



Grade 4 Writing Curriculum

Oradell Public School District
Oradell, NJ

2023

The [Grade 4 Writing Curriculum](#) was developed by the Oradell Language Arts Curriculum Team and aligned to the New Jersey Student Learning Standards (NJSLs).

Oradell Public School District

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Board Policy

This revision is aligned with the New Jersey Student Learning Standards for Language Arts, the New Jersey Student Learning Standards for Computer Science and Design Thinking, the New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills, and the inclusion of connections of Social-Emotional Learning Competencies.

Affirmative Action

During the development of this course of study, particular attention was paid to the elimination or exclusion of any materials which might discriminate on the basis of race, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, familial status, genetic information, mental or physical disabilities, or in educational opportunities. Every effort has been made to uphold both the letter and spirit of Affirmative Action mandates as applied to the content, the texts and the instruction inherent in this course.

Megan Bozios, Superintendent

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Our Language Arts Philosophy

We believe in a balanced approach to the teaching of language arts. We develop readers and writers to become thinkers and to develop strategies to become global citizens. We believe that readers need access to books that they find fascinating, time to read, and expert instruction (Richard Allington 2011). We believe that writers need time, choice, and feedback to be successful. Partnered with explicit instruction in language arts content, a strategy-based curriculum promotes literacy behaviors and skills that contribute to strategic thinking, reading, and writing.

What is Balanced Literacy?

A Balanced Literacy program uses whole language and phonics and aims to include the strongest elements of each. The components of a balanced literacy approach are as follows:

- Reading workshop
- Read-aloud
- Shared reading
- Guided reading
- Writing workshop
- Interactive writing
- Shared writing
- Word study

Reading Workshop

What is Reading Workshop?

Throughout the year, students will go on a literacy journey learning important skills that contribute to their lives as readers and writers in an ever-changing world. Within a workshop model, teachers implement standards-based mini-lessons to support whole class goals, followed by individualized small group work, conferences, and assessments that allow for a gradual release of responsibility and differentiated support and challenge for each student's individual learning needs. Ultimately, the workshop will close with a quick culminating group discussion that reviews the teaching point of the lesson while providing an opportunity for students to share their learning and process.

Mini-Lesson

Each reading workshop lesson begins with explicit instruction in a mini-lesson. During each mini-lesson, the teacher introduces a specific concept, also known as the teaching point. Most often, the teaching point focuses on a reading skill and strategy. The teacher will explicitly model or demonstrate the skill for the students. Skills are explicitly modeled during mini-lessons. The mini-lesson has four parts: the connection, the teach (demonstration), the active engagement and the link. The teacher chooses a skill and strategy that the class needs based on classroom assessments. During the connection portion of the lesson, the teacher connects prior learning to the current skill. The teacher announces the teaching point: the skill and strategy being taught. In this approach, the teacher shows students how to accomplish the skill by modeling the strategy in a book with which the students are familiar. The teacher also uses a think-aloud. This method

shows students how to think about the text and then allows them to work this out in their own books or a shared text during the active engagement portion of the mini-lesson. During the link portion of the mini-lesson, the teacher reminds students about the strategies they can use while they are reading.

Reading Aloud

Time is reserved for teachers to model reading with expression, fluency, intonation, and good pacing. Instructional read-alouds promote strategic reading, where students must draw upon their full toolbox of reading knowledge. Most importantly, read-aloud time should promote the joy of reading, thinking, sharing, and learning.

Interactive Read-Aloud

An interactive read-aloud is comprised of a series of purposeful activities that engage the class in the book and the strategies that surround it. The following list contains the many parts of an interactive read-aloud:

- Previewing the book
- Scaffolding on prior knowledge
- Modeling vocabulary development
- Teaching reading fluency
- Emphasizing elements of the story
- Asking purposeful questions
- Using think-alouds to assist comprehension
- Summarizing the story to bring closure

Texts used during the interactive read-aloud should be chosen from a wide variety of genres. They should tap into the readers' interests and be full of rich vocabulary.

Shared Reading

Shared Reading is an interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by a teacher. The teacher explicitly models the skills of proficient readers, including reading with fluency and expression

Guided Reading

The purpose of a guided reading group is to support students as they move up to the next reading level. For example, if a group of students demonstrates signs of readiness to reach a new level text, the teacher may gather that group of students to introduce them to the work of reading at that next level. The [Scholastic Leveled Book Room 4.0](#) contains very useful resources adapted from Fountas and Pinnell's work around guided reading called "Behaviors to Notice and Support." These charts are designed for each guided reading level. They provide specific behaviors and understandings that are required at each level for students to demonstrate thinking within, beyond, and about the text. These behaviors and understandings describe what students will be expected to do in order to effectively read and understand the text.

Independent Reading

Research suggests that a high volume of reading improves reading comprehension. Furthermore, research suggests that students comprehend better when they have an opportunity to discuss their reading content and process. Based on data from the Teachers College Reading and Writing Project (TCRWP) Assessment for Independent Reading Levels, students are guided toward texts that are at an appropriate level to support the individual reader's growth. Specific class time is reserved for independent reading, partner reading,

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guided reading and/or book club reading followed by occasions to talk about texts in student partnerships, small groups, and whole group settings. Leveled classroom libraries support student reading practice.

Teachers conduct the [Teachers College Reading and Writing Project \(TCRWP\) Assessment](#) for Independent Reading Levels several times each year. During the assessment, teachers assess the accuracy of the student's oral reading. In addition, students are asked to retell the story and answer comprehension questions. Teachers also record their noticings about the student's fluency. Ultimately, teachers use the assessment data to determine the highest level that a student can read independently: "That is, the reader has an accuracy rate of 96% or higher and comprehension represented by a strong retelling or at least three correct comprehension questions" (TCRWP Assessment Instructions 2020). Students are expected to read independently daily at an appropriately rigorous independent reading level. There are also opportunities for students to read at an instructional level, defined as one to two levels above his/her independent level, with support.

Reading Conferences

In a reading conference, teachers check-in with individual students (or small groups of students with a specific and similar learning need) on their reading interests and progress. After listening to a student read a portion of a text aloud or asking specific teacher-driven questions, teachers will work to:

1. Compliment the student(s).
2. Provide an explicit teaching point.
3. Coach the student as he/she works to apply the skill/strategy.

Teachers take anecdotal notes on conferences as formative assessment data to drive subsequent conferences and small group work. Each conference or small group lesson focuses on a particular reading strategy to learn more about individual student reading needs within the small group setting.

Reading Strategy Groups

Teachers may gather strategy groups when students at various levels need support with a specific skill. In strategy groups, students may be reading at different independent reading levels, however, the students may be gesturing toward a similar next step in reading skill work. For example, teachers may gather a group of students based on similar noticings on formative assessments.

Close Reading

Close reading is a rereading of a short passage looking at specific details to deepen comprehension. It promotes higher order thinking in relation to the text by determining importance and analyzing select passages and excerpts.

Book Clubs

Small groups of students may read the same book together in a book club. When students discuss their books they learn through collaboration with peers. Teachers model and guide effective text discussion before releasing students to work in a student-centered book club: selecting the text, determining the pace of reading, preparing for discussion, and facilitating discussion.

Writing Workshop

What is Writing Workshop?

The writing workshop framework is used for writing instruction. This is the daily block of time devoted to teaching students to become skilled writers. Each Writing Workshop lesson begins with explicit instruction in a curriculum driven mini-lesson that is grounded in a clear teaching point. After the mini-lesson, individual writing conferences take place while the majority of the students are writing independently. This structure allows teachers to truly get to know each child as an author, and then to provide ongoing support for each child's writing.

Mini-Lesson

Writing workshop begins with a mini-lesson, a short whole class lesson in which the teacher teaches students something about writing (Anderson 2005). The majority of the class time is spent with students practicing the skill and strategy work that was introduced during mini-lessons, small group work, and/or shared writing. The teacher gradually releases responsibility to students with strategic levels of support.

Writing Conferences

While students write, teachers move around the classroom conducting writing conferences. In these one-on-one conversations, teachers teach each student about an aspect of writing that meets that students' needs as a writer (Anderson 2005). According to Lucy Calkins, a writing conference should contain the following parts:

1. Research: Observe and note something to praise and something to grow.
2. Decide: Determine the teaching point.
3. Teach: Coach a part of the student's writing process.
4. Link: Remind the student to use his/her new skills as an author in future writing endeavors.

Anecdotal records of writing conferences are used to compile all of the useful information collected. The conference notes are an effective tool to help identify trends in each child's writing and assess his/her growth as a writer. Conference notes provide formative assessment data for subsequent individual and small group instruction. (See below for Carl Anderson's example of a writing conference form.)

Assessment Notes for _____ Date _____

What am I learning about this student as a writer?	What do I need to teach this student?

Ⓢ is the symbol for Teaching Point. Ⓢ is the symbol for Instructional Goal.
© 2005 by Carl Anderson from *Assessing Writers*, Heinemann, Portsmouth, NH
© 2009 by the International Center for Assessment, Portsmouth, NH
14 Strategic Writing Conferences: Teacher's Guide

Writing Strategy Groups

Teachers may convene strategy groups when students at various levels need support with a specific writing skill. This is an effective format when a small group of students is struggling with the same writing skill and the teacher can target that particular group.

Independent Writing

This is the time when students practice the skill taught during the mini-lesson with their own writing. Students are encouraged to write with independence, focus, and stamina in order to produce writing in volume.

Writing Share

Ultimately, the lesson will close with a culminating group discussion that reviews the teaching point of the lesson while providing an opportunity for students to share their learning and process.

Interactive Writing (K-1)

Interactive writing supports foundational skills for young writers. In this lesson structure, teacher and students compose a message together and the pen is shared. This type of work supports concepts of print, sound-symbol relationships, increases spelling knowledge, and provides opportunities to plan and construct text in a shared writing setting (Fountas & Pinnell, 2001). Unlike independent writing, where students spell using a developing understanding of sound-symbol relationships (i.e. inventive spelling), interactive writing models correct writing conventions. In other words, if the students do not know a writing convention rule, the teacher delivers it explicitly in the creation of the shared text.

Shared Writing (K-6)

Teacher and students work together to compose written texts that support the current genre/unit of study. This demonstrates how writing works, provides opportunities to model spelling strategies, revision work, and editing strategies. The students are brought through the writing process together. This also provides an exemplar to post in the classroom for reference.

What is the difference between revising and editing?

Revising and editing are not the same part of the writing process. When revising, the author is changing the meaning or way in which the reader perceives, experiences and interprets a piece of writing. This can be accomplished by adding new thoughts, clarifying existing thoughts, choosing more descriptive words, improving overall understanding of ideas presented, enhancing character development, adding more detail, or eliminating unnecessary elements.

When editing, the overall piece remains exactly the same, but the writer fixes the mistakes they have made, such as typos, grammatical errors, and spelling mistakes. This is an ideal point in the unit to teach grammar lessons, as students can apply what they learn to their own pieces of writing.

Word Study

Oradell Public School District utilizes an integrated approach to word study. Although word study is embedded in the various reading and writing workshop lessons, time is reserved for word study activities and assessments during the literacy block. Word study time begins in Kindergarten with early literacy concepts, phonics/word work, and handwriting activities and evolves toward work in spelling, grammar, and vocabulary.

Phonics Resource for Primary Grades

Beginning in the 2018-2019 school year, Oradell Public School is implementing the Wilson Foundations program for Kindergarten and 1st grade. Teachers will use the Foundations materials during their literacy block to build students' phonics/vocabulary skills. Through Foundations, emerging readers review letters, their sounds, and how to form them, along with strategies for segmenting and blending words as they try to read and spell them. They also learn about many aspects of word and sentence structure. Echo, an owl puppet children love, encourages them as they learn through repetition, build sounds and words with magnet letters, and engage in other visual, auditory, oral, and kinesthetic activities that foster literacy.

Word Study in the Upper Grades

Students in grades 2-6 engage in multiple ways into a deeper study of vocabulary. Word study provides students with opportunities to investigate and understand the patterns in words. Knowledge of these patterns means that students needn't learn to spell one word at a time. Word study is also designed to build word knowledge that can be applied to both reading and spelling. Students in grades 2-5 utilize *Wordly Wise 3000: Direct Academic Vocabulary Instruction* as their word study resource. Students in grade 6 utilize *Sadlier Vocabulary Workshop: Level A* as their resource. Both *Wordly Wise* and *Sadlier* are resources, as teachers use many other word study strategies and materials to support vocabulary development in their classrooms. The more students understand academic vocabulary, the easier it is for them to understand the information they may read or hear about a topic (Marzano 2005).

Grammar

Oradell Public School District believes in an embedded and inquiry-based approach to the teaching of grammar. To this end, we have developed a [Standards-based Continuum](#) of grammar and mechanics skills that are to be taught at each grade level. The continuum should also be used to differentiate the lessons taught to individual and small groups of students. For example, a student in the 4th grade may work on "using relative pronouns" but, based on assessment, another will be in a small group on "using collective nouns" (a 2nd-grade skill).

All About the Language Arts Curriculum

How was the curriculum developed?

The Oradell Public School District's curriculum consists of reading and writing units that have been inspired by the Lucy Calkins Units of Study for Teaching Reading (K-6) and the Lucy Calkins Units of Study for Teaching Writing (K-5 and Middle School) further supported by the [Teachers College Reading and Writing Project](#) (TCRWP). Please see the "Professional Resources" section at the end of each unit for specific books used. Additionally, grade-level writing rubrics for narrative, informational, and opinion writing are provided. The OPS rubrics have been linked to the document as Google Docs for ease of use; teachers can make a copy and revise for specific units as needed. Teachers are encouraged to collaborate to create additional mini-lessons and formative assessments for the whole group, small-group, and individual conferences.

Each unit contains bends and corresponding teaching points. The first part of the teaching point can also be read as an essential question. A bend is the section of each unit that groups particular teaching points. A teaching point addresses both the skill and strategy that will be practiced in a given reading or writing block. The teaching points in the curriculum are meant as a menu of options and are chosen based on assessment.

Modifications

The modifications section at the end of each bend is meant to help guide the differentiation of the units for students with IEPs, English Language Learners, Tier 2 At-Risk students (students in Basic Skills) and Gifted and Talented students. Carol Ann Tomlinson defines differentiation as tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction. At its most basic level, differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction (Tomlinson 2000).

Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile:

1. Content: what the student needs to learn or how the student will get access to the information
2. Process: activities in which the student engages in order to make sense of or master the content
3. Products: culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit
4. Learning environment: the way the classroom works and feels

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Suggested Pacing Guide for Reading & Writing Units

Grade Four

Unit	Approximate Months	Reading Unit	Writing Unit	Grammar Skills
1	September-October	FICTION Launching: Building a Reading Life	<u>NARRATIVE</u> <u>Launching:</u> <u>Building a Writing Life</u> <u>& Personal Narrative</u>	-Complete sentences -Correct capitalization -Dialogue & quotes
2	November-December	FICTION Building Theories About Characters	<u>OPINION</u> <u>Personal Essay</u>	-Compound sentences -"Helping verbs" (<i>can, may, must</i>)
3	January	NONFICTION Using Text Features/Biography	<u>OPINION</u> <u>Persuasive Letters</u>	-Relative pronouns & adverbs
4	January-February	BOOK CLUBS Themes/Social Issues	<u>OPINION</u> <u>Literary Essay</u>	-Prepositional phrases
5	March	NONFICTION Using Text Structures to Comprehend	<u>STANDARDIZED</u> <u>TEST PREP</u> <u>Writing to a Prompt</u>	-Homophones
6	April-May	STANDARDIZED TEST PREP Close Reading of Short Texts	<u>INFORMATIONAL</u> <u>Writing to Inform</u>	-Order of adjectives
7	June	FICTION Fantasy Genre Study (Partner Books)	<u>NARRATIVE</u> <u>Becoming Skillful</u> <u>Fiction Writers</u>	-Progressive verb tenses (-ing verbs)

Note: Highlighted activities indicate Holocaust Awareness, Amistad Commission, or Asian American Pacific Islander legislation related activities.

Fourth Grade Writing Curriculum

Unit 1 Narrative: Building a Writing Life & Personal Narrative

Unit Overview

The objective of *Building a Writing Life and Personal Narrative* is to help students establish routines and understand expectations. The classroom environment needed to cultivate strong narrative writing will include the following: brief mini-lessons (about 10 minutes) that include a clear teaching point, opportunities for engaged, independent work and feedback offered through frequent conferring with teacher(s) and peers. It will also be important to establish writing partnerships. By fourth grade, partnerships will become less “teacher directed,” so that students will be able to share and critique each other’s work independently. At the end of the unit, students will publish and share their personal narratives with their peers, giving them the opportunity to both give and receive valuable feedback.

Enduring Understandings

Writers will...

- Understand that writing is a process that takes time to develop and create.
- Write with stamina in order to generate work that is “long and strong.”
- Use their writer’s notebooks to generate and rehearse ideas.
- Imagine, develop and plan a personal narrative using a variety of “story shapes.” (e.g. traditional story arc/mountain or another “story shape” to plan out each scene. (See Professional Resources.)
- Work with a writing partner to lift the level of their work.
- Strive to “show, not tell” a story using specific narrative techniques.
- Be avid readers, so they can emulate/be inspired by the craft moves of mentor authors in their own writing.
- Work independently to create additional personal narratives.
- Write in complete sentences.
- Use correct rules for capitalization.
- Use correct rules for dialogue and quotes.
- Publish and celebrate their writing pieces.

Assessments

Pre-assessment	Post-assessment
<p>School-wide Writing Prompt:</p> <p>“I’m really eager to understand what you can do as writers of narratives, of stories, so today, will you please write the best personal narrative, the best small moment story, that you can write? Make this be the story of one time in your life. You might focus on just a scene or two. You’ll have only 45 minutes to write this true story, so you’ll need to</p>	<p>School-wide Writing Prompt:</p> <p>“I’m really eager to understand what you can do as writers of narratives, of stories, so today, will you please write the best personal narrative, the best small moment story, that you can write? Make this be the story of one time in your life. You might focus on just a scene or two. You’ll have only 45 minutes to write this true story, so you’ll need to</p>

<p>plan, draft, revise and edit in one sitting. Write in a way that allows you to show off all you know about narrative writing. In your writing, make sure you:</p> <ul style="list-style-type: none"> ● Write a beginning for your story. ● Use transition words to tell what happened in order. ● Elaborate to help readers picture your story. ● Show what your story is really about. ● Write an ending for your story.” <p>Score using the OPS Rubric for Narrative Writing Grade 4.</p> <p>From Writing Pathways by Lucy Calkins (page 182)</p>	<p>plan, draft, revise and edit in one sitting. Write in a way that allows you to show off all you know about narrative writing. In your writing, make sure you:</p> <ul style="list-style-type: none"> ● Write a beginning for your story. ● Use transition words to tell what happened in order. ● Elaborate to help readers picture your story. ● Show what your story is really about. ● Write an ending for your story.” <p>Score using the OPS Rubric for Narrative Writing Grade 4.</p> <p>From Writing Pathways by Lucy Calkins (page 182)</p>
<p>Possible Formative Assessments</p>	
<ul style="list-style-type: none"> ● Teacher Observation ● Student Participation ● Conferring Notes ● Writer's Notebook Checks 	
<p>Benchmark Assessments</p>	
<ul style="list-style-type: none"> ● TCRWP Assessment for Independent Reading Levels ● Beginning of the Year Writing Assessment (Fall) 	
<p>Summative Assessments</p>	
<ul style="list-style-type: none"> ● Pre and Post Unit Writing Assessments ● Published Pieces Assessed with the OPS Rubric for Narrative Writing Grade 4 	
<p>Alternative Assessments</p>	
<ul style="list-style-type: none"> ● Teacher Observation ● Strategy Lesson Notes 	

Standards (NJSLs) Addressed in this Unit

<p>Reading Literature</p>
<p>RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g. a character’s thoughts, words, or actions).</p> <p>RL.4.5. 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.</p>

RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Reading Informational

N/A

Writing

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

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

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

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

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

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. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

A. Apply grade 4 Reading standards to literature (e.g. “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g. a character’s thoughts, words, or actions].”).

W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

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.

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

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

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.

D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g. visually, quantitatively, and orally).

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.

Language

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

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

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

A. Use correct capitalization.

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

D. Spell grade-appropriate words correctly, consulting references as needed.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Choose words and phrases to convey ideas precisely.

B. Choose punctuation for effect.

C. Differentiate between contexts that call for formal English (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g. small-group discussion).

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Explain the meaning of simple similes and metaphors (e.g. as pretty as a picture) in context.

B. Recognize and explain the meaning of common idioms, adages, and proverbs.

C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Computer Science and Design Thinking

8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

Practices

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP7 Plan education and career paths aligned to personal goals.

Interdisciplinary Connections

Social Studies

6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

Unit 1 Narrative: Building a Writing Life & Personal Narrative

Suggested Teaching Points

Unit 1/Bend 1: Generate Narrative Writing and Recall What You Know

Writers will lift the level of volume and stamina in their writing by:

- Reflecting on their lives as writers. (e.g. Jotting quickly about a time in their lives when writing was particularly good or particularly hard and talk in partnerships or small groups.)
- Studying mentor texts.
- Relying on a repertoire of already-known narrative strategies to generate entries.
- Writing about especially significant moments.
- Lifting the level of their writing by “zooming in.”
- Stretching out small moments, bit-by-bit, using sensory details and creative descriptions.
- Thinking about what writing workshop looks and sounds like. (e.g. mini-lessons, independent writing, whole class and partner shares)
- Keeping their work organized. (e.g. writer’s notebook, writing folder, Post-its, correctly named and saved computer files)
- Being active members of teacher and peer conferences and understanding their roles during these meetings.
- Thinking about how to set personal writing goals and using their time wisely during independent work.
- Striving to write “long and strong” by keeping pencils moving across the page and/or fingers typing on the keyboard.

Unit 1/Bend 2: Select a Seed Idea and Take a Piece Through the Writing Process

Writers will choose a seed idea and draft their personal narratives by...

- Selecting a seed idea and rehearsing for writing. (e.g. Making movies in their minds of what happens in their narratives and then telling the parts of their stories to themselves or a partner)
- Creating timelines of their story.
- Sketching as a means to visualize the various elements of their story. (e.g. character, theme, plot, point of view, setting, problem/resolution, tone)
- Using a traditional story arc/mountain (or another “story shape”)* to plan out each scene. *(See Professional Resources.)
- Stretching out the good parts, trying to be sure these parts really capture the listener’s attention.
- Drafting a lot of different leads and endings.
- Writing the whole draft in a “one-day, fast draft.” (“flash drafting”)

Unit 1/Bend 3: Revise, Edit and Publish a Personal Narrative

Writers will revise their personal narratives by...

- Changing an action to dialogue or dialogue to action.
- Adding an action (or a series of actions) after the speech tag. (e.g. “Come back!” she cried, as she wiped her tears and stumbled)

	<p>forward.)</p> <ul style="list-style-type: none"> ● Combining short sentences and breaking apart long sentences. ● Adding/changing transition words. ● Whisper-reading to themselves for sense making and in order to hear what needs fixing. (Idea: Try using <i>Toobaloos</i>: an assistive device that helps to focus the spoken word into a writer’s ear.) ● Using revision and editing checklists, focusing on one change at a time from the list. ● Using feedback from teacher(s) and peers to strengthen their work. ● Highlighting subjects, predicates and ending punctuation to check for complete sentences. ● Rereading the story backwards, sentence-by-sentence, to check for spelling words in isolation and to spot (and fix) run-on sentences. ● Rewriting and typing the piece into a final, published form (for those students who chose to draft with a pencil). ● Celebrating published personal narratives. (Idea: Try a whole class museum walk where students read each other’s stories and give compliments/suggestions on autograph/reflection sheets.) ● Two Stars & A Wish/Writing Celebration Sheet ● Reflecting on what they have learned as a writer and setting goals for next time.
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Unit 1: Grammar/Mechanics

Complete Sentences:

Writers will...

- Understand what makes a sentence “complete” by analyzing and discussing examples.
- Compose complete sentences by including a subject, a predicate and a complete thought.
- Understand that a sentence fragment is not a sentence and identify and add, “what’s missing.”
- Spot and fix run-on sentences by using three strategies:
 - Create two shorter sentences.
 - Use a coordinating conjunction.
(main clause + , + coordinating conjunction + main clause)
 - Use a semicolon. (;)
- Apply these strategies to their own writing pieces.
- [Sentence Fragments/Purdue OWL](#)

Correct Capitalization:

Writers will...

- Follow the rules for capitalization by starting each sentence with a capital letter.
- Always capitalize the word, “I” and forms of this word. (e.g. I’ll, I’m)
- Identify and capitalize all proper nouns by analyzing and discussing examples.
- Apply these strategies to their own writing pieces.
- [A Little Help with Capitals/Purdue OWL](#)

Dialogue & Quotes:

Writers will...

- Use familiar mentor texts as dialogue models for spacing, capitalization and punctuation.

- Notice different placements of speech tags and how to capitalize and punctuate them correctly.
 - Consider an inquiry-based approach. Organize students in small groups. Print a page per group and cut into sentence strips. (See link below.)
 Ask: *What do you notice about how this author is using dialogue?*
 Create a shared writing anchor chart noting student observations. Ideally, students will come to the conclusion that there are three types of speech tag placements modeled for spoken dialogue.
[Dialogue Inquiry](#)
 - Consider using dry elbow macaroni as a manipulative tool to model quotation marks and commas with a variety of model sentences. (See link below. Print activity on legal-size paper. Use macaroni for page 1. Ask students to transition to pencils for pages 2 and 3.)
[Macaroni Quotes & Commas](#)
- Use double quotation marks to cite an entire quote and single quotation marks when quoting a quote or spoken dialogue.
- Introduce a quote by including a short, introductory phrase.
 (e.g. In the historical fiction text, *Freedom Summer*, the author states, “John Henry’s voice shakes. ‘White folks don’t want colored folks in their pool.’”)
- Use dialogue **sparingly** in a personal narrative or realistic fiction story. (Add more action and description to “show, not tell” rather than writing a story through excessive use of dialogue.)
- Apply these strategies to their own writing pieces.
- [How to Use Quotation Marks/Purdue OWL](#)

Instructional Materials and Learning Activities

Core Instructional Materials:

- *A Guide to the Common Core Writing Workshop* by Lucy Calkins
- *Units of Study in Opinion, Information, and Narrative Writing* by Lucy Calkins, *If...Then...Curriculum*, Raising the Level of Personal Narrative Writing, p. 2
- *Writing Pathways (Grades K-5) Performance Assessments and Learning Progressions* by Lucy Calkins
- *Digital Resources for Teaching Writing/Units of Study in Opinion, Information and Narrative Writing* by Lucy Calkins
- *Up the Ladder/Assessing Grades 3-6 Narrative Units of Study* by Lucy Calkins, Mike Ochs and Alicia Luick
- *The Writing Strategies Book* by Jennifer Serravallo
- *Writing Radar* by Jack Gantos (appropriate for students AND teachers)
- Mentor Text:
 - *Fireflies!* By Julie Brinckloe (a Lucy Calkins recommendation)
 - *Owl Moon* by Jane Yolen
 - *Pecan Pie Baby* by Jacqueline Woodson (a Lucy Calkins recommendation)
 - *Saturdays and Teacakes* by Lester Laminack
 - *Tales of a Fourth Grade Nothing* by Judy Blume
 - *Northbound: A Train Ride Out of Segregation* by Eric Stein and Michael S. Bandy
 - *Writing Radar* by Jack Gantos (a Lucy Calkins recommendation)

Supplemental Materials:

- Digital Resources:
 - [The Shapes of Stories by Kurt Vonnegut](#)
 - [The 22 Rules of Storytelling. According to Pixar Grammar/Mechanics: Purdue Online Writing Lab \(Purdue OWL\) Click on: General Writing](#)
 - Digital TC Reading Assessments
 - Quizlet
 - Scholastic
 - Readworks
 - Bookflix
 - Epic
 - Newsela

Suggested Modifications and Accommodations

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher-level students. Differentiation is accomplished through content, process, product and learning environment.

Special Education Students

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Refer to student IEP for goals and modifications.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists based on the writer's current ability, not grade.
- Model productive and engaging partner talk.
- Allow for extended time.
- Allow for extended conferring time.
- Provide guided notes as necessary.
- Set a writing goal for an assignment and then focus only on that goal.
- Allow students to type.
- Allow students to orally construct their story and self-record to use as a reference in their writing.
- Edit spelling, grammar and punctuation last.
- Provide frequent breaks.
- Use sentence starters or frames when needed.
- Build "Writing Workshop Looks Like... Sounds Like" anchor chart and refer to it throughout the unit.
- Demonstrate and model a writer's notebook using a teacher's and/or student's writer's notebook.
- Role play/model roles in a writing conference.
- Model setting goals. Provide a teacher-made survey sheet to allow students to self-assess strengths and weaknesses as a basis for their goal setting.
- Provide direct instruction on sensory detail and how it adds to our stories. (Use a graphic organizer such as, I see... I smell... I taste... I feel/touch... I hear...)

- Provide direct and explicit instruction on changing actions to dialogue. Provide a graphic organizer with an example.
- Build “Planting a Seed” and “Making Movies in Your Mind” anchor charts to grow ideas and refer to them throughout the unit.
- Use shared writing to highlight grammar with a HoverCam/SmartBoard.
- Model whisper reading using a pipe phone (*Toobaloo*).
- Incorporate differentiated writing techniques based on the 4th Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Students with 504s

- Extended time
- Prompting
- Reassurance
- Time to formulate ideas
- Visual clues
- Preferential seating
- Repeated directions or step-by-step directions
- Check for understanding
- Ask pointed questions
- Instructional aides in the classroom setting
- Preview content vocabulary
- Behavior chart to increase focus and work completion
- Sensory breaks
- Chromebook carts
- Extensions-guided webquests and graphic organizers

Students at Risk

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists based on the writer’s current ability, not grade.
- Model productive and engaging partner talk.
- Allow for extended time.
- Allow for extended conferring time.
- Provide guided notes as necessary.
- Set a writing goal for an assignment and then focus only on that goal.
- Allow students to type.
- Allow students to orally construct their story and self-record to use as a reference in their writing.
- Edit spelling, grammar and punctuation last.
- Provide frequent breaks.
- Use sentence starters or frames when needed.
- Build “Writing Workshop Looks Like... Sounds Like” anchor chart and refer to it throughout the unit.

- Demonstrate and model a writer’s notebook using a teacher’s and/or student’s writer’s notebook.
- Role play/model roles in a writing conference.
- Model setting goals. Provide a teacher-made survey sheet to allow students to self-assess strengths and weaknesses as a basis for their goal setting.
- Provide direct instruction on sensory detail and how it adds to our stories. (Use a graphic organizer such as, I see... I smell... I taste... I feel/touch... I hear...)
- Provide direct and explicit instruction on changing actions to dialogue. Provide a graphic organizer with an example.
- Build “Planting a Seed” and “Making Movies in Your Mind” anchor charts to grow ideas and refer to them throughout the unit.
- Use shared writing to highlight grammar with a HoverCam/SmartBoard.
- Model whisper reading using a pipe phone (*Toobaloo*).
- Incorporate differentiated writing techniques based on the 4th Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

English Language Learners

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Allow use of a bilingual dictionary.
- Allow use of handheld translator.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists based on the writer’s current ability, not grade.
- Model productive and engaging partner talk.
- Allow for extended time.
- Allow for extended conferring time.
- Provide guided notes as necessary.
- Set a writing goal for an assignment and then focus only on that goal.
- Allow students to type.
- Allow students to orally construct their story and self-record to use as a reference in their writing.
- Edit spelling, grammar and punctuation last.
- Provide frequent breaks.
- Use sentence starters or frames when needed.
- Build “Writing Workshop Looks Like... Sounds Like” anchor chart and refer to it throughout the unit.
- Demonstrate and model a writer’s notebook using a teacher’s and/or student’s writer’s notebook.
- Role play/model roles in a writing conference.
- Model setting goals. Provide a teacher-made survey sheet to allow students to self-assess strengths and weaknesses as a basis for their goal setting.
- Provide direct instruction on sensory detail and how it adds to our stories. (Use a graphic organizer such as, I see... I smell... I taste... I feel/touch... I hear...)
- Provide direct and explicit instruction on changing actions to dialogue. Provide a graphic organizer with an example.

- Build “Planting a Seed” and “Making Movies in Your Mind” anchor charts to grow ideas and refer to them throughout the unit.
- Use shared writing to highlight grammar with a HoverCam/SmartBoard.
- Model whisper reading using a pipe phone (*Toobaloo*).
- Incorporate differentiated writing techniques based on the 4th Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Gifted and Talented

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Use pre-assessment data to drive instruction.
- Use learning progressions, rubrics and checklists to the writer’s current ability, not grade.
- Provide opportunities to lead discussion.
- Use flexible grouping.
- Set a writing goal for the assignment.
- Provide opportunities to use gifted student’s notebook as an example.
- Demonstrate and model a writer’s notebook using a teacher’s and/or student’s writer’s notebook.
- Incorporate differentiated writing techniques based on the 4th Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one’s emotions and know one’s strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Use of student/teacher specific praise regularly on student areas of strength and areas that have been improving.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break. Students are encouraged to use it to help refocus as needed.
 - Use of fidget toys as needed.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are

influenced by others

- Connections:
 - Students becoming the “expert” helper to support others in their work.
 - Practicing active listening strategies when classmates are speaking.
 - Use of “I messages” when resolving conflicts.
- **Relationship Skills:** refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
 - Use of “I messages” when resolving conflicts.
 - Use of active listening strategies, i.e. repeating what you heard your partner say when discussion conflicts.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules

Fourth Grade Writing Curriculum

Unit 2 Opinion: Personal Essay

Unit Overview

The objective of *Personal Essay* is to enable students to write well within an expository structure. Students will brainstorm lists about significant people, places, objects, events and activities and generate entries in their writer's notebooks. They will rehearse ideas by talking with peers and writing long in their writer's notebooks in order to try their ideas on for size. They will also look back at their previous writing and reflect on and grow earlier ideas. Students will develop claims/thesis statements and plan their personal essays using a boxes and bullets structure. They will include mini stories, descriptive lists and specific examples to support (prove) their claims/thesis statements. At the end of the unit, students will publish and share their personal essays with their peers, giving them the opportunity to both give and receive valuable feedback.

Enduring Understandings

Writers will:

- Brainstorm lists and free write entries to grow new ideas.
- Mine their writing entries to develop ideas into claims/thesis statements.
- Support their claims/thesis statements by developing different types of reasons.
- Prove their reasons using mini stories, descriptive lists and specific examples.
- Build a cohesive draft.
- Revise by writing multiple leads and conclusions before choosing one.
- Edit their work, correcting run-on sentences and sentence fragments.
- Work in writing partnerships through all stages of the writing process.
- Produce compound sentences.
- Correctly use "helping verbs."
- Publish and celebrate their writing pieces.

Assessments

Pre-assessment	Post-assessment
<p>Prompt: <i>"Think of a special person, place, object, event or activity that you know and care deeply about. You should have strong feelings about what you choose. You will have 45 minutes to write a persuasive piece in which you will state your opinion (claim) and share reasons why you feel this way. When you do this, draw on everything you know about essays, persuasive letters and reviews. You'll need to plan, draft, revise and edit in one sitting. In your writing, make sure you:</i></p> <ul style="list-style-type: none">● <i>Write an introduction.</i>● <i>State your opinion (claim).</i>	<p>Prompt: <i>"Think of a special person, place, object, event or activity that you know and care deeply about. You should have strong feelings about what you choose. You will have 45 minutes to write a persuasive piece in which you will state your opinion (claim) and share reasons why you feel this way. When you do this, draw on everything you know about essays, persuasive letters and reviews. You'll need to plan, draft, revise and edit in one sitting. In your writing, make sure you:</i></p> <ul style="list-style-type: none">● <i>Write an introduction.</i>● <i>State your opinion (claim).</i>

<ul style="list-style-type: none"> ● Give reasons and evidence that support your opinion (prove your claim). ● Organize your writing. ● Acknowledge counterclaims (counterarguments). ● Use transition words. ● Write a conclusion.” <p>Score using the OPS Rubric for Opinion Writing Grade 4.</p> <p>From <i>Writing Pathways</i> by Lucy Calkins (page 86) (Reinterpreted for Personal Essay)</p>	<ul style="list-style-type: none"> ● Give reasons and evidence that support your opinion (prove your claim). ● Organize your writing. ● Acknowledge counterclaims (counterarguments). ● Use transition words. ● Write a conclusion.” <p>Score using the OPS Rubric for Opinion Writing Grade 4.</p> <p>From <i>Writing Pathways</i> by Lucy Calkins (page 86) (Reinterpreted for Personal Essay)</p>
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<p>Possible Formative Assessments</p> <ul style="list-style-type: none"> ● Teacher Observation ● Student Participation ● Conferring Notes ● Writer's Notebook Checks
<p>Summative Assessments</p> <ul style="list-style-type: none"> ● Pre and Post Unit Writing Assessments ● Published Pieces Assessed with the OPS Rubric for Opinion Writing Grade 4
<p>Alternative Assessments</p> <ul style="list-style-type: none"> ● Teacher Observation ● Strategy Lesson Notes

Standards (NJSLs) Addressed in this Unit

<p>Reading Literature</p> <p>RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g. a character’s thoughts, words, or actions).</p> <p>RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</p> <p>RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p>
<p>Reading Informational</p> <p>RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.5. 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.</p>

Reading Foundation

- RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
1. 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.
- RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
1. Read grade-level text with purpose and understanding.
 2. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
 3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

- W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- 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.
 - B. Provide reasons that are supported by facts from texts and/or other sources.
 - C. Link opinion and reasons using words and phrases (e.g. for instance, in order to, in addition).
 - D. Provide a conclusion related to the opinion presented.
- W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g. headings), illustrations, and multimedia when useful to aiding comprehension.
 - B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
 - C. Link ideas within paragraphs and sections of information using words and phrases (e.g. another, for example, also, because).
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Provide a conclusion related to the information or explanation presented.
- W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
- A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - C. Use a variety of transitional words and phrases to manage the sequence of events.
 - D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - 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. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 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.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

A. Apply grade 4 Reading standards to literature (e.g. “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g. a character’s thoughts, words, or actions].”).

B. Apply grade 4 Reading standards to informational texts (e.g. “Explain how an author uses reasons and evidence to support particular points in a text”).

W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

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.

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

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

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.

D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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.

Language

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

C. Use modal auxiliaries (e.g. can, may, must) to convey various conditions.

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

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

A. Use correct capitalization.

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

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

D. Spell grade-appropriate words correctly, consulting references as needed.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Choose words and phrases to convey ideas precisely.

B. Choose punctuation for effect.

C. Differentiate between contexts that call for formal English (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g. small-group discussion).

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

A. Use context (e.g. definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

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

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.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Explain the meaning of simple similes and metaphors (e.g. as pretty as a picture) in context.

B. Recognize and explain the meaning of common idioms, adages, and proverbs.

C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g. quizzed, whined, stammered) and that are basic to a particular topic (e.g. wildlife, conservation, and endangered when discussing animal preservation).

Computer Science and Design Thinking

8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

Practices

CLKSP4 Demonstrate creativity and innovation.

Interdisciplinary Connections

Health & Wellness

- **2.2.4.C.1** Determine how an individual’s character develops over time and impacts personal health. *Students will make personal choices based on their development through the year, deciding what topics are important to them and impact their emotional well being in a positive way.*

Unit 2 Opinion: Personal Essay

Suggested Teaching Points

Unit 2/Bend 1: Writing to Learn

Writers will develop a sense of what it feels like to write a whole essay by...

- Understanding that writers use an essay frame to help structure their writing.
- Growing insightful ideas by taking inspiration from important people, places, objects, events and activities.
- Freewriting to grow new ideas.
- Using elaborated prompts to further grow their ideas.
- Mining their entries to develop a claim/thesis statement.
- Framing their piece using a “boxes and bullets” structure.
- Gathering a variety of evidence to support their opinions/claims. (e.g. mini stories, descriptive lists and specific examples)

Unit 2/Bend 2: Raising the Level of Essay Writing

Writers will gather evidence to support the reasons for their opinion by...

- Drawing on narrative writing techniques and include mini stories to support their opinions/claims.
- Gathering a lot of different evidence like, descriptive lists and specific examples to support their opinions/claims.
- Organizing their drafts by checking that the evidence is supportive and varied.
- Building a draft with logically sequenced information, transition words and repeated phrases.
- Trying out multiple leads and conclusions before deciding which work best in their essays.
- Self-assessing their writing, using the *Opinion Writing Checklist*.
- Correcting run-on sentences and sentence fragments.
- Checking their spelling, punctuation and other conventions.
- Using feedback from teacher(s) and peers to strengthen their work.
- Collaborating with peers to expand thinking through multiple perspectives.
- [Two Stars & A Wish/Writing Celebration Sheet](#)

Unit 2: Grammar/Mechanics

Compound Sentences: A compound sentence is a sentence that contains two or more complete thoughts (independent clauses).

Writers will...

- Separate two independent clauses in a compound sentence using a conjunction or a semicolon.
- Combine sentences with similar ideas by combining subjects and combining predicates to make a compound subject or a compound predicate.
- Connect two or more items in a series with a comma and use a conjunction before the last item.
- [Sentence Punctuation Patterns/Purdue OWL](#)

“Helping Verbs:” (*can, may, must*)

Writers will...

- Identify helping verbs.
 - Helping verbs are used to express tense or add emphasis. These verbs can be identified when they are paired with other verbs to complete a verb phrase.
 - Example: I *am* having a piece of cake.
 - Most common:
 - To be: am, is, are, was, were, be, been
 - To have: have, had, has
 - To do: do, does, did
- Develop an awareness for the use of verbs by collecting sentences from authentic texts.
- Use modal auxiliaries (e.g. can, may, must) to show different conditions.
- [Verbs with Helpers/Purdue OWL](#)

Instructional Materials and Learning Activities

Core Instructional Materials:

- *Units of Study in Opinion, Information, and Narrative Writing: Boxes and Bullets, Personal and Persuasive Essays, Grade 4, Unit 2 Opinion* by Lucy Calkins, Kelly Boland Hohne and Cory Gillette
- *A Guide to the Common Core Writing Workshop* by Lucy Calkins
- *Writing Pathways (Grades K-5) Performance Assessments and Learning Progressions* by Lucy Calkins
- *Up the Ladder/Accessing Grades 3-6 Narrative Units of Study* by Lucy Calkins, Mike Ochs and Alicia Luick
- *The Writing Strategies Book* by Jennifer Serravallo
- *Writing to Persuade: Minilessons to Help Students Plan, Draft, and Revise, Grades 3-8* by Karen Caine
 - **Mentor Text:**
 - Prior student writing (Revisit previous personal essays.)
 - **Significant Person:**
 - *Thank You, Mr. Falker* by Patricia Polacco
 - *The Summer My Father Was Ten* by Pat Brisson
 - **Significant Place:**
 - *All the Places to Love* by Patricia MacLachlan
 - *Owl Moon* by Jane Yolen
 - **Significant Object:**
 - *The Memory String* by Eve Bunting
 - *The Keeping Quilt* by Patricia Polacco

Supplemental Materials:

- Digital Resources:
 - *Digital Resources for Teaching Writing/Units of Study in Opinion, Information and Narrative Writing* (CD) by \Lucy Calkins
 - Digital TC Reading Assessments
 - Quizlet
 - Scholastic
 - Readworks
 - Bookflix
 - Epic
 - Newsela

Suggested Modifications and Accommodations

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher-level students. Differentiation is accomplished through content, process, product and learning environment.

Special Education Students

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Opinion Writing.
- Refer to student IEP for goals and modifications.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.

- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists to the writer's current ability, not grade.
- Model productive and engaging partner talk.
- Allow for extended time.
- Allow for extended conferring time.
- Provide guided notes as necessary.
- Set a writing goal for an assignment and then focus only on that goal.
- Allow students to type.
- Allow students to orally construct their story and self-record to use as a reference in their writing.
- Edit spelling, grammar and punctuation last.
- Provide frequent breaks.
- Use sentence starters or frames when needed.
- Provide guided notes with examples and illustrations on boxes and bullets.
- Define and share examples of forming claims and counter-arguments.
- Provide graphic organizers supporting claims with evidence.
- Provide direct instruction on "wrapping it up" and the importance of a strong conclusion.
- Use shared writing to highlight repeating phrases, strong claims and conclusions with a HoverCam/SmartBoard.
- Build an anchor chart on transition words and refer to it throughout the unit.
- Provide examples of introductory and concluding paragraphs, highlighting what makes them strong and successful.
- Incorporate differentiated writing techniques based on the 4th Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Students with 504s

- Extended time
- Prompting
- Reassurance
- Time to formulate ideas
- Visual clues
- Preferential seating
- Repeated directions or step-by-step directions
- Check for understanding
- Ask pointed questions
- Instructional aides in the classroom setting
- Preview content vocabulary
- Behavior chart to increase focus and work completion
- Sensory breaks
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- Extensions-guided webquests and graphic organizers

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- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Opinion Writing.
- Allow use of a bilingual dictionary.
- Allow use of handheld translator.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists to the writer's current ability, not grade.
- Model productive and engaging partner talk.
- Allow for extended time.
- Allow for extended conferring time.
- Provide guided notes as necessary.
- Set a writing goal for an assignment and then focus only on that goal.
- Allow students to type.
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- Build an anchor chart on transition words and refer to it throughout the unit.
- Provide examples of introductory and concluding paragraphs, highlighting what makes them strong and successful.
- Incorporate differentiated writing techniques based on the 4th Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Gifted and Talented

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Opinion Writing.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Use pre-assessment data to drive instruction.
- Use learning progressions, rubrics and checklists to the writer’s current ability, not grade.
- Provide opportunities to lead discussion.
- Provide opportunities for students to write an argument and a counter-argument on the same topic.
- Use flexible grouping.
- Set a writing goal for the assignment.
- Provide opportunities to use student notebooks as an example.
- Demonstrate and model a writer’s notebook using a teacher’s and/or student’s writer’s notebook.
- Incorporate differentiated writing techniques based on the 4th Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one’s emotions and know one’s strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Use of student/teacher specific praise regularly on student areas of strength and areas that have been improving.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
 - Connections:

- Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break. Students are encouraged to use it to help refocus as needed.
 - Use of fidget toys as needed.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Students becoming the “expert” helper to support others in their work.
 - Practicing active listening strategies when classmates are speaking.
 - Use of “I messages” when resolving conflicts.
- **Relationship Skills:** refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
 - Use of “I messages” when resolving conflicts.
 - Use of active listening strategies, i.e. repeating what you heard your partner say when discussion conflicts.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules

Fourth Grade Writing Curriculum

Unit 3 Opinion: Persuasive Letters

Unit Overview

The ability to write sound arguments is critical. In *Persuasive Letters*, students will be asked to reason thoughtfully about a topic/issue that matters to them. They will be asked to investigate their community, both school and locally, to gather information on issues, including climate change. Once they have learned about the consent, they will be asked to form an opinion, gather and weigh evidence, assess the validity of that evidence and use it effectively in their writing to persuade an audience. Students will begin by viewing, reading and listening to others expressing their points of view. Then, students will identify their own needs and wants to construct a persuasive letter. They will introduce a topic clearly, state an opinion (claim) and create an organizational structure using boxes and bullets, in which related ideas are grouped to support their opinion. They will provide detailed and descriptive reasons that support their opinions and strengthen their arguments either in favor of (or against) something that matters to them. At the end of the unit, students will publish and share their persuasive letters with their peers, giving them the opportunity to both give and receive valuable feedback. Students will have the option of mailing their letters to the intended recipients.

Enduring Understandings

Writers will:

- Analyze examples of persuasive writing and understand the author’s purpose.
- Listen to and analyze various persuasive speeches and writing used in the media.
- Write persuasive letters using a boxes and bullets structure.
- State an opinion (claim) and support it with detailed reasons (evidence).
- Follow peer review guidelines and utilize feedback to strengthen their work.
- Use relative pronouns and relative adverbs correctly.
- Apply real-world usage for their writing. (optional mailing of letters)
- Publish and celebrate their writing pieces.

Assessments

Pre-assessment	Post-assessment
<p>Prompt: <i>“I’m really eager to understand what you can do as persuasive writers. Today, you will write the best persuasive letter that you can.</i></p> <p><i>Persuasive Letter Prompt: School should be year-round. What do you think? Do you agree or disagree? Write a persuasive letter to the Governor of New Jersey. Please make sure to include several reasons why you either agree or disagree with this idea. Include specific examples to support your reasons.</i></p>	<p>Prompt: <i>“I’m really eager to understand what you can do as persuasive writers. Today, you will write the best persuasive letter that you can.</i></p> <p><i>Persuasive Letter Prompt: School should be year-round. What do you think? Do you agree or disagree? Write a persuasive letter to the Governor of New Jersey. Please make sure to include several reasons why you either agree or disagree with this idea. Include specific examples to support your reasons.</i></p>

<p><i>You'll have only 45 minutes to write this letter, so you'll need to plan, draft, revise and edit in one sitting. Write in a way that allows you to show off all you know about persuasive writing. In your writing, make sure you:</i></p> <ul style="list-style-type: none"> ● <i>Include a greeting. (Dear Governor,)</i> ● <i>Structure your letter with specific reasons about why you think and feel a certain way.</i> ● <i>Include specific examples to support your reasons.</i> ● <i>Include a closing. (Sincerely, Name)</i> <p>Score using the OPS Rubric for Opinion Writing Grade 4.</p> <p>Adapted from <i>Writing Pathways</i> by Lucy Calkins (page 182)</p>	<p><i>You'll have only 45 minutes to write this letter, so you'll need to plan, draft, revise and edit in one sitting. Write in a way that allows you to show off all you know about persuasive writing. In your writing, make sure you:</i></p> <ul style="list-style-type: none"> ● <i>Include a greeting. (Dear Governor,)</i> ● <i>Structure your letter with specific reasons about why you think and feel a certain way.</i> ● <i>Include specific examples to support your reasons.</i> ● <i>Include a closing. (Sincerely, Name)</i> <p>Score using the OPS Rubric for Opinion Writing Grade 4.</p> <p>Adapted from <i>Writing Pathways</i> by Lucy Calkins (page 182)</p>
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Possible Formative Assessments
<ul style="list-style-type: none"> ● Teacher Observation ● Student Participation ● Conferring Notes ● Writer's Notebook Checks
Benchmark Assessments
<ul style="list-style-type: none"> ● TCRWP Assessment for Independent Reading Levels ● Beginning of the Year Writing Assessment (Fall)
Summative Assessments
<ul style="list-style-type: none"> ● Pre and Post Unit Writing Assessments ● Published Pieces Assessed with the OPS Rubric for Opinion Writing Grade 4
Alternative Assessments
<ul style="list-style-type: none"> ● Teacher Observation ● Strategy Lesson Notes ● Students will choose a topic that is important to them to research, and write an authentic letter/create a video to share with a school or community leader in order to make change.

Standards (NJSLs) Addressed in this Unit

Reading Literature
N/A
Reading Informational
N/A

Writing

- W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- 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.
 - B. Provide reasons that are supported by facts from texts and/or other sources.
 - C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
 - D. Provide a conclusion related to the opinion presented.
- W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g. headings), illustrations, and multimedia when useful to aiding comprehension.
 - B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
 - C. Link ideas within paragraphs and sections of information using words and phrases (e.g. another, for example, also, because).
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Provide a conclusion related to the information or explanation presented.
- W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
- A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - C. Use a variety of transitional words and phrases to manage the sequence of events.
 - D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - 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. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 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.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

- 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.
- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - 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.

D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g. visually, quantitatively, and orally).

SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.

Language

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

A. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Choose words and phrases to convey ideas precisely.

B. Choose punctuation for effect.

C. Differentiate between contexts that call for formal English (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g. small-group discussion).

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

A. Use context (e.g. definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

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

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.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Explain the meaning of simple similes and metaphors (e.g. as pretty as a picture) in context.

B. Recognize and explain the meaning of common idioms, adages, and proverbs.

C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g. quizzed, whined, stammered) and that are basic to a particular topic (e.g. wildlife, conservation, and endangered when discussing animal preservation).

Computer Science and Design Thinking

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

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand

one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

Practices

CLKSP8 Use technology to enhance productivity, increase collaboration and communicate effectively.

Interdisciplinary Connections

Science

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

Unit 3 Opinion: Persuasive Letters

Suggested Teaching Points

Unit 3/Bend 1: Speaking to Persuade

Writers will analyze examples of persuasive writing and understand the author's purpose by...

- Understanding how persuasion is used orally in everyday life.
- Listening to and analyzing various persuasive speeches and writing in the media (e.g. newspapers, magazines, television, and the Internet), looking for words, phrases, and techniques (e.g. reasons, repetition, counter-arguments, comparisons) that are designed to persuade.
- Practicing making short, convincing speeches about something that is important to them.
- Breaking down the elements of a persuasive speech or piece of writing: an introduction that states the position clearly, at least three pieces of evidence to support the position, and a conclusion that restates the topic and summarizes the main points.

Writers will begin to develop their own opinion on local issues/topics by...

- Engaging in discussions with peers and adults around local issues that impact them at this stage in their lives.
- Determining what issues spark strong feelings and a desire for a call to action.

Unit 3/Bend 2: Writing to Persuade

Writers will write persuasive letters by:

- Seeing writing as personally meaningful and a useful way to express their needs and desires.
- Choosing a topic that expresses a need or desire.
- Stating and supporting a claim (opinion) using boxes and bullets.
- Including strong reasons for the argument including:
 - Logos: sharing facts, figures and convincing information
 - Pathos: getting others to feel happy, sad or angry
 - Ethos: convincing others to trust you
 - Kairos: convincing others that they must act now
- Writing a persuasive letter draft.

Unit 3/Bend 3: Raising the Level of Persuasive Writing

Writers will improve each other's persuasive arguments by:

- Incorporating peer review guidelines including:
 - Reading their letter aloud to their peer group.
 - Identifying the intended audience for the letter. How does the writer address the needs and interests of that particular audience?
 - Identifying what the author wants the audience to do? (This should be the writer's goal or thesis statement.) How does the writer convey this to the audience? What reasons does the writer use to persuade readers?
 - How does the writer organize the content of the letter? Do reasons and examples seem to be sequenced in a logical order?
- Having students review and comment on each other's work online using Google Classroom/Docs or a class blog.
- Providing students with sentence starter templates to guide their feedback. (e.g. "My favorite part was _____ because _____.") After offering something positive/complimentary, students can highlight areas that could be improved in terms of content, style, voice, and clarity. (e.g. "A suggestion I can offer for improvement is _____.")
- [Two Stars & A Wish/Writing Celebration Sheet](#)
- Marking spelling and grammatical errors found through peer editing.
- Applying suggestions from a writing partner or a teacher conference.
- Using feedback from teacher(s) and peers to strengthen their work.
- Publishing and sending their persuasive letters to the intended audience.

Unit 3: Grammar/Mechanics

Relative Pronouns & Adverbs:

Writers will...

- Recognize that a relative pronoun links a noun to a relative clause that gives more information. (e.g. who, whom, which, whose, that)
 - **Who** is used to give information about people. In the dependent clause, who can be replaced by a subject pronoun (he, she, or they).
 - **Whom** is used to give information about people. In the dependent clause, whom can be replaced by an object pronoun (him, her, or them).
 - **Whose** is used to show possession.
 - **Which** adds extra information about an object. Commas always set it off.
 - **That** gives necessary information about an object. Commas do not set it off.
- [Which vs. That](#)
- Replace a noun with a relative pronoun.
- [Introduction and General Usage in Defining Clauses/Purdue OWL](#)
- Use relative adverbs to refer to place, time, and reason. These can be used instead of a relative pronoun and preposition.

- **Why** takes the place of the words *the reason for which* or *for which*.
- **Where** takes the place of *in which* or *at which* in a sentence.
- **When** takes the place of *in which* or *on which*.

Examples:

This is the park in which I come and play every evening. (relative pronoun + preposition)

This is the park where I come every evening. (relative adverb)

- [The Difference Between Adjectives and Adverbs/Purdue OWL](#)

Instructional Materials and Learning Activities

Core Instructional Materials:

- *Units of Study in Opinion, Information, and Narrative Writing: Boxes and Bullets, Personal and Persuasive*
- *Essays, Grade 4, Unit 2 Opinion* by Lucy Calkins, Kelly Boland Hohne and Cory Gillette
- *A Guide to the Common Core Writing Workshop* by Lucy Calkins
- *Writing Pathways (Grades K-5) Performance Assessments and Learning Progressions* by Lucy Calkins
- *The Writing Strategies Book* by Jennifer Serravallo
- *Writing to Persuade: Minilessons to Help Students Plan, Draft, and Revise, Grades 3-8* by Karen Caine
- **Fiction Mentor Texts:**
 - *Dear Mrs. LaRue: Letters from Obedience School* by Mark Teague
 - *The Day the Crayons Quit* by Drew Daywalt
 - *I Wanna Iguana* by Karen Kaufman Orloff
 - *My Lucky Day* by Keiko Kasza
 - *A Pig Parade is a Terrible Idea* by Michael Ian Black
 - *I Will Never Not Eat a Tomato* by Lauren Child
 - *If You Ever Want to Bring an Alligator to School, Don't!* by Elise Parsley
- **Non-Fiction Mentor Texts:**
 - *Animals Nobody Loves* by Seymour Simon
 - *Recycling (Matters Of Opinion)* by Carla Mooney
 - *Video Games (Matters of Opinion)* by Hayley Mitchell Haugen
 - *Let's Think About Animal Rights* by Vic Parker
 - *The Great Kapok Tree* by Lynne Cherry
 - *Writing Opinion Papers (Write Right!)* by Benjamin Proudfit
 - *Thank You, Sarah: The Woman Who Saved Thanksgiving* by Laurie Halse Anderson
 - *Writing to Persuade: Minilessons to Help Students Plan, Draft, and Revise, Grades 3-8* by Karen Caine (See pages 241-247 for persuasive letter samples.)

Supplemental Materials:

- Digital Resources:
 - [Grammar/Mechanics: Purdue Online Writing Lab \(Purdue OWL\) Click on: General Writing](#)
 - *Digital Resources for Teaching Writing/Units of Study in Opinion, Information and Narrative Writing* (CD) by Lucy Calkins

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- Refer to student IEP for goals and modifications.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
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- Use preferential seating.
- Use flexible grouping.
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- Allow for extended time.
- Allow for extended conferring time.
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- Edit spelling, grammar and punctuation last.
- Provide frequent breaks.
- Use sentence starters or frames when needed.
- Allow for student choice in writing tool: pencil, pen and/or keyboard.
- Provide audio/video clips of persuasive speakers.
(e.g. *TedTalk* and *YouTube* clips: historical and present-day political speakers/activists/poets)
- Place students with appropriate and accountable peers for peer review and constructive criticism.
- Allow for role play: giving and receiving constructive criticism.
- Incorporate differentiated writing techniques based on the 4th Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Students with 504s

- Extended time
- Prompting
- Reassurance
- Time to formulate ideas
- Visual clues
- Preferential seating

- Repeated directions or step-by-step directions
- Check for understanding
- Ask pointed questions
- Instructional aides in the classroom setting
- Preview content vocabulary
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- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Opinion Writing.
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- Allow use of handheld translator.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
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- Model productive and engaging partner talk.
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- Allow for extended conferring time.
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- Allow for student choice in writing tool: pencil, pen and/or keyboard.
- Provide audio/video clips of persuasive speakers.
(e.g. *TedTalk* and *YouTube* clips: historical and present-day political speakers/activists/poets)
- Place students with appropriate and accountable peers for peer review and constructive criticism.
- Allow for role play: giving and receiving constructive criticism.
- Incorporate differentiated writing techniques based on the 4th Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Gifted and Talented

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Opinion Writing
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Use pre-assessment data to drive instruction.
- Use learning progressions, rubrics and checklists to the writer’s current ability, not grade.
- Provide opportunities to lead discussion.
- Set a writing goal for assignment.
- Provide opportunities to use student notebooks as an example.
- Allow students to write and send persuasive letters to school officials, city officials, etc.
- Demonstrate and model a writer’s notebook using a teacher’s and/or student’s writer’s notebook.
- Incorporate differentiated writing techniques based on the 4th Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one’s emotions and know one’s strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Use of student/teacher specific praise regularly on student areas of strength and areas that have been improving.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.

- Cool down spot in classroom to take a break. Students are encouraged to use it to help refocus as needed.
 - Use of fidget toys as needed.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Students becoming the “expert” helper to support others in their work.
 - Practicing active listening strategies when classmates are speaking.
 - Use of “I messages” when resolving conflicts.
- **Relationship Skills:** refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
 - Use of “I messages” when resolving conflicts.
 - Use of active listening strategies, i.e. repeating what you heard your partner say when discussion conflicts.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules

Fourth Grade Writing Curriculum

Unit 4 Opinion: Literary Essay

Unit Overview

The objective of *Literary Essay* is to make reading a more intense, analytical experience, equipping students with the tools they need to write expository essays that advance an idea about a piece of literature. One of the new challenges of this unit is to help students learn how to cite texts. The unit begins by helping children to read closely, mining a text for ideas and learning to sustain and support the theories they develop. Students will then learn to write comparative theme essays, noting a common theme across different texts. Students will compare and contrast their analyses across three texts, raising the level of their thinking and allowing them to pay closer attention to the nuances of the texts. At the end of the unit, students will publish and share their literary essays with their peers, giving them the opportunity to both give and receive valuable feedback.

Enduring Understandings

Writers will:

- Read short texts closely to generate ideas.
- Gather writing ideas about themes, including bullying, by studying characters.
- Identify a common theme across two to three short mentor texts.
- State a claim/thesis about a common theme.
- Cite specific text evidence to prove the claim/thesis.
- Add to their initial ideas using specific examples from the texts.
- Compare and contrast their analyses across three short texts.
- Revise and edit using checklists and peer suggestions.
- Form and use prepositional phrases.
- Publish and celebrate their writing pieces.

Assessments

Pre-assessment	Post-assessment
<p>Prompt: <i>“Today, you will closely read a short text. You will have 45 minutes to state a claim (your opinion) about a character or a theme. Make sure you include specific reasons about why you feel this way about the character or the theme. When you do this writing, draw on everything you know about essays, persuasive letters and reviews. Please keep in mind that you’ll have 45 minutes to complete this, so you will need to plan, draft, revise and edit in one sitting. You can write on your copy of the text to help with your thinking.</i></p>	<p>Prompt: <i>“Today, you will closely read a short text. You will have 45 minutes to state a claim (your opinion) about a character or a theme. Make sure you include specific reasons about why you feel this way about the character or the theme. When you do this writing, draw on everything you know about essays, persuasive letters and reviews. Please keep in mind that you’ll have 45 minutes to complete this, so you will need to plan, draft, revise and edit in one sitting. You can write on your copy of the text to help with your thinking.</i></p>

- In your writing, make sure you:*
- *State a claim (your opinion).*
 - *Give reasons and evidence to explain why you have this opinion.*
 - *Refer to the text to support your claim (opinion).*
 - *Write an ending.*

Score using the [OPS Rubric for Opinion Writing Grade 4](#).

From *The Literary Essay/Writing About Fiction* by Lucy Calkins, Kathleen Tolan and Alexandra Marron (page xiii) (modified for a one-day assessment using one mentor text)

Suggested Short Stories:
[The Paper Bag Princess by Robert N. Munsch](#)

Note: Please use the same text for the pre-assessment and post-assessment. Students should be able to show growth from the beginning to the end of the unit.

*In the passage, the term, bum, is defined as a lazy person.

- In your writing, make sure you:*
- *State a claim (your opinion).*
 - *Give reasons and evidence to explain why you have this opinion.*
 - *Refer to the text to support your claim (opinion).*
 - *Write an ending.*

Score using the [OPS Rubric for Opinion Writing Grade 4](#).

From *The Literary Essay/Writing About Fiction* by Lucy Calkins, Kathleen Tolan and Alexandra Marron (page xiii) (modified for a one-day assessment using one mentor text)

Suggested Short Stories:
[The Paper Bag Princess by Robert N. Munsch](#)

Note: Please use the same text for the pre-assessment and post-assessment. Students should be able to show growth from the beginning to the end of the unit.

*In the passage, the term, bum, is defined as a lazy person.

Possible Formative Assessments

- Teacher Observation
- Student Participation
- Conferring Notes
- Writer's Notebook Checks

Summative Assessments

- Pre and Post Unit Writing Assessments
- Published Pieces Assessed with the [OPS Rubric for Opinion Writing Grade 4](#)

Alternative Assessments

- Teacher Observation
- Strategy Lesson Notes

Standards (NJSLs) Addressed in this Unit

Reading Literature

RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

- RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g. a character's thoughts, words, or actions).
- RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.
- RL.4.5. 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.
- RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
- RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g. mysteries and adventure stories) on their approaches to similar themes and topics.
- RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Reading Informational

- RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- RI.4.5. 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.
- RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g. in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.
- RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Reading Foundation

- RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- A. 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.
- RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
- A. Read grade-level text with purpose and understanding.
 - B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

- W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- 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.
 - B. Provide reasons that are supported by facts from texts and/or other sources.
 - C. Link opinion and reasons using words and phrases (e.g. for instance, in order to, in addition).
 - D. Provide a conclusion related to the opinion presented.
- W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g. headings), illustrations, and multimedia when useful to aiding comprehension.
 - B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
 - C. Link ideas within paragraphs and sections of information using words and phrases (e.g. another, for example, also, because).
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Provide a conclusion related to the information or explanation presented.
- W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
- A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - C. Use a variety of transitional words and phrases to manage the sequence of events.
 - D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - 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. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- 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 relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- A. Apply grade 4 Reading standards to literature (e.g. "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g. a character's thoughts, words, or actions].").
 - B. Apply grade 4 Reading standards to informational texts (e.g. "Explain how an author uses reasons and evidence to support particular points in a text")

W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

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.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- 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.
- D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g. visually, quantitatively, and orally).

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.

Language

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

- E. Form and use prepositional phrases.

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

- A. Use correct capitalization.
- B. Use commas and quotation marks to mark direct speech and quotations from a text.
- C. Use a comma before a coordinating conjunction in a compound sentence.
- D. Spell grade-appropriate words correctly, consulting references as needed.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Choose words and phrases to convey ideas precisely.
- B. Choose punctuation for effect.
- C. Differentiate between contexts that call for formal English (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g. small-group discussion).

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- A. Use context (e.g. definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. telegraph, photograph, autograph).

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.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Explain the meaning of simple similes and metaphors (e.g. as pretty as a picture) in context.

B. Recognize and explain the meaning of common idioms, adages, and proverbs.

C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g. quizzed, whined, stammered) and that are basic to a particular topic (e.g. wildlife, conservation, and endangered when discussing animal preservation).

Computer Science and Design Thinking

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

8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Career Readiness, Life Literacies, and Key Skills

9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings.

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Practices

CLKSP8 Use technology to enhance productivity, increase collaboration and communicate effectively.

CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.

Interdisciplinary Connections

Comprehensive Health and Physical Education

2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.

Unit 4 Opinion: Literary Essay

Suggested Teaching Points

Unit 4/Bend 1: Writing about Reading/Literary Essays

Writers will write about reading by...

- Closely reading to generate ideas about a text.
- Gathering writing ideas by closely studying characters.
- Elaborating on written ideas using prompts.
- Creating a literary essay plan using a boxes and bullets strategy.
- Finding and testing a claim/thesis.
- Using the important parts of stories as evidence.
- Citing specific text evidence in order to prove a claim/thesis.
- Using mini stories, lists and specific examples to explain cited text

	<p>evidence.</p> <ul style="list-style-type: none"> Flash-drafting/drafting literary essays.
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Unit 4/Bend 2: Raising the Quality of Literary Essays

<p>Writers will raise the quality of their literary essays by...</p>	<ul style="list-style-type: none"> Writing to discover what a story is really about. Adding their thinking to explain cited text evidence using mini stories, lists and specific examples. Adding complexity to their ideas by explaining the author’s message. Focusing on beginnings and endings. Using descriptions of an author’s craft as evidence. Revising and editing literary essays with help/feedback from teacher conferences, writing partners and peer editors.
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Unit 4/Bend 3: Writing Compare and Contrast Essays

<p>Writers will write compare and contrast essays by...</p>	<ul style="list-style-type: none"> Deepening their initial observations by finding patterns and ideas. Utilize technology to gather data and review patterns. Comparing and contrasting familiar texts through the use of templates. Pushing initial ideas and thoughts about texts further by using a critical eye. Comparing and contrasting their analyses across three short texts. Using feedback from teacher(s) and peers to strengthen their work. Two Stars & A Wish/Writing Celebration Sheet
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Unit 4: Grammar/Mechanics

<p>Prepositional Phrases: Writers will...</p> <ul style="list-style-type: none"> Understand that a preposition is a word that shows some relationship or position between the preposition and its object (a noun or a pronoun). The preposition is always part of a phrase and comes before its object. The preposition asks, “What?” or “Whom?” and the object provides the answer. Identify prepositional phrases and recognize the following words as prepositions: <i>aboard, about, above, according to, across, after, against, along, among, around, as, as to, at, before, behind, below, beneath, beside, between, beyond, but, by, despite, down, during, except, for, from, in, inside, instead of, into, in place of, in spite of, like, near, next, of, off, on, onto, outside, out of, over, past, regardless of, since, than, through, throughout, to, toward, under, underneath, unlike, until, up, upon, with, within, without.</i> Incorporate prepositional phrases in their writing using the following tips: <ul style="list-style-type: none"> You may place a prepositional phrase at the beginning, middle, or end of a sentence, but make sure to place it close to the word it describes. (e.g. The lady <i>in a blue dress</i> found my dog. (clear) The lady found my dog <i>in a blue dress</i>. (unclear) We often end spoken sentences with a preposition, but avoid this usage in writing. (e.g. “Who will you go <i>to</i>?” (spoken sentence) “To whom will you go?” (written sentence)
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- Avoid stringing together too many prepositional phrases. A good rule of thumb is “never use more than two prepositional phrases in one sentence.” (e.g. Down the road, through the gate, and past the fence rode the bicyclist.)
- The subject of a sentence is never the object of a preposition. To identify the subject of a sentence, always begin by eliminating words within the prepositional phrase. (e.g. Swimming *under the bridge* gave me a thrill. The *bridge* is not the subject of the sentence. The gerund, *Swimming*, is the subject.)
- Place commas following introductory prepositional phrases, unless the sentence is quite short. (e.g. *After the movie*, they went out to their favorite restaurant and then to that fabulous dessert place. (comma) *Through the dusty valley* rode the five hundred bikers. (no comma)
- [Prepositions for Time, Place and Introducing Objects/Purdue OWL](#)

Instructional Materials and Learning Activities

Core Instructional Materials:

- *Units of Study in Opinion, Information, and Narrative Writing* by Lucy Calkins, *The Literary Essay, Grade 4*,
- *Unit 4*, by Lucy Calkins, Kathleen Tolan and Alexandra Marron
- *Writing Pathways (Grades K-5) Performance Assessments and Learning Progressions* by Lucy Calkins
- *Up the Ladder/Accessing Grades 3-6 Opinion Units of Study* by Lucy Calkins, Mike Ochs and Alicia Luick
- *The Writing Strategies Book* by Jennifer Serravallo
- *Writing to Persuade: Minilessons to Help Students Plan, Draft, and Revise, Grades 3-8* by Karen Caine
- **Mentor Text:**
 - *Fox* by Margaret Wild and Ron Brooks
 - *Marble Champ* by Gary Soto
 - *Eleven* by Sandra Cisneros
 - *Fireflies!* by Julie Brinckloe
 - *A Pet* by Cynthia Rylant
 - *Slower Than the Rest* by Cynthia Rylant
 - *Gloria Who Might Be My Best Friend* by Ann Cameron
 - *The Old Woman Who Named Things* by Cynthia Rylant
 - *One* by Kathryn Otoshi
 - *Freedom Summer* by Deborah Wiles
 - *Across the Alley* by Richard Michelson
 - *The Other Side* by Jacqueline Woodson
 - *Wings* by Christopher Myers
 - *One Green Apple* by Eve Bunting
 - *The Memory String* by Eve Bunting
- **Short Story Collections:**
 - *Every Living Thing* by Cynthia Rylant
 - *The Witch of Fourth Street and Other Stories* by Myron Levoy

Supplemental Materials:

- **Digital Resources:**
 - *Digital Resources for Teaching Writing/Units of Study in Opinion, Information and Narrative Writing* (CD) by Lucy Calkins
 - [Grammar/Mechanics: Purdue Online Writing Lab \(Purdue OWL\) Click on: General Writing](#)

- Digital TC Reading Assessments
- Quizlet
- Scholastic
- Readworks
- Bookflix
- Epic
- Newsela

Suggested Modifications and Accommodations

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher-level students. Differentiation is accomplished through content, process, product and learning environment.

Special Education Students

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Opinion Writing.
- Refer to the student's IEP for goals and modifications.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists to the writer's current ability, not grade.
- Model productive and engaging partner talk.
- Allow for extended time.
- Allow for extended conferring time.
- Provide guided notes as necessary.
- Set a writing goal for an assignment and then focus only on that goal.
- Allow students to type.
- Allow students to orally construct their story and self-record to use as a reference in their writing.
- Edit spelling, grammar and punctuation last.
- Provide frequent breaks.
- Use sentence starters or frames when needed.
- Allow for student choice in writing tool: pencil, pen and/or keyboard.
- Define and share examples of literary essays with claims/thesis statements.
- Provide graphic organizers on elements of literary essay.
- Provide direct instruction on finding and citing text evidence with examples.
- Provide a graphic organizer on the format of a literary essay with sentence starters.
- Build an anchor chart on claims/thesis statements and refer to the entire unit.
- Provide examples of introductory and concluding paragraphs, highlighting what makes them strong and successful.
- Build an anchor chart on finding and citing text evidence and refer to it throughout the unit.
- Utilize shared reading and writing strategies to highlight how to find ideas.
- Provide a graphic organizer for comparing and contrasting across texts.
- Incorporate differentiated writing techniques based on the 4th Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Students with 504s

Born on: September 25, 2018

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- Extended time
- Prompting
- Reassurance
- Time to formulate ideas
- Visual clues
- Preferential seating
- Repeated directions or step-by-step directions
- Check for understanding
- Ask pointed questions
- Instructional aides in the classroom setting
- Preview content vocabulary
- Behavior chart to increase focus and work completion
- Sensory breaks
- Chromebook carts
- Extensions-guided webquests and graphic organizers

Students at Risk

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Opinion Writing.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists to the writer's current ability, not grade.
- Model productive and engaging partner talk.
- Allow for extended time.
- Allow for extended conferring time.
- Provide guided notes as necessary.
- Set a writing goal for an assignment and then focus only on that goal.
- Allow students to type.
- Allow students to orally construct their story and self-record to use as a reference in their writing.
- Edit spelling, grammar and punctuation last.
- Provide frequent breaks.
- Use sentence starters or frames when needed.
- Allow for student choice in writing tool: pencil, pen and/or keyboard.
- Define and share examples of literary essays with claims/thesis statements.
- Provide graphic organizers on elements of literary essays.
- Provide direct instruction on finding and citing text evidence with examples.
- Provide a graphic organizer on the format of a literary essay with sentence starters.
- Build an anchor chart on claims/thesis statements and refer to it throughout the unit.
- Provide examples of introductory and concluding paragraphs, highlighting what makes them strong and successful.
- Build an anchor chart on finding and citing text evidence and refer to it throughout the unit.
- Utilize shared reading and writing strategies to highlight how to find ideas.
- Provide a graphic organizer for comparing and contrasting across texts.
- Incorporate differentiated writing techniques based on the 4th Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

English Language Learners

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Opinion Writing.
- Allow use of a bilingual dictionary.
- Allow use of handheld translator.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists to the writer's current ability, not grade.
- Model productive and engaging partner talk.
- Allow for extended time.
- Allow for extended conferring time.
- Provide guided notes as necessary.
- Set a writing goal for an assignment and then focus only on that goal.
- Allow students to orally construct their story and self-record to use as a reference in their writing.
- Edit spelling, grammar and punctuation last.
- Provide frequent breaks.
- Use sentence starters or frames when needed.
- Allow for student choice in writing tool: pencil, pen and/or keyboard.
- Define and share examples of literary essays with claims/thesis statements.
- Provide graphic organizers on elements of literary essays.
- Build an anchor chart on finding and citing text evidence and refer to it throughout the unit.
- Provide a graphic organizer on the format of a literary essay with sentence starters.
- Build an anchor chart on claims/thesis statements and refer to it throughout the unit.
- Provide examples of introductory and concluding paragraphs, highlighting what makes them strong and successful.
- Build an anchor chart on finding and citing text evidence and refer to it throughout the unit.
- Utilize shared reading and writing strategies to highlight how to find ideas.
- Provide a graphic organizer for comparing and contrasting across texts.
- Incorporate differentiated writing techniques based on the 4th Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Gifted and Talented

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Opinion Writing.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Use pre-assessment data to drive instruction.
- Use learning progressions, rubrics and checklists to the writer's current ability, not grade.
- Provide opportunities for students to compare/contrast texts across genres.
- Provide opportunities to lead discussion.
- Use flexible grouping.
- Set a writing goal for the assignment.
- Provide opportunities to use student notebooks as an example.
- Demonstrate and model a writer's notebook using a teacher's and/or student's writer's notebook.

- Incorporate differentiated writing techniques based on the 4th Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Social Emotional Learning Competencies

- **Self-Awareness**: ability to recognize one’s emotions and know one’s strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Use of student/teacher specific praise regularly on student areas of strength and areas that have been improving.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management**: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break. Students are encouraged to use it to help refocus as needed.
 - Use of fidget toys as needed.
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Students becoming the “expert” helper to support others in their work.
 - Practicing active listening strategies when classmates are speaking.
 - Use of “I messages” when resolving conflicts.
- **Relationship Skills**: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
 - Use of “I messages” when resolving conflicts.
 - Use of active listening strategies, i.e. repeating what you heard your partner say when discussion conflicts.
- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules

Fourth Grade Writing Curriculum

Unit 5 Standardized Test Prep: Writing to a Prompt

Unit Overview

The objective of *Writing to a Prompt* is to familiarize students with the different types of short texts, questions and writing prompts typically found on the standardized state test for New Jersey. Short texts will be presented to students in both print and video formats. This unit will enable students to read closely, respond completely to questions and to write when prompted. They will make logical inferences and cite specific text evidence to support their ideas. Students will compare and contrast two to three mentor texts within three genres: fiction, poetry and short nonfiction. Sample fiction and nonfiction short texts, questions and writing prompts can be found online on the standardized testing website for New Jersey.

Enduring Understandings

Writers will:

- Read fiction and nonfiction short texts closely.
- Synthesize information from multiple sources to develop their responses.
- Identify and highlight key details in text-dependent questions.
- Discuss text evidence with peers. (e.g. writing partners/small strategy groups/whole class)
- Write an introduction with a strong claim/thesis statement.
- Support the claim with specific text evidence.
- Use both direct quotes and paraphrasing to cite text evidence.
- Explain the evidence with their thinking.
- Conclude by restating the claim—*with a twist!* (Students will strive to vary the wording of their original claim to maintain reader interest.)
- Correctly use frequently confused homophones.
- Publish and celebrate their writing pieces.

Assessments

Pre-assessment	Post-assessment
<p>Prompt: <i>“Today, you will closely read two short texts. You will have 45 minutes to respond to the prompt. When you do this writing, draw on everything you have learned. Please keep in mind that you’ll have 45 minutes to complete this, so you will need to plan, draft, revise and edit in one sitting. You can write on your copy of the texts to help with your thinking.”</i></p> <p><i>In your writing, make sure you:</i></p> <ul style="list-style-type: none">● <i>State your claim.</i>● <i>Give reasons and evidence to support and explain the claim.</i>● <i>Refer to the text to support your claim.</i>● <i>Write an ending.</i>	<p>Prompt: <i>“Today, you will closely read two short texts. You will have 45 minutes to respond to the prompt. When you do this writing, draw on everything you have learned. Please keep in mind that you’ll have 45 minutes to complete this, so you will need to plan, draft, revise and edit in one sitting. You can write on your copy of the texts to help with your thinking.”</i></p> <p><i>In your writing, make sure you:</i></p> <ul style="list-style-type: none">● <i>State your claim.</i>● <i>Give reasons and evidence to support and explain the claim.</i>● <i>Refer to the text to support your claim.</i>● <i>Write an ending.</i>

<p>Suggested Short Texts: Story: <i>Just Like Home</i> by Mathangi Subramanian Poem: <i>Life Doesn't Frighten Me</i> by Maya Angelou (from NJSLA ELA/Practice Tests Grade 4 Unit 1) https://nj.mypearsonsupport.com/practice-tests/english/</p> <p>OR use another two texts from standardized tests with a specific writing prompt</p> <p>Note: Please use the same two texts for the pre-assessment and post-assessment. Students should be able to show growth from the beginning to the end of the unit.</p> <p>Score using the current standardized testing rubric.</p>	<p>Suggested Short Texts: Story: <i>Just Like Home</i> by Mathangi Subramanian Poem: <i>Life Doesn't Frighten Me</i> by Maya Angelou (from NJSLA ELA/Practice Tests Grade 4 Unit 1) https://nj.mypearsonsupport.com/practice-tests/english/</p> <p>OR use another two texts from standardized tests with a specific writing prompt</p> <p>Note: Please use the same two texts for the pre-assessment and post-assessment. Students should be able to show growth from the beginning to the end of the unit.</p> <p>Score using the current standardized testing rubric.</p>
Possible Formative Assessments	
<ul style="list-style-type: none"> ● Teacher Observation ● Student Participation ● Conferring Notes ● Graphic Organizers (boxes and bullets, reasons/evidence) ● Writer's Notebook Checks 	
Summative Assessments	
<ul style="list-style-type: none"> ● Pre and Post Unit Writing Assessments ● Published Pieces Assessed with the Current Standardized Testing Rubric 	
Alternative Assessments	
<ul style="list-style-type: none"> ● Teacher Observation ● Strategy Lesson Notes 	

Standards (NJSLs) Addressed in this Unit

Reading Literature
<p>RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g. a character's thoughts, words, or actions).</p> <p>RL.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>RL.4.5 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.</p>

RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RL.4.7 Interpret information presented visually, orally, or quantitatively (e.g. in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RL.4.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g. mysteries and adventure stories) on their approaches to similar themes and topics.

RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Reading Informational

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI.4.5. 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.

RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g. in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.

RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Reading Foundation

RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

1. 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.

RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

1. Read grade-level text with purpose and understanding.
2. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- 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.
- B. Provide reasons that are supported by facts from texts and/or other sources.
- C. Link opinion and reasons using words and phrases (e.g. for instance, in order to, in addition).
- D. Provide a conclusion related to the opinion presented.

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g. headings), illustrations, and multimedia when useful to aiding comprehension.
- B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- C. Link ideas within paragraphs and sections of information using words and phrases (e.g. another, for example, also, because).
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Provide a conclusion related to the information or explanation presented.

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

- A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- C. Use a variety of transitional words and phrases to manage the sequence of events.
- D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- 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. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Speaking & Listening

4.SL.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.

Language

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

- G. Correctly use frequently confused words (e.g. to, too, two; there, their).

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

- A. Use correct capitalization.
- B. Use commas and quotation marks to mark direct speech and quotations from a text.
- C. Use a comma before a coordinating conjunction in a compound sentence.
- D. Spell grade-appropriate words correctly, consulting references as needed.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Choose words and phrases to convey ideas precisely.
- B. Choose punctuation for effect.
- C. Differentiate between contexts that call for formal English (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g. small-group discussion).

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

A. Use context (e.g. definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

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

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.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Explain the meaning of simple similes and metaphors (e.g. as pretty as a picture) in context.

B. Recognize and explain the meaning of common idioms, adages, and proverbs.

C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g. quizzed, whined, stammered) and that are basic to a particular topic (e.g. wildlife, conservation, and endangered when discussing animal preservation).

Computer Science and Design Thinking

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Career Readiness, Life Literacies, and Key Skills

9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

Practices

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.

Interdisciplinary Connections

Social Studies

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

Unit 5 Standardized Test Prep: Writing to a Prompt
Suggested Teaching Points

Unit 5/Bend 1: Text Dependent Questions	
<p><i>Writers will read and respond to text by...</i></p>	<ul style="list-style-type: none"> ● Reading closely to notice details and confirm (or revise) ideas. ● Recognizing that “text” can mean print or video formats. ● Identifying and highlighting key details in text-dependent questions. ● Discussing ideas and text evidence with peers. (e.g. writing partners/small strategy groups/whole class) ● Stating a claim/thesis statement. (introduction) ● Citing specific text evidence to support the claim/thesis statement. (body paragraphs) ● Restating the claim/thesis statement—<i>with a twist!</i> (conclusion) (Students will strive to vary the wording of their original claim/thesis statement to maintain reader interest in their conclusion.)

Unit 5/Bend 2: Text Dependent Questions Within Specific Genres	
<p><i>Writers will respond to text within a specific genre by...</i></p>	<ul style="list-style-type: none"> ● Revisiting the text(s) frequently to stay on track. ● Identifying and highlighting key details in text-dependent questions about short fiction texts. <ul style="list-style-type: none"> ○ Discussing ideas and text-based evidence with writing partners/small strategy groups/whole class. ○ Stating a claim/thesis statement. (introduction) ○ Citing specific text evidence to support the claim/thesis statement. (body paragraphs) ○ Restating the claim/thesis statement—<i>with a twist!</i> (conclusion) (Students will strive to vary the wording of their original claim/thesis statement to maintain reader interest in their conclusion.) ● Identifying and highlighting key details in text-dependent questions about poetry. <ul style="list-style-type: none"> ○ Discussing ideas and text-based evidence with writing partners/small strategy groups/whole class. ○ Stating a claim/thesis statement. (introduction) ○ Citing specific text evidence to support the claim/thesis statement. (body paragraphs) ○ Restating the claim/thesis statement—<i>with a twist!</i> (conclusion) ● Identifying and highlighting key details in text-dependent questions about short nonfiction texts. <ul style="list-style-type: none"> ○ Discussing ideas and text-based evidence with writing partners/small strategy groups/whole class. ○ Stating a claim/thesis statement. (introduction) ○ Citing specific text evidence to support the claim/thesis statement. (body paragraphs) ○ Restating the claim/thesis statement—<i>with a twist!</i>

(conclusion)

Unit 5/Bend 3: Comparing and Contrasting Text Dependent Questions

Writers will compare and contrast texts across different genres by...

- Writing to compare and contrast fiction to poetry.
 - Theme
 - Characters (e.g. Evaluate how a character approaches a problem within the text and how a character evolves throughout the text.)
 - Text Structures (e.g. Complete a chart and match the structural element to the appropriate text.)
- Writing to compare and contrast fiction to nonfiction.
 - Assess how point of view or author's purpose shapes the content and style of each text.
 - Text Structures
- Writing to analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text (e.g. a section, chapter, scene or stanza) relate to each other and the whole.
- Using feedback from teacher(s) and peers to strengthen their work.
- [Two Stars & A Wish/Writing Celebration Sheet](#)

Unit 5: Grammar/Mechanics

Homophones:

Writers will...

- Understand that some words sound the same, but have different meanings and spelling.
- Define frequently used homophones and practice correct usage by writing examples. (e.g. their, they're, there AND to, too, two)
- Practice applying homophones by completing fill-in-the-blank sentences, cloze paragraphs and responding to teacher dictation.
- Use online resources like Quizlet to strengthen their understanding.
- Strive to learn homophones in **pairs** (or trios) to avoid confusion.
- Apply the correct form of a frequently used homophone in their own writing.
- [Spelling: Common Words that Sound Alike/Purdue OWL](#)

Instructional Materials and Learning Activities

Core Instructional Materials:

- *The Writing Strategies Book* by Jennifer Serravallo
- Mentor Text:
 - **Story:** *Just Like Home* by Mathangi Subramanian
 - **Poem:** *Life Doesn't Frighten Me* by Maya Angelou
 - **Homophones:** *Eight Ate* by Marvin Terban
 -

Supplemental Materials:

- Digital Resources:

- [A Close Look at Close Reading/Beth Burke](#)
- [Lit Together/PARCC Passages/Tom Marshall](#)
- <https://nj.mypearsonsupport.com/practice-tests/english/>
- [Grammar/Mechanics: Purdue Online Writing Lab \(Purdue OWL\) Click on: General Writing](#)
- Digital TC Reading Assessments
- Quizlet
- Scholastic
- Readworks
- Bookflix
- Epic
- Newsela

Suggested Modifications and Accommodations

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher-level students. Differentiation is accomplished through content, process, product and learning environment.

Special Education Students

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Narrative, Opinion or Informational Writing.
- Refer to student IEP for goals and modifications.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists to the writer's current ability, not grade.
- Model productive and engaging partner talk.
- Allow for extended time.
- Allow for extended conferring time.
- Provide guided notes as necessary.
- Set a writing goal for an assignment and then focus only on that goal.
- Allow students to type.
- Allow students to orally construct their story and self-record to use as a reference in their writing.
- Edit spelling, grammar and punctuation last.
- Provide frequent breaks.
- Use sentence starters or frames when needed.
- Demonstrate quick notes and provide examples.
- Allow students to quick draw and make webs to plan answers to prompts.
- Model how to break down the prompt to answer all parts.
- Build "Strategies for Writing to a Prompt" anchor chart and refer to it throughout the unit.
- Model finding the key details in text-dependent questions.
- Provide direct instruction on quoting and paraphrasing with examples.
- Build an anchor chart on restating with a twist when concluding and refer to it throughout the unit.
- Provide a homophone list with definitions.
- Provide direct instruction and visuals for comparing and contrasting across genres.
(e.g. Venn Diagrams & other charts)

- Provide opportunities for students to prewrite using a graphic organizer.
- Incorporate differentiated writing techniques based on the 4th Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Students with 504s

- Extended time
- Prompting
- Reassurance
- Time to formulate ideas
- Visual clues
- Preferential seating
- Repeated directions or step-by-step directions
- Check for understanding
- Ask pointed questions
- Instructional aides in the classroom setting
- Preview content vocabulary
- Behavior chart to increase focus and work completion
- Sensory breaks
- Chromebook carts
- Extensions-guided webquests and graphic organizers

Students at Risk

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Narrative, Opinion or Informational Writing.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists to the writer's current ability, not grade.
- Model productive and engaging partner talk.
- Allow for extended time.
- Allow for extended conferring time.
- Provide guided notes as necessary.
- Set a writing goal for an assignment and then focus only on that goal.
- Allow students to type.
- Allow students to orally construct their story and self-record to use as a reference in their writing.
- Edit spelling, grammar and punctuation last.
- Provide frequent breaks.
- Use sentence starters or frames when needed.
- Demonstrate quick notes and provide examples.
- Allow students to quick draw and make webs to plan answers to prompts.
- Model how to break down the prompt to answer all parts.
- Build "Strategies for Writing to a Prompt" anchor chart and refer to it throughout the unit.
- Model finding the key details in text-dependent questions.
- Provide explicit instruction on direct quoting and paraphrasing using examples.
- Build an anchor chart on restating with a twist when concluding and refer to it throughout the unit.
- Provide a homophone list with definitions.

- Provide direct instruction and visuals for comparing and contrasting across genres. (e.g. Venn Diagrams & other charts)
- Provide opportunities for students to prewrite using a graphic organizer.
- Incorporate differentiated writing techniques based on the 4th Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

English Language Learners

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Narrative, Opinion or Informational Writing.
- Allow use of a bilingual dictionary.
- Allow use of handheld translator.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists to the writer’s current ability, not grade.
- Model productive and engaging partner talk.
- Allow for extended time.
- Allow for extended conferring time.
- Provide guided notes as necessary.
- Set a writing goal for an assignment and then focus only on that goal.
- Allow students to type.
- Allow students to orally construct their story and self-record to use as a reference in their writing.
- Edit spelling, grammar and punctuation last.
- Provide frequent breaks.
- Use sentence starters or frames when needed.
- Demonstrate quick notes and provide examples.
- Allow students to quick draw and make webs to plan answers to prompts.
- Model how to break down the prompt to answer all parts.
- Build “Strategies for Writing to a Prompt” anchor chart and refer to it throughout the unit.
- Model finding the key details in text-dependent questions.
- Provide explicit instruction on direct quoting and paraphrasing using examples.
- Build an anchor chart on restating with a twist when concluding and refer to it throughout the unit.
- Provide a homophone list with definitions.
- Provide direct instruction and visuals for comparing and contrasting across genres. (e.g. Venn Diagrams & other charts)
- Provide opportunities for students to prewrite using a graphic organizer.
- Incorporate differentiated writing techniques based on the 4th Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Gifted and Talented

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Narrative, Opinion or Informational Writing.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Use pre-assessment data to drive instruction.
- Use learning progressions, rubrics and checklists to the writer’s current ability, not grade.

- Provide opportunities to lead discussion.
- Set a writing goal for assignment .
- Provide opportunities to use student notebooks as an example.
- Demonstrate and model a writer’s notebook using a teacher’s and/or student’s writer’s notebook.
- Incorporate differentiated writing techniques based on the 4th Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Social Emotional Learning Competencies

- **Self-Awareness**: ability to recognize one’s emotions and know one’s strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Use of student/teacher specific praise regularly on student areas of strength and areas that have been improving.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management**: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break. Students are encouraged to use it to help refocus as needed.
 - Use of fidget toys as needed.
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Students becoming the “expert” helper to support others in their work.
 - Practicing active listening strategies when classmates are speaking.
 - Use of “I messages” when resolving conflicts.
- **Relationship Skills**: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
 - Use of “I messages” when resolving conflicts.
 - Use of active listening strategies, i.e. repeating what you heard your partner say when discussion conflicts.
- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:

- Class rules
- Class discussions
- Following rules

Fourth Grade Writing Curriculum

Unit 6 Informational: Writing to Inform

Unit Overview

The objective of *Writing to Inform* is to provide students with an opportunity to read and write informational texts in multiple domains. Students will refine critical cognitive processes such as synthesizing main ideas and categorizing information. After immersing themselves in a nonfiction topic of interest, students will learn how to take notes responsibly. Then, they will write informative books to convey their ideas clearly and precisely, using facts and details gained from both print and online research. Students will utilize various text features to present information to their reader. At the end of the unit, students will publish and share their informational books with their peers, giving them the opportunity to both give and receive valuable feedback.

Enduring Understandings

Writers will...

- Read and research nonfiction topics of interest noting the role of text features.
- Immerse themselves in one topic using both print and online resources.
- Take notes in bullet form to avoid the pitfalls of plagiarism.
- Transform bullet-style notes into chapter paragraphs by drafting strong topic sentences.
- Use descriptive facts and details to support topic sentences.
- Utilize various text features to organize their writing and present different kinds of information about a nonfiction topic.
- Use transition words and phrases in a purposeful way.
- Enhance their writing by adding strong graphics and visuals.
- Order adjectives within sentences according to conventional patterns.
(e.g. a “small red” fox rather than a “red small” fox)
- Revise and edit their writing with peers.
- Publish and celebrate their writing pieces.

Assessments

Pre-assessment	Post-assessment
<p>Prompt: <i>“Think of a topic that you have studied or that you know a lot about. Today, you will have 45 minutes to write an informational (or “all-about”) text that teaches others interesting and important facts and ideas about this topic. Please keep in mind that you’ll have only this one period to complete this</i></p>	<p>Prompt: <i>“Think of a topic that you have studied or that you know a lot about. Today, you will have 45 minutes to write an informational (or “all-about”) text that teaches others interesting and important facts and ideas about this topic. Please keep in mind that you’ll have only this one period to complete this</i></p>

piece, so you'll need to plan, draft, revise and edit in one sitting. Write in a way that shows all that you know about informational writing. Please write in an organized way and remember to include your thoughts and feelings about this topic."

In your writing, make sure you:

- *Introduce the topic.*
- *Include a lot of information: facts, details and ideas.*
- *Organize your writing.*
- *Include transition words to connect different parts of your informational piece.*
- *Write an ending that leaves the reader with some insight about this topic.*

Score using the [OPS Rubric for Informational Writing Grade 4](#).

Based on *Writing Pathways: Performance Assessments and Learning Progressions, Grades K-8* by Lucy Calkins and Colleagues (modified for a one-period assessment without a text)

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Score using the [OPS Rubric for Informational Writing Grade 4](#).

Based on *Writing Pathways: Performance Assessments and Learning Progressions, Grades K-8* by Lucy Calkins and Colleagues (modified for a one-period assessment without a text)

Possible Formative Assessments

- Teacher Observation
- Student Participation
- Conferring Notes
- Graphic Organizers (boxes and bullets, reasons/evidence)
- Writer's Notebook Checks

Summative Assessments

- Pre and Post Unit Writing Assessments
- Published Pieces Assessed with the [OPS Rubric for Informational Writing Grade 4](#)

Alternative Assessments

- Teacher Observation
- Strategy Lesson Notes

Standards (NJSLs) Addressed in this Unit

Reading Literature

N/A

Reading Informational

- RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- RI.4.5. 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.
- RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g. in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.
- RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Reading Foundation

N/A

Writing

- W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g. headings), illustrations, and multimedia when useful to aiding comprehension.
 - B. Develop the topic with facts, definitions, concrete details, text evidence , or other information and examples related to the topic.
 - C. Link ideas within paragraphs and sections of information using words and phrases (e.g. another, for example, also, because).
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - 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. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 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 relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- A. Apply grade 4 Reading standards to literature (e.g. “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g. a character’s thoughts, words, or actions].”).
- B. Apply grade 4 Reading standards to informational texts (e.g. “Explain how an author uses reasons and evidence to support particular points in a text”).

Speaking & Listening

- 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.
- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - 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.
 - D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g. visually, quantitatively, and orally).
- 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.

Language

- L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- D. Order adjectives within sentences according to conventional patterns (e.g. a small red bag rather than a red small bag).
- L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- A. Use correct capitalization.
 - B. Use commas and quotation marks to mark direct speech and quotations from a text.
 - C. Use a comma before a coordinating conjunction in a compound sentence.
 - D. Spell grade-appropriate words correctly, consulting references as needed.
- L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Choose words and phrases to convey ideas precisely.
 - B. Choose punctuation for effect.
 - C. Differentiate between contexts that call for formal English (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g. small-group discussion).

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

A. Use context (e.g. definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

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

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.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Explain the meaning of simple similes and metaphors (e.g. as pretty as a picture) in context.

B. Recognize and explain the meaning of common idioms, adages, and proverbs.

C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g. quizzed, whined, stammered) and that are basic to a particular topic (e.g. wildlife, conservation, and endangered when discussing animal preservation).

Computer Science and Design Thinking

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

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.DC.1: Explain the need for and use of copyrights.

9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

Practices

CLKSP4 Demonstrate creativity and innovation.

CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.

Interdisciplinary Connections

Science

- **3-5-ETS1-2** Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. *Some students write problems and solutions based on challenges they have discovered in the real world.*

Unit 6 Informational: Writing to Inform

Suggested Teaching Points

Unit 6/Bend 1: Identifying Informational Text

Writers will identify the parts of an informational text by ...

- Getting the sense of informational books by immersing themselves in the nonfiction genre.
- Identifying text features.
- Planning the structure of writing.

	<ul style="list-style-type: none"> ● Teaching classmates as a way to rehearse for informational writing. ● Studying pictures and other visuals to gather more details. ● Identifying claims, reasons, evidence and the author’s “angle.”
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Unit 6/Bend 2: Writing Informational Text

<p><i>Writers will narrow in on a topic of their choice and write with greater independence by...</i></p>	<ul style="list-style-type: none"> ● Planning for their research. ● Taking responsible notes during both print and online research. ● Organizing notes by identifying their “angle” as the author. (e.g. Topic: Asian Elephant/Angle: Writing through the lens of an animal conservationist) ● Drawing on all they know while drafting. ● Developing logical structures using introductions and transitions. ● Using text features to highlight information. (e.g. headings, subheadings, sidebars, over-sized quotes, bold words, definition boxes, bulleted information, photographs, illustrations, diagrams, charts, tables, graphs, table of contents, glossary, index) ● Adding quotations to accentuate a central idea. ● Drafting chapters in a logical order for their informational books. ● Making choices about the organization and angle of their piece. (e.g. compare/contrast, cause/effect, pro/con, call to action)
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Unit 6/Bend 3: Revising Informational Text

<p><i>Writers will revise, edit and publish their informational book by...</i></p>	<ul style="list-style-type: none"> ● Hooking the reader by explaining why their topic matters, sharing a surprising fact or describing a big picture. ● Integrating proper transitional words. ● Making deliberate and precise word choices. ● Using a teaching tone by integrating phrases. (e.g. <i>that really means...</i>, <i>to further explain...</i>, <i>based on this evidence, one can conclude...</i>) ● Using correct language conventions, including spelling and punctuation, and writing compound and complex sentences with proper commas. ● Writing an ending that reminds the reader of their topic’s importance, suggesting follow-up actions they can take to make a difference and closing with final insights. ● Incorporating strong visuals to support their angle as the writer and engage their readers. (<i>Do these images inspire my readers to care?</i>) ● Using feedback from teacher(s) and peers to strengthen their work. ● Two Stars & A Wish/Writing Celebration Sheet ● Sharing their published writing in a final celebration.
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Unit 6: Grammar/Mechanics

Order of Adjectives:

Writers will...

- Understand that the correct order of adjectives is:
 1. Opinion
 2. Appearance (size, shape, condition)
 3. Age
 4. Color
 5. Origin
 6. Material
 7. Purpose
- Place descriptions in the correct order. (e.g. large pink *Hello Kitty* eraser) (These are non-coordinate adjectives.)
- Use commas to separate two or more coordinate adjectives that describe the same noun. Be sure never to add an extra comma between the final adjective and the noun itself or to use commas with non-coordinate adjectives.

Coordinate adjectives are adjectives with equal ("co"-ordinate) status in describing the noun; neither adjective is subordinate to the other.

Comma(s) vs. No Comma(s)? Ask yourself:

- 1.) *Does the sentence make sense if the adjectives are written in reverse order?*
- 2.) *Does the sentence make sense if the adjectives are written with the word, "and" between them? (If you answer, "yes" to these questions, then the adjectives are **coordinate** and **should be separated by a comma.**)*

Examples of coordinate vs. non-coordinate adjectives:

He was a stubborn, difficult child. (coordinate) They lived in a white frame house. (non-coordinate)

- [The Basic Rules: Adjectives/Purdue OWL](#)

Instructional Materials and Learning Activities

Core Instructional Materials:

- *Units of Study in Opinion, Information, and Narrative Writing, Bringing History to Life, Grade 4, Unit 3 Information* by Lucy Calkins and Anna Gratz Cockerille
- *Writing Pathways: Performance Assessments and Learning Progressions (Grades K-5)* by Lucy Calkins (2013)
- *The Writing Strategies Book* by Jennifer Serravallo
- Student Nonfiction Writing Samples
- OPS Published Nonfiction Books from Prior Year
- **Narrative Nonfiction**
 - *Balloons Over Broadway* by Melissa Sweet
 - *A Drop of Water* by Walter Wick
 - *Cactus Hotel* by Brenda Z. Guiberson
 - *Toys: Amazing Stories Behind Some Great Inventions* by Don L. Wulffson
 - *14 Cows for America* by Carmen Agra Deedy (In Remembrance of September 11th)
- **Expository Nonfiction**
 - *The Lifecycle of an Emperor Penguin* by Bobbie Kalman
 - *Surprising Sharks* by Nicola Davies
 - *Elephants: A Book for Children* by Steve Bloom
- **Hybrid Nonfiction**

- *One Tiny Turtle* by Nicola Davies
- *Snowflake Bentley* by Jacqueline Briggs Martin
- *The Magic School Bus* (series) by Joanna Cole
- **Mentor Authors (Nonfiction)**
 - Steve Jenkins (expository)
 - Seymour Simon (expository)
 - Nic Bishop (expository)
- **Other Suggested Series**
 - *Smithsonian* (expository)
 - *National Geographic* (expository)
 - *Who Is/Was...? What Is?/Was...?* (narrative) (various authors)

Supplemental Materials:

- Digital Resources:
 - [Grammar/Mechanics: Purdue Online Writing Lab \(Purdue OWL\) Click on: General Writing](#)
 - Digital Resources for the Units of Study (Account Set-up & Login Required) [Heinemann website](#)
 - Digital TC Reading Assessments
 - Quizlet
 - Scholastic
 - Readworks
 - Bookflix
 - Epic
 - Newsela

Suggested Modifications and Accommodations

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher-level students. Differentiation is accomplished through content, process, product and learning environment.

Special Education Students

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Informational Writing.
- Refer to student IEP for goals and modifications.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists to the writer's current ability, not grade.
- Model productive and engaging partner talk.
- Allow for extended time.
- Allow for extended conferring time.
- Provide guided notes as necessary.
- Set a writing goal for an assignment and then focus only on that goal.
- Allow students to type.
- Allow students to orally construct their story and self-record to use as a reference in their writing.
- Edit spelling, grammar and punctuation last.

- Provide frequent breaks.
- Use sentence starters or frames when needed.
- Provide envelopes or folders for storing information.
- Provide explicit instruction on highlighting, color-coding, note-taking, directly quoting/citing the text, and paraphrasing.
- Build “Picking a Topic” anchor chart with strategies to start the unit.
- Provide “Transition Words for Informational Writing” list for reference throughout the unit.
- Provide frames for writing chapters.
- Provide direct instruction with examples of how to use “Hooks in Research Writing.”
- Provide published and student examples of research projects with strong hooks and conclusions.
- Provide leveled text and articles when possible.
- Incorporate differentiated writing techniques based on the 4th Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Students with 504s

- Extended time
- Prompting
- Reassurance
- Time to formulate ideas
- Visual clues
- Preferential seating
- Repeated directions or step-by-step directions
- Check for understanding
- Ask pointed questions
- Instructional aides in the classroom setting
- Preview content vocabulary
- Behavior chart to increase focus and work completion
- Sensory breaks
- Chromebook carts
- Extensions-guided webquests and graphic organizers

Students at Risk

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Informational Writing.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists to the writer’s current ability, not grade.
- Model productive and engaging partner talk.
- Allow for extended time.
- Allow for extended conferring time.
- Provide guided notes as necessary.
- Set a writing goal for an assignment and then focus only on that goal.
- Allow students to type.
- Allow students to orally construct their story and self-record to use as a reference in their writing.
- Edit spelling, grammar and punctuation last.

- Provide frequent breaks.
- Use sentence starters or frames when needed.
- Provide envelopes or folders for storing information.
- Provide explicit instruction on highlighting, color-coding, note-taking, directly quoting/citing the text, and paraphrasing.
- Build “Picking a Topic” anchor chart with strategies to start the unit.
- Provide “Transition Words for Informational Writing” list for reference throughout the unit.
- Provide frames for writing chapters.
- Provide direct instruction with examples of how to use “Hooks in Research Writing.”
- Provide published and student examples of research projects with strong hooks and conclusions.
- Provide leveled text and articles when possible.
- Incorporate differentiated writing techniques based on the 4th Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

English Language Learners

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Informational Writing.
- Allow use of a bilingual dictionary.
- Allow use of handheld translator.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists to the writer’s current ability, not grade.
- Model productive and engaging partner talk.
- Allow for extended time.
- Allow for extended conferring time.
- Provide guided notes as necessary.
- Set a writing goal for an assignment and then focus only on that goal.
- Allow students to type.
- Allow students to orally construct their story and self-record to use as a reference in their writing.
- Edit spelling, grammar and punctuation last.
- Provide frequent breaks.
- Use sentence starters or frames when needed.
- Provide envelopes or folders for storing information.
- Provide explicit instruction on highlighting, color-coding, note-taking, directly quoting/citing the text, and paraphrasing.
- Build “Picking a Topic” anchor chart with strategies to start the unit.
- Provide “Transition Words for Informational Writing” list for reference throughout the unit.
- Provide frames for writing chapters.
- Provide direct instruction with examples of how to use “Hooks in Research Writing.”
- Provide published and student examples of research projects with strong hooks and conclusions.
- Provide leveled text and articles when possible.
- Incorporate differentiated writing techniques based on the 4th Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Gifted and Talented

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Informational Writing.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Use pre-assessment data to drive instruction.
- Use learning progressions, rubrics and checklists to the writer’s current ability, not grade.
- Provide opportunities to create 3D models.
- Provide opportunities to lead discussion.
- Use flexible grouping.
- Set a writing goal for the assignment .
- Provide opportunities to use student notebooks as an example.
- Allow students to add subtopics and additional chapters.
- Demonstrate and model a writer’s notebook using a teacher’s and/or student’s writer’s notebook.
- Incorporate differentiated writing techniques based on the 4th Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Social Emotional Learning Competencies

- **Self-Awareness**: ability to recognize one’s emotions and know one’s strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Use of student/teacher specific praise regularly on student areas of strength and areas that have been improving.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management**: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break. Students are encouraged to use it to help refocus as needed.
 - Use of fidget toys as needed.
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Students becoming the “expert” helper to support others in their work.
 - Practicing active listening strategies when classmates are speaking.
 - Use of “I messages” when resolving conflicts.
- **Relationship Skills**: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:

- Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
- Use of “I messages” when resolving conflicts.
- Use of active listening strategies, i.e. repeating what you heard your partner say when discussion conflicts.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules

Fourth Grade Writing Curriculum

Unit 7 Narrative: Becoming Skillful Fiction Writers

Unit Overview

The objective of *Realistic Fiction* is to enable students to live like writers; realizing that ideas for fiction stories are everywhere. Students will take inspiration from the craft moves of published fiction authors. They will brainstorm their own ideas, create sketches and generate entries in their writer's notebooks as a means to rehearse their stories. They will also be encouraged to talk out/act out ideas with a writing partner. Students will use the traditional story arc/story mountain, as well as other "story shapes," as crucial tools for planning, drafting and revision. Students will incorporate narrative techniques used previously to "show, not tell" their stories. At the end of the unit, students will publish and share their realistic fiction stories with their peers, giving them the opportunity to both give and receive valuable feedback.

Enduring Understandings

Writers will:

- Brainstorm and rehearse ideas about realistic characters, settings and plots in writer's notebooks.
- Imagine, develop and plan a realistic fiction story using a variety of "story shapes."
(e.g. traditional story arc/mountain or another "story shape" to plan out each scene.
(See Professional Resources.)
- Work with a writing partner to lift the level of their own work.
- Strive to "show, not tell" a story using specific narrative techniques.
- Be avid readers, so they can emulate/be inspired by the craft moves of mentor authors in their own writing.
- Draft, revise and edit realistic scenes using peers and checklists.
- Work independently to create additional realistic fiction stories.
- Form and use progressive verb tenses.
- Publish and celebrate their writing pieces.

Assessments

Pre-assessment	Post-assessment
<p>Prompt: <i>"I'm really eager to understand what you can do as writers of stories. Today, please write the best realistic fiction story that you can. This story should be about one time in a character's life. You might focus on just a scene or two. You will have 45 minutes to write this realistic fiction story, so you will need to plan, draft, revise and edit in one sitting. Write in a way that allows you to show off all that you know about narrative writing. In your writing, make sure you:</i></p> <ul style="list-style-type: none">● <i>Write a beginning for your story.</i>	<p>Prompt: <i>"I'm really eager to understand what you can do as writers of stories. Today, please write the best realistic fiction story that you can. This story should be about one time in a character's life. You might focus on just a scene or two. You will have 45 minutes to write this realistic fiction story, so you will need to plan, draft, revise and edit in one sitting. Write in a way that allows you to show off all that you know about narrative writing. In your writing, make sure you:</i></p> <ul style="list-style-type: none">● <i>Write a beginning for your story.</i>

<ul style="list-style-type: none"> ● <i>Use transition words to tell what happened in a logical order.</i> ● <i>Elaborate to help readers picture your story.</i> ● <i>Use “show, not tell” craft moves.</i> ● <i>Include what your story is really about.</i> ● <i>Write an ending for your story.”</i> <p>Score using the OPS Rubric for Narrative Writing Grade 4</p> <p>From <i>Writing Pathways</i> by Lucy Calkins (page 182) (Reinterpreted for Realistic Fiction)</p>	<ul style="list-style-type: none"> ● <i>Use transition words to tell what happened in a logical order.</i> ● <i>Elaborate to help readers picture your story.</i> ● <i>Use “show, not tell” craft moves.</i> ● <i>Include what your story is really about.</i> ● <i>Write an ending for your story.”</i> <p>Score using the OPS Rubric for Narrative Writing Grade 4</p> <p>From <i>Writing Pathways</i> by Lucy Calkins (page 182) (Reinterpreted for Realistic Fiction)</p>
Possible Formative Assessments	
<ul style="list-style-type: none"> ● Teacher Observation ● Student Participation ● Conferring Notes ● Graphic Organizers (boxes and bullets, reasons/evidence) ● Writer’s Notebook Checks 	
Benchmark Assessments	
<ul style="list-style-type: none"> ● TCRWP Assessment for Independent Reading Levels ● End of the Year Writing Assessment (Spring) 	
Summative Assessments	
<ul style="list-style-type: none"> ● Pre and Post Unit Writing Assessments ● Published Pieces Assessed with the OPS Rubric for Narrative Writing Grade 4 	
Alternative Assessments	
<ul style="list-style-type: none"> ● Teacher Observation ● Strategy Lesson Notes 	

Standards (NJSLs) Addressed in this Unit

Reading Literature
<p>RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g. a character’s thoughts, words, or actions).</p> <p>RL.4.5. 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.</p> <p>RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p>
Reading Informational

N/A

Reading Foundation

- RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
1. 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.
- RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
1. Read grade-level text with purpose and understanding.
 2. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
 3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

- W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
- A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - C. Use a variety of transitional words and phrases to manage the sequence of events.
 - D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - 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. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 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.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- A. Apply grade 4 Reading standards to literature (e.g. “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g. a character’s thoughts, words, or actions].”).
- W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

- 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.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- 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.
- D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g. visually, quantitatively, and orally).

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.

Language

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

- B. Form and use the progressive (e.g. I was walking; I am walking; I will be walking) verb tenses.

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

- A. Use correct capitalization.
- B. Use commas and quotation marks to mark direct speech and quotations from a text.
- C. Use a comma before a coordinating conjunction in a compound sentence.
- D. Spell grade-appropriate words correctly, consulting references as needed.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Choose words and phrases to convey ideas precisely.
- B. Choose punctuation for effect.
- C. Differentiate between contexts that call for formal English (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g. small-group discussion).

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Explain the meaning of simple similes and metaphors (e.g. as pretty as a picture) in context.
- B. Recognize and explain the meaning of common idioms, adages, and proverbs.
- C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Computer Science and Design Thinking

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).

9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

Practices

CLKSP3 Consider the environmental, social, and economic impacts of decisions.

CLKSP4 Demonstrate creativity and innovation.

Interdisciplinary Connections

Social Studies

6.1.5.CivicsHR.2: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Unit 7 Narrative: Becoming Skillful Fiction Writers

Suggested Teaching Points

Unit 7/Bend 1: Creating and Developing Stories and Characters that Feel Real

Writers will imagine, develop and plan a realistic fiction story by...

- Understanding that writers get ideas for stories from small moments in their lives.
- Imagining the books they wished existed in the world and thinking about issues in their own lives.
- Creating their own intimate work spaces inside their writer's notebooks.
- Using what they already know from their own lives to create realistic characters, settings and plotlines (problems/resolutions).
- Sketching story maps to visualize a realistic setting.
- Choosing a seed idea and beginning to develop characters by creating their external and internal traits.
- Developing characters by identifying their motivations and struggles.
- Considering real life situations involving unfair actions and solutions to address such actions when developing story plot.
- Considering collaborating with peers to compose this work and the impact collaboration has on the outcome of the product.
- Planning individual scenes using their choice of graphic organizer, taking into account the character(s), setting (time and place), action(s), feeling(s)/emotion(s) and passage of time in each. (e.g. Traditional Story Arc/Story Mountain OR other Shapes of Stories: Man in Hole, Boy Meets Girl, From Bad to Worse, Which Way is Up?, Creation Story, Old Testament, New Testament, Cinderella) (See Professional Resources.)

Unit 7/Bend 2: Drafting and Revising with an Eye Toward Believability

<p><i>Writers will draft and revise realistic scenes by...</i></p>	<ul style="list-style-type: none"> ● Using mentor texts to study what other writers do that really works. ● Noticing and emulating another author’s craft. ● Putting the character into action and laying out the character’s exact words and then unfolding each moment, step-by-step. ● Using “show, not tell” strategies, like figurative language and sensory details full of descriptive adjectives and adverbs. ● Making a movie in the reader’s mind by including actions and descriptions that the reader can “see.” ● Creating their best drafts by experiencing the world through their character’s skin, letting the story unfold as it happens to them. ● Trying various strategies for writing effective leads and endings. ● Making sure the actions, descriptions and dialogue are grounded in the setting. ● Writing endings that mesh with and serve the purpose of their stories. ● Using a revision checklist, focusing on one area at a time.
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Unit 7/Bend 3: Preparing for Publication with an Audience in Mind

<p><i>Writers will edit and publish realistic fiction stories by...</i></p>	<ul style="list-style-type: none"> ● Rereading their work with a lens toward publication and keeping the audience in mind. ● Revisiting their stories several times using different lenses with each reread. ● Reading their writing out loud, so their ears “hear” what needs fixing. ● Using an editing checklist, focusing on one area at a time. ● Using feedback from teacher(s) and peers to strengthen their work. ● Two Stars & A Wish/Writing Celebration Sheet ● Publishing and celebrating their work.
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Unit 7/Bend 4: Embarking on Independent Fiction Projects

<p><i>Writers will work independently to create additional realistic fiction stories by...</i></p>	<ul style="list-style-type: none"> ● Launching new writing projects. ● Rehearsing ideas in their writer’s notebooks and talking out ideas with a writing partner. ● Planning and drafting new stories using narrative writing skills and strategies. ● Studying the work they experience as readers of fiction and crafting those skills/moves into their drafts and revisions. ● Learning from visual artists by looking at the story from different angles. ● Using punctuation to make sentences easier to understand. ● Reflecting on their work, celebrating their accomplishments and setting new goals for future writing projects. ● Utilizing technology to bring past works to life.
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Unit 7: Grammar/Mechanics

Progressive Verb Tenses: (-ing verbs)

Writers will...

- Form and use the progressive tense by first, recognizing patterns using simple verbs. (e.g. walk > walking)
- Find examples of the progressive verb tense in familiar mentor texts.
 - Consider trying this as an inquiry-based approach followed by an end-of-lesson share.
Ask: *How many examples of the progressive verb tense can you find in your independent chapter book?*
- Practice using the progressive tense by writing past tense, present tense and future tense sentences. (e.g. I was walking; I am walking; I will be walking.)
- Apply the progressive tense in conversations with teachers and peers.
- Include progressive verb tenses in their own writing pieces when the situation calls for it.
- [Verb Tenses/Purdue OWL](#)

Instructional Materials and Learning Activities

Core Instructional Materials:

- *Units of Study in Opinion, Information, and Narrative Writing, The Arc of Story, Writing Realistic Fiction, Grade 4, Unit 1, Narrative* by Lucy Calkins and M. Colleen Cruz
- *A Guide to the Common Core Writing Workshop* by Lucy Calkins
- *The Writing Strategies Book* by Jennifer Serravallo
- *Writing Radar* by Jack Gantos
- Mentor Text:
 - *Fireflies!* by Julie Brinckloe
 - *Fox* by Margaret Wild and Ron Brooks
 - *Shortcut* by Donald Crews
 - *Come On Rain!* By Karen Hesse
 - *The Summer My Father Was Ten* by Pat Brisson
 - *Oliver Button Is a Sissy* by Tomie dePaola
 - *Those Shoes* by Maribeth Boelts
 - *Writing Radar* by Jack Gantos (Great for students AND teachers)

Supplemental Materials:

- Digital Resources:
 - [The Shapes of Stories by Kurt Vonnegut](#)
 - [The 22 Rules of Storytelling, According to Pixar](#)
 - [Grammar/Mechanics: Purdue Online Writing Lab \(Purdue OWL\) Click on: General Writing](#)
 - Digital TC Reading Assessments
 - Quizlet
 - Scholastic
 - Readworks
 - Bookflix
 - Epic
 - Newsela

Suggested Modifications and Accommodations

Born on: September 25, 2018

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These strategies can be adapted to scaffold for students needing more support or extend the learning for higher-level students. Differentiation is accomplished through content, process, product, and learning environment.

Special Education Students

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Refer to student IEP for goals and modifications.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists to the writer's current ability, not grade.
- Model productive and engaging partner talk.
- Allow for extended time.
- Allow for extended conferring time.
- Provide guided notes as necessary.
- Set a writing goal for an assignment and then focus only on that goal.
- Allow students to type.
- Allow students to orally construct their story and self-record to use as a reference in their writing.
- Edit spelling, grammar and punctuation last.
- Provide frequent breaks.
- Use sentence starters or frames when needed.
- Provide a graphic organizer for plotting the story. (e.g. Traditional Story Arc/Story Mountain OR other Shapes of Stories: Man in Hole, Boy Meets Girl, From Bad to Worse, Which Way is Up?, Creation Story, Old Testament, New Testament, Cinderella) (See Professional Resources.)
- Refer back to "Planting a Seed" anchor chart and how it relates to this unit.
- Allow students to Quick Draw characters with extrinsic traits, adding web for intrinsic traits.
- Provide a storyline illustration organizer allowing students to sketch the story before writing it.
- Build a "Story Arc" anchor chart and refer to it throughout the unit.
- Demonstrate peer editing.
- Reinforce what it means to work with a growth mindset.
- Incorporate differentiated writing techniques based on the 4th Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Students with 504s

- Extended time
- Prompting
- Reassurance
- Time to formulate ideas
- Visual clues
- Preferential seating
- Repeated directions or step-by-step directions
- Check for understanding
- Ask pointed questions
- Instructional aides in the classroom setting
- Preview content vocabulary
- Behavior chart to increase focus and work completion

- Sensory breaks
- Chromebook carts
- Extensions-guided webquests and graphic organizers

Students at Risk

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists to the writer's current ability, not grade.
- Model productive and engaging partner talk.
- Allow for extended time.
- Allow for extended conferring time.
- Provide guided notes as necessary.
- Set a writing goal for an assignment and then focus only on that goal.
- Allow student to type.
- Allow student to orally construct their story and self-record to use as a reference in their writing.
- Edit spelling, grammar and punctuation last.
- Provide frequent breaks.
- Use sentence starters or frames when needed.
- Provide a graphic organizer for plotting the story. (e.g. Traditional Story Arc/Story Mountain OR other Shapes of Stories: Man in Hole, Boy Meets Girl, From Bad to Worse, Which Way is Up?, Creation Story, Old Testament, New Testament, Cinderella) (See Professional Resources.)
- Refer back to "Planting a Seed" anchor chart and how it relates to this unit.
- Allow students to Quick Draw characters with extrinsic traits, adding web for intrinsic traits.
- Provide a storyline illustration organizer allowing student to sketch the story before writing it.
- Build a "Story Arc" anchor chart and refer to it throughout the unit.
- Demonstrate peer editing.
- Reinforce what it means to work with a growth mindset.
- Incorporate differentiated writing techniques based on the 4th Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

English Language Learners

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Allow use of a bilingual dictionary.
- Allow use of handheld translator.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists to the writer's current ability, not grade.
- Model productive and engaging partner talk.
- Allow for extended time.

- Allow for extended conferring time.
- Provide guided notes as necessary.
- Set a writing goal for an assignment and then focus only on that goal.
- Allow students to type.
- Allow students to orally construct their story and self-record to use as a reference in their writing.
- Edit spelling, grammar and punctuation last.
- Provide frequent breaks.
- Use sentence starters or frames when needed.
- Provide a graphic organizer for plotting the story. (e.g. Traditional Story Arc/Story Mountain OR other Shapes of Stories: Man in Hole, Boy Meets Girl, From Bad to Worse, Which Way is Up?, Creation Story, Old Testament, New Testament, Cinderella) (See Professional Resources.)
- Refer back to “Planting a Seed” anchor chart and how it relates to this unit.
- Allow students to Quick Draw characters with extrinsic traits, adding web for intrinsic traits.
- Provide a storyline illustration organizer allowing students to sketch the story before writing it.
- Build a “Story Arc” anchor chart and refer to it throughout the unit.
- Demonstrate peer editing.
- Reinforce what it means to work with a growth mindset.
- Incorporate differentiated writing techniques based on the 4th Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Gifted and Talented

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Use pre-assessment data to drive instruction.
- Use learning progressions, rubrics and checklists to the writer’s current ability, not grade.
- Provide opportunities to lead discussion.
- Use flexible grouping.
- Set a writing goal for assignment .
- Allow students to write fictional pieces from the point of view of different characters.
- Allow students to produce the “next in the series” of their published piece.
- Provide opportunities to use student notebooks as an example.
- Demonstrate and model a writer’s notebook using a teacher’s and/or student’s writer’s notebook.
- Incorporate differentiated writing techniques based on the 4th Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one’s emotions and know one’s strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Use of student/teacher specific praise regularly on student areas of strength and areas that have been improving.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher

know who might need additional support.

- **Self-Management:** ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break. Students are encouraged to use it to help refocus as needed.
 - Use of fidget toys as needed.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Students becoming the “expert” helper to support others in their work.
 - Practicing active listening strategies when classmates are speaking.
 - Use of “I messages” when resolving conflicts.
- **Relationship Skills:** refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
 - Use of “I messages” when resolving conflicts.
 - Use of active listening strategies, i.e. repeating what you heard your partner say when discussion conflicts.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules