



English/Language Arts Department

Grade 4

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Scope and Sequence

Fourth Grade			
Month	Reading	Writing	Word Study
Sept- Oct	Unit 1a: Interpreting Characters: The Heart of the Story (Book 1)	Unit 1b: The Arc of the Story: Writing Realistic Fiction (Book 1)	<i>Differentiated, based upon the results of the Spelling Inventory, utilizing Words Their Way.</i> <i>Additionally, language standards to support the conventions of Standard English have been integrated into the writing units below. Each unit has a specific focus for grammar/language to meet standard expectations.</i>
Nov-Dec	Unit 2a: Reading the Weather, Reading the World (Book 2)	Unit 2b: Boxes and Bullets: Personal and Persuasive Essays (Book 2)	
Jan- Feb	Unit 3a: Social Issues Book Clubs: Applying Analytical Lenses across Literature & Informational Texts (If, Then)	Unit 3b: The Literary Essay: Writing About Fiction (Book 4)Keri	
Mar-Apr	Unit 4a: Reading History: The American Revolution (Book 3)	Unit 4b: Bringing History to Life (Book 3)	
May-June	Unit 5a: Historical Fiction Clubs (Book 4)	Unit 5b: Historical Fiction Writing (If, Then)	

Grammar Standard Expectations, K-5

Unit 1a- Reading

Interpreting Characters: The Heart of the Story

Summary and Rationale

The Interpreting Characters Unit's primary focus is to launch students back into what matters most: for students to be intense readers. Students will become responsible for choosing their own books and take responsibility for keeping track of their reading. This unit highlights the Character and encourages students to create mental movies of what they are reading. Students will build substantial ideas grounded in evidence, not lightweight ideas. Students will notice the other story elements, objects, etc. and understand how they help build their interpretations of the whole text.

Bend 1 focuses on developing the structures, routines and habits of reading workshop, and the importance retelling a story chronologically or to summarize. During this bend, teachers will establish purposeful partnerships, based upon TC running records assessments, matching partners according to reading level. If you feel your students need a few additional launching lessons prior to starting this bend, you may want to select a few extra lessons from the launching reading workshop resources in the resource section below. **Bend 2** emphasizes how readers think about the characters in more complex ways by drawing evidence-based conclusions. **Bend 3** shifts the student's focus from studying characters to building interpretations of the whole text, by connecting ideas to form interpretations that are supported across the whole text.

Recommended Pacing

6-8 weeks (September/October)

Standards

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. (<i>Lessons 1-18</i>)
RL.4.2	Determine the key details to identify theme in a story, drama, or poem and summarize the text. (<i>Lessons 2-18</i>)
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). (<i>Lessons 1-18</i>)
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. (<i>Lessons 6,7,9,10,11,13,14,15, 18</i>)

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. <i>(Lessons 14,15,18)</i>
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. <i>(Lessons 2-7 and 16-19)</i>
Reading: Informational Text	
Reading: Foundational Skills	
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words. <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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.
Speaking and 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. <ul style="list-style-type: none"> 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. co.) 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.4.4	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.4.6	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.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> a.) Choose words and phrases to convey ideas precisely. b.) Choose punctuation for effect.

	<ul style="list-style-type: none"> 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	<p>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.</p> <ul style="list-style-type: none"> 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 keywords and phrases.
L.4.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> 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).
Interdisciplinary Connections	
Social studies	
6.1.P.A.1	Demonstrate an understanding of rules by following most classroom routines. (Sessions 1-19)
6.1.P.A.2	Demonstrate responsibility by initiating simple classroom tasks and jobs. (Sessions 1-19)
6.1.P.A.3	Demonstrate appropriate behavior when collaborating with others. (Sessions 1-19)
6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives. (Session 12 & 13)
6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world
Science	
5.1.4.A.2	Use outcomes of investigations to build and refine questions, models, and explanations.
5.1.4.B.1	Design and follow simple plans using systematic observations to explore questions and predictions.
5.1.4.B.2	Measure, gather, evaluate, and share evidence using tools and technologies.
5.1.4.B.3	Formulate explanations from evidence.

5.1.4.B.4	Communicate and justify explanations with reasonable and logical arguments.
5.1.4.C.1	Monitor and reflect on one’s own knowledge regarding how ideas change over time.
5.1.4.C.2	Revise predictions or explanations on the basis of learning new information.
5.1.4.D.1	Actively participate in discussions about student data, questions, and understandings.
5.1.4.D.2	Work collaboratively to pose, refine, and evaluate questions, investigations, models, and theories.
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> • Readers build reading lives by finding books that are “just right” for them, building close relationships to those books, paying careful attention to the text as they read, and focus on building their stamina. • Readers grow theories about the characters in their books by walking in their characters’ shoes, noticing when they do or say something that stands out. • Readers look beyond just the characters in their stories, taking on a variety of reading lenses and piecing together their thoughts to build interpretations. 	<ul style="list-style-type: none"> • How do readers build reading lives? • How do readers grow theories about the characters in their books? • How do readers form interpretations across a text?
Evidence of Learning (Assessments)	
Unit Common Assessment: Teacher Instructions <ul style="list-style-type: none"> • Pre-Assessment: <ul style="list-style-type: none"> ○ Preassessment ○ Preassessment Sample Responses ○ Preassessment Student Rubric • Post-Assessment: <ul style="list-style-type: none"> ○ Postassessment ○ Postassessment Sample Responses ○ Postassessment Student Rubric Reading: <ul style="list-style-type: none"> • TC Running Record Reading Assessments • Reading Learning Progression- Narrative Reading <ul style="list-style-type: none"> ○ Grade 4 	

- Grades 2-6

Objectives (SLO)

Launching Reading Workshop

Prior to beginning this unit, you should spend a week launching reading workshop with your students. This is a great time to spend some time building excitement for reading and setting expectations, routines, and procedures. To support you with planning, you may want to generate ideas from the link below.

- Ideas for Launching Reading Workshop

Students will know: (Goals)

Students will be able to: (Teaching Points)

BEND I: Establishing a Reading Life

Goal: Readers build reading lives.

Suggestions for Differentiation

Conferring/Small Group Instruction

(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)

- Channel students to be nose-in-the-book readers. (Session 1)
- Make assessment as efficient as possible. (Session 2)
- Continue to assess and use every means possible to get the right books to resistant readers. (Session 3)
- Scaffold children's retelling. (Session 4)
- Assess and develop envisioning skills. (Session 5)
- Support students to lift the level of their work with Envisioning and Character Traits. (Session 6)

- Readers will learn to grow solid, grounded ideas, by reading intensely, aware that everything counts. *(Session 1 pg 4-12)*
- Readers choose books they can read fluently and understand well. *(Session 2 pg 13-20)*
- *Assessment Day*: This day is dedicated to assessment (see assessment section for unit 1 pre-assessment)
- Readers will work together to devise systems and procedures to help them find books they want to read *(Session 3: Student-driven Inquiry Lesson pg 22-30)*
Suggested Inquiries:
 - How can we create a system in our classroom that will help all of the readers in ____ (your class) find books they want to read?
 - How could Book Talks help us to create a system to find books we want to read?
- Readers retell only the part they just read and summarize the earlier parts that lead up to this part. *(Session 4 pg 31-41)*
- Readers envision their stories using all their senses not just their eyes, seeing & hearing inside the text *(Session 5 pg 42-50)*
- Readers set goals to lift the level of their reading work by studying their own thinking and refer to ways to make their thinking even better. (Session 6 pg 51-60)
*use the learning progression.

BEND II: Thinking Deeply About Characters

Goal: Reader's collect evidence, spot patterns, construct ideas, and test those ideas against the evidence.

Suggestions for Differentiation

Conferring/Small Group Instruction

(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)

- Plan for the beginning, middle, and the end of work time. (Session 7)
- Support readers who need help developing ideas. (Session 8)
- Reveal what objects can tell about a character. (Session 9)
- Help students use academic language. (Session 10)
- Support students with observing a character and growing text-based ideas. (Session 11)
- Generate debatable ideas. (Session 12)
- Prepare for debate. (Session 13)

- Readers pay close attention to notice patterns in a character's actions and notice times when the character breaks the pattern. *(Session 7 pg 64-72)*
- Readers pay special attention to the details that reveal what a character desires (wants), the obstacles (things that get in the way), and their struggles to overcome them. *(Session 8 pg 73-82)*
- Readers grow big, important ideas about a character by noticing what the author may be calling to their attention by repeating or emphasizing. *(Session 9 pg 83-91)*
- Readers improve theories about characters by choosing exact, precise, true language that captures their ideas. *(Session 10 pg 92 - 102)*
- Readers recognize that characters are complex and may seem one way in certain situations, and then another way in a different context or they may be one way on the outside and another way on the inside. *(Session 11 pg 103-112)*
- Readers debate differing viewpoints on a provocative question. *(Session 12 pg 113 - 121)*
(*This lesson may be referred back to later during the book club unit.)
- Readers defend and critique ideas by quoting specific words or sentences from the text that provide evidence for their ideas. *(Session 13 pg 122-130)*

BEND III: Building Interpretations

Goal: Readers look beyond just the characters in their stories, taking on a variety of reading lenses and piecing together their thoughts to build interpretations.

Suggestions for Differentiation

Conferring/Small Group Instruction

(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)

- Teach the language of literary analysis. (Session 14)
- Grow important details into ideas - and make connections among ideas. (Session 16)
- Expect to scaffold the challenging work of developing central interpretations. (Session 17)
- Support students working through the interpretation process. (Session 18)

- Readers consider more than just the character when trying to interpret, or make meaning, of a story. *(Session 14 132-140)*
- Readers pay attention to parts in their book that stick out, and then think across the whole book, deciding how these parts can fit together. *(Session 15 pg 141-146)*
- Readers push themselves to have deeper thoughts and build interpretations by looking over their thinking throughout the whole book, finding patterns and making connections. *(Session 16 pg 147-156)*
- Readers think about big life issues that may relate to their book and choose one that fits in with the story. Readers then figure out the message the book is sending about this issue. *(Session 17 pg 157-164)*
- Readers develop complex interpretations by paying attention to recurring images, objects and details throughout stories. *(Session 18 pg 165-175)*

- Readers recognize and celebrate the learning that occurs across a unit of study. (*Session 19 pg 176-181*)

Interactive Read Aloud: *The Tiger Rising* (Suggested Text)

Follow the pacing guide below to ensure that your readers are prepared for each session ahead of time. There are times you'll read aloud during a mini lesson; however, this will not be when you do the bulk of your read aloud. To keep minilessons brief and maximize independent reading time, your read aloud will take place in a block of time outside of reading workshop.

Session	Read Aloud before the Minilesson (Outside of Reading Workshop)	Read Aloud during Reading Workshop
BEND I		
Session 1	Pp. 1-4 (Chapter 1)	Pp. 1-2 (Chapter 1) Reread in Active Engagement
Session 2	Pp. 5-7 (Chapter 2)	None
Session 3	Pp. 8-13	None
Session 4	Pp. 14-21 (Chapters 5-6)	Retell Chapters 1-6
Session 5	Pp. 22-30 (Chapters 7-8)	Pp. 5-7 (Chapter 2)
Session 6	Pp. 31-38 (Chapters 9-10)	P. 24 (Chapter 7)
BEND II		
Session 7	Pp. 39-42 (Chapter 11)	Pp. 5-7 (Chapter 2) Pp. 8-9 (Chapter 3)
Session 8	Pp. 43-45 (Chapter 12)	P. 19 (Chapter 6), p. 23 (Chapter 7)
Session 9	Pp. 46-49 (Chapter 13)	Knowledge of and reflection on chapters 1-13

Session 10	Pp. 50-56 (Chapter 14-15)	Pp. 51-53 (Chapter 14)
Session 11	Pp. 57-66 (Chapters 16-17)	Pp. 43-44 (Chapter 12)
Session 12	Pp. 67-75 (Chapters 18-19)	Pp. 2-3 (Chapter 1), pp. 26-28 (Chapter 8), pp. 31-33 (Chapter 9), pp. 54-55 (Chapter 15), pp. 65-66 (Chapter 17)
Session 13	Pp. 76-80 (Chapter 20)	Pp. 78-79 (Chapter 20)

BEND III

Session 14	Pp. 81-84 (Chapter 21)	P. 43 (Chapter 12)
Session 15	Pp. 85-89 (Chapter 22)	P. 87 (Chapter 22) and p. 53 (Chapter 14) read aloud in class. P. 87 (Chapter 22), pp. 65-66 (Chapter 17), pp. 12-13 (Chapter 4)
Session 16	Pp. 90-97 (Chapters 23-24)	None directly, but children need to be able to recall what has been read aloud so far to do interpretation work.
Session 17	Pp. 98-105 (Chapters 25-26)	None directly, but children should recall real life-issues faced by main characters.
Session 18	Pp. 106-108 (Chapter 27)	Teacher to finish reading aloud to end of the book. Chapters 28, 29, 30 (share).

Suggested Resources/Technology Tools

School-to-Home Connection

Possible Launching Reading Lessons

Mentor Texts:

The Tiger Rising by Kate DiCamillo*

Additional Resources

Teachers College Reading and Writing Project Website

Anchor Charts

Reading Intensely to Grow Ideas

Color / B&W

Grow Ideas about a Character

Color / B&W

How to Build an Interpretation

Color / B&W

Session 1

"Reading Intensely to Grow Ideas" anchor chart

Fig 1-1: "Recording Thoughts about Reading"

Fig 1-2: "Comprehension through Humor"

Fig 1-3: "Expanding Ideas Beyond a Post-It"

Homework

Session 2

Reading Log Template

"A Book is Too Hard When" chart

Fig 2-1: "Naomi's Reading Log"

Homework

Session 3

"Finding Books We Want to Read" chart

Fig 3-2: "Reading Long and Strong"

Fig 3-3: "Ryan's Reading Log"

Fig 3-4: "Reader Reflecting on Reading Log"

Fig 3-5: "Favorite Reading Spot"

Homework

Session 4

Retelling/Summary/Synthesis strand of the Narrative Reading Learning Progression

"From Retelling Toward Summarizing" chart

Fig 4-1: "Inferring about Characters Post-Its"

Homework

Session 5

"Envisioning/Predicting" strand of the Narrative Reading Learning Progression, Grade 3

"Reading Intensely to Grow Ideas" anchor chart

Fig 5-1: "Maniac Magee Scene"

Fig 5-2: "When You Reach Me Scene"

Homework

Session 6

Envisioning/Predicting strand of the Narrative Reading Learning Progression

Fig 6-1: "Sam's Coded List of Traits"

Fig 6-2: "Zoe Discussing Ralph's Trait"

Fig 6-3: "Amani's Envisioning Work"

Homework

Session 7

"Grow Ideas about a Character" anchor chart

Inferring About Characters strand of the Narrative Reading Learning Progression

Other Story Elements strand of the Narrative Reading Learning Progression

Fig 7-1: "Character Patterns"

Fig 7-2: "Celia's Text Evidence"

Fig 7-3: "Emma Rethinking Her Idea about Grandpa"

Homework

Session 8

"Grow Ideas about a Character" anchor chart

Inferring About Characters strand of the Narrative Reading Learning Progression

Fig 8-2: "Cheda Chose a Moment of Conflict"

Fig 8-3: "This Makes Me Realize..."

Fig 8-4: "Writing to Prepare for Conversation"

Homework

Session 9

"Grow Ideas about a Character" anchor chart

Fig 9-1: "Thinking About Author's Purpose"

Fig 9-2: "The Significance of a Repeated Line"

Fig 9-3: "Charlotte's Web Pattern"

Homework

Session 10

"Grow Ideas about a Character" anchor chart

Fig 10-2: "Precise Descriptions of Rob"

Fig 10-3: "Comparisons to Other Characters"

Fig 10-4: "Students Write Synonyms"

Fig 10-6: "Bailey Writes about Feelings"

Fig 10-7: "Jasmine Finds Evidence for her Theory"

Homework

Session 11

"Grow Ideas about a Character" anchor chart

Inferring About Characters strand of the Narrative Reading Learning Progression

"Developing Ideas about Characters" chart

Fig 11-1: "Bailey's Character Observations"

Fig 11-2: "Complex Characters"

Fig 11-3: "Kelsea and Zoe's Complex Characters"

Fig 11-4: "Amani's Complex Characters"

Fig 11-5: "A Character's Different Sides"

Fig 11-6: "Quoting the Text"

Homework

Session 12

"Let's Debate" chart

"Generating Provocative, Debatable Ideas" chart

Fig 12-1: "Students Gather Debate Evidence"

Homework

Session 13

"Let's Debate" chart

"Generating Provocative, Debatable Ideas" chart

Fig 13-1: "Celia Provides Evidence"

Homework

Session 14

Determining Themes strand of the Narrative Reading Learning Progression, Grades 3 and 4

Fig 14-1: "Tuck Everlasting Lesson"

Fig 14-2: "Paying Attention to Setting"

Fig 14-3: "Joseph Describes Characters"

Fig 14-4: "Supporting Your Idea with Text Evidence"

Homework

Session 15

"To Understand/Interpret a Story, Readers Pay Attention to..." chart

"How to Build an Interpretation" anchor chart

"How to Build an Interpretation" chart

Fig 15-1: "Two Text-Specific Interpretations"

Session 16

"Thought Prompts to Help Us Grow" chart

"How to Build an Interpretation" anchor chart

Fig 16-1: "Brooke's Notebook"

Fig 16-2: "Sam Connects Two Ideas"

Fig 16-3: "Sonya States a Bigger Theme"

Homework

Session 17

"Thought Prompts to Help Us Move" chart

Fig 17-1: "Emma Uses Thought Prompts"

Fig 17-2: "Moving from an Idea to a Theme"

Fig 17-3: "Books Teach Life Lessons"

Homework

Session 18

Fig 18-1: "Students Offer Recurring Details"

Fig 18-2: "Horse Penny Symbolism"

Fig 18-3: "Making a Thought More Complex"

Homework

Session 19

Fig 19-1: "Student Bookmarks 1"

Fig 19-2: "Student Bookmarks 2"

Please select all standards that apply to this unit of study:

- ☐ Apply appropriate academic and technical skills.
- ☐ Communicate clearly and effectively and with reason.
- ☐ Demonstrate creativity and innovation.
- ☐ Utilize critical thinking to make sense of problems and persevere in solving them.
- ☐ Use technology to enhance productivity.
- ☐ Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 1b - Writing

The Arc Of Story: Writing Realistic Fiction

Summary and Rationale

The Writing realistic Fiction unit focuses on getting students to live like writers. This unit will connect what they learned in the past about writing personal narratives, and encourage students to use this knowledge when writing a strong, believable fiction story. Students will create and develop stories with characters that feel real. Students will then draft and revise these stories with an eye toward believability to prepare them for publication with an audience in mind. Students will be expected to become independent realistic writers by the end of the unit.

Bend 1 focuses on helping students live like writers by paying attention to the moments and issues in their lives. Students will collect a variety of small moment stories which could be launched into fictionalized moments, focusing on their character's traits, wants, and needs. During bend one, you may want to include some additional launching lessons of your choosing. These lessons are included in the resource section and can be added into this unit as you see fit. Please do not take longer than two school weeks for these additional launching lessons. At the beginning of this unit, you may want to take 5-10 class days to included some launching writing workshop lessons. See the launching document below in the resources section for ideas **Bend 2** emphasizes the need to have a planning strategy (The Story Arc) when drafting their stories. **Bend 3** shifts from the student's initial drafting to a more focused drafting process which involves deep revision work, and editing. **Bend 4** emphasizes the students independence when tackling their own fiction project. Students will conceive, develop, plan, and carry through their own independent fiction project.

Recommended Pacing

6-8 weeks (September/October)

Standards

Reading: Literature

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).
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Writing

W.4.3.a,b, d	<p>Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> • Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. • Use dialogue and description to develop experiences and events or show the responses of characters to situations.
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	<ul style="list-style-type: none"> • Use a variety of transitional words and phrases to manage the sequence of events. • Use concrete words and phrases and sensory details to convey experiences and events precisely. • Provide a conclusion that follows from the narrated experiences or events
W4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing
W4.8	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.
W4.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> • 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].”).
W4.10	Write routinely over extended time frames (time for research, reflection, 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 and Listening	
SL4.4	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	
L4.1 e,f	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> A. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). B. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. C. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. D. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). E. Form and use prepositional phrases. F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* G. Correctly use frequently confused words (e.g., to, too, two; there, their).*
L4.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> 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.

L4.3 a,b	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Choose words and phrases to convey ideas precisely.*</p> <p>B. Choose punctuation for effect.*</p> <p>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).</p>
L4.5 c	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>B. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>C. Demonstrate understanding of words by relating them to their opposites(antonyms) and to words with similar but not identical meanings (synonyms).</p>
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> Authors live as writers by paying attention to the moments and issues in their lives, collecting small moment ideas to help them start fictionalizing those moments, focusing on character development. Writers streamline their ideas by using the “story arc” by including 2 or 3 strong scenes to successfully show how a character, plot and even setting change over the course of a story. Writers prepare their stories for an audience through more focused drafting, deep revision work, and editing. Writers will independently conceive, develop, plan, and carry through their own fiction stories. 	<ul style="list-style-type: none"> How do we live as a writer? How do writers streamline their ideas to create a good story? How do writers prepare their stories for an audience? How do writers embark on Independent Fiction Projects?
Evidence of Learning (Assessments)	
<p>Unit Common Assessment:</p> <ul style="list-style-type: none"> On-demand post (Narrative Assessment) TCRWP Rubrics and Editing Checklists (Use Narrative Rubric, Assess components: Overall, Lead, Ending, Elaboration, Craft) <p>Writing:</p> <ul style="list-style-type: none"> TCRWP Writing Rubrics and Student Editing Samples TCRWP Editing Checklists 	
Objectives (SLO)	

Launching Writing Workshop

Prior to beginning this unit, you should spend a week launching writing workshop with your students. This is a great time to spend some time building excitement for writing and setting expectations, routines, and procedures. To support you with planning, you may want to generate ideas from the link below.

- Ideas for Launching Writing Workshop

IMPORTANT TIPS FOR IMMERSION:

Before you begin the first bend, teachers should plan time for sharing mentor texts so that students can all explore common texts together and study realistic fiction from a writer's lens. Interactive and shared writing are also important ways for students to see the process of writing realistic fiction.*

***Note:** In shared writing, the teacher acts as a scribe with student participation and collaboration. In interactive writing, the teacher and student share the pen and write the parts of the text together.

*Have students write in a way that allows students to show off all they know about narrative writing.

- Generate ideas for stories from our lives
- Choose a seed idea and begin to develop a character
- Sketch out a plotline
- Try a story idea and write it out

-

Grammar/Language Focus

- Writers use correct capitalization.
- Writers choose punctuation for effect.
- Writers choose words and phrases to convey ideas precisely.
- Writers form and use prepositional phrases.
- Writers use commas and quotation marks to mark direct speech.

The grade level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, students may need additional grammar instruction based upon their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student might need next.

Students will know: (Goals)	Students will be able to: (Teaching Point)
-----------------------------	--

BEND 1: Creating and Developing Stories and Characters that Feel Real.

Goal: Students live like writers, seeing ideas everywhere.

-

Suggestions for Differentiation

Conferring/Small Group Instruction

(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)

- Use your imagination to see promise and power in children's work. (Session 1)
- Use an exemplar text to respond to predictable problems. (Session 2)
- Anticipate the help children will need developing their characters. (Session 3)
- Show characters by writing scenes. (Session 4)
- Build story arcs. (Session 5)

- Fiction writers get ideas for stories from small moments in their lives. (session 1 Pg 2-11)
 -
- Fiction writers get ideas for stories by imaging the books they wish existed in their world. (session 2 Pg 12-18)
 -
- Fiction writers need to choose a seed idea and begin to develop characters by creating their external and internal traits. (session 3 Pg 19-30)
 -
- Fiction writers develop characters by telling about their character's motivations and struggles. (session 4 Pg 31-40)
- Fiction writers sketch out possible plotlines for stories using a "story arc". (session 5 Pg 41-52)

BEND 2: Drafting and Revising with an Eye toward Believability

Goal: Fiction Writers draft using the story arc with an eye toward believability.

-

Suggestions for Differentiation

Conferring/Small Group Instruction

(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)

- Move from summary to story. (Session 6)
- Write in summaries and write in scenes. (Session 7)
- Learn from mentor texts. (Session 8)
- Weave together action, thought, and dialogue. (Session 9)
- Rein in last-minute additions. (Session 10)

- Fiction writers write scenes, by putting the character into action, using dialogue, then unfolding the moment step by step. (Session 6 Pg 54- 64)
- Fiction writers become the characters telling the experience as if it were happening to them. (Session 7 Pg 65-73)
- Fiction writers use mentor texts to strengthen their strategies for writing effective leads. (Session 8 Pg 74-85)
- Fiction writers stay in the scene focusing on developing the setting. (Session 9 Pg 86-99)
- Fiction Writers write powerful endings that tie up loose ends, resolve unresolved difficulties, and has a clear meaning/theme. (Session 10 Pg 100-108)

<p>Bend 3: Preparing for Publication with an Audience in Mind</p> <p>Goals: Fiction writers prepare their stories sharing.</p> <p>-----</p> <p>-</p> <p><i>Suggestions for Differentiation</i> <i>Conferring/Small Group Instruction</i> <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> ● Help reluctant revisors. (Session 11) ● Learn from our writing patterns. (Session 12) ● Help struggling readers. (Session 13) ● Make editing choices. (Session 14) 	<ul style="list-style-type: none"> ● Fiction writers revise their stories by rereading their stories with a specific purpose/lenses. (Session 11 Pg 110-116) ● Fiction writers create their own writing spaces in their notebooks, classroom, home, to put items to be used to help them become the best writers. (Session 12 Pg 117-124) ● Fiction writers study mentor writers to notice what other writers do to show rather than tell about the character. (Session 13 Pg 125-133) ● Fiction writers edit their stories with specific purposes/lenses. (Session 14 Pg 134-142) ● Session 15 is A CELEBRATION of their published work. (Pg 143 - 148)
<p>Bend 4: Embarking on Independent Fictions Projects</p> <p>Goal: Fiction writers Launch Independent Fiction Projects.</p> <p>-----</p> <p>-</p> <p><i>Suggestions for Differentiation</i> <i>Conferring/Small Group Instruction</i> <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> ● Create active characters to create strong narratives. (Session 17) ● Develop conflict and tension. (Session 18) ● Embrace the power of the perfect word. (Session 19) ● Set students up for independent success by pulling groups with similar needs and place them on a similar path. (Session 20) 	<ul style="list-style-type: none"> ● Fiction writers use all they learned about writing fiction stories to new projects. (Session 16 Pg 150-152) ● Fiction writers apply their planning and drafting skills to their new projects. (Session 17 Pg 153-161) ● Fiction writers make the connection between reading & writing by rereading their own work and use those skills into their revisions. (Session 18 Pg 162-169) ● Fiction writers help their readers visualize from different angles to make a variety of points. (Session 19 Pg 170-176) ● Fiction writers use punctuation to affect their readers, to control how readers read and understand the story.. (Session 20 pg 177-185) ● Fiction Writers will Celebrate their completed independent project. (Session 21 Pg 186-190)
<p>Suggested Resources/Technology Tools</p>	
<p>School-to-Home Connection</p> <p>Possible Writing Launching Lessons</p> <p>Highly Suggested to Read the Getting Ready boxes at the start of each Lesson</p>	

Mentor text: (Use a favorite realistic fiction picture book with clear, realistic plot lines, a few central characters and good writing. Be sure it is one you will enjoy reading over & over)

This Unit uses:

Fireflies! By Julie Brinckloe (More suggestions can be found on the CD-ROM)

Correlations to the Common Core State Standards

Anchor Charts

How to Write a Fiction Story!
Color / B&W

Good Text Sources for Fictional Writing Mentors

Session 1

Narrative Writing Checklist, Grade 3
FIG. 1-1 Deveonna's story idea
FIG. 1-2 Ari's story idea

Session 2

Chart: How to Find Ideas for Fiction
The Three Billy Goats Gruff (Norwegian version)

Session 3

Chart: Advice for Developing a Character
Homework: Fleshing Out Secondary Characters
FIG. 3-1 Ariana's list
FIG. 3-2 Ariana's more detailed list
FIG. 3-3 Ariana's notebook entry
FIG. 3-4 Ariana's writing
FIG. 3-5 Deveonna's revised story ideas

Session 4

Chart: Develop Characters By Thinking about Their
Chart: Advice for Developing a Character
FIG. 4-1 Francesca's first draft of a scene
FIG. 4-2 Ariana's scene
FIG. 4-3 Francesca's second draft of a scene
FIG. 4-4 Felix's entry
FIG. 4-5 Felix's timeline
FIG. 4-6 Felix's draft

Session 5

FIG. 5-1 Caleb's story arc
FIG. 5-2 Caleb has added a second character into his lead
FIG. 5-3 Felix's timeline

Session 6

The Three Billy Goats Gruff (Norwegian version)
Homework: Reading the Work of Other Authors for Inspiration

FIG. 6-1 A snippet from Caleb's draft
FIG. 6-2 Caleb's draft, page 2 of his story booklet
FIG. 6-3 Sofiya's draft
FIG. 6-4 Sofiya's rewrite

Session 7

Narrative Writing Checklist, Grades 4 and 5

Session 8

FIG. 8-1 Francesca's lead
FIG. 8-2 Francesca's first revision of her lead
FIG. 8-3 Francesca's second revision of her lead
FIG. 8-4 Jasmin's first lead
FIG. 8-5 Jasmin's revised lead
FIG. 8-6 Jasmin's story
FIG. 8-7 Valerie's lead
FIG. 8-8 Valerie's first-person lead
FIG. 8-9 Valerie's revised lead

Session 9

Homework: Noticing Setting on Television
FIG. 9-1 Laurel's freewriting
FIG. 9-2 Laurel's revised draft
FIG. 9-3 Sofiya's draft
FIG. 9-4 Sofiya's next lead
FIG. 9-5 Sofiya tries to show not tell

Session 10

Chart: Key Questions Fiction Writers Consider in Revising Endings
FIG. 10-1 Excerpt from Viktor's original draft
FIG. 10-2 Excerpt from Viktor's revised draft
FIG. 10-3 Deveonna's opening scene
FIG. 10-4 Deveonna's ending

Session 12

Narrative Writing Checklist, Grades 4 and 5

Session 13

Chart: Studying Mentor Texts for Our Own Writing
Homework: Naming Our Stories
FIG. 13-1 Leo's notebook entry

Session 14

FIG. 14-1 Deveonna's edited draft
FIG. 14-2 Deveonna's edited story
FIG. 14-3 Ari's use of punctuation

Session 15

FIG. 15-1 Hannah's final story: Mirror Magic

FIG. 15-2 Hannah's final story: Jane's First Sleep Over

Session 17

Chart: Fiction Writers Study Their Own Best Work To...

Homework: Making Our Own Homework Assignments

FIG. 17-1 Melanie's story arc

FIG. 17-2 Melanie's draft

Session 18

Chart: Ways Writers Choose Mentor Texts

Chart: Ways Writers Use Mentor Texts

Chart: Ways Writers Support Each Other

FIG. 18-1 Aliyah's revised story arc

Session 19

Narrative Writing Checklist, Grades 4 and 5

FIG. 19-1 Janelly tries a wide shot

FIG. 19-2 Janelly tries a medium shot

Session 20

Homework: Studying a Mentor Text for Punctuation

FIG. 20-1 Aliyah's revised draft

FIG. 20-2 Mark's edited draft

FIG. 20-3 Mark's revised draft

Session 21

Narrative Writing Checklist, Grades 4 and 5

FIG. 21-1 Beccah's final story

FIG. 21-2 Caleb's final story

21st Century Life and Career Standards

Please select all standards that apply to this unit of study:

- ☐ Act as a responsible and contributing citizen and employee.
- ☐ Apply appropriate academic and technical skills.
- ☐ Communicate clearly and effectively and with reason.
- ☐ Demonstrate creativity and innovation.
- ☐ Utilize critical thinking to make sense of problems and persevere in solving them.
- ☐ Use technology to enhance productivity.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 2a - Reading

Reading the Weather, Reading the World (Unit 2 book)

Summary and Rationale

Reading the Weather, Reading the World unit supports the students in learning the skills that are essential for today's nonfiction readers and researchers- the ability to reason, analyze, weigh evidence, and problem solve. In **Bend I**, students start by reading easier nonfiction texts and doing important work in them. Then they move to more challenging texts to do the same work in, with some support. In **Bend II**, students will work in research teams to study topics and subtopics of extreme weather and natural disasters. As researches, they will locate and synthesize information from a variety of texts on topics and come back to teach their peers what they've learned about their topic. In **Bend III**, research teams will study another topic that is somewhat related to theirs and compare and contrast these topics. This will allow students to notice patterns and relationships between texts and shift their learning from specific related topics (tornadoes or floods) to learning about their bigger field of knowledge (extreme weather).

Recommended Pacing

6-8 weeks (November/December)

Standards

Reading: Informational Text

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.
Writing	
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.	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> 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 and Listening	
SL.4.1	<p>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.</p> <ul style="list-style-type: none"> 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.
Language	
L.4.4	<p>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.</p> <ul style="list-style-type: none"> 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).

	<ul style="list-style-type: none"> 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 keywords and phrases.
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).
Interdisciplinary Connections	
Science	
5.1.4.A.2	Use outcomes of investigations to build and refine questions, models, and explanations.
5.1.4.B.1	Design and follow simple plans using systematic observations to explore questions and predictions.
5.1.4.B.2	Measure, gather, evaluate, and share evidence using tools and technologies.
5.1.4.B.3	Formulate explanations from evidence.
5.1.4.B.4	Communicate and justify explanations with reasonable and logical arguments.
Integration of Technology	
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> Readers anchor themselves in the world of nonfiction and learn from texts by paying attention to the structure of a text, tackling tricky words and summarizing what is most important to the writer's topic. Readers investigate topics and synthesize information by growing research-based ideas, reading a variety of texts on a subtopic, and learning from one another. Readers identify patterns across multiple texts by recognizing similarities and differences 	<ul style="list-style-type: none"> How do readers anchor themselves in the world of nonfiction and learn from texts? How can I research and synthesize information from a variety of texts? How can I recognize patterns across multiple texts and present these ideas to others?

between topics and forming their own inquiries to guide their research.

Evidence of Learning (Assessments)

Teacher Instructions

Book 2 Pre-Assessment:

Preassessment

Pre Assessment Sample Responses

Pre Assessment Student Rubric

Book 2 Post-Assessment:

Post Assessment

Post Assessment Sample Responses

Post Assessment Student Rubric

Reading:

- TC Running Record Reading Assessments
- Reading Learning Progression- Information Reading
 - Grade 4
 - Grades 2-6

Objectives (SLO)

SUGGESTIONS FOR IMMERSION

Prior to starting the unit, you should spend a few days allowing students some time for...

1. inquiry as they explore the features of different types of nonfiction texts
2. shared reading and/or interactive read aloud to begin to explore these texts as a whole class with teacher prompting and modeling of the thinking work we do

Possible Plan for Immersion Week

Students will know (Goals):

Students will be able to (Teaching Points):

BEND I: Learning From Text

Goal: Readers anchor themselves in the world of nonfiction and learn from texts.

-

Suggestions for Differentiation

Conferring/Small Group Instruction

(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)

- Get accessible books into kids' hands. (Session 1)
- Coach predictable challenges students might face. (Session 4)
- Support students as they tackle challenging books and hybrid texts. (Session 5)
- Help students Use the learning progression (Session 6)
- Support the way kids are summarizing. (Session 7)

- Non-fiction readers make a commitment to learning from texts by making connections between what they already know and care about and the text itself. *(Session 1: minilesson)*
- Nonfiction readers scan and preview the text to activate prior knowledge before “diving in”*(Session 2: minilesson)*
- ***A day for Assessment***
- Nonfiction readers notice the text structure that they are reading and use those structures to help them determine the information that is most important. *(Session 3: minilesson)*
- Non-fiction readers recognize that nonfiction texts may pose challenges that they will need to tackle head on. *(Session 4: minilesson)*
- Non-fiction readers of hybrid nonfiction use authors' signals to determine which lense to read through (a story lens or an informational lens) and how the different parts of the nonfiction text fit together. *(Session 5: minilesson)*
- Non-fiction readers look in and around tricky vocabulary words to figure out their meaning. *(Session 6: minilesson)*
- Nonfiction readers create summaries of their reading that include the main idea and key details of the topic, stated in the reader's' own words. *(Session 7: minilesson)*

BEND II: Launching a Whole Class Research Project

Goal: Researchers read closely to research and synthesize information from varied nonfiction texts.

-

Suggestions for Differentiation

Conferring/Small Group Instruction

(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)

- Support critically important work, reading with awareness of text structures, (Session 8)
- Transition students from planning to previewing to getting to work. (Session 9)
- Nurture thoughtful responses to nonfiction reading. (Session 11)
- Tackle complex texts through small-group work. (Session 12)

- Researchers organize and plan for the journey ahead. *(Session 8: minilesson)*
- Researchers synthesize across a text by reading multiple texts on a subtopic and then asking themselves “Does this add to what I’ve already learned? Changed what I learned?” *(Session 9: minilesson)*
- Researchers use various types of texts and strategies to gather information. *(Session 10: minilesson)*
 - *This session is devoted to students researching in their teams and draw on everything they have learned about their topic so far.*
- Researchers use writing to grow their ideas about their research topics *(Session 11: minilesson)*
- Researchers tackle complex, technical passages head-on by rereading small parts, thinking about what these parts are teaching, and using talk and writing to explain their ideas. *(Session 12: minilesson)*
- Researchers help others grow their knowledge by teaching each other all about their learning. *(Session 13: minilesson)*

BEND III: Tackling a Second Research Project with More Agency and Power

Goal: Readers identify patterns across multiple texts and share their thoughts and opinions with others.

-

Suggestions for Differentiation

Conferring/Small Group Instruction

(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)

- Get research groups underway. (Session 14)
- Balance on-going work with new-thinking. (Session 15)
- Help students to elaborate as they compare and contrast. (Session 16)
- Support students as they continue to read for a text's main ideas while reading with their own agenda. (Session 17)
- Support readers who may struggle in determining facts versus opinions; further evaluation skills. (Session 18)
- Support students as they compare and contrasts across texts. (Session 19)

- Researchers often move from studying one example of something to studying a second example, comparing and contrasting the ways they are similar and different. *(Session 14: minilesson)*
- Researchers move from studying specific topics to thinking about patterns and relationships across the bigger topics that it relates to. *(Session 15: minilesson)*
- Researchers form inquiries as they come across new topics and information. They then read on to investigate these questions. *(Session 16: minilesson)*
- Researchers develop their own agendas (plans) related to their topics and then bring these with them as they read. *(Session 17: minilesson)* Teachers may wish to make this a separate lesson, or keep as one:
 - Sometimes, readers' agendas do not match up to how the text is organized or the author's purpose, so researchers must reorganize their information.
- Researchers evaluate the credibility and trustworthiness of sources. *(Session 18: minilesson)*
- Researchers think about the decisions nonfiction writers make and notice the ways the authors want the readers to think or feel about a topic. *(Session 19: minilesson)*
- Researchers analyze published texts to consider techniques that authors use to present and share information. *(Session 20: minilesson)*
- Researchers celebrate their hard work by presenting their research project. *(Session 21: minilesson)*

Suggested Resources/Technology Tools

School-to-Home Connection

Suggested Sequence for Immersion Week

Tips for Teachers- read prior to beginning Unit 3

Mentor Text:

** National Geographic Kids Everything Weather: Facts, Photos, and Fun that Will Blow You Away*
Eyewitness: Hurricane and Tornado by Jack Challoner
Hurricanes by Seymour Simon

Supporting Texts (research related):

Know What to Ask: Forming Great Research Questions By Kristin Foutichiaro
Just the Facts: Writing your Own Research Report by Nancy Loewen

Additional Suggested Texts that support the topic of weather: *Some of these texts should be found in your classroom libraries.*

Climate Change: DK Eyewitness Books by John Woodward

Climate Change (True Books: Ecosystems) by Peter Benoit

Cloud Cover (Measuring the Weather) by Alan Rodgers

DK Eyewitness Books: Hurricane & Tornado by Jack Challoner

DK Eyewitness Books: Volcano & Earthquake by Susanna Van Rose

The Down-to-Earth Guide to Global Warming by Laurie David

Drought and Heat Wave Alert! (Disaster Alert!) by Paul Challen

Droughts (Weather Update) by Nathan Olson

Extreme Weather (Discovery Education: Earth and Space Science) by Edward Close

Extreme Weather (Insiders) by Michael H. Mogil

Extreme Weather: Surviving Tornadoes, Sandstorms, Hailstorms, Blizzards, Hurricanes, and More! By Thomas Kostigen

Extreme Weather (True Books) by Ann O. Squire

Forecasting the Weather (Measuring the Weather) by Alan Rodgers

Global Warming by Seymour Simon

Hurricanes by Seymour Simon

Hurricanes: Earth's Mightiest Storms by Patricia Lauber

Inside Hurricanes (Inside Series) by Mary Kay Carson

Insight Lightning (Inside Series) by Melissa Stewart

Inside Tornadoes (Inside Series) by Mary Kay Carson

Inside Weather (Inside Series) by Mary Kay Carson

Looking at Clouds (Newbridge Discovery Links 2) by Susan Ring

Precipitation (Measuring the Weather) by Alan Rodgers

Seymour Simon's Extreme Earth Records by Seymour Simon

Time for Kids: Storms! (Time for Kids Science Scoops) by Leslie Dickstein

Tornadoes by Seymour Simon

Weather by Seymour Simon

Why Are the Ice Caps Melting?: The Dangers of Global Warming by Anne Rockwell

Teachers College Reading and Writing Project Website

NJSLS- ELA Gr4

ADDITIONAL RESOURCES

Anchor Charts

To Read Nonfiction Well...

Color / B&W

To Research Well...

Color / B&W

Researching a Second Example

Color / B&W

Session 1

"To Read Nonfiction Well..." anchor chart

Fig 1-2: "Jason's and Jack's Nonfiction Reading Lives"

Homework

Session 2

Fig 2-1: "Izzy's Nonfiction Reading Life"

Homework

Session 3

link to "The Phoenix Zoo Saves Arabian Oryx" video

"Common Nonfiction Text Structures" chart

"To Teach Well..." chart

"Researchers Take Notes" anchor chart (from Grade 3 Unit 4)

Fig 3-1: "Malik's 'Times When I Read Nonfiction'"

Fig 3-2: "Jasmine's Pre- and Post-video Notes"

Fig 3-3: "Sophia's Cause-and-Effect Notes"

Fig 3-4: "Madison's Cause-and-Effect Notes"

Fig 3-5: "Anthony's Cause-and-Effect Notes"

Homework

Session 4

"A Sport" text

"Common Nonfiction Text Structures" chart

"To Read Nonfiction Well..." anchor chart

"Tackle the Hard Parts of Nonfiction Reading" chart

Fig 4-1: "Sylvie and Leah Reflect on Their Conversation"

Homework

Session 5

Hybrid Text Set

Science is for Everyone, Kids Included TED Talk link

Ted Talks to Watch with Kids link

A performance of "Mathemagic" TED Talk link

"Common Nonfiction Text Structures" chart

"Coding Nonfiction Texts" chart

"To Read Nonfiction Well..." anchor chart

Cross Text(s) Synthesis strand of the Informational Reading Learning Progression, Grades 3 and 4

Fig 5-1: "Organizing Information with Web and Bullets"

Fig 5-2: "Charlie's Sketch Notes"

Fig 5-3: "Jordan's TED Talk Reflection"

Homework

Session 6

"Figuring Out the Meaning" chart

"To Read Nonfiction Well..." anchor chart

Fig 6-2: "Sophie's Jottings"

Fig 6-3: "Sophia's Word Bank"

Homework

Session 7

Fig 7-1: "Rafael's Word Bank"

Fig 7-2: "Izzy's Summary from the Minilesson"

Fig 7-3: "Malik's Summary from the Minilesson"

Fig 7-4: "Sylvie's Summary from the Minilesson"

Fig 7-5: "Taylor's Summary from the Minilesson"

Fig 7-6: "Sophia and Ibrahim's Self-Reflections"

Homework

Session 8

Nat Geo "Hurricane Destruction" video link

"9.0 Japanese Earthquake" video link

"Tsunami Destroys Building" video link

"To Research Well..." anchor chart

"Researchers Take Notes" anchor chart

Fig 8-2: "Notes about Text Structure"

Fig 8-3: "Angel's Notes"

Fig 8-4: "Anthony and Fatima's Notes"

Homework

Session 9

"Droughts 101" video link

Transcript of "Droughts 101"

"In the Grip of Epic Drought" article link

"A Summer Scorcher" article link

"To Research Well..." anchor chart

Fig 9-4: "Synthesizing Information and Vocabulary"

Fig 9-5: "Allysa's Notes"

Homework

Session 10

Fig 10-1: "Numbers Help Readers"

Fig 10-2: "Numbers Quick Notes"

Session 11

"Ways to Push Your Thinking" chart

Fig 11-5 : "Lila's Comparing, Contrasting, Connecting Notes"

Homework

Session 12

"When Preparing for a Group Presentation, Think About" chart

Fig 12-1: "Rain, Snow, Hail Cycle Diagram 1"

Fig 12-2: "Rain, Snow, Hail Cycle Diagram 2"

Fig 12-3: "Rain, Snow, Hail Cycle Diagram 3"

Homework

Session 13

"To teach well..." chart

"When Preparing for a Group Presentation, Think About" chart

Fig 13-1: "Facts about Blizzards Notes"

Session 14

"Researching a Second Example" anchor chart

"Phrases We Can Use" chart

Fig 14-2: "Tsunami Venn Diagram"

Homework

Session 15

"Katrina Strikes" article

"Fast-Moving Water" article

"Phrases We Can Use" chart

"Researching a Second Example" anchor chart

Fig 15-1: "Sophie's Comparing-and-Contrasting Notes"

Homework

Session 16

"Making Fire with Sticks" video link

"What Do You Do With An Idea?" excerpts

"Ways to Push Your Thinking" chart

"Techniques for Writing to Grow Ideas" chart

Fig 16-1: "Comparing Lightning to Droughts"

Fig 16-2: "Anthony's Determining Significance Notes"

Fig 16-3: "Thinking Across Texts and Topics"

Homework

Session 17

"Researching a Second Example" anchor chart

Fig 17-1: "Anthony's Coded Hurricane Notes"

Homework

Session 18

"U.S. Drought Monitor" link

"Questions Researchers Ask About Their Sources" chart

"Researching a Second Example" anchor chart

Fig 18-1: "Resource Evaluation Notes"

Homework

Session 19

"Drought Rearranges Kingdoms" article

"Phrases We Can Use" chart

Goal Cards

Fig 19-1: "Progress and Goals Notes"

Homework

21st Century Life and Career Standards

- ☐ Act as a responsible and contributing citizen and employee.
- ☐ Apply appropriate academic and technical skills.
- ☐ Communicate clearly and effectively and with reason.
- ☐ Consider the environmental social and economics impacts of decisions.
- ☐ Demonstrate creativity and innovation.
- ☐ Employ valid and reliable research strategies.
- ☐ Utilize critical thinking to make sense of problems and persevere in solving them.
- ☐ Use technology to enhance productivity.
- ☐ Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 2b - Writing

Boxes and Bullets: Personal and Persuasive Essays

Summary and Rationale

The Boxes and Bullets: Personal and Persuasive Essay unit focuses on teaching students to write well within an expository structure. Students will write thesis driven essays to become real world writers. Students will introduce topics clearly to readers and provide reasons to support their opinions and facts and details to elaborate on these reasons. Their writing will include strong transition words and conclusions. **Bend 1** focuses on the whole process of writing within this kind of text, and gathering entries to write long about, then generating thesis statements for these entries. **Bend 2** “Raising the Level of Essay writing” emphasizes gathering the evidence to support 2 reasons for their opinions, selecting the most powerful evidence, then construct a draft for each reason. This bend also focuses on using strong transitions words and phrases to create cohesion. **Bend 3** “Personal to Persuasive” students will develop persuasive opinions that are more generalized and develop a plan for their own persuasive essay.

Recommended Pacing

6-8 weeks (November/December)

Standards

Writing

W.4.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ul style="list-style-type: none"> ● 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.4.4.	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.4.10.	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 and Listening	
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.	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <ul style="list-style-type: none"> 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.	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> 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.	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a.) Choose words and phrases to convey ideas precisely. b.) Choose punctuation for effect.
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).
Interdisciplinary Connections	
Science	
5.1.4.B.2	Measure, gather, evaluate, and share evidence using tools and technologies.
5.1.4.B.3	Formulate explanations from evidence.
5.1.4.B.4	Communicate and justify explanations with reasonable and logical arguments.
Instructional Focus	

Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> Writers grow ideas for essay writing by thinking about the important people, places and objects around them and then mine through these ideas to develop a thesis. Writers support their ideas in an essay by writing out the evidence, collecting mini-stories and lists, and then angling this information to best support their thesis. Writers apply what they have learned to develop persuasive opinions that are more generalized, drawing on all of the resources, charts and tools at hand. 	<ul style="list-style-type: none"> How do writers grow ideas for essay writing? How do readers organize and support their ideas in an essay? How do writers transfer and apply their knowledge of a personal essay to a persuasive essay?
Evidence of Learning (Assessments)	
<p>Unit Common Assessment:</p> <p>Pre- Assessment:</p> <ul style="list-style-type: none"> On-demand Writing Prompt (Optional) <p>Post Assessment:</p> <ul style="list-style-type: none"> On-demand Writing Prompt TCRWP Rubrics and Editing Checklists (Use Opinion Rubric, Assess components: Overall, Lead, Organization, Transitions, Ending, Elaboration, Spelling) <p>Writing Rubrics and Checklists:</p> <ul style="list-style-type: none"> TCRWP Writing Rubrics and Student Editing Samples TCRWP Editing Checklists 	
Objectives (SLO)	
<p>IMPORTANT TIPS FOR IMMERSION:</p> <p>During the first week, teachers should plan time for sharing persuasive mentor texts so that students can explore personal and persuasive essays and unpack how these texts tend to go. Interactive and shared writing are also important ways for students to see the process of writing an opinion text.*</p> <p>*Note: In shared writing, the teacher acts as a scribe with student participation and collaboration. In interactive writing, the teacher and student share the pen and write the parts of the text together.</p> <p>Possible Plan for Immersion Week</p> <p>-----</p> <p>-</p> <p>Grammar Focus</p> <ul style="list-style-type: none"> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Choose words and phrases to convey ideas precisely. 	

- Use modal auxiliaries to convey various conditions (e.g. *can, may, must, may*)
- Use a comma before a coordinating conjunction in a compound sentence.
- Choose punctuation for effect.

The grade level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, students may need additional grammar instruction based upon their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student might need next.

Students will know (Goals):

Students will be able to (Teaching Points):

Bend 1: Writing to Learn

Goal: Writers grow compelling ideas by using a variety of strategies.

-

Suggestions for Differentiation

Conferring/Small Group Instruction

(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)

- Voiceover and coach to ratchet up the level of student work. (Session 1)
- Anticipate ways to keep students working, despite the brevity of their entries. (Session 2)
- Provide guided practice. (Session 3)
- Note qualities of good essay writing in children's work. (Session 4)
- Encourage children to make choices. (Session 5)
- Anticipate predictable problems. (Session 6)

- Writers use an essay frame to help structure their writing. (*Session 1: minilesson*)
- Writers use many strategies to gather ideas for writing and then elaborate on those ideas (important people, places and objects). (*Session 2: minilesson*)
- Writers freewrite to grow new ideas. (*Session 3: minilesson*)
- Writers linger with their ideas, using elaboration prompts to grow their ideas. (*Session 4: minilesson*)
- Writers mine their entries and their lives for insights, developing these into more fully formed ideas and thesis statements. (*Session 5: minilesson*)
- Writers support their thesis by developing different types of reasons. (*Session 6: minilesson*)
- Writers focus on both form and content, gathering a variety of evidence to support their opinions as they write within the frame of an essay. (*Session 7: minilesson*)

Bend 2: Raising the Level of Essay Writing

Goal: Writers logically organize their essay and draw on many sources of evidence to support their ideas.

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Suggestions for Differentiation

Conferring/Small Group Instruction

(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)

- Group students to tackle the hard parts. (Session 8)
- Make list items parallel. (Session 9)

- Writers draw on narrative writing and use mini-stories to support their ideas. (*Session 8: minilesson*)
- Writers gather a lot of different materials, like lists, to write their essays, and decide which material fit best in their essays. (*Session 9: minilesson*)
- Writers organize for drafting by checking that their evidence is supportive and varied. (*Session 10: minilesson*)
- Writers create cohesion with logically sequenced information, transition words, and repeated phrases. (*Session 11: minilesson*)
- Writers develop their own systems for solving problems in their writing. (*Session 12: minilesson*)

<ul style="list-style-type: none"> ● Revise evidence to support the reason and the claim. (Session 10) ● Help students make decisions. (Session 11) ● Work on paraphrasing, using transition words, and revising. (Session 12) ● Turn scraps of paper into an outline. (Session 13) ● Keep writers focused on their goals as they work. (Session 14) 	<ul style="list-style-type: none"> ● Writers test out multiple leads and conclusions before deciding which work best for their essay. (<i>Session 13: minilesson</i>) ● Writers self-assess their writing, using the Opinion Writing Checklist, and create a brand-new revised draft. (<i>Session 14: minilesson</i>) ● Writers correct any run-on sentences or sentence fragments in their writing. (<i>Session 15: minilesson</i>)
<p>Bend 3: Personal to Persuasive</p> <p>Goal: Writers develop more generalized, persuasive opinions and make a plan for a persuasive essay.</p> <p>-----</p> <p>-</p> <p><i>Suggestions for Differentiation</i> <i>Conferring/Small Group Instruction</i> <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> ● Provide children with both support and enrichment. (Session 16) ● Use data to guide your small group instruction. (Session 17) ● Convey urgency in meeting deadlines. (Session 19) ● Support writers in grammar and spelling work. (Session 20) 	<ul style="list-style-type: none"> ● Writers turn their personal essays into persuasive opinions (<i>Session 16: minilesson</i>) ● Writers transfer all they know about one genre of writing to another (<i>Session 17: minilesson</i>) ● Writers draw on evidence from a variety of sources to persuade their audience of their opinion (<i>Session 18: minilesson</i>) ● Writers link their evidence to their reasons and thesis statement. (<i>Session 19: minilesson</i>) ● Writers prepare their essays for the world by carefully checking their spelling, punctuation and other conventions. (<i>Session 20: minilesson</i>) ● Writers think carefully about how and where to publish their pieces, making sure their opinions will be heard by their chosen audience. (<i>Session 21: minilesson</i>)
<p style="text-align: center;">Suggested Resources/Technology Tools</p>	
<p>School-to-Home Connection</p> <p>Suggested sequence for immersion week</p> <p><i>Mentor Texts</i></p> <p>This unit mainly involves gathering your own demonstration writing. It is recommended that before teaching the unit, you work through the teaching points of the lessons and do your own writing to use as a model text.</p> <p><i>Supporting texts:</i></p> <p><i>Violence in Video Games</i> by Diane Marczely Gimpel (persuasive writing)</p> <ul style="list-style-type: none"> ● TCRWP Writing Rubrics and Student Editing Samples ● TCRWP Editing Checklists ● NJSLS- ELA Gr4 	

Correlations to the Common Core State Standards

Anchor Charts

Strategies for Generating Essay Entries

Color / B&W

Qualities of Good Freewriting

Color / B&W

Session 1

Sample Student Essay: Figure A

Sample Student Essay: Figure B

Sample Student Essay: Figure C

Opinion Writing Checklist, Grades 3 and 4

Chart: I Love Ice Cream

Chart: Let's Write an Essay

FIG. 1-1 Sophie's model essay

Homework: Essay Structure Boot Camp

Session 2

Homework: Collecting Ideas as Essayists

FIG. 2-1 Isabel's collection of ideas

FIG. 2-2 Owen's page

FIG. 2-3 Sophie's entry

FIG. 2-4 Alejandro's notebook entry (for homework)

Session 3

Freewriting Sample: Jonah (Complete essay from FIG. 3-1)

FIG. 3-2 Nora's draft

FIG. 3-3 Miles's draft

FIG. 3-4 Teachers hung freewriting with class annotations

FIG. 3-5 Johnathan's idea

FIG. 3-6 Christina's writing

FIG. 3-7 Jonathan circles ideas

Session 4

Chart: Ways to Push Our Thinking (FIG. 4-1)

FIG. 4-2 LaKeya's first thought

FIG. 4-3 Maya's piece

FIG. 4-4 Emma's ladder of abstraction

FIG. 4-5 Max's entry

Homework: Using Elaboration Prompts to Grow Ideas

Session 5

Chart: Strategies for Generating Essay Entries

Anchor chart: Strategies for Generating Essay Entries

Chart: To Develop a Thesis, I...

FIG. 5-1 Kimberly's annotated entry

FIG. 5-4 Teacher's web

FIG. 5-5 Emma's web

FIG. 5-6 Emma's seed ideas

FIG. 5-7 Sam's web

FIG. 5-8 Sam's seed ideas
FIG. 5-9 Josy's seed ideas
FIG. 5-10 Randolino's thesis
FIG. 5-11 Sophie's thesis
FIG. 5-12 Tray's thesis
FIG. 5-13 LaKeya's thesis
FIG. 5-14 Alejandro (for homework)
Homework: Mining Our Writing

Session 6

Thesis Statements with Reasons: Predictable Problems and Exemplars
FIG. 6-1 Emma's thesis and supporting reasons
FIG. 6-2 Rie's first thesis
FIG. 6-3 Sophie's first draft
FIG. 6-4 Sophie's second draft
Homework: Boxes and Bullets

Session 8

Opinion Writing Checklist, Grades 4 and 5
Andy's Essay
FIG. 8-1 Sam's notebook entry
FIG. 8-2 Eddy's revised story
FIG. 8-3 Jay Jay's revised story
FIG. 8-4 Tony's story
Homework: Composing and Sort Mini-Stories
Chart: Guidelines for Writing Support Stories for Essays

Session 9

FIG. 9-1 William's final draft
FIG. 9-2 LaKeya's lists
FIG. 9-3 Jamile's list
Homework: Creating Parallelism in Lists

Session 10

Chart: Steps to Take Before You Draft
Chart: Questions to Ask of Writing Before You Draft
FIG. 10-1 Sam's notebook entry
Homework: Organizing for Drafting

Session 11

Chart: Let's Write an Essay
Essay, Original Version: "My Father is My Most Important Teacher"
FIG. 11-1 Small group story
Homework: Building a Cohesive Draft

Session 12

Chart: Essay "To-Do" List
FIG. 12-2 Emma's plan for drafting
FIG. 12-3 Fiona's plan for drafting
Homework: Becoming Our Own Job Captains

Session 13

Chart: Ways to Start an Essay
FIG. 13-2 Olivia's introductions
FIG. 13-3 Rie's introductions
FIG. 13-4 Emma's introduction
FIG. 13-5 Olivia's conclusions
FIG. 13-6 Rie's conclusions
Chart: Ways to End an Essay
Homework: Writing Introductions and Conclusions

Session 14

Opinion Writing Checklist, Grades 4 and 5
FIG. 14-1 Andrew's personal essay
FIG. 14-2 Andrew's reflections and goals
FIG. 14-3 Hannah's reflections and goals
FIG. 14-4 Jessie's reflections and goals
Homework: Revising Our Work with Goals in Mind

Session 15

Editing Checklist
FIG. 15-1 Nora identifies a run-on sentence
FIG. 15-2 Emma's final essay across many pages
FIG. 15-3 William's personal essay
FIG. 15-4 Fatmire's personal essay
FIG. 15-5 Tanya's final draft

Session 16

FIG. 16-1 Andrew's personal to persuasive opinion
FIG. 16-2 Andrew's writing
FIG. 16-3 Jessie's persuasive opinions and supports
FIG. 16-5 Laura's fifth grade thesis ideas
Homework: Moving from Personal to Persuasive

Session 17

No Uniforms!
Chart: Moves Persuasive Essay Writers Make that Are Also...
Chart: Opinion Writers...
FIG. 17-2 Sam's To-Do list
FIG. 17-3 Sam's thesis statement and supporting reasons
FIG. 17-4 Jonathan's To-Do list
FIG. 17-5 Jonathan's lists
FIG. 17-7 Kika's boxes and bullets plan
Homework: Inquiry into Persuasive Essay

Session 18

Opinion Writing Checklist, Grades 4 and 5
FIG. 18-1 Mark's chart for collecting evidence

Session 19

Chart: Transition Phrases to Connect Evidence to Reasons
FIG. 19-2 Jonathan's introduction

FIG. 19-3 Hannah's introduction

FIG. 19-4 Jessie's writing

FIG. 19-5 Kika's writing

Essay, Original Version: "My Father is My Most Important Teacher"

Essay, Revised Version: "My Father is My Most Important Teacher" (for homework)

Session 20

Opinion Writing Checklist, Grades 4 and 5

Editing Checklist

FIG. 20-3 Hannah's final draft

FIG. 20-4 Jessie's final piece

FIG. 20-5 Emma's final piece

FIG. 20-6 Jonathan's final piece

FIG. 20-7 Andrew's final piece

FIG. 20-8 Kika's final piece

Skye's final piece

Andrew reflects on his final piece

Hannah reflects on her final essay

21st Century Life and Career Standards

Please select all standards that apply to this unit of study:

- ☐ Act as a responsible and contributing citizen and employee.
- ☐ Apply appropriate academic and technical skills.
- ☐ Communicate clearly and effectively and with reason.
- ☐ Demonstrate creativity and innovation.
- ☐ Model integrity, ethical leadership, and effective management.
- ☐ Plan education and career paths aligned to personal goals.
- ☐ Use technology to enhance productivity.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 3a - Reading

Social Issues Book Clubs (If, Then pgs. 94-116)

Summary and Rationale

The Social Issues Book Clubs unit teaches children to take both their books and their lives seriously. This unit uses books to teach children about the issues that affect many people, not just one person or character. In **Bend I**, students will learn about social issues that exist in our world and look for the problems and injustices that exist in their books. In **Bend II** readers will make connections and ask questions as they read to better understand the social issues in their texts. Then, readers will analyze the ways different authors address similar issues by studying the author's perspective and craft. In **Bend III** readers deepen their thinking and recognize social issues across books, even when they are not explicitly stated. The hope is that through reading these books and watching characters deal with social issues, the students, themselves, can learn how they might deal with such challenges issues.

Recommended Pacing

6-8 weeks (January/February)

Standards

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 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 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.4.6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
RI.4.9.	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.
Writing	
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.4.7.	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.	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> 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].”).
Speaking and Listening	
SL.4.1.	<p>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.</p> <ul style="list-style-type: none"> 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.4.6.	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.4.4.	<p>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.</p> <ul style="list-style-type: none"> 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 keywords and phrases.
L.4.5.	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> 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.
Interdisciplinary Connections	
Science	
5.1.4.A.2	Use outcomes of investigations to build and refine questions, models, and explanations.
5.1.4.B.1	Design and follow simple plans using systematic observations to explore questions and predictions.
5.1.4.B.3	Formulate explanations from evidence.
5.1.4.B.4	Communicate and justify explanations with reasonable and logical arguments.
5.1.4.C.1	Monitor and reflect on one's own knowledge regarding how ideas change over time.
5.1.4.C.2	Revise predictions or explanations on the basis of learning new information.
5.1.4.D.1	Actively participate in discussions about student data, questions, and understandings.

Instructional Focus

Enduring Understandings:

- Readers read between the lines to look for the issues in texts, noticing injustices that affect the character and their community, comparing and contrasting how different characters deal with problems, and thinking about the important lessons they can learn from these.
- Readers analyze the way different authors address similar issues by asking questions and making connections, reading multiple texts on the same topic, and rereading the texts closely to analyze the author's perspective and craft.
- Readers become more complex in their thinking by approaching all texts with a critical lens, noticing these social issues everywhere, even when they are not explicitly stated.

Essential Questions:

- How can I read texts (literature, informational texts, and texts that relate to current events) with a lens that lets me see the issues that are hiding in them?
- How can I notice how various authors and texts approach an issue differently?
- How can I become more complex in my thinking because I read?

Evidence of Learning (Assessments)

Unit Common Assessment:

- Pre-Assessment
- Post-Assessment

Reading:

- TC Running Record Reading Assessments
- Reading Learning Progression- Narrative Reading
 - Grade 4
 - Grades 2-6
- Reading Learning Progression- Information Reading
 - Grade 4
 - Grades 2-6

Objectives (SLO)

IMPORTANT TIPS FOR IMMERSION:

During the first few days of the unit, teachers should plan time for sharing mentor texts so that students can begin to consider social issues as a whole class. You can set up opportunities for shared reading and/or interactive read aloud where you can begin to notice and think about social issues with the whole class and begin to prompt partners to think, as they turn and talk and share their thoughts and ideas.

Possible Plan for Immersion Week
Possible Short Stories for Immersion

Students will know (Goals):

BEND 1: Reading Between the Lines to Interpret Issues in Texts

Goal: Readers read between the lines to interpret issues in texts.

Students will be able to (Teaching Points):

- Book club members use the social issues lens to develop empathy for people/characters in books, movies, and the world. *(Session 1: minilesson)*
- Book club members recognize that texts have multiple issues and understand that these issues have different meanings and importance within the book. *(Session 2: minilesson)*
- Book club members question as they read. *(Session 3: minilesson)*
 - First, they read the story for *what* happens and then they read asking “What does this story teach about _____?” (a social issue: homelessness, bullying, losing someone etc.)
- Book club members pay close attention to social issues in a book by noticing how characters react to situations. *(Session 4: minilesson)*
 - Readers may ask “What am I learning about this issue from this scene?”
- Book club members pay attention to when and how a character struggles. *(Session 5: minilesson)*
 - “What do the character’s troubles suggest about the social issues in this book?”
 - “What do they suggest the author wants to convey about those?”
- Book club members consider how different authors convey the same, or similar, issues. *(Session 6: minilesson)*
- Critical readers compare and contrast the different characters’ perspectives on the social issues in a book. *(Session 7: minilesson)* Readers ask themselves
 - “What are the different characters’ reactions to the issues in the book?”
 - “How do characters deal with these issues in similar or different ways?”.
- Book club members think deeply about social issues in a book by paying attention to crucial scenes in a book . *(Session 8: minilesson)*
 - Mark those pages and consider how an issue is shown there
 - Notice how characters react to the situations in those scenes

	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ Determine what that teaches us about that issue ● Book club members converse about social issues in a book by examining the book through the lens of fairness and unfairness. <i>(Session 9: minilesson)</i> <ul style="list-style-type: none"> ○ “I think this is fair because...” ○ “I think this is unfair because...” ○ “This matters because...” ● Book club members consider the more universal themes in their books. <i>(Session 10: minilesson)</i> <ul style="list-style-type: none"> ○ To support students with level of thinking: <ul style="list-style-type: none"> ■ Have students locate evidence to support themes ■ Consider significant recurring struggles and patterns of ideas that are repeated across the text ● Book club members look outside their fiction reading to nonfiction resources to deepen their understanding of the social issues they are reading about. <i>(Session 11: minilesson)</i>
<p>BEND 2: Analyzing the Way Different Authors Address and Craft Similar Social Issues in Literature and Current Events</p> <p>Goal: Readers analyze the way different authors address similar social issues.</p>	<ul style="list-style-type: none"> ● Book club members discover hidden issues in a text by using questions to guide their reading, continually growing new ideas. <i>(Session 12: minilesson)</i> <ul style="list-style-type: none"> ○ Who has power? Who is powerless? Why? ○ How is power maintained? ● Book club members consider the groups that the character in their books belong to (race, class, gender, religion, and also our hobbies, interests and values) and use this information to think about their various perspectives. <i>(Session 13: minilesson)</i> ● Book club members examine the social issues that affect their own lives to bring more insight to their book club conversations. <i>(Session 14: minilesson)</i> ● Book club members read multiple sources of nonfiction on the same topic to get an even deeper understanding of the text. <i>(Session 15: minilesson)</i> ● Book club members let their book club conversations influence their thinking and lead them to new insights by asking themselves: <i>(Session 16: minilesson)</i> <ul style="list-style-type: none"> ○ “What do we now think about the book after our conversation?” ○ “What do we now think about the social issue we have been discussing?” ○ “How will our future reading be different?” ● Book club members analyze the author's' craft and structure by closely reading and rereading sections of

	<p>their novels and nonfiction texts, asking themselves questions like: <i>(Session 17: minilesson)</i></p> <ul style="list-style-type: none"> ○ Why did the author choose this setting as opposed to another? ○ Why did the author choose to use this flashback (or any writing technique) here? ○ Why did the author use these words to describe _____? ○ Why did the author present two characters who think and feel so differently? <ul style="list-style-type: none"> ● Book club members compare a poem and a text side by side, identifying similarities and differences in the author’s craft and structure. <i>(Session 18: minilesson)</i> ● Book club members compare and contrast the treatment of the same issue across multiple texts (poem and narrative). <i>(Session 19: minilesson)</i> <ul style="list-style-type: none"> ○ By paying attention to the tone ○ How two different authors address the same issue ○ Their use of language, structure and literary devices ○ The different points of view ○ The way the texts are different ○ The different effect the texts have on the reader
<p>BEND 3: Bringing our Reading Lenses to the World</p> <p>Goal: Readers deepen their thinking by bringing their critical reading lens to the world.</p>	<ul style="list-style-type: none"> ● Readers can examine their own lives as well as texts in other genres to deepen their understanding of an issue they find in fiction. <i>(Session 20: minilesson)</i> ● Readers use writing to stretch their thinking about what they are reading. <i>(Session 21: minilesson)</i> <i>Helpful prompts:</i> <ul style="list-style-type: none"> ○ “This makes me think...” ○ “On the other hand...” ○ “This connects with...” ○ “I used to think... but now I think...” ○ “Some people think.... But I think...” ● Readers use writing as a way to respond to how the book club’s conversations have shaped and influenced their own thinking. <i>(Session 22: minilesson)</i> ● Readers are always building on what they know; they implement strategies they’ve already learned to develop a stronger understanding of the issues they are reading about. <i>(Session 23: minilesson)</i>
Suggested Resources/Technology Tools	
School-to-Home Connection	

Possible sequence for Immersion Week

Teachers College Reading and Writing Project Website

Read Aloud Text Suggestions: *be mindful that the text should be a level or two above the grade level (T/U)*

Out of my Mind by Sharon Draper or any other book club text not being utilized

Junkyard Wonders by Patricia Polacco

Wonder by R.J Palacio

A poem that **thematically connects** to your read aloud (see Lessons 18, 19)

Other suggestions:

TCRWP Social Issues Texts: *These books are sorted according to theme and level. Be sure to read about the books before choosing one for a read-aloud, making sure the content is grade-level appropriate.*

Grades 2-5 Book Club List *be sure to click on your school name tab on the bottom bar and scroll to “Grade 4-Social Issues Book Clubs”

- There are multiple copies of texts. If students do not choose a certain text, teacher may choose to use this text as a read aloud throughout the social issues book club unit.

21st Century Life and Career Standards

Please select all standards that apply to this unit of study:

- ☐ Act as a responsible and contributing citizen and employee.
- ☐ Communicate clearly and effectively and with reason.
- ☐ Consider the environmental social and economics impacts of decisions.
- ☐ Utilize critical thinking to make sense of problems and persevere in solving them.
- ☐ Model integrity, ethical leadership, and effective management.
- ☐ Plan education and career paths aligned to personal goals.
- ☐ Use technology to enhance productivity.
- ☐ Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 3b- Writing

The Literary Essay- Writing about Fiction (Book 4)

Summary and Rationale

**** In the spiral the word *thesis* is used, please replace this word with *claim* as that is the terminology that is used in the 3rd and 5th grade curricula.****

Throughout this unit, students are taught the value of close reading complex texts. From day one, students learn to read literature closely - and to write about the literature they are reading. They'll first learn to notice the details in a text, to appreciate that authors choose the setting, objects, words, metaphor, and characters they put into their texts for reasons, and therefore, readers are wise to read, asking, "Why might this author have made this decision?" Students will learn to read texts with attentiveness, noticing what the author has done and fashioning evidence-based theories about the text. After drafting and revising essays about a familiar short text in **Bend I**, students will be given feedback on their first cycle of essay writing, and then you'll ask them to repeat that cycle in the **second bend**, this time applying all they have learned to write more interpretively and analytically. The unit ends, in the **third bend**, with students writing compare-and-contrast essays, noting the different texts' approaches to the same theme or issue. They will learn ways to structure a compare-and-contrast essay and cite evidence from two texts in a seamless, purposeful manner.

Recommended Pacing

6-8 weeks (January/February)

Standards

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.4.3.	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.4.9.	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Writing	
W.4.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ul style="list-style-type: none"> 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.4.4.	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.4.7.	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. <ul style="list-style-type: none"> 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.
Language	
L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a.) Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> a.) Choose words and phrases to convey ideas precisely. b.) Choose punctuation for effect.

L.4.5.	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> 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.
Interdisciplinary Connections	
Integration of Technology	
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> Readers grow ideas about a text by reading closely, noticing the details and analyzing the text for ideas and interpretations. Readers write more interpretively and analytically by looking at all sides of a text to form complex ideas and then studying the author's craft to find evidence to support their idea. Readers write compare-and-contrast essays by analyzing the similarities and differences across texts, categorizing their observations to form ideas and then elaborating on these ideas, providing enough evidence to support their claim. 	<ul style="list-style-type: none"> How can readers grow ideas about a text? How do readers write about a text more interpretively and analytically? How do readers write compare-and-contrast essay?
Evidence of Learning (Assessments)	
<p>Unit Common Assessment: Post-Assessment</p> <ul style="list-style-type: none"> Teachers will provide each student with a fresh text and students will have to write a literary on-demand. TCRWP Rubrics and Editing Checklists (Use Opinion Rubric, Assess components: Overall, Lead, Organization, Transitions, Ending, Elaboration, Punctuation) <p>Writing:</p> <ul style="list-style-type: none"> TCRWP Writing Rubrics and Student Editing Samples TCRWP Editing Checklists 	

Objectives (SLO)

IMPORTANT TIPS FOR IMMERSION:

During the first few days of the unit, teachers should plan time for sharing mentor texts so that students can all explore, study, and notice characteristics of literary essays together. Interactive and shared writing are also important ways for students to see the process of writing literary essays.

Possible Plan for Immersion Week: Literary Essay

Grammar/Language Focus:

- Writers use quotations from a text.
- Writers use modal auxiliaries (e.g. can, may, must) to convey various conditions.
- Writers correctly use frequently confused words (e.g. to; too, two; there; their; they're)
- Writers spell-grade appropriate words correctly, consulting references as needed.
- Writers produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
- Writers use relative pronouns (e.g., who, whose, whom, which, that)*
- Writers use a comma before a coordinating conjunction in a compound sentence.*

The grade level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, students may need additional grammar instruction based upon their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student might need next.

*These skills should have been introduced in previous writing units and should be supported in this unit, as necessary.

Students will know:

Students will be able to:

BEND I: Writing about Reading: Literary Essays

Goal: Readers carefully mine texts to grow ideas for a literary essay.

Suggestions for Differentiation

Conferring/Small Group Instruction

(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)

- Support close reading. (Session 1)
- Revise initial theories. (Session 2)
- Elaborate on theories about characters. (Session 3)
- Revise the thesis. (Session 4)
- Collect and angle stories to support ideas. (Session 5)
- Evaluate evidence for a claim. (Session 6)

- Readers read with an attentiveness to details so that they can spark ideas and use writing as a vehicle to further develop these ideas. *(Session 1: minilesson)*
- Readers pay special attention to the characters in a story (traits, motivations, struggles, changes and life lessons) *Session 2: minilesson*
- Readers elaborate on their ideas using simple prompts. *(Session 3: minilesson)*
- Writers select ideas to craft into theses and then question and revise their theses, making sure they are supported by the whole text. *(Session 4: minilesson)*
- Writers select mini stories as evidence to support their ideas. *(Session 5: minilesson)*
- Writers support their ideas by choosing direct quotes that best support their ideas. *(Session 6: minilesson)*
- Writers use lists, stories and quotes as evidence to support their claims *(Session 7: minilesson)*
- Writers construct literary essays by creating drafts out of collections of evidence. *(Session 8: minilesson)*

<ul style="list-style-type: none"> ● Ask and answer questions on the page. (Session 7) ● Mark parts into a cohesive whole. (Session 8) 	<ul style="list-style-type: none"> ○ <i>What makes for a good literary essay?</i> ○ <i>What exactly does a writer do to be a powerful essayist?</i>
<p>BEND II: Raising the Quality of Literary Essays</p> <p>Goal: Readers write more interpretively and analytically, selecting evidence to support a claim.</p> <p>-----</p> <p>-</p> <p><i>Suggestions for Differentiation</i> <i>Conferring/Small Group Instruction</i> <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> ● Celebrate success and anticipate struggles. (Session 9) ● Stretch initial ideas. (Session 10) ● Coach writers to see more and do more to ratchet up their work. (Session 11) ● Address struggles. (Session 12) ● Support the study of author’s craft. (Session 13) 	<ul style="list-style-type: none"> ● Writers seek out patterns in their books or short stories, using those patterns to develop ideas about the story’s theme or message. <i>(Session 9: minilesson)</i> ● Writers look at all sides of a text and form complex ideas, adding depth to their writing. <i>(Session 10: minilesson)</i> ● Writers flash-draft essays, getting their thoughts down quickly on paper. <i>(Session 11: minilesson)</i> ● Writers think carefully about their introductions and conclusions, giving readers the bigger picture for their claim in their introduction and leaving their readers with something to think about in their conclusion. <i>(Session 12: minilesson)</i> ● Writers find evidence to support their claims by studying the choices authors make in their texts. <i>(Session 13: minilesson)</i> ● Writers check their writing, making sure they have use the present tense and that all their pronoun references are correct. <i>(Session 14: minilesson)</i>
<p>BEND III: Writing Compare-and-Contrast Essays</p> <p>Goal: Readers compare and contrast their analyses across texts, paying closer attention to the nuances of the texts.</p> <p>-----</p> <p>-</p> <p><i>Suggestions for Differentiation</i> <i>Conferring/Small Group Instruction</i> <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> ● Deepen students’ initial observations. (Session 15) ● Bring all you know to this important work. (Session 16) ● Essayists think about how, not just what. (Session 17) ● Teach simplicity versus complexity. (Session 18) 	<ul style="list-style-type: none"> ● Readers write about the similarities and differences between texts and categorize their observations into patterns or ideas, in preparation to write a compare-and-contrast essay. <i>(Session 15: minilesson)</i> ● Readers write compare-and-contrast essays by looking at similar themes across texts, or similar characters, and naming how the texts approach these themes differently or how the characters are similar or different. <i>(Session 16: minilesson)</i> ● Writers draw on all they know about essay writing as they tackle new projects <i>(Session 17: minilesson)</i> ● Writers elaborate on each of their supporting ideas, ensuring they have developed their essay with enough evidence for their claim. <i>(Session 18: minilesson)</i> ● Writers get their writing ready for readers by editing and polishing up their writing, specifically punctuation and comma usage. <i>(Session 19: minilesson)</i> ● Writers celebrate their literary essays as a community of readers and writers. <i>(Session 20: minilesson)</i>

Suggested Resources/Technology Tools

School-to-Home Connection

Suggested sequence for Immersion Week

Mentor Text:

Fox by Margaret Wild and Ron Brooks

Any text with opportunities for character study, interpretation work and analysis of author's craft.

Charts and resources from the Boxes and Bullet writing unit

Correlations to the Common Core State Standards

Anchor Charts

How to Write a Literary Essay
Color / B&W

Session 1

Chart: Questions Writers Ask of Texts
Chart: Questions Writers Ask of Earlier Entries
FIG. 1-1 Max's notebook entry
Homework: Reading with Passionate Attentiveness

Session 2

Chart: How to Write a Literary Essay
Anchor chart: How to Write a Literary Essay
FIG. 2-1 Max's writing
FIG. 2-2 Ali envisions herself as the character Lupe and writes off from "The Marble Champ"
Homework: Studying How a Mentor Author Portrays a Character

Session 3

Transcript of a Book Club Conversation
List of Prompts: Ways to Push Our Thinking
Chart: Ways to Push Our Thinking, Version 1
FIG. 3-1 Sophia's entry
FIG. 3-2 Angelina's claim
FIG. 3-3 Ali's revised entry
Homework: Bring More of the Text to Reading Response

Session 4

Chart: How to Write a Literary Essay
Anchor chart: How to Write a Literary Essay
FIG. 4-1 Judah's boxed ideas
FIG. 4-2 Judah's draft thesis statement
FIG. 4-3 Parker's thesis and reasons
FIG. 4-4 Parker's first booklet
Homework: Crafting Theses Quickly Using a Template

Session 5

Chart: How to Angle a Story to Make a Point
FIG. 5-1 Celia's work after the minilesson
FIG. 5-2 Julia's start to an essay
Homework: Studying a Literary Essay

Session 6

Chart: When Choosing a Quote, Essayists Ask...
Chart: Ways to Bring Quotes into an Essay
Chart: How to Write a Literary Essay
Anchor chart: How to Write a Literary Essay
FIG. 6-1 Celia adds a quote
Homework: Using Quotations as Evidence

Session 7

Chart: How to Write a Literary Essay
Anchor chart: How to Write a Literary Essay
FIG. 7-1 Celia's first attempt at a list
FIG. 7-2 Celia's second attempt at a list
FIG. 7-3 Celia's third attempt at a list
FIG. 7-4 Celia's final and best list
FIG. 7-5 Richard's notebook entry
FIG. 7-6 Richard's conversation with himself on the page
Homework: Saying Essays Aloud

Session 8

Opinion Writing Checklist, Grades 4 and 5
Chart: How to Write a Literary Essay
Anchor chart: How to Write a Literary Essay
FIG. 8-1 Students annotate Katherine's essay
Homework: Revising for Strength and Clarity

Session 9

List of Prompts: Questions
Chart: Writing to Think about a Message or a Theme
FIG. 9-1 Harrison's notebook entry
FIG. 9-2 Harrison continues to explore his ideas
FIG. 9-3 Harrison's ideas grow interpretive
FIG. 9-4 Raffi's writing
Homework: Finding Elusive Meaning in Texts

Session 10

Chart: Tips for Developing More Complex Ideas
Chart: Possible Templates that Can Support Thesis Statements for Literary Essays
FIG. 10-1 Brandon's entry
FIG. 10-2 Brandon writes more
FIG. 10-3 Parker's template for his essay
Homework: Learning to Make Complex Claims

Session 11

Chart: How to Write a Literary Essay
Anchor chart: How to Write a Literary Essay
Chart: Ways to Push Our Thinking, Version 1
FIG. 11-1 Lu's writing
FIG. 11-2 Katherine's ending
FIG. 11-3 Parker's goals
Homework: Mapping a Revision Plan

Session 12

Chart: Steps to Writing a Lead
Chart: Conclusions
Examples of Leads Written for Essays
Opinion Writing Checklist, Grades 4 and 5
Additional Essay Leads
FIG. 12-1 Parker's introductions
FIG. 12-2 Celia's conclusion
Homework: Crafting Conclusions

Session 13

Chart: Literary Devices
Chart: How to Write a Literary Essay
Anchor chart: How to Write a Literary Essay
FIG. 13-1 Raffi's writing
Homework: From Thought to Revision

Session 14

Opinion Writing Checklist, Grades 4 and 5
FIG. 14-1 Celia's more complex sentences
Homework: Prioritizing Goals

Session 15

Chart: Tips for Comparing and Contrasting
FIG. 15-1 John's compare-and-contrast entry
Homework: Revising Entries

Session 16

Chart: Finding Texts to Compare in Deep Ways
Chart: Possible Leads for Compare-and-Contrast Essays
List of Literary Terms
FIG. 16-1 Parker uses literary language in his introduction
FIG. 16-2 Celia's rewrite
FIG. 16-3 Jessica's revised introduction
Homework: Opening Up Possibilities

Session 17

Chart: Literary Devices
FIG. 17-1 Student's Compare-and-Contrast Essay
FIG. 17-2 Parker's updated personal goals
Opinion Writing Learning Progression
Homework: Revising Drafts Based on Partner Suggestions

Session 18

Sample: Student Draft that Demonstrates a Tangle of Thoughts and Ideas (FIG. 18-1, 18-2)
Chart: Ways to Push Our Thinking, Version 2
Homework: Revising to Lift the Level of Your Essay

Session 19

Opinion Writing Checklist, Grades 4 and 5
Editing Checklist
Homework: Being Wide-Awake Readers of Our Own Writing

Session 20

FIG. 20-1 Max's final draft
FIG. 20-2 Adam's final draft
FIG. 20-3 Judah's final draft
FIG. 20-4 Ali's final draft
FIG. 20-5 Jessica's final draft
FIG. 20-6 Parker's final draft
FIG. 20-7 Kenneth's final draft

21st Century Life and Career Standards

Please select all standards that apply to this unit of study:

- ☐ Act as a responsible and contributing citizen and employee.
- ☐ Communicate clearly and effectively and with reason.
- ☐ Employ valid and reliable research strategies.
- ☐ Utilize critical thinking to make sense of problems and persevere in solving them.
- ☐ Plan education and career paths aligned to personal goals.
- ☐ Use technology to enhance productivity.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 4a- Reading	
Reading History: The American Revolution (Book 3)	
Summary and Rationale	
<p>The Reading History Unit builds upon the work of the first nonfiction unit Reading the Weather, Reading the World and guides students to read like historians. You will introduce your readers to primary sources and develop strategies for tackling more difficult texts. In Bend I, we reinforce the nonfiction text features and text structures that we developed in Unit 2a: Reading the Weather, Reading the World. Readers will begin summarizing what we have learned and develop tools for reading. Finally, readers choose a subtopic and research it working to synthesize information from many sources. In Bend II, students will read with an understanding that any account of an event was made by a person who has their own viewpoint (perspective). Students recognize that one perspective is never the whole story and go in search of as much information as we can find before weighing in with a stance of our own. Finally, we take what we have learned and step into the past to recreate the Second Continental Congress. In Bend III, the aim is for readers to work with increasing independence. This is an opportunity to work with a partner to do a focused investigation of a new subtopic. We will become resourceful word-solvers by focusing on academic and topic (domain) specific vocabulary.</p>	
Recommended Pacing	
6-8 weeks (March/April)	
Standards	
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).
Reading: Informational Text	

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: Foundational Skills	
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. 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. D. 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.4.7.	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 and 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.
Interdisciplinary Connections	
Social Studies	
6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.
6.1.4.D.5	Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
6.1.4.D.8	Determine the significance of New Jersey’s role in the American Revolution.

Integration of Technology	
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> • Readers of history use all they know about nonfiction reading to take notes, synthesize information, and collect information on a topic by reading in chunks, synthesizing information, paying attention to tone and point of view, and teaching others all they know. • Readers of history recognize differing perspectives, choose an angle, and find evidence to support their claim by paying attention to multiple points of view/sides of the issue and using debate as a tool. • Readers of history use all that they know to reach deeper conclusions and find universal messages and meanings by using various strategies to support interpretation. 	<ul style="list-style-type: none"> • How can readers of history use all they know about nonfiction reading to take notes, synthesize information, and collect information on a topic? • How can readers of history recognize differing perspectives, choose an angle, and find evidence to support their claim? • How can readers of history use all that they know to reach deeper conclusions and find universal messages and meanings.
Evidence of Learning (Assessments)	
Unit Common Assessment: <ul style="list-style-type: none"> • Teacher Instructions • Preassessment • Preassessment Sample Responses • Postassessment • Postassessment Sample Responses • Student Rubric • Learning Progression 	
Reading: <ul style="list-style-type: none"> • TC Running Record Reading Assessments • Reading Learning Progression- Narrative Reading <ul style="list-style-type: none"> ○ Grade 4 ○ Grades 2-6 • Reading Learning Progression- Information Reading <ul style="list-style-type: none"> ○ Grade 4 ○ Grades 2-6 	
Objectives (SLO)	

Students will know:	Students will be able to:
<p>BEND I: Researching History</p> <p>Goal: Readers of history use all they know about nonfiction reading to take notes, synthesize information, and collect information on a topic.</p>	<ul style="list-style-type: none"> ● Begin with a pre-assessment (Units of Study xiv) ● Researchers learn about a topic by locating resources to build their background knowledge. They also skim to find recurring subtopics (<i>Session 1: minilesson</i>) ● Readers of history preview a text to identify text structure, to help them understand the important parts and organize their notetaking. (<i>Session 2, minilesson</i>) ● A Day for Assessment - Readers of history will review their pre-assessments and learning progressions to set goals for their reading. ● Readers of history pay attention to people, geography, and chronology when they read history to organize their new knowledge into who, where, and when.. (<i>Session 3: minilesson</i>) ● Readers of history read texts in chunks and pause to think it over before they record important parts. (<i>Session 4: minilesson</i>) ● Reserachers synthesize information about key subtopics by reading an overview text, then reading across several sources and thinking about how the new information fits with what they already know. (<i>Session 5: minilesson</i>) ● Readers of history also pay attention to the details that reveal tone and point of view. (<i>Session 6: minilesson</i>) ● Readers of history draw on particular strategies to read primary sources. (<i>Session 7: minilesson</i>) <ul style="list-style-type: none"> ○ <i>What type of document is it?</i> ○ <i>Who created it?</i> ○ <i>When and where was it made?</i> ○ <i>Why was it created?</i> ● Readers of history bring their topics to life by drawing on all they know about reading fiction to make a scene come alive. (<i>Session 8: minilesson</i>) ● Readers of history can teach each other what they have learned through about their subtopic of the American Revolution. (<i>Session 9: minilesson</i>)
<p>BEND II: Preparing for Debate</p> <p>Goal: Readers of history recognize differing perspectives, choose an angle, and find evidence to support their claim.</p>	<ul style="list-style-type: none"> ● Readers of history pay attention to multiple point of view so that they can form a more complete understanding of what happened in the past.. (<i>Session 10: minilesson</i>) <ul style="list-style-type: none"> ○ <i>This minilesson should be divided over two or more days.</i> ○ <i>Recognizing how word choice reveals perspective.</i>

	<ul style="list-style-type: none"> ○ <i>Reading across both sides of the issue.</i> ● Readers of history study historical evidence to determine their own point of view, then they analyze the evidence to figure out how to support it. <i>(Session 11: minilesson)</i> <ul style="list-style-type: none"> ○ <i>This minilesson should be divided over two or more days.</i> ○ <i>Reflect on evidence found in primary sources</i> ● Debaters of history research both sides of an issue to present their position effectively with reasons and evidence and rebut the position of their opponent. <i>(Session 12: minilesson)</i> <ul style="list-style-type: none"> ○ <i>This minilesson should be divided over three or more days.</i> ● Readers of history can hone their debating skills by recreating the Second Continental Congress. <i>(Session 13: minilesson)</i>
<p>BEND III: Engaging in a Second Cycle of Research</p> <p>Goal: Readers of history use all that they know to reach deeper conclusions and find universal messages and meanings.</p>	<ul style="list-style-type: none"> ● Readers of historical fiction often start with much easier texts to get background knowledge on a topic before tackling harder texts.. <i>(Session 14: minilesson)</i> ● Readers of history use special strategies for complex texts. <i>(Session 15: minilesson)</i> <ul style="list-style-type: none"> ○ <i>Preview the text closely</i> ○ <i>Read a section and paraphrase what was read</i> ○ <i>Notice whether it fits with what they've read before or does it introduce something new?</i> ● Readers of history look to specific places in a text where an author often reveals important information related to the main idea. <i>(Session 16: minilesson)</i> Readers pay attention to <ul style="list-style-type: none"> ○ <i>Introductions, Conclusions, and text features</i> ● Readers of history draw on prior knowledge of text features to alter their strategies based on the kind of text they are reading. <i>(Session 17: minilesson)</i> ● Readers of history approach new words to gain deep understanding; they learn not only the definition but also work to understand the word and how it is used at a deeper level. <i>(Session 18: minilesson)</i> Readers should be able to: <ul style="list-style-type: none"> ○ <i>Give examples of it</i> ○ <i>Talk about how it is similar and different from variations</i> ○ <i>Talk about the various kinds of it</i> ● Readers of history use their knowledge of a topic to consider several possible answers when they ask questions that don't have clear or quick answers.. <i>(Session 19: minilesson)</i>

- Readers of history draw upon their knowledge of interpretation to ask questions about history, and to figure out the big lessons that they can learn from the past. (*Session 20: minilesson*)

Suggested Resources/Technology Tools

School-to-Home Connection

Correlations to the NJSLs

Anchor Charts

Launching a Research Project
Color / B&W

Aligning Grade 4 History Reading and Writing Units: A User's Guide **Session 1**

American Revolution Picture Books List
American Revolution Leveled Books List
"Give me liberty, or give me death!" speech video link
"Liberty's Kids Samuel Adams Speech" video
"No More King!" video link
"The Famous Ride of Paul Revere" article from The Amer. Rev. and Constitution
"Tea Troubles: The Boston Tea Party" article from The Amer. Rev. and Constitution
"The Wigmaker's Boy and the Boston Massacre" article from The Amer. Rev. and Constitution
"Launching a Research Project" anchor chart
"The American Revolution Before 1775" chart
Fluency strand of the Informational Reading Learning Progression checklist
Homework

Session 2

"Give me liberty, or give me death!" speech video link
Transcript of Samuel Adams Speech
"Liberty's Kids Samuel Adams Speech" video
"Launching a Research Project" anchor chart
Cross Text(s) Synthesis and Main Idea(s) and Supporting Details/Summary strands of the Informational Reading Learning Progression
"Common Nonfiction Text Structures" chart
"The American Revolution Before 1775" chart
Homework

Session 3

"No More King!" video link
"Lenses to Carry When Reading History" chart
"The American Revolution Before 1775" chart
Fig 3-1: "A Student's Timeline"
Fig 3-3: "Social Class in the Colonies"
Fig 3-4: "A Student's Timeline 2"
Homework

Session 4

"The American Revolution Before 1775" chart
"Taking Notes" chart
"Launching a Research Project" anchor chart
"A Detail" chart
"Note-Taking to Support Nonfiction Reading" checklist
Fig 4-1: "The Boston Tea Party Flow Chart"
Fig 4-3: "Social Studies Toolkit"
Fig 4-4: "American Revolution Main Ideas"
Homework

Session 5

"Launching a Research Project" anchor chart
"Phrases that Help Synthesize Related Information" chart
Fig 5-1: "Information Synthesized from Two Texts"
Homework

Session 6

"Paul Revere's Ride" poem
"The Famous Ride of Paul Revere" article from The Amer. Rev. and Constitution
link to "This Day in History" on History.com, "Revere and Dawes warn of British Attack"
Cross Text(s) Synthesis strand of the Informational Reading Learning Progression, grades 3, 4, and 5
Homework

Session 7

"Tea Troubles: The Boston Tea Party" article from The Amer. Rev. and Constitution
"The Wigmaker's Boy and the Boston Massacre" article from The Amer. Rev. and Constitution
American Revolution Images
"Questions to Ask About a Primary Source" chart
Critical Reading strand of the Informational Reading Learning Progression, Grades 4 and 5
Fig 7-1: "Two Sources of Information"
Homework

Session 8

Fluency strand of the Informational Reading Learning Progression, Grades 3, 4 and 5
Homework

Session 10

Paul Revere's Boston Massacre Engraving link
Captain Preston's Testimony
British Viewpoints and Primary Sources
Analyzing Perspective strand of the Informational Reading Learning Progression, Grades 4 and 5
Fig 10-1: "Two Different Points of View"
Fig 10-2: "George vs. George, Two Points of View"
Fig 10-3: "What Really Happened at the Boston Massacre"
Homework
"Tea Troubles: The Boston Tea Party" article from The Amer. Rev. and Constitution
Link to *Tea Drinking in 18th-Century America*

Session 11

Benjamin Franklin's "Join, or Die" Cartoon

Woman Hugging Her Husband Image
Fig 11-1: "The Colonies Should Have Stayed"
Fig 11-3: "Loyalists Notes"
Fig 11-4: "Patriot Notes"
Homework

Session 12

"Tips for Being a Great Debater" chart
"Phrases to Use in Debates" chart
Homework

Session 13

Fig 13-1: "Counterargument to Bryce"
Fig 13-2: "Counterargument to Isaac"

Session 14

"ushistory.org" link
"Launching a Research Project" anchor chart
"The American Revolution After 1775" chart
Main Idea(s) and Supporting Details/Summary and Comparing and Contrasting strands of the Informational Reading Learning Progression, Grades 4 and 5
Homework

Session 15

Main Idea(s) and Supporting Details/Summary and Monitoring for Sense strands of the Informational Reading Learning Progression
Fig 15-1: "Bunker Hill Notes"
Fig 15-2: "Student Research from Bend III"
Homework

Session 16

Main Idea(s) and Supporting Details/Summary and Analyzing Author's Craft strands of the Informational Reading Learning Progression, Grades 4 and 5
Homework

Session 17

"Story Elements" chart
Fig 17-1: "Student Summarizing and Envisioning"

Session 18

"Siege of Yorktown" challenging passage link
Excerpts Containing Unfamiliar Term
"Figuring Out the Meaning" chart
"Knowing a Word" chart
Fig 18-1: "Personal Word Bank"
Fig 18-2: "Vocabulary Word Bank"
Homework

Session 19

"Taking Notes to Record Important Information and Explain It" chart

Fig 19-1: "Redcoat Student Notes"

Session 20

"How to Build an Interpretation" chart

Fig 20-1: "Common Sense Student Notes"

Analyzing Author's Craft strand of the Informational Reading Learning Progression

21st Century Life and Career Standards

Please select all standards that apply to this unit of study:

- ☐ Act as a responsible and contributing citizen and employee.
- ☐ Apply appropriate academic and technical skills.
- ☐ Consider the environmental social and economics impacts of decisions.
- ☐ Employ valid and reliable research strategies.
- ☐ Model integrity, ethical leadership, and effective management.
- ☐ Plan education and career paths aligned to personal goals.
- ☐ Use technology to enhance productivity.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 4b - Writing

Bringing History to Life (Book 3)

Summary and Rationale

The Bringing History to Life unit's primary focus is to explicitly teach students step by step, what they need to know to dive deep into the project of writing research. Students will write a history-based research essay. (This unit uses the American Revolution as the time period, however you can adapt it to any historical time period.) This is a writing unit and most time should be spent writing, rather than researching. **Bend 1** focuses on generating ideas about the text they are going to write by planning the structure, adding details to bring the information alive, and deciding what other forms of writing to include. **Bend 2** emphasizes the importance of having a research plan and strong note-taking. Students will draft in a logical sequence having introductions and transitions, include text features and quotations. **Bend 3** shifts from organizing the information to developing their own ideas about the information. Students will begin to make historical interpretations to incorporate life lessons in their essays.

Recommended Pacing

6-8 weeks (March/April)

Standards	
Reading: Literature	
RL4.2	Determine the key details to identify theme in a story, drama, or poem and summarize the text.
Reading: Informational Text	
RI4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI4.3	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.
RI4.5	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.
RI4.8	Explain how an author uses reasons and evidence to support particular points in a text.
RI4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably
Speaking and Listening	
SL4.1	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. <ul style="list-style-type: none"> • Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. • Follow agreed-upon rules for discussions and carry out assigned roles. • 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. • Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
SL4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL4.4	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.
SL4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Writing	
W4.1	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> • 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.
W4.2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> • 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.
W4.3	<p>Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> • 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.
W4.5	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
W4.7	<p>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>
W4.8	<p>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</p>
W4.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> • 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”).

W4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
Language			
L.4.1.	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> ● a.) Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). ● b.) Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. ● c.) Use modal auxiliaries (e.g., can, may, must) to convey various conditions. ● d.) Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). ● e.) Form and use prepositional phrases. ● f.) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* ● g.) Correctly use frequently confused words (e.g., to, too, two; there, their).* 		
L.4.2.	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> ● 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. a.b	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> ● 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 a	<p>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.</p> <ul style="list-style-type: none"> ● 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.4.6	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).		
Instructional Focus			
<table border="1"> <tr> <td>Enduring Understandings:</td><td>Essential Questions:</td></tr> </table>		Enduring Understandings:	Essential Questions:
Enduring Understandings:	Essential Questions:		

<ul style="list-style-type: none"> Writers generate ideas for their research essay by using what they have learned incorporating citations, logical structure, use text features to highlight your central idea. They will also include more focused topics (information chapters) within their research essay. Writers choose a subtopic from within their research essay and begin to elaborate by making logical choices about structure to help readers understand the most important information in their research essays. Writers generate historical interpretations/life lessons from their topics, generate questions, and then hypothesize and research answers to those questions 	<ul style="list-style-type: none"> How do writers of nonfiction text write information chapters within their research essay? How do writers of informational text elaborate using historical detail, text features, and quotations? How do writers of informational text develop their own historical interpretations?
Evidence of Learning (Assessments)	
<p>Unit Common Assessment: POST ASSESSMENT</p> <ul style="list-style-type: none"> Final Historical Research Essay TCRWP Rubrics and Editing Checklists (Use Information Rubric, Assess components: Lead, Organization, Transitions, Ending, Elaboration*, Craft*, Punctuation, Spelling) <p>Writing:</p> <ul style="list-style-type: none"> TCRWP Writing Rubrics and Student Editing Samples TCRWP Editing Checklists 	
Objectives (SLO)	
<p>Grammar/Language Focus</p> <ul style="list-style-type: none"> Writers use correct capitalization.* Writers use quotations from a text.* Writers correctly use frequently confused words (e.g. to; too, two; there; their; they're)* Writers spell-grade appropriate words correctly, consulting references as needed.* Writers produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* Writers use a comma before a coordinating conjunction in a compound sentence.* <p>The grade level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, students may need additional grammar instruction based upon their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student might need next.</p> <p>*These skills should have been introduced in previous writing units and should be supported in this unit, as necessary.</p>	
Students will know: (Goals)	Students will be able to: (Teaching point)

<p>Bend 1: Informational books: Making a Conglomerate of Forms (Using all we know about writing)</p> <p>Goal: Writers incorporate information chapters into their research essays.</p> <hr/> <p><i>Suggestions for Differentiation</i> <i>Conferring/Small Group Instruction</i> <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> ● Organize notes and angle the all-about. (Session 1) ● Choose and write within a structures. (Session 2) ● Uncover predictable problems for researching and note-taking. (Session 3) ● Coach listeners. (Session 4) ● Conduct research on the Internet. (Session 5) ● Plan and launch into drafting. (Session 6) ● Essay-planning reminders. (Session 7) 	<ul style="list-style-type: none"> ● Writers imagine the text they are going to write by thinking about the parts and the whole, and develop a plan for their writing project. (Session 1 Pg 2-13) ● Writers of informational text choose a structure for their writing then use this structure as a guide for research and note-taking. (Session 2 Pg 14-21) ● Writers use what they have learned in previous sessions throughout the year and apply them as they work independently. (session 3 Pg 22-29) ● Writers of informational text actually teach about their topic to others before they begin to write. (Session 4 Pg 30-37) ● Writers of informational text include details that help readers picture what happened long ago. (Session 5 38-46) ● Writers of informational text include stories within their nonfiction texts to bring them to life by thinking about character, setting, and conflict. (Session 6 Pg 47-55) ● Writers of informational text write essays within their text by thinking about the structure, the thesis, the supports and the needed research to develop/support their ideas. (Session 7 Pg 56-66) ● Writers need to reflect on how they are doing. Writers ask themselves: (Session 8 Pg 67- 74) <ul style="list-style-type: none"> ○ <i>What have I accomplished as a writer?</i> ○ <i>What do I still need to work on?</i>
<p>Bend 2: Writing with Greater Independence</p> <p>Goal: writers of informational text use what they learned about writing to elaborate using historical detail, text features, and quotations.</p> <hr/> <p><i>Suggestions for Differentiation</i> <i>Conferring/Small Group Instruction</i> <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> ● Plan the sequence of your instruction: topic choice, tables of contents, and research plans. (Session 9) ● Support intertextual and cross-text synthesis (Session 10) ● Help writers organize. (Session 12) ● Use text features purposefully. (Session 13) ● Grow ideas: the three-column approach. (Session 14) ● Keep engagement and productivity high (Session 16) 	<ul style="list-style-type: none"> ● Writers devise a research plan when they tackle a new piece of informational writing. (session 9 Pg 76-86) ● Writers understand the importance of note-taking by realizing their notes need to be clear enough for the writer to explain them to someone else. (Session 10 Pg 87-96) ● Writers draw on all they know as information writers to draft new information books. (Session 11 Pg 97-101) ● Writers need to organize information by including an introduction and transitions that lets readers in on the organizational plan. (Session 12 Pg 102-112) ● Writers include text features to highlight important information. (Session 13 Pg 113 - 123) ● Writers of informational text include quotations to their writing to accentuate a central idea. (session 14 Pg 124-134) ● Writers draw on what they know about other genres, including narrative, essay, and how-to writing to craft chapters for their information books in the style and form of those genres. (Session 15 Pg 135-139)

	<ul style="list-style-type: none"> Writers of informational text need to remember to address more than one side of the story. (session 16 Pg 140-150) Writers reflect on how much they have grown as writers, and set goals for areas they want to improve. (this sets them up for the next Bend) (Session 17 Pg 151-154)
<p>Bend 3: Building Ideas in Informational Writing</p> <p>Goal: Writers of informational text develop their own historical interpretations.</p> <p>-----</p> <p><i>Suggestions for Differentiation</i> <i>Conferring/Small Group Instruction</i> <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> Use freewriting to grow ideas. (Session 18) Come up with life lessons. (Session 19) Finding worthwhile questions. (Session 20) Nudge students toward publication. (Session 21) 	<ul style="list-style-type: none"> Writers of informational text write and develop their own ideas about the information that they find as they research. (Session 18 Pg. 156-163) Writers of informational text convey larger ideas about people, a nation, and a time. As they write they ask themselves: (Session 19 Pg. 164-171) <ul style="list-style-type: none"> <i>What life lessons might this be teaching?</i> Writers of informational text do not start out as experts on the topic they chose to write about, but instead become short-term experts by turning their thoughts into research questions. (Session 20 Pg 172-182) Writers of informational text understand that they do not always find the answer to all questions, but through their research they can find possible answers. (Session 21 Pg 183-191) Writers edit their writing to make sure it is ready for an audience. (Session 22 Pg 192 - 196) Writers share their writing with an audience to teach them all the writer learned about their topic. (Session 23 Pg 197)

Suggested Resources/Technology Tools

School-to-Home Connection

Resources for Teaching writing CD-ROM Includes :

- a bibliography of online and print sources, that support the topic used to teach this unit...the American Revolution
- Internet sites for video resources related to the American Revolution
- Primary sources related to the American Revolution
- Bookmarked kid-friendly Internet search engines.

***If you chose Not to use the American Revolution topic, then you NEED to have exposed your students to another Historical time period.**

Mentor Text:

The Revolutionary War by Josh Gregory (In the trade book pack)

Trade Books:

Liberty! How the Revolutionary War Began by Lucille Recht Penner

The Eve of the Revolution by Barbara Burt
What's the Big Idea, Ben Franklin? By Jean Fritz
Can't You Make Them Behave, King George? By Jean Fritz

Correlations to the Common Core State Standards

Anchor Charts

Getting Ready to Write an Informational Book
Color / B&W
Strategies History Researchers Use to Grow Ideas as They Research
Color / B&W

Aligning Grade 4 History Reading and Writing Units: A User's Guide

Session 1

Teacher Demonstration Writing: Session 1 Mid-Workshop Teaching
Chart: The Revolutionary War: Possible Topics
Chart: Possible Sections of an Informational Book
Chart: Getting Ready to Write...An Information Book
Anchor chart: Getting Ready to Write an Informational Book
Research Resources
FIG. 1-1 Naomi's Text on the Battles of Lexington and Concord
Homework: Rereading and Note-Taking in Preparation for Writing an All-About Chapter

Session 2

FIG. 2-1 Kim's notes
FIG. 2-2 Kim's introduction
Homework: Writing Your Informational Book, Bird by Bird

Session 3

FIG. 3-1 Yoshi's notes
Homework: The To-Do List: A Writing Scavenger Hunt

Session 4

Chart: Questions Teachers Ask When Planning to Teach
Information Writing Checklist, Grades 4 and 5
FIG. 4-1 Edward's teaching plan
Homework: 30 Minutes - Just WRITE!!

Session 5

FIG. 5-1 Greyson's detailed passage
Homework: Brainstorming Narrative Stories for Your Informational Book

Session 6

Chart: Planning a Micro-Story that Will Be Embedded in Research
FIG. 6-1 Edward's draft of his narrative
FIG. 6-2 Milo's draft of his narrative
FIG. 6-3 Mirei's narrative
Homework: Researching to Find Historical Details to Include in Your Narrative Chapter

Session 7

Teacher Demonstration Writing: Session 7, Active Engagement
FIG. 7-1 Naomi's Text on the Battles of Lexington and Concord
FIG. 7-2 Milo's writing sample
Chart: Essay Plan
Chart: Transition Words
Homework: Finishing Up and Brainstorming Possible Topics for New Research Projects

Session 8

Information Writing Checklist, Grades 4 and 5
FIG. 8-1 Gracie's self-reflection
FIG. 8-2 Gracie's published book
FIG. 8-3 Lucie's published book

Session 9

FIG. 9-1 Edward's list of possible topics
FIG. 9-2 Jackson's notes
FIG. 9-3 Melissa's notes
FIG. 9-4 Jude's notes
Homework: Rally Writers to Collect, Share, and Compile Resources, Including Videotapes

Session 10

Chart: How to Take Notes
Homework: Teaching Others to Prepare for Writing

Session 11

Chart: Suggestions for Drafting
Information Writing Checklist, Grades 4 and 5
Teacher Demonstration Writing: Session 11, Share

Session 12

Chart: Ways to Begin a Chapter in an Informational Book
Chart: Ways to Conclude a Chapter in an Informational Book
Teacher Demonstration Writing: Session 12, Conferring
Teacher Demonstration Writing: Session 12, Share
FIG. 12-1 Melissa's draft
Homework: Writing an Introduction that Hooks Readers

Session 13

Chart: Possible Text Features
Chart: Ways to Highlight Central Ideas and Key Information In Your Informational Writing
Teacher Demonstration Writing: Session 13, Minilesson (typeset)
Teacher Demonstration Writing: Session 13, Minilesson (handwritten)
FIG. 13-2 Milo's sketch and labels
FIG. 13-3 Grayson's word section
FIG. 13-4 Edward's sketch
FIG. 13-5 Melissa's bold vocabulary words and glossary
Homework: Deadlines Can Be Lifelines, Making Writers Spring into Action

Session 14

Chart: Ways to Highlight Central Ideas and Key Information in Your Informational Writing

FIG. 14-1 Kim's writing

Homework: Giving Credit to the Quote Source by Using Connecting Phrases

Session 15

Information Writing Checklist, Grades 4 and 5

Teacher Demonstration Writing: Session 15, Minilesson

Chart: Planning a Micro-Story that Will Be Embedded in Research

Session 16

FIG. 16-1 Grayson's narrative

FIG. 16-4 Melissa's story, version one

FIG. 16-5 Melissa's story, version two

Homework: Reading to Assess and Revise

Chart: Methods for Writing Powerful History Stories

Session 17

Information Writing Checklist, Grades 4 and 5

Session 18

Teacher Demonstration Writing: Session 18, Conferring

FIG. 18-1 Jackson's notes and freewriting

Homework: Grand Conversations on the Page

Chart: Ways to Push Our Thinking

Chart: Freewriting

Session 19

FIG. 19-1 Kathryn's writing

FIG. 19-2 Grayson's ideas

Homework: Continue Work Growing Ideas in Notebooks

Chart: Coming Up with Life Lessons

Session 20

FIG. 20-1 Olivia's questions

FIG. 20-2 Edward's question and hypothesis

Homework: Rereading Your Draft to Come Up with Researchable Questions

Session 21

Teacher Demonstration Writing: Session 21, Conferring

FIG. 21-1 Melissa's notebook entry

FIG. 21-2 Melissa's writing

Homework: Finishing Drafts and Making a Source List

Session 23

FIG. 23-1 Melissa's book

FIG. 23-2 Edward's book

FIG. 23-3 Jude's book

FIG. 23-4 Natasha's book

FIG. 23-5 Grayson's book

21st Century Life and Career Standards

- ☐ Apply appropriate academic and technical skills.
- ☐ Communicate clearly and effectively and with reason.
- ☐ Demonstrate creativity and innovation.
- ☐ Employ valid and reliable research strategies.
- ☐ Utilize critical thinking to make sense of problems and persevere in solving them.
- ☐ Use technology to enhance productivity.
- ☐ Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 5a- Reading

Historical Fiction Book Clubs (Book 4)

Summary and Rationale

Historical Fiction Book Clubs unit supports students in learning to read in ways that allow them to make deep, rich interpretations and to engage in strong, analytic reading. Students will develop ideas about characters, determining themes, inferring within text, compare and contrasting texts, synthesizing across texts, and talking and writing about reading. **Bend 1** focuses the reader to construct a sense of the setting not just as a physical place, but as an emotional place. Students will synthesize the evolving settings with the plotlines and subplots. **Bend 2** emphasizes the interpretation of a story, helping students to see beyond the plot. **Bend 3** invites readers to think between texts (Fiction & Non-fiction). Students will use the nonfiction texts to learn more about the characters, their struggles, their perspectives, their insights, and their knowledge of history.

Recommended Pacing

6-8 weeks (May/June)

Standards

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, genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Reading: Informational Text

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.4.3.	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.

Writing

W.4.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> 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").
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Speaking and 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. <ul style="list-style-type: none"> 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.
Language	
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).
Interdisciplinary Connections	
Social Studies	
6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
6.1.4.D.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
Integration of Technology	
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
Instructional Focus	

Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> • Readers tackle complex texts by monitoring for sense, thinking across timelines, and working with support from a book club. • Readers form interpretations about a book by growing nuanced ideas and then reading alertly, considering various perspectives and characters to grow and revise these ideas. • Readers refer to primary sources and research as they read to deepen their understanding of the topic or time period. 	<ul style="list-style-type: none"> • How do good readers tackle complex texts? • How do readers grow, shape and revise interpretations? • How do readers use nonfiction sources to support their understanding of a fictional text?
Evidence of Learning (Assessments)	
Teacher Instructions	
Student Rubric Learning Progression	
Historical Fiction Book Clubs (Book 4) Pre-Assessment: <ul style="list-style-type: none"> • Preassessment • Pre Assessment Sample Responses 	
Historical Fiction Book Clubs (Book 4) Post-Assessment: <ul style="list-style-type: none"> • Post Assessment • Post Assessment Sample Responses 	
Reading Learning Progressions: <ul style="list-style-type: none"> • TC Running Record Reading Assessments • Reading Learning Progression- Narrative Reading <ul style="list-style-type: none"> ○ Grade 4 ○ Grades 2-6 • Reading Learning Progression- Information Reading <ul style="list-style-type: none"> ○ Grade 4 ○ Grades 2-6 	
Objectives (SLO)	
SUGGESTIONS FOR IMMERSION Prior to beginning the unit, you should spend a few days anchoring students in the genre of historical fiction. Possible Plans for Immersion Week	
Students will know (Goal):	Students will be able to (Teaching Points):
Bend 1: Tackling Complicated Texts	<ul style="list-style-type: none"> • Readers analyze the setting at the start of the book-when the story takes place, where, and what this place feels like. (<i>Session 1: minilesson</i>)

<p>Goal: Readers tackle nonfiction texts by turning to their toolbox of reading skills and strategies.</p> <hr/> <p><i>Suggestions for Differentiation</i> <i>Conferring/Small Group Instruction</i> <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> ● Lay the groundwork for the upcoming unit. (Session 1) ● Respond to predictable problems as children read and talk in clubs. (Session 2) ● Rally club members around a shared goal. (Session 3) ● Coach into students' reading, as well as into their clubs. (Session 4) 	<ul style="list-style-type: none"> ● Readers keep track of story elements as they read, continually building on what they know. (<i>Session 2: minilesson</i>) ● <i>A Day for Assessment</i> ● Readers keep track of the ways in which the character's timeline fits in with the historical timeline of the story (<i>Session 3: minilesson</i>) ● Readers step into their character's shoes and realize that their thoughts and decisions are shaped by the time period they live in. (<i>Session 4: minilesson</i>)
<p>Bend 2: Interpreting Complex Texts</p> <p>Goal: Readers grow and shape interpretations as they read.</p> <hr/> <p><i>Suggestions for Differentiation</i> <i>Conferring/Small Group Instruction</i> <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> ● Coach readers towards goals, including the goal of thoughtful conversations. (Session 5) ● Coach readers who need help seeing fine grained detail. (Session 6) ● Be informed by the learning progression. (Session 7) ● Teacher readers to pay attention to tone and mood. (Session 8) ● See whole texts, rather than small sections, in a fresh light. (Session 9) ● Lead small groups to help readers progress on the determining themes strand. (Session 10) 	<ul style="list-style-type: none"> ● Readers read complex texts alertly by recognizing when a passage is significant and thinking about how that passage connects to other parts of the text. (<i>Session 5: minilesson</i>) ● Readers note their "big ideas" about a book and support these ideas with small moments, details and objects found in the text. (<i>Session 6: minilesson</i>) ● Readers develop their own interpretation of a text and then use this as a lens; growing and shaping that interpretation as they read. (<i>Session 7: minilesson</i>) ● Readers stay open to new ideas, both as they read and in conversation with other readers, and then use these new ideas to make their interpretations more powerful. (<i>Session 8: minilesson</i>) ● Readers attend to the perspectives of minor characters to deepen their interpretation of a text. (<i>Session 9: minilesson</i>) ● Readers draft and revise their ideas by comparing them to qualities of a strong interpretation. (<i>Session 10: minilesson</i>)
<p>Bend 3: The Intersection of Historical Fiction and History</p> <p>Goal: Readers deepen their understanding of historical fiction by turning to nonfiction texts.</p> <hr/> <p><i>Suggestions for Differentiation</i> <i>Conferring/Small Group Instruction</i></p>	<ul style="list-style-type: none"> ● Readers deepen their understanding of an unfamiliar time period by studying photographs and illustrations from that time. (<i>Session 11: minilesson</i>) ● Readers make their reading into a project by researching as they read. (<i>Session 12: minilesson</i>) ● Readers learn additional information from historical narratives, and organize their thinking and notes to gather and sort these facts. (<i>Session 13: minilesson</i>)

(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)

- Study images to learn about history. (Session 11)
- Support readers as they grow ideas. (Session 12)
- Move back and forth between historical fiction and nonfiction: grounding ideas in text and in history. (Session 14)
- Move from literal to abstract thinking and to contrasting, as well as comparing. (Session 15)

- Readers familiarize themselves with different perspectives and are careful not to make assumptions or overgeneralize. (Session 14: minilesson)
- Readers investigate power dynamics in their stories to deepen their thinking. (Session 15: minilesson)
- Readers look for similar these across different books to deepen their understanding (Session 16: minilesson)
- Readers celebrate how they have become inspired, educated and influenced by these historical fiction texts. (Session 17: minilesson)

Interactive Read Aloud: *Number the Stars* (Suggested Text)

Follow the pacing guide below to ensure that your readers are prepared for each session ahead of time. There are times you'll read aloud during a mini lesson; however, this will not be when you do the bulk of your read aloud. To keep minilessons brief and maximize independent reading time, your read aloud will take place in a block of time outside of reading workshop.

Session	Read Aloud during the minilesson (Refers to <i>Number the Stars</i> , unless otherwise noted)	Read Aloud before/ after the minilesson (Refers to <i>Number the Stars</i> , unless otherwise noted)
BEND I		
Session 1	Any historical fiction picture book	No specific reading
Session 2	Chapter 1, pp. 1-2	The rest of chapter 1 (<i>after</i> the minilesson)
Session 3	Revisit Chapters 1 and 2	Chapter 2 (<i>before</i> the minilesson)
Session 4	Revisit Chapter 1, p.2 and pp. 8-10	No specific reading
BEND II		
Session 5	<i>The Tiger Rising</i> , Chapter 10, or another favorite read-aloud <i>Number the Stars</i> , Chapter 3, pp. 24-25	Chapter 3 (<i>before</i> the minilesson)
Session 6	Read aloud all of Chapter 5 (for the first time)	Chapter 4 (<i>before</i> the minilesson)
Session 7	Students should be able to discuss what they've read so far in <i>Number the Stars</i> .	Chapters 6 and 7 (<i>before</i> the minilesson)

Session 8	Chapter 6, pp. 50-53	Chapter 8 (<i>before</i> the minilesson)
Session 9	Chapter 9, pp. 74-81	Chapter 9 (<i>before</i> the minilesson)
Session 10	The poem “Things” by Eloise Greenfield	Chapters 10 and 11 (<i>before</i> the minilesson)
BEND III		
Session 11	Chapter 2, p. 12	Chapters 12 and 13 (<i>before</i> the minilesson)
Session 12	Chapter 15, p. 118	Chapters 14 and 15 (<i>before</i> the minilesson)
Session 14	Chapters 8-10, pp. 67-68 (Teaching) Chapter 16, pp. 123-124 (Active Engagement) Chapter 14, pp. 109-110 (Share)	Chapter 16 (<i>before</i> the minilesson)
Session 15	Students should be able to discuss what they’ve read so far in <i>Number the Stars</i> . Chapter 1, p. 5 Chapter 5, p.47	Chapter 17 (<i>before</i> the minilesson) (End of <i>Number the Stars</i>)

Suggested Resources/Technology Tools

School-to-Home Connection

Possible sequence for immersion week

Teachers College Reading and Writing Project Website

[Correlations to the Common Core State Standards](#)

Mentor Text: *Number the Stars* by Lois Lowry

Supporting Mentor Texts:

- *historical fiction picture books*
- *non-fiction narrative supporting texts for Bend 3*

Book Club Text Sets:

Grades 2-5 Book Club List *be sure to click on your school name tab on the bottom bar and scroll to “Grade 4-Historical Fiction Book Clubs”

Additional Resources

Anchor Charts

Readers of Historical Fiction...
Color / B&W

Additional Read-Aloud Texts

Session 1

"Analyzing Parts of a Story in Relation to the Whole" strand of the Grade 4 Narrative Reading Learning Progression
"Readers of Historical Fiction" anchor chart
"Creating a Constitution" chart
"In a well-run club, members..." chart
Fig 1-1: "The Historical Readers Constitution"
Homework

Session 2

"Readers of Historical Fiction" anchor chart
"How to Build an Interpretation" chart
"Monitoring for Sense" strand of the Grade 4 Reading Narrative Learning Progression
Homework

Session 3

"Readers of Historical Fiction" anchor chart
Fig 3-1: "Teacher Timelines"
Fig 3-2: "Freedom Summer Timeline"
Homework

Session 4

Fourth-Grade Exemplar of Answers to a Question about "Blizzard"
"Readers of Historical Fiction" anchor chart
Grades 3, 4, and 5 strands of the "Analyzing Perspective" strand of the Narrative Reading Learning Progression
Grades 5 and 6 "Analyzing Parts of a Story in Relation to the Whole" strand of the Narrative Reading Learning Progression
Fig 4-1: "Joseph's Historical Setting Notes"
Fig 4-2: "Sam's Time Period Notes"
Homework

Session 5

"Clues that Suggest a Passage Is Worth Pondering" chart
"Thought Prompts to Help Us Grow Complex Ideas" chart
"Growing Powerful Book Club Conversations" chart
Fig 5-1: "Deeper Thinking Jotting"
Fig 5-2: "Sam's Club's Post-It Ideas"
Homework

Session 6

"Thinking Deeply" chart
"Readers of Historical Fiction" anchor chart
Inferring About Characters strand of the Narrative Reading Learning Progression
Fourth-Grade Exemplar of Answers to a Question about "Blizzard"
Fig 6-1: "Annemarie's Star Drawing"
Fig 6-2: "Night Crossing Notes"
Homework

Session 7

"Determining Themes/Cohesion" strand of the Grade 3, 4, and 5 Narrative Reading Learning Progression

Fig 7-1: "Kobe's Small Details Notes"

Fig 7-2: "Izzy's Big Idea Notes"

Fig 7-3: "The House of 60 Fathers Notes 1"

Fig 7-4: "The House of 60 Fathers Notes 2"

Fig 7-5: "The Pioneers' Theory Chart"

Homework

Session 8

"Growing Powerful Book Club Conversations" chart

"Thought Prompts for Generating Quick Writes" chart

"Readers of Historical Fiction" anchor chart

"Determining Themes" strand of the Grade 3,4, and 5 Narrative Reading Learning Progression

Fig 8-1: "Issues Your Character Faces Homework"

Homework

Session 9

Conversational Prompts

"Figuring Out Perspective" chart

"Analyzing Perspective" strand of the Grade 3, 4, and 5 Narrative Reading Learning Progression

Fig 9-1: "Maxwell's Perspective of a Bird"

Fig 9-2: "Four Readers' Ideas"

Fig 9-3: "Emma Changes her Thinking"

Homework

Session 10

A Sunday Afternoon on La Grande Jatte Painting

"Things" poem

"A Theme" chart

"Talking and Writing to Learn" chart

Fig 10-1: "Immigrants Notes"

Homework

Session 11

"King Christian" image

"German Soldiers and Tanks" image

"Additional Nonfiction Materials" list

"Synthesizing Nonfiction into Stories" chart

"Using Images" chart

"A Theme" chart

"Use Search Terms to Find Historical Images" chart

"Readers of Historical Fiction" anchor chart

Homework

Session 12

"Additional Nonfiction Materials" list

link to article about Danish method of fooling search dogs during WWII

"Historical Fiction Readers Deepen Their Understanding" chart

Homework

Session 14

"Using My History Lens" notes
"A Theme" chart
"Historical Fiction Readers Deepen Their Understanding" chart
"Readers of Historical Fiction" anchor chart
Fig 14-1: "The Freedom Fighters' Plan"
Homework

Session 15

List of big events in Number the Stars
Map of The Rescue of the Danish Jews
Timeline for Number the Stars
Fig 15-1: "Malik's Exploration of Power"
Fig 15-2: "Power Change Homework"
Homework

Session 16

"Readers of Historical Fiction" anchor chart
Fig 16-1: "Number the Stars vs. The Butterfly"
Fig 16-2: "Brianna's Theme-Based Text Set."
Fig 16-3: "Sam's Thematic Text Set"
Fig 16-4: "Common Themes Between Three Books"
Fig 16-5: "What I Learned from Bud, Not Buddy"
Homework

Session 17

Fig 17-1: "Dear Principal Letter"

21st Century Life and Career Standards

Please select all standards that apply to this unit of study:

- ☐ Act as a responsible and contributing citizen and employee.
- ☐ Apply appropriate academic and technical skills.
- ☐ Communicate clearly and effectively and with reason.
- ☐ Consider the environmental social and economics impacts of decisions.
- ☐ Demonstrate creativity and innovation.
- ☐ Employ valid and reliable research strategies.
- ☐ Model integrity, ethical leadership, and effective management.
- ☐ Use technology to enhance productivity.
- ☐ Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 5b - Writing	
Historical Fiction Writing (If, Then)	
Summary and Rationale	
<p>The Historical Fiction writing unit uses the narrative process to write stories in the historical fiction genre. In the beginning students will learn to read historical texts through the lens of a writer. Students will need to pay close attention to author's craft. Bend 1 focuses on collecting, developing possible historical fiction ideas. In Bend 2 students will choose one idea and develop it into their first Historical Fiction story. They will use strong narrative craft and pay attention to creating historical accurate plotlines & believable characters. Bend 3 emphasizes learning from their revisions. Students use their revisions of past stories to set goals to improve their writing of future stories. Bend 4 shifts from the student's initial drafting to a more focused drafting process which involves deep revision work, and editing</p>	
Recommended Pacing	
6-8 weeks (May/June)	
Standards	
Writing	
W.4.3.a,b,d	<p>Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>Provide a conclusion that follows from the narrated experiences or events</p>
W4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing
W4.8	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.

W4.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> • 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].”).
W4.10	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
Speaking and Listening	
SL4.4	<p>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.</p>
Language	
L4.1 e,f	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). • Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. • Use modal auxiliaries (e.g., can, may, must) to convey various conditions. • Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). • Form and use prepositional phrases. • Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* • Correctly use frequently confused words (e.g., to, too, two; there, their).*
L4.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Use correct capitalization. • Use commas and quotation marks to mark direct speech and quotations from a text. • Use a comma before a coordinating conjunction in a compound sentence. • Spell grade-appropriate words correctly, consulting references as needed.
L4.3 a,b	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> • Choose words and phrases to convey ideas precisely.* • Choose punctuation for effect.* • Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
L4.5 c	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> • Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. • Recognize and explain the meaning of common idioms, adages, and proverbs. • Demonstrate understanding of words by relating them to their opposites(antonyms) and to words with similar but not identical meanings (synonyms).

Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> Writers use what they learned about narrative writing to collect, research, select, and develop story ideas that are set in a historical time period. Writers choose a story idea and take it through the writing process, using timelines and historical references to create accurate plotlines and believable characters. Writers draft stories aiming to write and revise with even greater attention to strong narrative craft, historical accuracy, writing the internal and external story, and theme. Writers prepare their stories for an audience through more focused drafting, deep revision work, and editing. 	<ul style="list-style-type: none"> How do writers generate ideas & plan to write Historical fiction? How do writers take a seed idea and grow it into a historical fiction story? How do writers use revision to improve their future historical writing pieces? How do writers prepare their historical fiction story for an audience?
Evidence of Learning (Assessments)	
<p>Unit Common Assessment:</p> <p>Pre- Assessment:</p> <ul style="list-style-type: none"> On-demand Writing Prompt (Optional) <p>Post Assessment:</p> <ul style="list-style-type: none"> On-demand Writing Prompt TCRWP Rubrics and Editing Checklists (Use Narrative Rubric, Assess components: Lead, Transitions, Organization, Ending, Elaboration, Craft, Punctuation) <p>Writing Rubrics and Checklists:</p> <ul style="list-style-type: none"> TCRWP Writing Rubrics and Student Editing Samples TCRWP Editing Checklists TCRWP Writing Rubrics and Student Editing Samples TCRWP Editing Checklists 	
Objectives (SLO)	

IMPORTANT TIPS FOR IMMERSION:

During the first few days of the unit, teachers should plan time for sharing mentor texts so that students can all explore, study, and notice characteristics of historical fiction - reading from the lens of the writer. Interactive and shared writing are also important ways for students to see the process of writing literary essays.

Possible Plan for Immersion Week

Grammar/Language Focus

- Writers form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
- Writers order adjectives within sentences according to conventional patterns (e.g. a small red bag rather than a red small bag).
- Writers correctly use frequently confused words (e.g. to; too, two; there; their; they're)
- Form and use prepositional phrases.*
- Writers use commas and quotation marks to mark direct speech.*
- Writers produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
- Writers use a comma before a coordinating conjunction in a compound sentence.*
- Writers spell-grade appropriate words correctly, consulting references as needed.*

The grade level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, students may need additional grammar instruction based upon their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student might need next.

*These skills should have been introduced in previous writing units and should be supported in this unit, as necessary.

Students will know: (Goals)	Students will be able to: (Teaching Points)
Bend 1: Collect, Select, and Develop Story Ideas (*This bend should take no more than a week to teach.) Goal: Writers generate ideas & plan to write Historical fiction	<ul style="list-style-type: none">● Writers of Historical Fiction study the Genre, by taking in these texts with the lens of a writer, considering the craft of its authors and the elements authors select to be included. (Session 1)● Writers generate ideas for stories through research of the historical era their story will be set. (session 2)● Writers generate ideas by thinking of their own desires and problems and how they would be handled or solved in their chosen historical era. (session 3)● Writers generate ideas by considering historical context by examining timelines and facts for possible conflict, character, plots. (Session 4)

<p>Bend 2: Choose a First Seed Idea and take it through the writing process.</p> <p>Goal: Writers draft accurate historical plotlines and believable characters.</p>	<ul style="list-style-type: none"> • Writers of historical fiction create a cohesive focused plot by understanding their characters wants/struggles are often linked to larger events happening around them. (Session 5) • Writers of historical fiction develop believable characters by thinking of the characters inside and outside traits that might go together during a historical time period. (Session 6) <ul style="list-style-type: none"> ◦ Ask “Does this ring true for the time period?” • Writers draft and revise compelling historical fiction stories. (Session 7)
<p>Bend 3: Take a second seed idea through the writing process, with greater attention to bringing out historical accuracy and meaning.</p> <p>Goal: Writers draft another historical fiction story focusing on narrative craft and theme.</p>	<ul style="list-style-type: none"> • Writers of historical fiction develop the setting by paying close attention to time-period specific terminology, historical detail and meaning. (session 8) • Writers revise by paying close attention to story scope and believability. (session 9) • Writers revise for historical accuracy. (session 10) • Writers of historical fiction understand how the characters do not have to resolve the historical struggle to create a satisfying ending. (session 11) • Writers generate satisfying endings (session 12)
<p>Bend 4: Edit and publish: Prepare the Historical Fiction story for readers.</p> <p>Goal: Writers will choose a story to revise and edit for publication.</p>	<ul style="list-style-type: none"> • Writers will revise and edit their story for sharing. (session 13)
<p>Suggested Resources/Technology Tools</p>	
<p>School-to-Home Connection</p> <p>Suggested sequence for Immersion Week</p> <p>If... Then... Curriculum Assessment -Based Instruction (pg 69-82) Teachers College Reading and Writing Project Website</p> <p>Mentor texts: It is suggested to have a wide variety of historical fiction picture books, novels, resources, maps etc. from different historical time periods.</p> <p>Read aloud Suggestions: <i>Freedom Summer</i> by Deborah Wiles (Segregation) <i>Pink and Say</i> by Patricia Polacco (Civil War)</p>	

21st Century Life and Career Standards

Please select all standards that apply to this unit of study:

- ☐ Apply appropriate academic and technical skills.
- ☐ Communicate clearly and effectively and with reason.
- ☐ Demonstrate creativity and innovation.
- ☐ Employ valid and reliable research strategies.
- ☐ Utilize critical thinking to make sense of problems and persevere in solving them.
- ☐ Use technology to enhance productivity.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>