple resources Check you punctuation and capitalization	Minilesson WPS.U10.WML1 (pg 638-639) Minilesson WPS.U10.WML4 (pg 644-645) Minilesson WPS.U9.WML3 (pg 632-633) *Students will re-read their essay. They will look to make sure their words are clear and in an order that convey their message precisely. *Students will make sure each paragraph only focuses on 1 idea. *If needed students will replace and add more precise nouns, verbs, adjectives, etc. Minilessons WPS.U10.WML2-3(PG 640-643) *Using checklist, students will look for errors in spelling, punctuation, and capitalization	RevisingChecklist Student's rough draft Editing Checklist Student's rough draft
Publish and self-assess (1 day)	Use a self-assessment rubric to reflect on areas of strength and	Minilesson WPS.U12.WML2 (pg 658-659) *Hand out student friendly rubric for student analyze their writing	Persuasive Student Rubric

	determine future goals	<p>*Explain how to use a rubric (see chart pg 659)</p> <p>* Students will self-reflect and make any changes that will improve their writing before publishing</p> <p>*Students will publish their persuasive/opinion piece</p>	<p>Persuasive Teacher Rubric</p> <p>Opinion Student Rubric</p> <p>Opinion Teacher Rubric</p>
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Standards ELA SOC SCI, Math

ELA.L.RF.4.4.A	Read grade-level text with purpose and understanding.
ELA.L.WF.4.2	Demonstrate command of the conventions of encoding and spelling.
ELA.L.WF.4.2.C	Spell grade-appropriate words correctly, consulting references as needed.
ELA.L.WF.4.2.D	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.
ELA.L.WF.4.3	Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
ELA.L.WF.4.3.A	Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
ELA.L.WF.4.3.B	Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
ELA.L.WF.4.3.C	Use independent clauses and coordinating conjunctions.
ELA.L.WF.4.3.F	Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
ELA.L.KL.4.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
ELA.L.KL.4.1.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
ELA.L.KL.4.1.B	Choose words and phrases to convey ideas precisely.
SOC.6.1.5.CivicsPR.1	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
ELA.L.KL.4.1.C	Choose punctuation for effect.
ELA.L.KL.4.1.D	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
SOC.6.1.5.CivicsPR.2	Describe the process by which immigrants can become United States citizens.
ELA.RI.CR.4.1	Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text
ELA.RI.CI.4.2	Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
ELA.RI.TS.4.4	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
ELA.RI.PP.4.5	Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.
ELA.RI.MF.4.6	Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs,

	diagrams, timelines, animations) support central ideas.
ELA.RI.AA.4.7	Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
ELA.W.AW.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
ELA.W.AW.4.1.A	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
SOC.6.1.5.GeoPP.6	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
ELA.W.AW.4.1.B	Provide reasons that are supported by facts from texts and/or other sources.
ELA.W.AW.4.1.C	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
ELA.W.AW.4.1.D	Provide a conclusion related to the opinion presented.
MATH.4.DL.A.1	Create data-based questions, generate ideas based on the questions, and then refine the questions.
MATH.4.DL.A.2	Develop strategies to collect various types of data and organize data digitally.
MATH.4.DL.A.3	Understand that subsets of data can be selected and analyzed for a particular purpose.
MATH.4.DL.A.4	Analyze visualizations of a single data set, share explanations and draw conclusions that the data supports.
SOC.6.1.5.GeoGI.1	Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
ELA.W.WP.4.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ELA.W.WP.4.4.A	Identify audience, purpose, and intended length of composition before writing.
ELA.W.WP.4.4.B	Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
ELA.W.WP.4.4.C	Consider writing as a process, including self-evaluation, revision and editing.
ELA.W.WP.4.4.D	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
ELA.W.WP.4.4.E	After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
ELA.W.WR.4.5	Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
ELA.W.SE.4.6	Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
ELA.W.RW.4.7	Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
ELA.SL.PE.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.
ELA.SL.PE.4.1.D	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
ELA.SL.ES.4.3	Identify the reasons and evidence a speaker provides to support particular points.
ELA.SL.PI.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;

	<p>ELA.SL.AS.4.6</p> <p>SCI.4-ESS3-1</p> <p>SOC.6.1.5.HistorySE.1</p> <p>SOC.6.1.5.HistoryCA.1</p> <p>SCI.4-ESS3-2</p>	<p> speak clearly at an understandable pace. 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. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had. Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era. Generate and compare multiple solutions to reduce the impacts of natural Earth processes and climate change have on humans. </p>
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Suggested Modifications for Special Education, ELL and Gifted Students

*Consistent with individual plans, when appropriate.

Multilingual Learners- Provide picture cards with relevant vocabulary, provide word lists of sight words, reduce amount of vocabulary words used, check for understanding often, repeat and clarify directions, provide I charts for centers, let students write in their native language and slowly adapt to English, allow students to create an opinion piece with illustrations

Special Education- Allow students to begin writing with an illustration, hand out word lists of common misspelled words to lessen frustrations, Use of paper templates (i.e. friendly letter template), checklist in writing folder or notebook with step by step directions; Reduce essay format to one paragraph

Gifted Students- Compose a persuasive essay with a counter argument analysis. Allow students to create a PSA video that builds upon their stated opinion

Suggested Technological Innovations/Use

Work on Writing options: Google Classroom, Google Docs or Google Slides. Video creation option (PSA Public Service Announcement)

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

Cross Curricular:

Social Studies- Use topics from lessons as the "topic or audience" in writing. Compose opinion/persuasive piece based on topics such as a hiker traveling across the New Jersey regions, a new settler arriving in New Jersey and wanting family from Europe to join them in the "New World"

6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.

6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources

and events.

6.1.5.HistorySE.1: Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.

Science- Compose a persuasive essay about the benefits of alternative energy sources (wind, solar, hydroelectric, etc) ; Create a PSA about extreme weather and how to stay safe

4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes and climate change have on humans.

6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members.

6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

Math- Create graphs and charts based on topics of interest and write explanations of the data and its impact

Data Literacy 4.DL

A. Organize data and understand data visualizations

Create data-based questions, generate ideas based on the questions, and then refine the questions.

Develop strategies to collect various types of data and organize data digitally.

Understand that subsets of data can be selected and analyzed for a particular purpose.

Analyze visualizations of a single data set, share explanations and draw conclusions that the data supports.

21 Century Connections:

9.1.4.A.5 Apply critical thinking and problem-solving skills in the classroom and family settings.

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings.

9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions when presenting to an audience.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

Unit 5 Writing to Inform

Content Area: **Language Arts**
Course(s):
Time Period: **3rd Trimester**
Length: **23 days**
Status: **Published**

Summary of the Unit

This unit engages students in writing to “teach” rather than writing to “entertain”. Students will be faced with the challenge of organization as structure and format are the driving forces in any Expository writing unit. The structure of these essays is topics and subtopics that are signaled with headings and subheadings, and with accompanying portals for information, including glossaries (for domain specific vocabulary) and text boxes or sidebars, and diagrams, charts, graphs, and other visuals. The writers will be engaged in qualities of strong informational writing with vigor and clarity, and students will progress towards producing organized, coherent pieces of writing. The unit culminates with a synthesis of informational writing with a presentation on the chosen topic.

Enduring Understandings

Writers can write facts about a subject through the use of concrete details, not opinions. All informational essays follow a logical sequence: thesis, supporting details and a conclusion statement. Through the use of research, a writer can strengthen his/her thesis by providing strong facts from a third party source. Writers will understand the impact of carefully chosen facts and words can have on the reader and the validity of their essay. Writers will learn how to synthesize facts from research to compose a information piece with a persuasive flair.

Essential Questions

- How does a writer decide what to write about when writing informational text?
- Does the writer know enough about the topic to compose a thorough essay?
- What structure will the writer choose to organize the essay within?
- Why is a thesis statement important?
- Where does the writer locate his/her facts? Are the facts presented in a logical order?
- What vocabulary words should be used to emphasize the writing?
- Has the writer included important nonfiction text features in the piece?
- Is the information organized in a way that best teaches the subject to the reader?
- How does a writer paraphrase facts in his/her own words to avoid plagiarism?
- Is there a strong introduction and a strong conclusion?

Summative Assessment and/or Summative Criteria

Students will publish an informational essay about a topic they are knowledgeable about.

- Students will publish a research based cross-curricula informational essay

Resources

Fountas and Pinneell Writing Minilessons Book

The Writing Strategies Book by Jennifer Serravallo

[Fountas & Pinnell Feature Article samples](#)

[FeatureArticles Teacher.pdf](#),

[Feature article rubric Student](#)

[Multimedia rubric student](#)

[Multimedia rubric teacher](#)

[Transition Word list](#)

[RevisingChecklist](#)

[Editing Checklist](#)

Unit Plan

Unit Plan			
Topic/ Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
<i>Review: Studying informational texts/essays</i>	<i>Notice the qualities of good informational text</i>	Reading Minilessons LA.RML1-6 (pgs. 323-335) * Before the unit, have students engage in short readings of different forms of expository non-fiction necessary. Review overall structure to differentiate those texts from prose, dramas, poetry, etc using IRAs, guided reading books, etc *Review author's purpose (PIE) and explain how informational writing has a different feel and purpose	<i>Discussion</i> <i>Turn & Talk</i>
Writing Feature articles (2 days)	Notice the qualities of a good feature article	Minilessons GEN.U10.WML1 (pg 230-241) *Define inform, feature article, voice, research, perspective, content *Discuss vocabulary through Google slides, Canva, graffiti wall or vocabulary chart. Provide examples to bring words to life * Create anchor chart (pg 241) with qualities of a Feature Article *Divide students into small groups and hand out feature articles from F&P resources or from other sources such as Achieve 3000, etc *Groups will read articles and identify characteristics by answering basic questions about the text (pg 240)	Vocabulary anchor chart & small copies for student notebook
Topic Selection is based on instructional choice of staff.			
Options include (but are not limited to) Endangered Species, Animals, Biographies, U.S. States, Planets, Extreme Weather, Energy, Sports, etc.			
Project Overview (1 day)	Make lists of topics you know, are interested in, and care about	Minilessons WPS.U4.WML1(pg 574-575) *Define expert * Discuss as a class the parameters of the Informational/Research project. Review rubrics for Feature Articles from F&P (FeatureArticles Teacher.pdf , FeatureArticles Student.pdf) *Explain that when an author feels strongly about a topic, the writing is more genuine *Using chart paper hung around the room with possible broad topics on each page, students will circulate and add subtopics to each list that interests them	Chart of project parameters Chart paper with possible topics Discussion Turn & Talk

Topic Selection (1 day)	Choose a topic and think about your point of view	Minilesson GEN.U10.WML2 (pg 242-243) * Display “The Gray Wolf: An Endangered Species... or Not?” from F&P. *Discuss articles topic/main idea/ details as well as the perspective of the author *Review all subtopics and have students select a topic that they care about, are interested in, or have basic prior knowledge	
Narrowing topic (1 day)	Use webs or other graphic organizers to explore and focus a topic	Minilessons WPS.U4.WML2-3 (pgs 576-579) *Explain that topics can be large so writers need to focus on their main idea of their writing piece <i>If the class has free choice on the research paper, then use webs to help students to focus their topics for researching</i> <i>*Introduce different techniques to help students focus their topic such as webs. Students will create one web with all possible subtopics and narrow down to a specific topic (see Writing Strategy Book 5.33</i> <i>*Students will use narrower topic to again create a web to focus on details or generate questions to help with overall focus of the topic</i>	Chart paper to model how to create webs to narrow focus of a topic Webs for writing notebooks or folders
Researching in digital environments (2 days)	Use a variety of sources from which to collect information about a topic Search efficiently and effectively for information on the internet and in books	Minilesson GEN.U10.WML3 (pg 244-245) *Discus vocabulary words: primary source vs secondary source . Show examples of both *Create anchor chart with help of students of different sources to find information. [See anchor chart pg 245] Minilesson SAS.U7.RML1-2 (pg 550-553) Minilesson WPS.U5.WML1-4(pg 588-595) *Display Google (or another search engine) on Smartboard. Explain that the information here can be overwhelming *Provide students will list of district approved online resources that will help narrow the choices and be more age appropriate (see list provided by Media Specialist)	Chart paper Discussion Chromebooks List of district approved websites

	Evaluate whether you found the appropriate information you need	<p>* Model how to skim a website to evaluate for relevancy, analyze author, and sources</p> <p>* Record website address/name to keep for future reference if it is a "good choice"</p>	
	Select facts that will interest the reader	<p>Minilesson CFT.U13.WML4 (pg 448-449)</p> <p>*Using past IRAs such as Giant Squid, Wolf Island, etc discuss how the author's choice facts to include that would speak to them as readers.</p> <p>*Group students based on topics to discuss their overall purpose of their piece as well as the audience (see chart pg 449)</p> <p>*Using RAFT, students will record, writing notebook, ROLE AUDIENCE FORMAT(feature article) TOPIC</p>	<p>Mentor texts</p> <p>Chart paper</p> <p>Discussion</p> <p>Writing notebooks</p>
Planning: Taking Notes (3-4 days)	Take notes about your topic in your own words	<p>Minilessons WPS.U4.WML4-5 (pg 580-583)</p> <p>The Writing Strategy Book 6.18 "Keeping a Research Notebook";</p> <p>*Teacher will decide, based on students' abilities, what format students will use to take notes.</p> <p>-<i>Outline (see Writing Strategy Book 5.13)</i></p> <p>-<i>One topic per page in notebook</i></p> <p>-<i>One topic per page in notebook and sticky notes</i></p> <p>-<i>Index cards</i></p> <p>*Teacher will model, using thinking aloud, what is important and worth writing down</p> <p>*Teacher will stress the need to write notes in our own words</p> <p>*Students will take notes on subtopics within their main topic</p>	<p>Anchor chart with tips on how to take notes</p> <p>Discussion</p> <p>Writer's notebook, post-its, or Writer's folder with index cards</p>
Planning: Vocabulary building within a topic (1 day)	Choose and sketch a few objects to represent the big ideas of your topic	<p>Minilessons WPS.U4.WML6 (pg 584-585)</p> <p>The Writing Strategy Book 6.19 "Read, Sketch, Stretch"</p> <p>*Remind students that good authors provide details and vocabulary that may be new to the reader</p> <p>*Teacher will model how to generate a list of key vocabulary words that are pertinent to their topic and sketch topic-related artifacts, etc.</p> <p>*Teacher will create page in notebook</p>	<p>Chart paper</p> <p>Discussion</p> <p>Writing notebook</p>

		<p>for these items</p> <p>*Students will look back over notes and resources to locate topic-related vocabulary to write and sketch</p>	
<p>Planning:</p> <p>Make facts come to life</p> <p>(1 day)</p>	<p>Use Imagery to make a fact come alive</p>	<p>The Writing Strategy Book 6.35</p> <p>*To help students add details to their writing, explain that by sketching a scene, moment, event from their research, their writing will “come alive”</p> <p>*Teacher will model how to make a fact come alive through creating a scene with descriptive details</p> <p>*Teacher will explain that this drawing will be used when drafting that section of the article with descriptive details</p>	<p>Chart paper</p> <p>Discussion</p> <p>Writing notebooks</p>
<p>Drafting an introduction</p> <p>(1 day)</p>	<p>Hook your readers from the beginning</p>	<p>Minilesson GEN.U01.WML4 (pg 246-247)</p> <p>*Revisit feature -articles F&P writing piece from beginning of unit and examine the introductions. Discuss the hook’s word choice and its effectiveness in drawing interest</p> <p>*Create anchor chart that outlines the format of an introductory paragraph. (see pg 247)</p> <p>*Teacher should model how to write an introduction for a “modeled feature article”</p> <p>*Students will write their own introductory paragraph (Google docs or notebook)</p>	<p>Chart with format of introduction paragraph</p> <p>Chart paper with teacher’s modeled draft</p> <p>Rough draft paper, writing notebook or Google Docs blank template</p>
<p>Drafting body paragraphs with headings (4-5 days)</p>	<p>Use headings and subheadings to tell what a part is about</p>	<p>Minilesson CFT. U12.WML2 (pg 432-433)</p> <p>The Writing Strategies Book 7.16 “Clever Titles, Headings, and Subheadings”</p> <p>*Review, using mentor texts, how headings and subheadings help the reader distinguish between the information being presented.</p> <p>*Model how to look at each section of facts and data collected through research to create an appropriate heading for each section</p> <p>*Students will generate headings/ subheadings for each section of their feature article and record them in their</p>	<p>Chart paper of teacher draft</p> <p>writing notebook</p>

		<p>note pages</p> <p>*Model how to write/type headings with a larger font that is usually bolded and on a separate line within the body of text</p>	
	Write with a strong voice	<p>Minilesson GEN.U10.WML5 (pg 248-249)</p> <p>*Teacher will remind students that good writers write with the reader in mind.</p> <p>*Model how to speak to reader, use punctuation in interesting ways, powerful word choices, and to say things in surprising ways to hold attention.</p>	Discussion
	<p>Draft paragraphs within headings with main idea and supporting details in mind</p> <p>Understand that writers use connecting words, phrases, and sentences to add information</p>	<p>Minilessons CFT.U11.WML2, 3, 4 (pg 422-427)</p> <p>Minilessons CFT.U8.WML2 (pg 396-397)</p> <p>*Teacher will model with one subtopic how to take all the collected information and formulate a solid paragraph</p> <p>*Remind students that a heading or subheading points to the main idea. Model how to use that heading to compose a topic sentence.</p> <p>*Model how to turn the collected facts into detail sentences that have a logical order and format</p> <p>*Teacher will model how to create voice using punctuation, capitalization, print style, word choice or using creative wording to show details</p> <p>*Students will draft body paragraphs with main idea/topic sentences and supporting details</p>	<p>Chart paper of teacher draft</p> <p>Rough draft paper, writing notebook or Google Docs</p> <p>Transition Word list (add to notebook)</p>
	Adding details to support facts	<p>The Writing Strategies Book 6.22 “Support Your Facts” (pg 233)</p> <p>*Teacher will have students look back at their domain specific vocabulary and sketch from note-taking lessons</p> <p>* Ask students to re-read their body paragraphs within each heading/</p>	<p>Teacher Draft</p> <p>Anchor chart on supporting facts (WSB pg 233)</p> <p>Rough draft paper, writing</p>

		<p>subheading. Ask students to look for the usage of key vocabulary words. Ask them to first bold that word within the text. Then evaluate if the word needs explaining. Students can...</p> <ul style="list-style-type: none"> -add a definition -add an example -add a story to elaborate <p>Minilesson CFT.U13.WML1, 3 (pg 442-443, 445-446)</p> <p>*Model how to use sketch to add details to the section that pertains to those facts by adding adjectives, adverbs, onomatopoeia, etc.</p> <p>*When appropriate, students can add a personal experience to their body paragraphs to teach more about a topic</p> <p>Minilesson WPS.U8.WML4 (pg 622-623)</p> <p>*Hand out a list of key transition words used in comparisons, explaining, etc. Transition word list</p> <p>*Discuss how transition words help the reader move from one key detail to the next with flow</p> <p>*Students will add transition words to each paragraph to improve writing</p>	<p>notebook or Google Docs</p>
<p>Drafting a Conclusion paragraph (1 day)</p>	<p>Write a paragraph that summarizes the feature article and satisfies the readers</p>	<p>Minilesson GEN.U16.WML4 (pg 316-317)</p> <p>*Create anchor chart on how to conclude a feature article (see conclusion column in chart on pg 317)</p> <ul style="list-style-type: none"> -Other key facts -Where to learn more -How people can help -Wrap up the big idea -Summarize the feature article 	<p>Chart of conclusion paragraph format</p> <p>Chart paper of teacher draft</p> <p>Rough draft paper, writing notebook or Google Docs</p>
<p>Revising and editing (1-2 days)</p>	<p>Make you communicate your ideas clearly</p> <p>Replace vague words to make writing more</p>	<p>Minilesson WPS.U10.WML1 (pg 638-639)</p> <p>Minilesson WPS.U10.WML4 (pg 644-645)</p> <p>Minilesson WPS.U9.WML3 (pg 632-633)</p> <p>*Students will re-read their essay.</p>	<p>RevisingChecklist</p> <p>Student's rough draft</p>

	<p>precise and interesting</p> <p>Check your spelling using multiple resources</p> <p>Check you punctuation and capitalization</p>	<p>They will look to make sure their words are clear and in an order that convey their message precisely.</p> <p>*Students will make sure each paragraph only focuses on 1 idea.</p> <p>*If needed students will replace and add more precise nouns, verbs, adjectives, etc.</p> <p>Minilessons WPS.U10.WML2-3(PG 640-643)</p> <p>*Using checklist, students will look for errors in spelling, punctuation, and capitalization</p>	<p>Editing Checklist</p> <p>Student's rough draft</p>
Publish and self-assess (1 day)	Use a self-assessment rubric to reflect on areas of strength and determine future goals	<p>Minilesson WPS.U12.WML2 (pg. 658-659)</p> <p>*Hand out student friendly rubric for student analyze their writing</p> <p>*Explain how to use a rubric (see chart pg 659)</p> <p>* Students will self-reflect and make any changes that will improve their writing before publishing</p> <p>*Students will publish their feature article</p>	<p>FeatureArticles Teacher.pdf</p> <p>FeatureArticles Student.pdf</p>
<p>Follow up projects</p> <p><i>Slideshows, posters, or videos</i> (see resources for rubric)</p>			
Follow up project ideas (5 days)	Making Informational Multimedia Presentations	<p>Minilessons GEN.U9. WML1-5 (pg 227-238)</p> <p>*Students will organize information within headings on separate sections or slides</p> <p>*Present or narrate your multimedia presentation (live or recorded)</p>	
	Making a Photo Essay	<p>Minilessons GEN.U16.WML1-4 (pg. 309-318)</p> <p>*Decide what photos should show and how to order and place them on the pages</p> <p>*Add information (captions) to explain photos</p>	

	Exploring Digital Writing	Minilessons GEN.U17.WML1-4 (pg 319-328) *Organize your information for your audience *Include links, images, or videos to enhance digital writing *Design your digital text and images to capture the audience's attention	
	Using Text Features in Nonfiction Writing	Minilessons CFT.U12.WML1-5 (pg 429-440) *Notice why authors use different text features *Use sidebars to give extra information *Write captions under pictures *Use timelines to give information in chronological order	
	Illustrating and Using Graphics in Nonfiction Writing	Minilessons CFT.U15.WML1-6 (pg 463-476) *Use a variety of illustrations and graphics to teach about your topic *Use photographs and detailed illustrations to present information *Draw diagrams to give information *Use a close-up to show something in greater detail *Use maps and legends to give information *Use comparisons to show size	

Standards

ELA.L.WF.4.2.D	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.
ELA.L.WF.4.3.A	Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
ELA.L.WF.4.3.B	Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
ELA.L.WF.4.3.C	Use independent clauses and coordinating conjunctions.
ELA.L.WF.4.3.D	Form irregular verbs; form and use progressive tenses.
ELA.L.WF.4.3.E	Form and use possessive nouns and pronouns.
ELA.L.WF.4.3.F	Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
ELA.L.KL.4.1.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
ELA.L.KL.4.1.B	Choose words and phrases to convey ideas precisely.
ELA.L.KL.4.1.C	Choose punctuation for effect.

ELA.L.KL.4.1.D	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
ELA.RI.CR.4.1	Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
ELA.RI.CI.4.2	Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
ELA.RI.IT.4.3	Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
ELA.RI.TS.4.4	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
ELA.RI.PP.4.5	Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.
ELA.RI.MF.4.6	Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.
ELA.RI.AA.4.7	Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
ELA.RI.CT.4.8	Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.
SOC.6.1.5.GeoPP.5	Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
SOC.6.1.5.GeoPP.6	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
ELA.W.IW.4.2.A	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.
MATH.4.DL.A.1	Create data-based questions, generate ideas based on the questions, and then refine the questions.
MATH.4.DL.A.2	Develop strategies to collect various types of data and organize data digitally.
ELA.W.IW.4.2.B	Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
ELA.W.IW.4.2.C	Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
MATH.4.DL.A.3	Understand that subsets of data can be selected and analyzed for a particular purpose.
ELA.W.IW.4.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
MATH.4.DL.A.4	Analyze visualizations of a single data set, share explanations and draw conclusions that the data supports.
ELA.W.IW.4.2.E	Provide a conclusion related to the information or explanation presented.
SOC.6.1.5.GeoGI.1	Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
ELA.W.WP.4.4.A	Identify audience, purpose, and intended length of composition before writing.
ELA.W.WP.4.4.B	Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
ELA.W.WP.4.4.C	Consider writing as a process, including self-evaluation, revision and editing.
ELA.W.WP.4.4.D	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.

ELA.W.WP.4.4.E	After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
ELA.W.WR.4.5	Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
ELA.W.SE.4.6	Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
ELA.W.RW.4.7	Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
ELA.SL.PE.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.
ELA.SL.II.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
ELA.SL.ES.4.3	Identify the reasons and evidence a speaker provides to support particular points.
ELA.SL.PI.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.
ELA.SL.UM.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
SCI.4-LS1-2	Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.
SCI.4-ESS1-1	Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.
SCI.4-ESS2-1	Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.

Suggested Modifications for Students with Disabilities, Multilingual Learners, Academically At Risk and Gifted Students

*Consistent with individual plans, when appropriate.

Multilingual Learners- Provide picture cards with relevant vocabulary, provide word lists of sight words, reduce amount of vocabulary words used, check for understanding often, repeat and clarify directions, provide I charts for centers, let students write in their native language and slowly adapt to English, allow students to create an informational report using pictures/illustrations with captions

Special Education- Allow students to begin writing with an illustration, hand out word lists of common misspelled words to lessen frustrations, Use of paper templates (i.e. friendly letter template), checklist in writing folder or notebook with step by step directions

Gifted Students- Compose multiple research papers with a common theme or main idea; Create presentations or Public Service Announcements on the topic written about in their report

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

Cross Curricular:

Social Studies- Use topics from lessons as the "topic or audience" in writing. Compose an informational/explanatory piece based on topics such as a journal of a immigrant/explorer coming to the new world, biography of a historical figure or inventor during the Industrial Revolution, a person traveling cross country learning about individual states

6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.

6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.

6.1.5.HistorySE.1: Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.

Science- Use topics from lessons as the "topic or audience" in writing. Compose an informational/explanatory piece based on topics such as a scientist researching an endangered species, meteorologist reporting from a devastating natural disaster, biography of a scientist, an animal reporting about its life in its habitat.

4-ESS1-1 Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.

4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

4-LS1-2 Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

Math- Create graphs and charts based on topics of interest and write explanations of the data and its impact

Data Literacy 4.DL

A. Organize data and understand data visualizations

Create data-based questions, generate ideas based on the questions, and then refine the questions.

Develop strategies to collect various types of data and organize data digitally.

Understand that subsets of data can be selected and analyzed for a particular purpose.

Analyze visualizations of a single data set, share explanations and draw conclusions that the data supports.

21 Century Connections:

9.1.4.A.5 Apply critical thinking and problem-solving skills in the classroom and family settings.

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings.

9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions when presenting to an audience.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.