

Kenilworth Public Schools

Curriculum Guide

Content Area: ELA Writers Workshop

Grade: 4

BOE Approved: 12/12/22

Revision Date: N/A

Submitted by: Gina Folgar

BOE Revision Approved: N/A

Grade 4 Writing Scope and Sequence

Unit 1- How Writers Work	Unit 2- Nonfiction	Unit 3- Editorial	Unit 4- Author's Study
September-October	November - January	February - April	May - June

<p><i>Unit Description:</i> In this unit, students are taught the workshop routines, procedures, and expectations. Community-building strategies will be discussed and demonstrated, and should include: establishing classroom routines and rituals, arranging the classroom to facilitate writing and discussion, read-alouds, use of mentor texts, teachers as writers, and providing opportunities for students to share and respond to writing.</p>	<p><i>Unit Description:</i> In this unit, students will demonstrate how nonfiction writers think, how they research topics, and how they convey ideas and information clearly. Through reading and writing nonfiction, students will come to understand the kinds of texts nonfiction writers create and decisions nonfiction writers make about content, structure, language, and visuals. Writing informative texts begins with educating yourself and ends with educating others.</p>	<p><i>Unit Description:</i> In this unit, students will read a wide variety of informational literature in which opposing views are presented. Students will form their own opinions based on the literature and their schema. Students will then incorporate the information into a five paragraph opinion essay which will contain an opinion and thesis statement, three supporting paragraphs supported with information from the texts, and a concluding statement.</p>	<p>Authors write fictional narratives, or stories, to entertain and/or teach life lessons. In order to write narratives, one must understand that there are major components required to accomplish these goals. In this unit, students will review previously learned elements of fiction (character development, theme, and plot) and apply this knowledge as they craft their own imagined stories. The writing process will be closely followed. Students will organize their ideas through the</p>
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			use of graphic organizers, write rough drafts, revise/edit with peers and teachers, and finally publish their final copies.
<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. W.4.4. ● Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. W.4.10 ● 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. SL.4.1 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Introduce a topic clearly and support ideas with facts, definitions and details. W.4.2.A ● Group related information in paragraphs and/or sections to support subtopics. W.4.2.C ● Include an introduction paragraph, three body paragraphs, and a conclusion paragraph W.4.2.C ● Use facts, definitions, concrete details, quotations, or other 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Introduce a topic or text and state an opinion about a chosen topic. W.4.1.A ● Provide factual reasons, information and details to support point of view. W.4.1.B ● Utilize personal knowledge or information from print and digital sources in opinion writing. W.4.7, W.4.8 ● Draw evidence from literary or informational texts to support opinions. W.4.9, W.4.9.a, W.4.9.b ● Link opinion and reasons 	<ul style="list-style-type: none"> ● Establish and focus on a moment/part of a real or imagined experience/event/introduce characters W.4.3.A, W.4.8 ● Grab/entice the reader by use of a hook or lead (e.g., question, quote, description, dialogue, etc.). W.4.3.B ● Organize events naturally and sequentially by using transitional words and phrases. W.4.3.C ● Use dialogue to develop experiences and show character's feelings and emotions to situations. W.4.3.B ● Use description with concrete words and phrases and sensory details to develop and convey experiences and events when writing. W.4.3.D

<ul style="list-style-type: none"> ● Explicitly draw on previously read text or material and other information known about the topic to explore ideas and under discussion. SL.4.1.A. ● Follow agreed-upon rules for discussions and carry out assigned roles. SL.4.1. B ● Pose and respond to specific questions to clarify or follow up on information SL.4.1.C ● Review the key ideas expressed and explain their own ideas and understanding in light of the discussion make comments that contribute to the discussion and link to the remarks of others.SL.4.1.D ● Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. L.4.1.F 	<p>information and examples to support their topic. W.4.2.D</p> <ul style="list-style-type: none"> ● Use precise language and domain-specific vocabulary to inform about or explain the topic being presented. W.4.2.D ● Provide a concluding statement or section that is related to the information or explanation presented. W.4.2.E ● Produce an organized informational/explanatory piece that provides clarity and cohesiveness and is appropriate to task, purpose, and audience. W.4.4. 	<p>using words and phrases. W.4.1.C</p> <ul style="list-style-type: none"> ● Provide a conclusion related to the opinion W.4.1.D ● Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. W.4.4. ● With guidance and support from peers and adults, develop, and strengthen writing as needed by planning, revising, and editing. W.4.5 ● With some guidance and support from adults, use technology, including the 	<ul style="list-style-type: none"> ● Provide a concluding statement or section that is related to the narrative piece experiences or events. W.4.3.E ● Produce an organized narrative piece that provides clarity and cohesiveness and is appropriate to task, purpose, and audience. W.4.4 ● Plan, revise, and edit writing with guidance and support of peers and adults in order to strengthen writing. W.4.5 ● Use technology (e.g. the internet) to produce and publish a narrative piece of writing with some guidance and support from adults. W.4.6 ● Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames W.4.10 ● Use complete sentences, recognizing and correcting
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<ul style="list-style-type: none"> ● Use correct capitalization L.4.2.A ● Spell grade appropriate words correctly, consulting references when needed L.4.2.B 	<ul style="list-style-type: none"> ● Plan, revise, and edit writing with guidance and support of peers and adults in order to strengthen writing. W.4.5 ● Use technology (e.g. the internet) to produce and publish an informational/explanatory writing with some guidance and support from adults. (W.4.6) ● Demonstrate keyboarding skills to type a minimum of one page in a single sitting. (W.4.6) ● Produce a research-based informative/explanatory piece that requires examination of a topic from different aspects. W.4.7 	<p>Internet to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. W.4.6</p> <ul style="list-style-type: none"> ● Recall relevant information from experiences or gather information from print and digital sources; take notes and categorize information, and provide a list of resources W.4.8 ● Write routinely over extended time frames and shorter time frames for a range of 	<p>inappropriate fragments and run-ons. L.4.1.F</p> <ul style="list-style-type: none"> ● Use commas and quotation marks to denote direct speech and quotations from a text. L.4.2.B ● Spell grade-appropriate words correctly, consulting references as needed. L.4.2.D ● Use a comma before a coordinating conjunction in a compound sentence L.4.2.C ● Speak clearly and effectively. ● Participate in classroom discussions. ● Actively listen. ● Follow agreed upon rules for speaking and listening. (L.4.1) ● Explicitly draw on previously read text or material and other information known about the topic to explore ideas and under discussion.SL.4.1.A
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	<ul style="list-style-type: none"> ● Use textual evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9, W.4.9.b) ● Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two). (W.4.10) ● Explicitly draw on previously read text or material and other information known about the topic to explore ideas and under discussion.SL.4.1.A ● Follow agreed-upon 	<p>discipline-specific tasks, purposes, and audiences. W.4.10</p> <ul style="list-style-type: none"> ● Explicitly draw on previously read text or material and other information known about the topic to explore ideas and under discussion. SL.4.1.A ● Follow agreed-upon rules for discussions and carry out assigned role SL.4.1. B ● Pose and respond to specific questions to clarify or follow up on information SL.4.1.C ● Review the key ideas expressed and explain their own ideas 	<ul style="list-style-type: none"> ● Follow agreed-upon rules for discussions and carry out assigned role SL.4.1. B ● Pose and respond to specific questions to clarify or follow up on information SL.4.1.C ● Review the key ideas expressed and explain their own ideas and understanding in light of the discussion make comments that contribute to the discussion and link to the remarks of others. SL.4.1.D
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	<p>rules for discussions and carry out assigned role SL.4.1. B</p> <ul style="list-style-type: none"> ● Pose and respond to specific questions to clarify or follow up on information SL.4.1.C ● Review the key ideas expressed and explain their own ideas and understanding in light of the discussion make comments that contribute to the discussion and link to the remarks of others. SL.4.1.D ● Use correct capitalization L.4.2.A ● Spell grade-appropriate words correctly, 	<p>and understanding in light of the discussion make comments that contribute to the discussion and link to the remarks of others. SL.4.1.D</p> <ul style="list-style-type: none"> ● Use correct capitalization L.4.2.A ● Spell grade-appropriate words correctly, consulting references as needed. L.4.2.D ● Use a comma before a coordinating conjunction in a compound sentence. L.4.2.C ● Produce complete sentences, recognizing and correcting inappropriate 	
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	<p>consulting references as needed. L.4.2.D</p> <ul style="list-style-type: none"> ● Use a comma before a coordinating conjunction in a compound sentence. L.4.2.C ● Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. L.4.1.F ● Form and use prepositional phrases L.4.1.E ● Orally share informational/explanatory writing with an audience. (SL.4.3, SL.4.4, SL.4.5, SL.4.6) 	<p>fragments and run-ons. L.4.1.F</p> <ul style="list-style-type: none"> ● Form and use prepositional phrases L.4.1.E ● Use commas and quotation marks correctly when using dialogue or quotations from a text. L.4.2.b ● Orally share opinion writing with an audience. (L.4.3.c, SL.4.3, SL.4.4, SL.4.5, SL.4.6) 	
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Grade 4 Writing

Unit 1

Unit Title: Schoolwide Writing – How Writers Work

Unit Summary: In this unit, students are taught the workshop routines, procedures, and expectations. Community-building strategies will be discussed and demonstrated, and should include: establishing classroom routines and rituals, arranging the classroom to facilitate writing and discussion, read-alouds, use of mentor texts, teachers as writers, and providing opportunities for students to share and respond to writing.

Primary Interdisciplinary Connections: Students will utilize skills learned in this unit such as **making their writing clear and appropriate to the task** to help students convey their knowledge in written form in other subject areas such as science, social studies, and math.

Standards: 3-ESS2-2, 3-5-ETS1-2, 6.1.5.GeoPP.2, 6.1.5.EconNM.2, 6.3.5.CivicsPD.1

Career Readiness, Life Literacies, and Key Skills:

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.

CRP11. Use technology to enhance productivity

Learning Targets

W.4.4.

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.10

Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

SL.4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL.4.1.A

Explicitly draw on previously read text or material and other information known about the topic to explore ideas and under discussion.

SL.4.1. B

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1.C

Pose and respond to specific questions to clarify or follow up on information.

SL.4.1.D

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion make comments that contribute to the discussion and link to the remarks of others.

L.4.1.F

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

L.4.2.A

Use correct capitalization.

L.4.2.B

Spell grade appropriate words correctly, consulting references when needed.

Computer Science and Design Thinking Standards:

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue

8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

8.1.5.F.1 Apply digital tools to collect, organize, and analyze data that support a scientific finding.

Climate Change Standards:

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

Big Idea: Writers will utilize skills and stamina to produce writing for a variety of tasks and purposes.

Unit Essential Questions:

- How do writers engage their audience in an imagined event?
- How do writers use their own experiences to generate ideas for stories or poems?
- How does poetry create mental/visual and sensory images that engage the reader in thinking beyond the literal/superficial?

Unit Enduring Understandings:

- Writers understand how the routines of writing workshop will support their writing.
- Writers recognize the importance of writing and sharing experiences from their lives.

Unit Learning Targets

Students will...

- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. W.4.4.

- Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. W.4.10
- 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. SL.4.1
- Explicitly draw on previously read text or material and other information known about the topic to explore ideas and under discussion. SL.4.1.A.
- Follow agreed-upon rules for discussions and carry out assigned roles. SL.4.1. B
- Pose and respond to specific questions to clarify or follow up on information SL.4.1.C
- Review the key ideas expressed and explain their own ideas and understanding in light of the discussion make comments that contribute to the discussion and link to the remarks of others.SL.4.1.D
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. L.4.1.F
- Use correct capitalization L.4.2.A
- Spell grade appropriate words correctly, consulting references when needed L.4.2.B

Evidence of Learning

Summative Assessment:

- Assessment – The Beach
- Read-Works

Formative Assessments:

- Reader's notebook
- Teacher conferences
- Whole/small group discussion
- Student Performance Checklist
- Reading Workshop Activities (Retelling a story organizer, understanding character organizer, and common themes organizer)
- Graphic Organizers

Lesson Plans

<i>Activities/Interdisciplinary Connections</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> • Read Aloud 1: What Makes a Poem a Poem • Read Aloud 6: Reading and Rereading • Read Aloud 7: What are You Thinking? • Mini Lesson 4: What's the Big Idea? • Mini Lesson 9: Monitoring for Meaning • Mini Lesson 8: So That's What you Mean? • Mini Lesson 2: Doing What is Sensible • Read Aloud 3: Do you See the Poem? • Mini Lesson 7: What do You See? • Read Aloud 2: Do you Hear What I Hear? 	May-June

<ul style="list-style-type: none"> • Mini Lesson 3: Does the Pattern Fit • Read Aloud 5: Are you in a Good Mood? • Mini Lesson 5: Are You in a Mood? • Read Aloud 4: What Made you Think of That? • Mini Lesson 1: Try Connecting • Read Aloud 8: What's the Same, What's Different? • Mini Lesson 6: Using the Author's Purpose to Determine the Message • Mini Lesson 10: Putting it All Together 	
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> • Fundamentals Spiral • Poetry Unit • Reader's Notebook • Mentor Texts • Classroom Library • Schoolwide Online platform • Read Works website • Epic books website • Scholastic Storyworks Magazine/website 	Use Pacing Guide to plan out lessons and activities.

**Differentiating Instruction:
Students with Disabilities, English Language Learners,
and Gifted & Talented Students**

Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content, student products, and assessment tools (rubrics for example)
- Testing accommodations
- Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change)

Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace and content of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts

- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Grade 4 Writing

Unit 2

Unit Title: Schoolwide Writing – Nonfiction

Unit Summary: In this unit, students will demonstrate how nonfiction writers think, how they research topics, and how they convey ideas and information clearly. Through reading and writing nonfiction, students will come to understand the kinds of texts nonfiction writers create and decisions nonfiction writers make about content, structure, language, and visuals. Writing informative texts begins with educating yourself and ends with educating others.

Primary Interdisciplinary Connections: Students will utilize skills learned in this unit such as **making their writing clear and appropriate to the task** to help students convey their knowledge in written form in other subject areas such as science, social studies, and math.

Standards: 3-ESS2-2, 3-5-ETS1-2, 6.1.5.GeoPP.2, 6.1.5.EconNM.2, 6.3.5.CivicsPD.1

Career Readiness, Life Literacies, and Key Skills:

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.

CRP11. Use technology to enhance productivity

Learning Targets

W.4.2.A

Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension.

W.4.2.B

Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.

W.4.2.C

Link ideas within paragraphs and sections of information using words and phrases.

W.4.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.4.2.E

Provide a conclusion related to the information or explanation presented.

W.4.4.

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.5

With guidance and support from peers and adults, develop, and strengthen writing as needed by planning, revising, and editing.

W.4.6

With some guidance and support from adults, use technology, including the Internet to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

W.4.7

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.9.B

Apply grade 4 Reading standards to informational texts.

W.4.10

Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

SL.4.1.A

Explicitly draw on previously read text or material and other information known about the topic to explore ideas and under discussion.

SL.4.1. B

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1.C

Pose and respond to specific questions to clarify or follow up on information.

SL.4.1.D

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion make comments that contribute to the discussion and link to the remarks of others.

SL.4.3

Identify the reasons and evidence a speaker provides to support particular points.

SL.4.4

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.5

Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL.4.6

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

L.4.2.A

Use correct capitalization.

L.4.2.C

Use a comma before a coordinating conjunction in a compound sentence.

L.4.2.D

Spell grade appropriate words correctly, consulting references when needed

L.4.1.E

Form and use prepositional phrases.

L.4.1.F

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

Computer Science and Design Thinking Standards:

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue

8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

8.1.5.F.1 Apply digital tools to collect, organize, and analyze data that support a scientific finding.

Climate Change Standards:

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

Big Idea: Students will examine certain subjects and topics as they begin to learn more about them, and write a nonfiction piece.

Unit Essential Questions:

- How do you communicate information clearly and accurately to others?
- What are the elements of informational writing?

Unit Enduring Understandings:

- Informational/explanatory writing conveys accurate information to increase the readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a topic.

Unit Learning Targets

Students will...

- Introduce a topic clearly and support ideas with facts, definitions and details. W.4.2.A
- Group related information in paragraphs and/or sections to support subtopics. W.4.2.C

- Include an introduction paragraph, three body paragraphs, and a conclusion paragraph W.4.2.C
- Use facts, definitions, concrete details, quotations, or other information and examples to support their topic. W.4.2.D
- Use precise language and domain-specific vocabulary to inform about or explain the topic being presented. W.4.2.D
- Provide a concluding statement or section that is related to the information or explanation presented. W.4.2.E
- Produce an organized informational/explanatory piece that provides clarity and cohesiveness and is appropriate to task, purpose, and audience. W.4.4.
- Plan, revise, and edit writing with guidance and support of peers and adults in order to strengthen writing. W.4.5
- Use technology (e.g. the internet) to produce and publish an informational/explanatory writing with some guidance and support from adults. (W.4.6)
- Demonstrate keyboarding skills to type a minimum of one page in a single sitting. (W.4.6)
- Produce a research-based informative/explanatory piece that requires examination of a topic from different aspects. W.4.7
- Use textual evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9, W.4.9.b)
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two). (W.4.10)
- Explicitly draw on previously read text or material and other information known about the topic to explore ideas and under discussion.SL.4.1.A
- Follow agreed-upon rules for discussions and carry out assigned role SL.4.1. B
- Pose and respond to specific questions to clarify or follow up on information SL.4.1.C
- Review the key ideas expressed and explain their own ideas and understanding in light of the discussion make comments that contribute to the discussion and link to the remarks of others. SL.4.1.D
- Use correct capitalization L.4.2.A
- Spell grade-appropriate words correctly, consulting references as needed. L.4.2.D
- Use a comma before a coordinating conjunction in a compound sentence. L.4.2.C
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. L.4.1.F
- Form and use prepositional phrases L.4.1.E
- Orally share informational/explanatory writing with an audience. (SL.4.3, SL.4.4, SL.4.5, SL.4.6)

Evidence of Learning

Summative Assessment:

- Nonfiction essay or brochure of a place in NJ

Formative Assessments:

- Writer’s notebook
- Monthly writing prompts
- Teacher conferences
- Whole/small group discussion
- Student Performance Checklist
- Graphic Organizers

Lesson Plans

<i>Activities/Interdisciplinary Connections</i>	<i>Timeframe</i>
<p>Immersion (5-7 Days)</p> <ul style="list-style-type: none"> • Lesson 1 - Exploring Nonfiction Community • Lesson 2 - Nonfiction Features • Lesson 3 - Use of Voice • Lesson 4 - Visuals in Nonfiction • Lesson 5 - Author’s Connection to Nonfiction Topics <p>Generating Ideas (3 Days)</p> <ul style="list-style-type: none"> • Lesson 1 - Exploring Passions and Fascinations • Lesson 2 - Primary Source Inspiration • Lesson 3 - Topics We Are Curious About <p>Selecting (1 Day)</p> <ul style="list-style-type: none"> • Lesson 1 - Choosing Topics to Research and Develop <p>Collecting (2 Days)</p> <ul style="list-style-type: none"> • Lesson 1 - Questions Lead to Good Research • Lesson 2 - Primary Sources (Option - Touch upon Lesson 3 and 4) <p>Drafting (2 Days)</p> <ul style="list-style-type: none"> • Lesson 1 and 2 - Introduction and Organizing Information Logically • Lesson 3 - Concluding Statement or Section <p>Revising (3 Days)</p> <ul style="list-style-type: none"> • Lesson 1 - Concrete Details • Lesson 2 - Linking Words and Phrases • Lesson 3 - Attending to Imagery <p>Editing (2 Days)</p> <ul style="list-style-type: none"> • Lesson 1 - Capitalization or Nonfiction Features • Lesson 2 - Punctuating Features of Nonfiction <p>Publishing (1-2 Days)</p> <ul style="list-style-type: none"> • Lesson 1 - Adding a Dedication and About the Author Page 	<p>November-January</p>
<i>Teacher Resources</i>	<i>Teacher Note</i>

- Fundamentals Spiral
- Nonfiction Unit
- Writer’s Notebook
- Mentor Texts
- Classroom Library
- Schoolwide Online platform
- Sadlier Grammar workbooks
- Sadlier Vocabulary workbooks
- Scholastic Storyworks Magazine/website

Use Pacing Guide to plan out lessons and activities.

**Differentiating Instruction:
Students with Disabilities, English Language Learners,
and Gifted & Talented Students**

Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content, student products, and assessment tools (rubrics for example)
- Testing accommodations
- Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change)

Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace and content of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Grade 4 Writing

Unit 3

Unit Title: Schoolwide Writing – Editorial

Unit Summary: In this unit, students will read a wide variety of informational literature in which opposing views are presented. Students will form their own opinions based on the literature and their schema. Students will then incorporate the information into a five paragraph opinion essay which will contain an opinion and thesis statement, three supporting paragraphs supported with information from the texts, and a concluding statement.

Primary Interdisciplinary Connections: Students will utilize skills learned in this unit such as **making their writing clear and appropriate to the task** to help students convey their knowledge in written form in other subject areas such as science, social studies, and math.
Standards: 3-ESS2-2, 3-5-ETS1-2, 6.1.5.GeoPP.2, 6.1.5.EconNM.2, 6.3.5.CivicsPD.1

Career Readiness, Life Literacies, and Key Skills:

- 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.
- CRP11. Use technology to enhance productivity

Learning Targets

W.4.1.A

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which relates to the writer’s purpose.

W.4.1.B

Provide reasons that are supported by facts from the texts and/or other sources.

W.4.1.C

Link opinion and reasons using words and phrases.

W.4.1.D

Provide a conclusion related to the opinion presented.

W.4.4.

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.5

With guidance and support from peers and adults, develop, and strengthen writing as needed by planning, revising, and editing.

W.4.6

With some guidance and support from adults, use technology, including the Internet to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

W.4.7

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8

Recall relevant information from experiences or gather information from print and digital sources; take notes and categorize information, and provide a list of resources.

W.4.9.B

Apply grade 4 Reading standards to informational texts.

W.4.10

Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

SL.4.1.A

Explicitly draw on previously read text or material and other information known about the topic to explore ideas and under discussion.

SL.4.1. B

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1.C

Pose and respond to specific questions to clarify or follow up on information.

SL.4.1.D

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion make comments that contribute to the discussion and link to the remarks of others.

SL.4.3

Identify the reasons and evidence a speaker provides to support particular points.

SL.4.4

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.5

Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL.4.6

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

L.4.1.E

Form and use prepositional phrases.

L.4.1.F

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

L.4.1.G

Correctly use frequently confused words.

L.4.2.A

Use correct capitalization.

L.4.2.C

Use a comma before a coordinating conjunction in a compound sentence.

L.4.2.D

Spell grade appropriate words correctly, consulting references when needed.

Computer Science and Design Thinking Standards:

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue

8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

8.1.5.F.1 Apply digital tools to collect, organize, and analyze data that support a scientific finding.

Climate Change Standards:

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

Big Idea: Writers formulate and express opinions on a variety of topics using a logical structure to present ideas and information.

Unit Essential Questions:

- How can writers use essays to affect change?
- What are some effective ways to structure an essay?

Unit Enduring Understandings:

- An opinion can be stated in a variety of formats.

- To communicate and persuade others of an opinion, one must support it with reasons, facts, and evidence.

Unit Learning Targets

Students will...

- Introduce a topic or text and state an opinion about a chosen topic. W.4.1.A
- Provide factual reasons, information and details to support point of view. W.4.1.B
- Utilize personal knowledge or information from print and digital sources in opinion writing. W.4.7, W.4.8
- Draw evidence from literary or informational texts to support opinions. W.4.9, W.4.9.a, W.4.9.b
- Link opinion and reasons using words and phrases. W.4.1.C
- Provide a conclusion related to the opinion W.4.1.D
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. W.4.4.
- With guidance and support from peers and adults, develop, and strengthen writing as needed by planning, revising, and editing. W.4.5
- With some guidance and support from adults, use technology, including the Internet to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. W.4.6
- Recall relevant information from experiences or gather information from print and digital sources; take notes and categorize information, and provide a list of resources W.4.8
- Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. W.4.10
- Explicitly draw on previously read text or material and other information known about the topic to explore ideas and under discussion. SL.4.1.A
- Follow agreed-upon rules for discussions and carry out assigned role SL.4.1. B
- Pose and respond to specific questions to clarify or follow up on information SL.4.1.C
- Review the key ideas expressed and explain their own ideas and understanding in light of the discussion make comments that contribute to the discussion and link to the remarks of others. SL.4.1.D
- Use correct capitalization L.4.2.A
- Spell grade-appropriate words correctly, consulting references as needed. L.4.2.D
- Use a comma before a coordinating conjunction in a compound sentence. L.4.2.C
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. L.4.1.F
- Form and use prepositional phrases L.4.1.E
- Use commas and quotation marks correctly when using dialogue or quotations from a text. L.4.2.b
- Orally share opinion writing with an audience. (L.4.3.c, SL.4.3, SL.4.4, SL.4.5, SL.4.6)

Evidence of Learning

Summative Assessment:

- Opinion writing piece

Formative Assessments:

- Writer's notebook
- Monthly writing prompts
- Teacher conferences
- Whole/small group discussion
- Student Performance Checklist
- Graphic Organizers

Lesson Plans

<i>Activities/Interdisciplinary Connections</i>	<i>Timeframe</i>
<p>Immersion (2-3 Days)</p> <ul style="list-style-type: none"> ● Lesson 1 - What is an Editorial? ● Lesson 2 - Features of an Editorial <p>Generating Ideas (3 Days)</p> <ul style="list-style-type: none"> ● Lesson 1 - Hot Topics for Editorials ● Lesson 2 - My Most Important Issue ● Lesson 3 - Anticipating Arguments <p>Selecting (1 Day)</p> <ul style="list-style-type: none"> ● Lesson 1 - My Most Important Issue <p>Collecting (1 Day)</p> <ul style="list-style-type: none"> ● Lesson 1 - Anticipating Arguments <p>Drafting (2 Days)</p> <ul style="list-style-type: none"> ● Lesson 1 - Introducing Your Topic ● Lesson 2 - Persuasive Writing Signal Words <p>Revising (1 Days)</p> <ul style="list-style-type: none"> ● Lesson 1 - A Persuasive Voice <p>Editing (1 Days)</p> <ul style="list-style-type: none"> ● Lesson 1 - A Final Edit <p>Publishing (1-2 Days)</p> <ul style="list-style-type: none"> ● Lesson 1 - Enticing Titles 	<p>February- April</p>
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> ● Fundamentals Spiral ● Editorial Unit ● Writer's Notebook 	<p>Use Pacing Guide to plan out lessons and activities.</p>

- Mentor Texts
- Classroom Library
- Schoolwide Online platform
- Sadlier Grammar workbooks
- Sadlier Vocabulary workbooks
- Scholastic Storyworks Magazine/website

Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students

Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content, student products, and assessment tools (rubrics for example)
- Testing accommodations
- Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change)

Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace and content of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Grade 4 Writing

Unit 4

Unit Title: Schoolwide Writing – Author’s Study

Unit Summary: Authors write fictional narratives, or stories, to entertain and/or teach life lessons. In order to write narratives, one must understand that there are major components required to accomplish these goals. In this unit, students will review previously learned elements of fiction (character development, theme, and plot) and apply this knowledge as they craft their own imagined stories. The writing process will be closely followed. Students will organize their ideas through the use of graphic organizers, write rough drafts, revise/edit with peers and teachers, and finally publish their final copies.

Primary Interdisciplinary Connections: Students will utilize skills learned in this unit such as **making their writing clear and appropriate to the task** to help students convey their knowledge in written form in other subject areas such as science, social studies, and math.

Standards: 3-ESS2-2, 3-5-ETS1-2, 6.1.5.GeoPP.2, 6.1.5.EconNM.2, 6.3.5.CivicsPD.1

Career Readiness, Life Literacies, and Key Skills:

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.

CRP11. Use technology to enhance productivity

Learning Targets

W.4.3.A

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

W.4.3.B

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

W.4.3.C

Use a variety of transitional words and phrases to manage the sequence of events.

W.4.3.D

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

W.4.3.E

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

W.4.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning , revising, and editing.

W.4.6

With some guidance and support from adults, use technology, including the Internet to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

W.4.8

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.10

Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

SL.4.1.A

Explicitly draw on previously read text or material and other information known about the topic to explore ideas and under discussion.

SL.4.1. B

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1.C

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL.4.1.D

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion make comments that contribute to the discussion and link to the remarks of others.

L.4.1.F

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

L.4.2.A

Use correct capitalization.

L.4.2.B

Use commas and quotation marks to mark direct speech and quotations from the text.

L.4.2.C

Use a comma before a coordinating conjunction in a compound sentence.

L.4.2.D

Spell grade appropriate words correctly, consulting references when needed.

Computer Science and Design Thinking Standards:

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue

8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

8.1.5.F.1 Apply digital tools to collect, organize, and analyze data that support a scientific finding.

Climate Change Standards:

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

Big Idea: Writers can utilize narrative techniques to convey stories about various people and/or topics across content areas.

Unit Essential Questions:

- How can I use moments from my own life to influence imagined stories?
- How can stories I've read inspire my own writing?

Unit Enduring Understandings:

- Writers draw on personal narrative strategies and moments from their own lives when developing ideas for fiction writing.
- Writers lean on the content and structure of stories they've read when developing fiction ideas.

Unit Learning Targets

- *Students will...*
Establish and focus on a moment/part of a real or imagined experience/event/introduce characters W.4.3.A, W.4.8
- Grab/entice the reader by use of a hook or lead (e.g., question, quote, description, dialogue, etc.). W.4.3.B
- Organize events naturally and sequentially by using transitional words and phrases. W.4.3.C
- Use dialogue to develop experiences and show character's feelings and emotions to situations. W.4.3.B
- Use description with concrete words and phrases and sensory details to develop and convey experiences and events when writing. W.4.3.D
- Provide a concluding statement or section that is related to the narrative piece experiences or events. W.4.3.E
- Produce an organized narrative piece that provides clarity and cohesiveness and is appropriate to task, purpose, and audience. W.4.4
- Plan, revise, and edit writing with guidance and support of peers and adults in order to strengthen writing. W.4.5

- Use technology (e.g. the internet) to produce and publish a narrative piece of writing with some guidance and support from adults. W.4.6
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames W.4.10
- Use complete sentences, recognizing and correcting inappropriate fragments and run-ons. L.4.1.F
- Use commas and quotation marks to denote direct speech and quotations from a text. L.4.2.B
- Spell grade-appropriate words correctly, consulting references as needed. L.4.2.D
- Use a comma before a coordinating conjunction in a compound sentence L.4.2.C
- Speak clearly and effectively.
- Participate in classroom discussions.
- Actively listen.
- Follow agreed upon rules for speaking and listening. (L.4.1)
- Explicitly draw on previously read text or material and other information known about the topic to explore ideas and under discussion.SL.4.1.A
- Follow agreed-upon rules for discussions and carry out assigned role SL.4.1. B
- Pose and respond to specific questions to clarify or follow up on information SL.4.1.C
- Review the key ideas expressed and explain their own ideas and understanding in light of the discussion make comments that contribute to the discussion and link to the remarks of others. SL.4.1.D

Evidence of Learning

Summative Assessment:

- Fictional Narrative writing piece

Formative Assessments:

- Writer’s notebook
- Monthly writing prompts
- Teacher conferences
- Whole/small group discussion
- Student Performance Checklist
- Graphic Organizers

Lesson Plans

<i>Activities/Interdisciplinary Connections</i>	<i>Timeframe</i>
<p>Immersion (5-7 Days)</p> <ul style="list-style-type: none"> • Lesson 1 - What Makes Cynthia Rylant a Good Mentor Author? • Lesson 2 - Cynthia’s Motivation and Purposes for Writing 	May-June

<ul style="list-style-type: none"> • Lesson 3 - Effective Techniques That Develop Personal Experiences • Lesson 4 - Approaching Familiar Topics in Similar and Different Ways • Lesson 5 - Using Text Evidence to Support Analysis and Reflection <p>Generating Ideas (5 Days)</p> <ul style="list-style-type: none"> • Lesson 1 - Reflecting on the Past • Extension - Bring in meaningful object/memory. • Lesson 2 - Writers Write about Places they Love • Lesson 3 - Habits of Mind Writers Find Topics ** • Lesson 4 - Passions and Longings • Lesson 5 - Inspired by Symbols <p>Selecting (1 Day)</p> <ul style="list-style-type: none"> • Lesson 1 - Writers Reread Their Work to Select Ideas <p>Collecting (4-5 Day)</p> <ul style="list-style-type: none"> • Lesson 1 - Writers Think About Their Purposes • Lesson 2 - Envisioning Events and Conversations • Lesson 3 - Personification • Lesson 4 - How to Create Movement Over Time <p>Drafting (2 Days)</p> <ul style="list-style-type: none"> • Lesson 1 - Narrative Text Structure • Lesson 2 - Endings with a Purpose <p>Revising (4 Days)</p> <ul style="list-style-type: none"> • Lesson 1 - Show, Don't Tell What Your Character is Feeling • Lesson 2 - Revising the Lead • Lesson 3 - Sentence Fluency • Lesson 4 - Revising for Clarity and Organization <p>Editing (2 Days)</p> <ul style="list-style-type: none"> • Lesson 1 -Correct Spelling • Lesson 2 - Editing Verbs <p>Publishing (1-2 Days)</p> <p>Lesson 1 - Writing an Author's Note</p>	
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> • Fundamentals Spiral • Author's Study Unit • Writer's Notebook 	<p>Use Pacing Guide to plan out lessons and activities.</p>

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Strategies and Practices that Support Gifted & Talented Students:

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