English/Language Arts Department

Grade 4

Developed By: Brooke Benavides, Casey Corsa, Rhonda Swiderski
Effective Date: September 2024

Scope and Sequence:

Month	Reading	Writing	Word Study/Grammar
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)	*The Fountas & Pinnell Phonics, Spelling, and Word Study System, Grade 4* *Patterns of Power Plus: Extension Lessons for Young Writers, Grade 4* *Patterns of Power, Inviting Young Writers into the Conventions of Language, Grades 1-5* Note: Teachers should allocate approximately 10-15 minutes of their daily literacy block to EITHER Fountas and Pinnell Word Study lessons OR Patterns of Power grammar lessons. For Patterns of Power, remember that each lesson is split into six "invitations." See p. 11 of your Patterns of Power Plus Teacher's Guide for recommended sequencing options.
Nov-Dec	Unit 2a: Reading the Weather, Reading the World (Book 2)	Unit 2b: Informational Writing (Up the Ladder)	
Jan- Feb	Unit 3a: Detail and Synthesis: Close Reading of Fiction	Unit 3b: The Literary Essay: Writing About Fiction (Book 4)	
Mar-Apr	Unit 4a: Social Issues Book Clubs: Applying Analytical Lenses across Literature & Informational Texts (If,Then)	Unit 4b: Boxes and Bullets: Personal and Persuasive Essays (Book 2)	
2 weeks	**Test Prep Unit**		
May-June	Unit 5a: Historical Fiction Clubs (Book 4)	Unit 5b: Historical Fiction Writing (If, Then)	

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 Domain	
RL.CR.4.1.	Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
RL.CI.4.2.	Summarize a literary text and interpret the author's theme citing key details from the text.
RL.IT.4.3.	Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.

RL.TS.4.4	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. *(Lessons 14,15,18)*
Speaking and Listening Domain	
SL.PE.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. ● 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.PI.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.AS.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
Language Domain	
Foundational Skills: Reading Language	
Phonics and Word Recognition	
L.RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Fluency	
L.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 text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Foundational Skills: Writing Language	

Spelling	
L.WF.4.2	Demonstrate command of the conventions of encoding and spelling. A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes. B. Write affixed words that involve a sound or spelling change in the base word. C. Spell grade-appropriate words correctly, consulting references as needed. D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
Sentence Composition (Grammar, Syntax, and Punctuation)	
L.WF.4.3	Demonstrate command of the conventions of writing, including those listed under grade three foundational skills. A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue. B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs. C. Use independent clauses and coordinating conjunctions. D. Form irregular verbs; form and use progressive tenses. E. Form and use possessive nouns and pronouns. F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings). G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence. H.Use apostrophes for possession.
L.KL.4.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Choose words and phrases to convey ideas precisely. C. Choose punctuation for effect. D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
L.VL.4.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. 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., photograph, photosynthesis). 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.VI.4.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. B. Determine the meaning of words and phrases that allude to significant characters found in literature. C. Recognize and explain the meaning of common idioms, adages, and proverbs. D. 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.
Social Justice	
DI.3-5.7	I have accurate, respectful words to describe how I am similar to and different from people who share my identities
Career Readiness, Life Literacies and Key Skills	
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology.
9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance.
9.4.5.IML.2	Create a visual representation to organize information about a problem or issue.
9.4.5.IML.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
9.4.5.IML.5	Distinguish how media are used by individuals, groups, and organizations for varying purposes.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

9.4.5.TL.5	Collaborate digitally to produce an artifact.

Instructional Focus

Enduring Understandings:	**Essential Questions:**
● 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.	● 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

- **Pre-Assessment:**
  - Preassessment
  - Preassessment Sample Responses
  - Preassessent Student Rubric
- **Post-Assessment:**
  - Postassessment
  - Postassessment Sample Responses
  - Postassessment Student Rubric

Reading:

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

Objectives (SLO)

<u>Launching Reading Workshop</u>

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)* ○ *During this lesson you may want to take time to tie in Diversity Standard DI.3-5.7, I have accurate, respectful words to describe how I am similar to and different from people who share my identities and those who have other identities.* ● 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***	● 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

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)	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 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 <u>before</u> the Minilesson (Outside of Reading Workshop)	Read Aloud <u>during</u> 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
Correlations to the Common Core State Standards
Grade 4 ELA NJSLS Standards

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"

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

See suggestions for implementation listed under each goal.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

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 Domain	
RL.IT.4.3.	Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
Writing Domain	
W.NW.4.3.a ,b,d	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. **A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.** **B. Use dialogue and description to develop experiences and events or show the responses of**

	characters to situations. C. Use a variety of transitional words and phrases to manage the sequence of events. **D. Use concrete words and phrases and sensory details to convey experiences and events precisely.** E. Provide a conclusion that follows from the narrated experiences or events
W.WP.4.4.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. A. Identify audience, purpose, and intended length of composition before writing. B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter. C. Consider writing as a process, including self-evaluation, revision and editing. D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary. E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
W.SE.4.6.	Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
W.RW.4.7.	Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
Speaking and Listening Domain	
SL.PI.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
Language Domain	
Foundational Skills: Reading Language	
Phonics and Word Recognition	
L.RF.4.3	A. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Fluency	

L.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 text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Foundational Skills: Writing Language	
Spelling	
L.WF.4.2	Demonstrate command of the conventions of encoding and spelling. A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes. B. Write affixed words that involve a sound or spelling change in the base word. C. Spell grade-appropriate words correctly, consulting references as needed. D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
Sentence Composition (Grammar, Syntax, and Punctuation)	
L.WF.4.3	Demonstrate command of the conventions of writing, including those listed under grade three foundational skills. A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue. B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs. C. Use independent clauses and coordinating conjunctions. D. Form irregular verbs; form and use progressive tenses. E. Form and use possessive nouns and pronouns. F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings). G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence. H.Use apostrophes for possession.
L.KL.4.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Choose words and phrases to convey ideas precisely. C. Choose punctuation for effect.

	D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
L.VL.4.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. 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., photograph, photosynthesis). 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.VI.4.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. B. Determine the meaning of words and phrases that allude to significant characters found in literature. C. Recognize and explain the meaning of common idioms, adages, and proverbs. D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
Social Justice	
ID.3-5.1	I know and like who I am and can talk about my family and myself and describe our various group identities.
ID.3-5.4	I can feel good about my identity without making someone else feel badly about who they are.
Career Readiness, Life Literacies and Key Skills	
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology.

9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance.
9.4.5.IML.2	Create a visual representation to organize information about a problem or issue.
9.4.5.IML.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
9.4.5.IML.5	Distinguish how media are used by individuals, groups, and organizations for varying purposes.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
9.4.5.TL.5	Collaborate digitally to produce an artifact.

Instructional Focus

Enduring Understandings:	**Essential Questions:**
● 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.	● 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? ● How can writers study and apply grammar moves in mentor sentences to use in their writing?

Evidence of Learning (Assessments)

Unit Common Assessment:

- On-demand post (Narrative Assessment)
- TCRWP Rubrics and Editing Checklists (Use Narrative Rubric, Assess components: Overall, Lead, Ending, Elaboration, Craft)

Writing:

- 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

- Use correct capitalization. L.4.2.A
- Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). L.4.1.D
- Form and use prepositional phrases. L.4.1.E
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. L.4.1.F
- Choose words and phrases to convey ideas precisely. L.4.3.A

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)
    - *During this lesson you should take time to address Social Justice standard ID.3-5.1 I know and like who I am and can talk about my family and myself and describe our various group identities.*
    - *This session and session 2 are a great place to incorporate It Began With a Page from the diverse texts lists to discuss using our own experiences to spark ideas and find stories we wish existed more information available here*
- Fiction writers get ideas for stories by imagining the books they wish existed in their world. (session 2 Pg 12-18)
    - *During this lesson you should take time to address Social Justice standard ID.3-5.4 I can feel good about my identity without making someone else feel badly about who they are.*
    - *This session and session 1 are a great place to incorporate <u>It Began With a Page</u> from the diverse texts lists to discuss using our own experiences to spark ideas and find st*
    - *ories we wish existed more information available here*
- 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. **Grammar Goals:** Writers use prepositions to tell when or where, or to add details. Writers compose complete simple sentences. ***Grammar note:*** Each grammar lesson is a five day cycle. The placing is approximate, but the goal is to complete lessons 1-4 of Patterns of Power during unit 1B. ---------- ***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)	● Writers use Prepositional Phrases to ground their readers in time and space and to think about the relationships between nouns (Patterns of Power Lesson 1 - 5 days) ● 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) ● Writers create complete sentences by making sure they have a subject and a verb (Patterns of Power Lesson 2 - 5 days) ● 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)
Bend 3: Preparing for Publication with an Audience in Mind Goals: Fiction writers prepare their stories for sharing. **Grammar Goals:** Writers use coordinating conjunctions to form compound subjects. Writers use coordinating conjunctions to form compound predicates. ---------- ***Suggestions for Differentiation*** *Conferring/Small Group Instruction* *(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)* ● Help reluctant revisors. (Session 11) ● Learn from our writing patterns. (Session 12) ● Help struggling readers. (Session 13) ● Make editing choices. (Session 14)	● Writers use “and” to combine two subjects into one sentence (Patterns of Power Lesson 3 - 5 days) ● 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) ● Writes use “and” to join two actions in a sentence (Patterns of Power Lesson 4 - 5 days) ● 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)
Bend 4: Embarking on Independent Fictions Projects Goal: Fiction writers Launch Independent Fiction Projects. ---------- ***Suggestions for Differentiation*** *Conferring/Small Group Instruction* *(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)* • 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)	• 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)

Suggested Resources/Technology Tools

School-to-Home Connection

Possible Writing Launching Lessons

Highly Suggested to Read the Getting Ready boxes at the start of each Lesson

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

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

See suggestions for implementation listed under each goal.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

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 Domain	
RI.CR.4.1.	Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
RI.CI.4.2	Summarize an informational text and interpret the author's purpose or main idea citing key details from the text. the main idea of a text and explain how it is supported by key details; summarize the text.
RI.IT.4.3	Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
RI.TS.4.4	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.PP.4.5	Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.
RI.MF.4.6	Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.
RI.AA.4.7	Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
RI.CT.4.8	Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.
Writing Domain	
W.WR.4.5.	Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
W.SE.4.6.	Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
Speaking and Listening Domain	
SL.PE.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. 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.II.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g.,visually, quantitatively, and orally).
SL.ES.4.3	Identify the reasons and evidence a speaker provides to support particular points.
SL.PI.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
Language Domain	

Foundational Skills: Reading Language	
Phonics and Word Recognition	
L.RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Fluency	
L.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 text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Foundational Skills: Writing Language	
Spelling	
L.WF.4.2	Demonstrate command of the conventions of encoding and spelling. A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes. B. Write affixed words that involve a sound or spelling change in the base word. C. Spell grade-appropriate words correctly, consulting references as needed. D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
Sentence Composition (Grammar, Syntax, and Punctuation)	
L.WF.4.3	Demonstrate command of the conventions of writing, including those listed under grade three foundational skills. A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue. B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs. C. Use independent clauses and coordinating conjunctions. D. Form irregular verbs; form and use progressive tenses. E. Form and use possessive nouns and pronouns. F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).

	G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence. H.Use apostrophes for possession.
L.KL.4.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Choose words and phrases to convey ideas precisely. C. Choose punctuation for effect. D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
L.VL.4.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. 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., photograph, photosynthesis). 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.VI.4.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. B. Determine the meaning of words and phrases that allude to significant characters found in literature. C. Recognize and explain the meaning of common idioms, adages, and proverbs. D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
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.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.
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.
Career Readiness, Life Literacies and Key Skills	
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology.
9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance.
9.4.5.IML.2	Create a visual representation to organize information about a problem or issue.
9.4.5.IML.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.

9.4.5.IML.5	Distinguish how media are used by individuals, groups, and organizations for varying purposes.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
9.4.5.TL.5	Collaborate digitally to produce an artifact.

Instructional Focus

Enduring Understandings:	**Essential Questions:**
● 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 between topics and forming their own inquiries to guide their research.	● 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?

Evidence of Learning (Assessments)

Teacher Instruc3tions

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

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

See suggestions for implementation listed under each goal.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)
● Act as a responsible and contributing community members and employee. ● Consider the environmental, social and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership and effective management. ● Use technology to enhance productivity increase collaboration and communicate effectively. ● Work productively in teams while using cultural/global competence

Unit 2b - Writing

Up the Ladder: Informational Writing

Summary and Rationale

This unit provides students with lots of opportunities to write information texts on topics of personal expertise. The unit helps students envision the larger topic of an information text as being comprised of smaller subtopics, and to write about each of those subtopics separately, bucketing them. Students are given repeated opportunities to practice doing this work and a handful of planning and revision strategies to help them. They also learn to write with concrete, specific information and to elaborate, saying more about kernels of information. The goal of the unit is to accelerate students' growth in this genre while also helping them build their identities as writers and their volume of writing. Above all, the unit aims to help youngsters learn to love writing.

Recommended Pacing

6-8 weeks (March/April)

Standards

Reading Domain	
RI.CR.4.1.	Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
RI.CI.4.2	Summarize an informational text and interpret the author's purpose or main idea citing key details from the text. the main idea of a text and explain how it is supported by key details; summarize the text.
RI.IT.4.3	Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
RI.TS.4.4	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.AA.4.7	Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
RI.CT.4.8	Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.
Speaking and Listening Domain	
SL.PE.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. ● 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.
SL.II.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.PI.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.UM.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
Writing Domain	
W.IW.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.WP.4.4.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. A. Identify audience, purpose, and intended length of composition before writing.

	B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter. C. Consider writing as a process, including self-evaluation, revision and editing. D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary. E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
W.WR.4.5.	Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
W.SE.4.6.	Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
W.RW.4.7.	Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
Language Domain	
Foundational Skills: Reading Language	
Phonics and Word Recognition	
L.RF.4.3	● Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Fluency	
L.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 text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Foundational Skills: Writing Language	
Spelling	
L.WF.4.2	Demonstrate command of the conventions of encoding and spelling.

	A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes. B. Write affixed words that involve a sound or spelling change in the base word. C. Spell grade-appropriate words correctly, consulting references as needed. D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
Sentence Composition (Grammar, Syntax, and Punctuation)	
L.WF.4.3	Demonstrate command of the conventions of writing, including those listed under grade three foundational skills. A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue. B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs. C. Use independent clauses and coordinating conjunctions. D. Form irregular verbs; form and use progressive tenses. E. Form and use possessive nouns and pronouns. F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings). G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence. H.Use apostrophes for possession.
L.KL.4.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Choose words and phrases to convey ideas precisely. C. Choose punctuation for effect. D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
L.VL.4.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. 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., photograph, photosynthesis).

	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.VI.4.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. B. Determine the meaning of words and phrases that allude to significant characters found in literature. C. Recognize and explain the meaning of common idioms, adages, and proverbs. D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
Career Readiness, Life Literacies and Key Skills	
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology.
9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance.
9.4.5.IML.2	Create a visual representation to organize information about a problem or issue.
9.4.5.IML.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
9.4.5.IML.5	Distinguish how media are used by individuals, groups, and organizations for varying purposes.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
9.4.5.TL.5	Collaborate digitally to produce an artifact.

Instructional Focus

Enduring Understandings:	**Essential Questions:**
● Writers create different books to teach their readers about topics of expertise by planning how their books will do, answering questions to add details, making their introductions special, and drawing on all they know as they write and revise. ● Writers utilize organization and detail to create meaningful chapter books by organizing their information into categories, choosing the words and page design to match what they are telling about, and edit their writing for clear paragraphs. ● Writers utilize various strategies to revise their books and strengthen their writing by gathering new information for their books and studying the work of great writers and aiming to emulate it.	● How do writers create different books to teach their readers about topics of expertise? ● How do writers utilize organization and detail to create meaningful chapter books? ● How do writers utilize various strategies to revise their books and strengthen their writing? ● How can writers study and apply grammar moves to use in their writing?

Evidence of Learning (Assessments)

Unit Common Assessment: PRE/POST ASSESSMENT: ON DEMAND

On-Demand Performance Assessment Prompt

Information Writing Rubrics

- Grade 4

Information Writing Checklists

- Grade 3 and Grade 4
- Grade 4
- Grade 4 Illustrated
- Grade 4 and Grade 5

Student Writing Samples

- Grade 4

Writing Developed Through the Progression

- Grade 4

Information Writing

Learning Progression, Pre-K-6
Writing Process Learning Progression, K-5

Writing:

- TCRWP Writing Rubrics and Student Editing Samples
- TCRWP Editing Checklists

Objectives (SLO)

Grammar/Language Focus

- Use correct capitalization. L.4.2.A
- Use a comma before a coordinating conjunction in a compound sentence. L.4.2.C
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. L.4.1.F
- Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). L.4.1.A
- Choose words and phrases to convey ideas precisely. L.4.3.A

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: Writing Lots of Books that Teach Goal: Writers create different books to teach their readers about topics of expertise. **Grammar Goals:** Writers use coordinating conjunctions and a comma to form compound sentences. ***Grammar note:*** Each grammar lesson is a five day cycle. The placing is approximate, but the goal is to complete lessons 5-7 of Patterns of Power during unit 2B. **IMMERSION** Before beginning the mini lessons/sessions, teachers should take a few days to immerse students in informational writing. They should read some informational texts, discuss the qualities of informational writing, how it is structured, and begin to do a shared writing piece together. They could begin by generating some class ideas of topics that 4th graders know about. Then, the teacher could introduce boxes and bullets during shared writing. Then, they could write one chapter together.	Writers plan how their information books will go. *(Session 1, p. 6)* ● Think of a topic. ● Touch and tell a page. ● Sketch what you will write. ● Write the page. ● Repeat the process with the next page. Writers use a comma and an "and" to join two sentences (Patterns of Power Lesson 5 - 5 days). Writers of information books work to teach readers something new and interesting on each page. *(Session 2, pg. 14)* ● Return to the draft. ● Ask: "Who, what, where, and why?" questions. ● Answer the questions by adding more information to each page. Writers use specifics and *not* just generalizations writing with exact names, numbers, colors, sizes, shapes, and quotes. *(Session 3, pg. 22)* Writers reread their writing with the eyes of a stranger, and use what they see to improve what's on their pages. *(Session 4, pg. 30)* Information writers make their introductions special. *(Session 5, pg. 38)*

	Writers draw on all they know about good information writing when they write and revise. *(Session 6, pg. 46)* Writers use a comma and one of the FANBOYS to join sentences (Patterns of Power Lesson 6 - 5 days). Writers prepare to publish by rereading their writing, looking for run-on sentences and adding punctuation to make their writing easier to read. *(Session 7, pg. 56)* Writers celebrate their work by presenting it to others. (Session 8, pg. 64)
Bend 2: Writing Chapter Books that Teach with Organization and Detail Goal: Writers utilize organization and detail to create meaningful chapter books. **Grammar Goals:** Writers use adverbs to convey frequency.	Writers organize their information and ideas into categories, once they have a topic. *(Session 9, pg. 69)* ● These categories become individual chapters, parts and paragraphs. Writers get ready to write by teaching (or pretending to teach) their topic to a partner. *(Session 10, pg. 78)* ● Think: "How can I interest this particular student/reader?" Writers use adverbs to tell how often. (Patterns of Power Lesson 7 - 5 day) Writers draw upon all that they know about writing and revising information books to set goals and take charge of their own learning. *(Session 11, pg. 87)* Writers deliberately choose words and page design to match what they want to teach. *(Session 12, pg. 95)* Writers edit their writing for clear paragraphs before they send their writing out into the world. *(Session 13, pg. 103)* Writers help each other by giving powerful feedback in the form of specific, detailed compliments. *(Session 14, pg. 110)* ● Students will celebrate their information chapter books by sharing their writing in partnerships.

	● In partnerships, students will read each other's writing and give specific compliments
Bend 3: Taking Your Writing From Good to Great Goal: Writers utilize various strategies to revise their books and strengthen their writing.	Writers push themselves to grow by setting crystal clear goals and working deliberately to meet those goals. *(Session 15, pg. 122)* Writers gather new information for their books by asking people questions. *(Session 16, pg. 132)* ● Create a survey or interview Writers do more than just record facts, they reflect on them as well. *(Session 17, pg. 141)* ● They pose questions ● Make comparisons ● Make comments Writers improve their writing by studying the work of great writers and aiming to emulate it . *(Session 18, pg. 150)* Writers use commas in deliberate ways. *(Session 19, pg. 110)* ● With items in a list ● After transition words ● Before adding the definition of a technical word. Writers "dress up" their books by adding an "about the author" page, book blurbs and dedications. *(Session 20, pg. 166)*

Suggested Resources/Technology Tools

- Correlations to the Common Core State Standards (PDF)
- Quick Reference Content Chart (PDF)
- Up the Ladder: Information Writing Checklist (PDF)

Anchor Charts

- How to Write an Information Book
  Color (PDF) / B&W (PDF) / Single Page (PDF)

- How to Write a Nonfiction Chapter Book
  Color (PDF) / B&W (PDF) / Single Page (PDF)

A Vision for Growth

- Birds excerpt by Jacob (PDF)
- Minecraft excerpt by Jacob (PDF)
- Weather excerpt by Jacob (PDF)
- All About Jacob excerpt by Jacob (PDF)
- Soccer excerpt by Jacob (PDF)

Session 1

- Anchor Chart: How to Write an Information Book (PDF)
- FIG. 1-1 This writer is a Star Trek fan! (PDF)
- "All About Fireworks" (PDF)
- Chart: Topics for Information Writing (PDF)
- Session 1 minilesson video

Session 2

- FIG. 2-1 All About Fireworks (PDF)
- Anchor Chart: How to Write an Information Book (PDF)
- Chart: Writers Ask Questions (PDF)
- Chart: Informational Elaboration (PDF)
- FIG. 2-2 Jahmiya's partner helps her make plans for her writing (PDF)
- "Breakfast" (PDF)
- Session 2 minilesson video

Session 3

- Anchor Chart: How to Write an Information Book (PDF)
- Mini student anchor chart: How to Write an Information Book (PDF)
- FIG. 3-1 This expert's writing has specific details (PDF)
- FIG. 3-2 Jahmiya uses sentence starters to help with structure (PDF)
- Teacher text: "Chinese food" (PDF)
- Session 3 minilesson video

Session 4

- Revisions to the Bill of Rights: Page 1 (image) / Page 2 (image) / Page 3 (image)
- Chart: Revision Tools (PDF)
- FIG. 4-1 Raby's self-edits reflect a new investment in his own writing (PDF)
- FIG. 4-2 We love it when bulletin boards feature work like this! (PDF)
- Session 4 minilesson video

Session 5

- FIG. 5-1 Nicholas' mentor author uses sound effect (PDF)
- Chart: Topics for Information Writing (PDF)

- FIG. 5-2 Lucas added this lead during revision (PDF)
- Anchor Chart: How to Write an Information Book (PDF)
- Session 5 minilesson video

Session 6

- Teacher text: "Libraries" (PDF)
- Chart photo: What Makes for Great Information Writing? (PDF)
- Chart: What Makes for Great Information Writing? (PDF)
- Student writing: "Legos" (PDF)
- FIG. 6-1 One of this student's goal Post-it notes (PDF)
- FIG. 6-2 The powerful revision resulting from the goal Post-it (PDF)
- FIG. 6-3 Nicholas' third Bend I book (PDF)
- Link to TedTalk video of Thomas Suarez
- Session 6 minilesson video

Session 7

- Run-On Sentences (PDF)
- Chart photo: Do not get caught using scotch tape words! (PDF)
- Scotch tape words (PDF)
- New and Improved Editing Checklist (PDF)
- Chart: Why Information Authors Use Punctuation (PDF)
- Session 7 minilesson video

Session 9

- Chart: Topics for Information Writing (PDF)
- Grocery Images for Sorting Game (PDF)
- Chart: Two Ways Tables of Contents Could Go on the Class Topic (PDF)
- Anchor Chart: How to Write a Nonfiction Chapter Book (PDF)
- Mini student anchor chart: How to Write a Nonfiction Chapter Book (PDF)
- Information Paper Choice: TOC with boxes (PDF)
- Information Paper Choice: TOC without boxe (PDF)s
- FIG. 9-1 These Table of Contents work like organization plans for the writing that will follow (PDF)
- FIG. 9-2 May revises the logical order of his chapters (PDF)
- FIG. 9-3 Eli ensures that each chapter contains content that is distinct (PDF)
- Session 9 minilesson video

Session 10

- Anchor Chart: How to Write a Nonfiction Chapter Book (PDF)
- FIG. 10-1 A caption brings an illustration to life (PDF)
- FIG. 10-2 Write-a-thons can result in multi-page chapters (PDF)
- Sentence Starters (PDF)
- Chart: What Makes for Great Information Writing? (PDF)
- Session 10 minilesson video

Session 11

- Class book excerpt: "Getting Help" (PDF)
- Anchor Chart: How to Write a Nonfiction Chapter Book (PDF)
- FIG. 11-1 Grace decides to keep some paragraphs and remove others (PDF)
- FIG. 11-2 Yedira revises her lead (PDF)
- FIG. 11-3 Stella knows her cats! (PDF)
- Session 11 minilesson video

Session 12

- FIG. 12-1 Maria matches her content to the page design (PDF)
- Anchor Chart: How to Write a Nonfiction Chapter Book (PDF)
- FIG. 12-2 This gallery walk shows how Grace has used a variety of page designs to match the content of her chapters in her book Dance Competition (PDF)
- Information Paper Choice: Let Me Explain (PDF)
- Information Paper Choice: Parts, Kinds, Steps (PDF)
- Information Paper Choice: Picture This (PDF)
- Session 12 minilesson video

Session 13

- Class book excerpt: "Staying Safe in the Car" (PDF)
- Class book excerpt: "Staying Safe at Home" (PDF)
- New and Improved Editing Checklist (PDF)
- FIG. 13-1 This writer uses all she knows about editing (PDF)
- Chart photo: How to Write a Nonfiction Chapter Book (PDF)
- FIG. 13-2 Jahmiya is proudest of her chapter on why butterflies hate water (PDF)
- FIG. 13-3 Michael takes help from a peer to double-check his edits (PDF)
- Session 13 minilesson video

Session 14

- Chart: Complimenting Each Other's Writing (PDF)
- "Time to Eat!" article (PDF)
- Session 14 minilesson video

Taking Writing from Good to Great

- Broadway by Jenna (PDF)

Session 15

- FIG. 15-1a Page 1 (PDF)
- FIG. 15-1b Page 2 (PDF)
- Anchor Chart: How to Write an Information Book (PDF)
- Anchor Chart: How to Write a Nonfiction Chapter Book (PDF)
- Mentor text: "Bulldogs" Grade 2 (PDF) / Grade 3 (PDF) / Grade 4 (PDF)
- Up the Ladder Information Writing Checklist (PDF)
- FIG. 15-2 Gigi's revision plan(PDF)
- Welcome to Our Second Life by Gianna (PDF)

- Session 15 minilesson video

Session 16

- FIG. 16-1 These two writers are ready to interview their classmates (PDF)
- Chart photo: Got Interviews? (PDF)
- Chart photo: Got Surveys? (PDF)
- Chart: Kinds of Information (PDF)
- Mentor text: "Bulldogs" with annotations Grade 2 (PDF) / Grade 3 (PDF) / Grade 4 (PDF)
- Class Survey (PDF)
- Session 16 minilesson video

Session 17

- FIG. 17-1 Maria balances facts with thinking and includes a quote from her interview (PDF)
- Mentor text: "Bulldogs" with annotations Grade 2 (PDF) / Grade 3 (PDF) / Grade 4 (PDF)
- Anchor Chart: How to Write a Nonfiction Chapter Book (PDF)
- When Do You Watch Fireworks? (PDF)
- Up the Ladder Information Writing Checklist (PDF)
- FIG. 17-2 Maia uses time transitions to elaborate (PDF)
- "Un-paragraphed" simple text (PDF)
- Chart: Transitions (PDF)
- Soccer by Kevin (PDF)
- Session 17 minilesson video

Session 18

- Excerpt from A Seed is Sleepy(PDF)
- Chart: Craft Moves Great Information Writers Make (PDF)
- FIG. 18-1 Jasmin applies Sandra Markle's descriptive prose to her chapter on Christmas food (PDF)
- FIG. 18-2 Nicholas crafts the placement of his text on the page just like mentor author Dianna Hutts Aston (PDF)
- Session 18 minilesson video

Session 19

- Commas (PDF)
- Chart: Commas are used . . . (PDF)
- FIG. 19-1 Commas make all the difference to the reader as this piece demonstrates (PDF)
- New and Improved Editing Checklist (PDF)
- Chart: Ways Information Writers Use Commas (PDF)
- Baseball by Matthew (PDF)
- Session 19 minilesson video

Session 20

- Excerpt from Oh Rats! (PDF)
- FIG. 20-1 Dedications and About the Author pages highlight the individuality of each writer (PDF)
- FIG. 20-2 Writers reflect and capture their insights on how they've grown (PDF)

- Dogs by Jaelynn (PDF)

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

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- Work productively in teams while using cultural/global competence

Unit 3a- Reading

Detail and Synthesis: Close Reading of Fiction

Summary and Rationale

"The goal of this unit is to support kids reading up a storm, reading books that matter to them, and moving up levels of text complexity, while working on strengthening skills that were taught in Unit 1, especially inference and interpretation. The unit helps kids use their earlier instruction around character and theme with greater independence as they read their own increasingly challenging books. Furthermore, the unit brings them closer to the demands of the high-stakes tests—encouraging them to cite text evidence to back up their ideas and to elaborate on details in partnership conversations. This unit also supports students with analyzing parts of a story in relation to the whole and interpreting fiction texts with more depth." To support the synthesis work, students should choose books that go together or read with a partner.

"The first bend of this unit roughly parallels the writing unit in that it focuses on reading with an awareness of character. The second bend focuses more on theme, which is important in Bend II of the writing unit. Bend III parallels the writing unit as well, since it supports compare-and-contrast work across texts."

Recommended Pacing

6-8 weeks (March/April)

Standards

Reading Domain

RL.CR.4.1.	Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
RL.CI.4.2.	Summarize a literary text and interpret the author's theme citing key details from the text.
RL.IT.4.3.	Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
RL.TS.4.4.	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
RL.PP.4.5.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
RL.CT.4.8.	Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.
Writing Domain	
W.AW.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.IW.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.WR.4.5.	Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
W.SE.4.6.	Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
Speaking and Listening Domain	

SL.PE.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. 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.II.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g.,visually, quantitatively, and orally).
SL.PI.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
Language Domain	
Foundational Skills: Reading Language	
Phonics and Word Recognition	
L.RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Fluency	
L.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 text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Foundational Skills: Writing Language	
Spelling	
L.WF.4.2	Demonstrate command of the conventions of encoding and spelling. A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes. B. Write affixed words that involve a sound or spelling change in the base word. C. Spell grade-appropriate words correctly, consulting references as needed. D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Sentence Composition (Grammar, Syntax, and Punctuation)	
L.WF.4.3	Demonstrate command of the conventions of writing, including those listed under grade three foundational skills. A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue. B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs. C. Use independent clauses and coordinating conjunctions. D. Form irregular verbs; form and use progressive tenses. E. Form and use possessive nouns and pronouns. F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings). G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence. H.Use apostrophes for possession.
L.KL.4.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Choose words and phrases to convey ideas precisely. C. Choose punctuation for effect. D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
L.VL.4.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. 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., photograph, photosynthesis). 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.VI.4.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. B. Determine the meaning of words and phrases that allude to significant characters found in literature. C. Recognize and explain the meaning of common idioms, adages, and proverbs. D. 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	
6.1.4.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
Career Readiness, Life Literacies and Key Skills	
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology.
9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance.

9.4.5.IML.2	Create a visual representation to organize information about a problem or issue.
9.4.5.IML.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
9.4.5.IML.5	Distinguish how media are used by individuals, groups, and organizations for varying purposes.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
9.4.5.TL.5	Collaborate digitally to produce an artifact.

Instructional Focus

Enduring Understandings:	**Essential Questions:**
● Readers use details to grow bigger ideas about characters by paying attention to details in the text and revising their ideas as they learn more and more. ● Readers track themes across a story by paying attention to details in the text and using evidence to grow big ideas. ● Readers can compare and contrast themes across texts by	● How do we use details to grow bigger ideas about character? ● How do we find and track themes across stories? ● How do we compare and contrast themes across texts?

Evidence of Learning (Assessments)

Reading:

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

Unit Common Assessment:
Teacher's Instruction

- **Pre-Assessment:**
    - **Preassessment Texts**
    - **Preassessment Texts and Questions**
- **Post-Assessment:**
    - **Postassessment Texts**
    - **Post Assessment**

Objectives (SLO)

Students will know:	Students will be able to:

BEND I: Making More of Details to Grow Bigger Ideas about Characters Goal: Readers grow bigger ideas about characters.	Readers pay attention to what they usually do and think by asking questions. ● "What am I doing that works?" ● "How do I do an even better job at that?" *(Session 1)* Readers pay attention to not only what they tend to DO but also what they DON'T tend to do when reading. When readers notice the things they don't tend to do, they can work to get better at those things. ● When making a jot, notice what thinking you did and did not do as a reader. ● Name what you didn't do when you were reading. ● Think: If I begin to do this work, will it enrich my reading? Will I become a better reader? *(Session 2)* Readers revise their thinking as they reread important parts, by replacing old ideas with better ones. ● Plan to change your first ideas by rereading and rethinking. ● Reread some important parts of your chapter book, bringing a new lens and letting your ideas change. ● Come up with deeper or smarter ideas about your character. *(Session 3)* Readers try to understand why a character changed by going back to the parts of the book that led up to the change and hunting for the seeds or causes. ● Notice the exact moment a character in your book changes- jot about how the character changed. ● Pause to think: What were they like before? What are they like now? ● Ask, Why did the character change? What caused the change? ● Go back and reread carefully, noting the moments that show the cause of the change. *(Session 4)* Readers grow bigger ideas about a text by listening to what others think, asking questions to learn more and rereading to see if they can find the answers.

	● Listen super hard to truly understand what your partner is thinking about the book. ● Ask questions, such as, “Where did you get that idea?”, “Why...?” or “How…?” ● If the question is tricky to answer, go back and reread together and help your partner grow his/her ideas. *(Session 5)* Readers closely study parts of a text that seem disconnected and consider how those parts might fit together. ● Create a theory or idea about your character. ● Look closely for clues from parts of the story that support your ideas about your character. ● Think: “How could these clues I might pass over be related to the characters?” ● Remember: authors do things on purpose- all the clues they leave are meant to help you understand the story and the characters more. *(Session 6)* Readers consider the parts of a story and how authors make choices about those parts to develop deeper ideas. ● Readers can look back at these parts and ask, “Why might the author have included this? What might it have to do with the big change the characters go through?” *(Session 7)*

BEND II: Finding and Tracking Themes Across a Story

Goal: Readers find and track themes across a story.

Readers figure out the life lesson of a book by noticing the struggles a character is facing, and then asking, "What is my character learning?" and considering possible lessons.

- Reread a part of the text where you notice the struggles the character is facing to figure out the life lessons.
- Think: "What is my character learning?"
- Use the clues the author leaves to figure out what the life lesson might be.
- What might I learn from this part? *(Session 8)*

Readers also discover themes in their books by studying their character's behaviors. Readers can notice places where the character does or says something that surprised them and wonder why the character might have done that. Then, readers try to determine a theme based on that reason.

- Look for a surprising moment where the character says or does something you didn't expect.
- Think: Why did the character act the way he or she did?
- Turn the reason into a possible theme for the book, one that can also apply to anyone in life.
- And ask, "What might this teach me as a reader?" *(Session 9)*

Readers get to know minor characters and pay close attention to the way they interact with the main characters and think about reasons why the author included them, considering that often minor characters connect with a theme.

- As you read, pay attention to not just the main characters, but also the minor characters.
- Think: "Why did the author put these characters in the story? Why are they important to the story?"
- Look at the minor characters in your story as something purposeful:
    - Minor character brings out something about the main character
    - Minor character teaches the main character something
    - Minor character is the cause of a problem *(Session 10)*

Readers write mini essays in their minds by developing a big idea about what a story teaches them by finding supporting details across the text.

- Think of a life lesson from your book-- a big idea.
- Recall details from the beginning, middle and

BEND III: Comparing and Contrasting Themes Across Texts

Goal: Readers compare and contrast themes across texts.

Readers pay close attention when characters face similar problems. When this happens, readers can look closely at how each character reacts to and solves those problems because it usually teaches us about the characters. *(Session 13)*

- Think about the problems the character in your book is facing.
- Ask: "Is there another story where a character faces a similar problem?"
- Ask: "What is different about how the problems are resolved?"
- Think about what these differences teach us about how the characters are different.

Additional Teaching Points for Bend lll

Readers pay attention to common issues or situations that characters experience and how they respond to them in similar and different ways..

- Show a chart of common issues and situations that characters experience.
- Ask: "How do the characters respond in similar ways?"
- Ask: "How do the characters respond in different ways?" (Session 14)

Readers think more deeply about two texts with similar themes by rereading each text and noting how the each theme is supported and how that makes the theme different in the two texts.

- Tell how the themes are the same.
- Tell how the theme is developed in text 1.
- Tell how the theme is developed in text 2.
- Tell how the texts are different when it comes to theme. (Session 15)

Readers pay attention to the point of view that a story is told from. When comparing and contrasting two stories, it's worth it to think, "What is the point of view of the character/ narrator in one story? How is that similar to another story?"

- Read a story and think, "Who is telling this story (whose point of view is it from)?"
- Read a second story and think, "Who is telling this story (whose point of view is it from)?"
- Compare the stories. How is the point of view similar? How is the point of view different? *(Session 16)*

Today you'll celebrate the learning students have done throughout this unit. You might plan a celebration that highlights the learning that readers don't just make connections between texts. They also make connections between the text and their own life. When readers connect to a character or a problem or a moment in a text, they can learn things from that text that help you live differently. *(Session 17)*

- Ask, "What is a problem or moment from the story that is similar to something in my own life?"
- Think: What can I learn from this problem or moment to help me live differently?

Suggested Resources/Technology Tools

Detail & Synthesis Folder of Resources

Viewer's Guide

Curricular Calendar & Mini Lesson Ideas

SUGGESTED MENTOR TEXTS

Picture Books

- ➔ Hot Day on Abbott Avenue by Karen English
- ➔ Fox by Margaret Wild
- ➔ Nubs: The True Story of a Mutt a Marine, and a Miracle by Brian Dennis, Kirby Larson, and Mary Nethery

Novels

- ➔ The Tiger Rising by Kate DiCamillo
- ➔ Because of Winn-Dixie

Short Films

- ➔ Piper (a Pixar short film) https://vimeo.com/275228271

Poems

- ➔ Risk by Anais Nin (paired with Tiger Rising)
- ➔ Aim High to the Sky by James McDonald (paired with Fox)
- ➔ If You Can't Go Over Or Under, Go Around by Joseph Morris
- ➔ Listen To The MUSTN'TS by Shel Silverstein

Bend I:

• Piper(a Pixarshort film available from Vimeo or YouTube): https://vimeo.com/275228271
• Hot Day on Abbott Avenue by Karen English (we strongly encourage you to get a copy of the actual book as the pictures are crucial)

• Fox by Margaret Wild (also used in The Literary Essay: Writing aboutFiction)

Bend II:
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Bend III:
• Choose higher-level texts that will support your students in comparing and contrasting across texts. Your students will need to be familiar with these texts in advance. Some texts we especially recommend referencing include: Fox by Margaret Wild; Nubs: The True Story of a Mutt, a Marine, and a Miracle by Brian Dennis, Kirby Larson, and Mary Nethery; and The Tiger Rising by Kate DiCamillo.
• If your students are familiar with Because of Winn-Dixie (from Grade 3, Unit 3 Character Studies) and The Tiger Rising (from Grade 4, Unit 1 Interpreting Characters), you might use these two texts to support compare-and-contrast work. Both texts are by Kate DiCamillo and are rich with similarities and differences.

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- Model integrity, ethical leadership and effective management.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

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, student 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 Domain

RL.CR.4.1.	Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
RL.IT.4.3.	Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
Writing Domain	
W.AW.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.WP.4.4.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. A. Identify audience, purpose, and intended length of composition before writing. B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter. C. Consider writing as a process, including self-evaluation, revision and editing. D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary. E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
W.WR.4.5.	Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
W.SE..4.6.	Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
W.RW.4.7.	Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
Language Domain	
Foundational Skills: Reading Language	
Phonics and Word Recognition	

L.RF.4.3	● Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Fluency	
L.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 text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Foundational Skills: Writing Language	
Spelling	
L.WF.4.2	Demonstrate command of the conventions of encoding and spelling. A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes. B. Write affixed words that involve a sound or spelling change in the base word. C. Spell grade-appropriate words correctly, consulting references as needed. D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
Sentence Composition (Grammar, Syntax, and Punctuation)	
L.WF.4.3	Demonstrate command of the conventions of writing, including those listed under grade three foundational skills. A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue. B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs. C. Use independent clauses and coordinating conjunctions. D. Form irregular verbs; form and use progressive tenses. E. Form and use possessive nouns and pronouns. F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings). G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.

	H.Use apostrophes for possession.
L.KL.4.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Choose words and phrases to convey ideas precisely. C. Choose punctuation for effect. D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
L.VL.4.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. 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., photograph, photosynthesis). 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.VI.4.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. B. Determine the meaning of words and phrases that allude to significant characters found in literature. C. Recognize and explain the meaning of common idioms, adages, and proverbs. D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
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.
Career Readiness, Life Literacies and Key Skills	
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.

9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology.
9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance.
9.4.5.IML.2	Create a visual representation to organize information about a problem or issue.
9.4.5.IML.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
9.4.5.IML.5	Distinguish how media are used by individuals, groups, and organizations for varying purposes.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
9.4.5.TL.5	Collaborate digitally to produce an artifact.

Instructional Focus

Enduring Understandings:	**Essential Questions:**
● 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.	● 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? ● How can writers study and apply grammar moves to use in their writing?

Evidence of Learning (Assessments)

Unit Common Assessment:
Post-Assessment

- **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)

Writing:

- 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

- Use correct capitalization. L.4.2.A
- Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). L.4.1.A
- Use a comma before a coordinating conjunction in a compound sentence. L.4.2.C
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. L.4.1.F
- Choose words and phrases to convey ideas precisely. L.4.3.A

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:	Students will be able to:
BEND I: Writing about Reading: Literary Essays Goal: Readers carefully mine texts to grow ideas for a literary essay. **Grammar Goals:** Writers use adverbs to convey degree. Writers use subordinating conjunctions to form complex sentences. ***Grammar note:*** Each grammar lesson is a five day cycle. The placing is approximate, but the goal is to complete lessons 8-10 of Patterns of Power during unit 3B. ---	• Writers use adverbs to tell how much (Patterns of Power Lesson 8 - 5 days). • 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)*

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) ● Ask and answer questions on the page. (Session 7) ● Mark parts into a cohesive whole. (Session 8)	● 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 "as" to open a sentence or to add detail to a sentence (Patterns of Power Lesson 9 - 5 days) ● 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)* ○ *What makes for a good literary essay?* ○ *What exactly does a writer do to be a powerful essayist?*
BEND II: Raising the Quality of Literary Essays Goal: Readers write more interpretively and analytically, selecting evidence to support a claim. **Grammar Goals:** Writers produce complete sentences, avoiding splices, fragments, and run-ons. --- ***Suggestions for Differentiation*** *Conferring/Small Group Instruction* *(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)* ● 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)	● Writers seek out patterns in their books or short stories, using those patterns to develop ideas about the story's theme or message. *(Session 9: minilesson)* ● Writers look at all sides of a text and form complex ideas, adding depth to their writing. *(Session 10: minilesson)* ● Writers finish their thoughts so they don't leave the reader hanging. Writers use a comma to separate an opener from the rest of the sentence. (Patterns of Power lesson 10 - 5 days). ● Writers flash-draft essays, getting their thoughts down quickly on paper. *(Session 11: minilesson)* ● 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. *(Session 12: minilesson)* ● Writers find evidence to support their claims by studying the choices authors

	make in their texts. *(Session 13: minilesson)* ● Writers check their writing, making sure they have use the present tense and that all their pronoun references are correct. *(Session 14: minilesson)*
BEND III: Writing Compare-and-Contrast Essays Goal: Readers compare and contrast their analyses across texts, paying closer attention to the nuances of the texts. --- ***Suggestions for Differentiation*** *Conferring/Small Group Instruction* *(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)* ● 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)	● 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. *(Session 15: minilesson)* ○ *This is a good lesson to use A Different Pond from the diverse books list - to compare and contrast the father/son relationships and family struggles in this book to The Tiger Rising (suggestions for extensions here)* ● 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. *(Session 16: minilesson)* ● Writers draw on all they know about essay writing as they tackle new projects *(Session 17: minilesson)* ● Writers elaborate on each of their supporting ideas, ensuring they have developed their essay with enough evidence for their claim. *(Session 18: minilesson)* ● Writers get their writing ready for readers by editing and polishing up their writing, specifically punctuation and comma usage. *(Session 19: minilesson)* ● Writers celebrate their literary essays as a community of readers and writers. *(Session 20: minilesson)*
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

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

See suggestions for implementation listed under each goal.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 4a - 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 Domain	
RL.CR.4.1.	Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
RL.CI.4.2.	Summarize a literary text and interpret the author's theme citing key details from the text.
RL.IT.4.3.	Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
RL.TS.4.4.	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
RL.PP.4.5.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
RL.MF.4.6.	Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
RL.CT.4.8.	Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.
RI.IT.4.3	Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
RI.PP.4.5	Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.
RI.CT.4.8	Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.
Writing Domain	
W.WR.4.5.	Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.

W.SE.4.6.	Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
Speaking and Listening Domain	
SL.PE.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. ● 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.II.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g.,visually, quantitatively, and orally).
SL.ES.4.3.	Identify the reasons and evidence a speaker provides to support particular points.
SL.PI.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.AS.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
Language Domain	
Foundational Skills: Reading Language	
Phonics and Word Recognition	
L.RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Fluency	
L.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 text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Foundational Skills: Writing Language	
Spelling	
L.WF.4.2	Demonstrate command of the conventions of encoding and spelling. A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes. B. Write affixed words that involve a sound or spelling change in the base word. C. Spell grade-appropriate words correctly, consulting references as needed. D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
Sentence Composition (Grammar, Syntax, and Punctuation)	
L.WF.4.3	Demonstrate command of the conventions of writing, including those listed under grade three foundational skills. A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue. B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs. C. Use independent clauses and coordinating conjunctions. D. Form irregular verbs; form and use progressive tenses. E. Form and use possessive nouns and pronouns. F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings). G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence. H.Use apostrophes for possession.
L.KL.4.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Choose words and phrases to convey ideas precisely. C. Choose punctuation for effect. D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

L.VL.4.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. 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., photograph, photosynthesis). 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.VI.4.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. B. Determine the meaning of words and phrases that allude to significant characters found in literature. C. Recognize and explain the meaning of common idioms, adages, and proverbs. D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
Interdisciplinary Connections	
Social Justice Standards	
JU.3-5.11	I try and get to know people as individuals because I know it is unfair to think all people in a shared identity group are the same.
JU.3-5.14	I know that life is easier for some people and harder for others based on who they are and where they were born.
ID.3-5.5	I know my family and I do things the same as and different from other people and groups, and I know how to use what I learn from home, school and other places that matter to me.
ID.3-5.3	I know that all my group identities are part of who I am, but none of them fully describes me and this is true for other people too.
Career Readiness, Life Literacies and Key Skills	
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.

9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology.
9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance.
9.4.5.IML.2	Create a visual representation to organize information about a problem or issue.
9.4.5.IML.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
9.4.5.IML.5	Distinguish how media are used by individuals, groups, and organizations for varying purposes.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
9.4.5.TL.5	Collaborate digitally to produce an artifact.

Instructional Focus

Enduring Understandings:	**Essential Questions:**
● 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.	● 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.

This is a good time to address Social Issue standard ID.3-5.3 I know that all my group identities are part of who I am, but none of them fully describes me and this is true for other people too.

Possible Plan for Immersion Week
Possible Short Stories for Immersion

Students will know (Goals):	Students will be able to (Teaching Points):
BEND 1: Reading Between the Lines to Interpret Issues in Texts Goal: Readers read between the lines to interpret issues in texts.	● Book club members use the social issues lens to develop empathy for people/characters in books, movies, and the world. *(Session 1: minilesson)* ○ *During this lesson you may want to take a moment to discuss Social Justice standard JU.3-5.11, even though an individual is part of a group they are a unique person.* ● 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?" ○ *During this lesson you may want to take a moment to discuss Social Justice standard* JU.3-5.14 *the social issue that a group belongs to impacts their reactions to events because their life is different because of their social groups AND* ○ *ID.3-5.3 I know that all my group identities are part of who I am, but none of them fully describes me and this is true for other people too.* ● 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?". ■ *During this lesson you may want to take time to address Social Justice standard ID.3-5.5 know my family and I do things the same as and*

	different from other people and groups, and I know how to use what I learn from home, school and other places that matter to me. ● 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 ■ 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. *(Session 9: minilesson)* ○ "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. *(Session 10: minilesson)* ○ To support students with level of thinking: ■ 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. *(Session 11: minilesson)*
BEND 2: Analyzing the Way Different Authors Address and Craft Similar Social Issues in Literature and Current Events Goal: Readers analyze the way different authors address similar social issues.	● Book club members discover hidden issues in a text by using questions to guide their reading, continually growing new ideas. *(Session 12: minilesson)* ○ Who has power? Who is powerless? Why?

	○ How is power maintained? ○ *During this lesson you may want to take a moment to discuss Social Justice standard* JU.3-5.14 *the social issue that a group belongs to impacts their reactions to events because their life is different because of their social groups.* ● 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. *(Session 13: minilesson)* ● Book club members examine the social issues that affect their own lives to bring more insight to their book club conversations. *(Session 14: minilesson)* ● Book club members read multiple sources of nonfiction on the same topic to get an even deeper understanding of the text. *(Session 15: minilesson)* ● Book club members let their book club conversations influence their thinking and lead them to new insights by asking themselves: *(Session 16: minilesson)* ○ "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 their novels and nonfiction texts, asking themselves questions like: *(Session 17: minilesson)* ○ 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? ● Book club members compare a poem and a text side by side, identifying similarities and differences in the author's craft and structure. *(Session 18: minilesson)* ● Book club members compare and contrast the treatment of the same issue across multiple texts (poem and narrative). *(Session 19: minilesson)* ○ 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
BEND 3: Bringing our Reading Lenses to the World Goal: Readers deepen their thinking by bringing their critical reading lens to the world.	● Readers can examine their own lives as well as texts in other genres to deepen their understanding of an issue they find in fiction. *(Session 20: minilesson)* ● Readers use writing to stretch their thinking about what they are reading. *(Session 21: minilesson) Helpful prompts:* ○ "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. *(Session 22: minilesson)* ● 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. *(Session 23: minilesson)*
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.

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place as readers. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on reading at their own pace. Some students might apply this lesson to their reading work on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, readers who are ready for challenges, should be provided with additional instruction in small groups.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 4b - 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 Domain	
W.AW.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.WP.4.4.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. A. Identify audience, purpose, and intended length of composition before writing. B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter. C. Consider writing as a process, including self-evaluation, revision and editing.

	D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary. E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
W.WR.4.5.	Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
W.SE.4.6.	Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
W.RW.4.7.	Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
Speaking and Listening Domain	
SL.ES.4.3.	Identify the reasons and evidence a speaker provides to support particular points.
SL.PI.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
Language Domain	
Foundational Skills: Reading Language	
Phonics and Word Recognition	
L.RF.4.3	● Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Fluency	
L.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 text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing Language	
Spelling	
L.WF.4.2	Demonstrate command of the conventions of encoding and spelling. A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes. B. Write affixed words that involve a sound or spelling change in the base word. C. Spell grade-appropriate words correctly, consulting references as needed. D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
Sentence Composition (Grammar, Syntax, and Punctuation)	
L.WF.4.3	Demonstrate command of the conventions of writing, including those listed under grade three foundational skills. A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue. B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs. C. Use independent clauses and coordinating conjunctions. D. Form irregular verbs; form and use progressive tenses. E. Form and use possessive nouns and pronouns. F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings). G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence. H.Use apostrophes for possession.
L.KL.4.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Choose words and phrases to convey ideas precisely. C. Choose punctuation for effect. D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
L.VL.4.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

	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., photograph, photosynthesis). 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.VI.4.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. B. Determine the meaning of words and phrases that allude to significant characters found in literature. C. Recognize and explain the meaning of common idioms, adages, and proverbs. D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
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.
Career Readiness, Life Literacies and Key Skills	
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology.
9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions

9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance.
9.4.5.IML.2	Create a visual representation to organize information about a problem or issue.
9.4.5.IML.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
9.4.5.IML.5	Distinguish how media are used by individuals, groups, and organizations for varying purposes.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
9.4.5.TL.5	Collaborate digitally to produce an artifact.

Instructional Focus

Enduring Understandings:	**Essential Questions:**
● 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.	● 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? ● How can writers study and apply grammar moves in mentor sentences to use in their writing?

Evidence of Learning (Assessments)

Unit Common Assessment:

Pre- Assessment:

- On-demand Writing Prompt (Optional)

Post Assessment:

- On-demand Writing Prompt
- TCRWP Rubrics and Editing Checklists (Use Opinion Rubric, Assess components: Overall, Lead, Organization, Transitions, Ending, Elaboration, Spelling)

Writing Rubrics and Checklists:

- TCRWP Writing Rubrics and Student Editing Samples
- TCRWP Editing Checklists

Objectives (SLO)

IMPORTANT TIPS FOR IMMERSION:

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.*

***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.

Possible Plan for Immersion Week

Grammar Focus

- Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. L.4.1.B
- Use modal auxiliaries (e.g., can, may, must) to convey various conditions. L.4.1.C
- Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). L.4.1.D
- Correctly use frequently confused words (e.g., to, too, two; there, their). L.4.1.G
- Use commas and quotation marks to mark direct speech and quotations from a text L.4.2.B

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 use conventions of grammar to order adjectives in a descriptive sentence (L.4.1.D)* ● 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. ---------- ***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) ● 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)	● Writers draw on narrative writing and use mini-stories to support their ideas. (*Session 8: minilesson)* ● *Writers use the progressive verb tense to show what is happening at a specific part of their writing (L.4.1.B)* ● 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)* ○ *This may be a good place to incorporate diverse mentor text We Are Water Protectors for the use of repetition (more details here)* ● Writers develop their own systems for solving problems in their writing. *(Session 12: minilesson)* ● Writers test out multiple leads and conclusions before deciding which work best for their essay. *(Session 13: minilesson)* ● Writers self-assess their writing, using the Opinion Writing Checklist, and create a brand-new revised draft. *(Session 14: minilesson)* ● *Writers use the correct versions of frequently confused words (i.e. to, too two; there, their) L.4.1.G* ● Writers correct any run-on sentences or sentence fragments in their writing. (*Session 15: minilesson)*

Bend 3: Personal to Persuasive

Goal: Writers develop more generalized, persuasive opinions and make a plan for a persuasive essay.

Suggestions for Differentiation

Conferring/Small Group Instruction

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

- 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)

- Writers turn their personal essays into persuasive opinions *(Session 16: minilesson)*
- *Writers use "can, may, must" to necessity, capability, or possibility (L.4.1.C)*
    - *Modal auxiliaries are a type of helping verb that are used only with a main verb to help express its mood*
- Writers transfer all they know about one genre of writing to another (*Session 17: minilesson)*
- Writers draw on evidence from a variety of sources to persuade their audience of their opinion (*Session 18: minilesson)*
- *Writers use commas and quotation marks to properly cite evidence in their writing or to indicate dialogue (L.4.2.B).*
- Writers link their evidence to their reasons and thesis statement. *(Session 19: minilesson)*
- Writers prepare their essays for the world by carefully checking their spelling, punctuation and other conventions. *(Session 20: minilesson)*
- Writers think carefully about how and where to publish their pieces, making sure their opinions will be heard by their chosen audience. *(Session 21: minilesson)*

Suggested Resources/Technology Tools

School-to-Home Connection

Suggested sequence for immersion week

Mentor Texts

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.

Supporting texts:

Violence in Video Games by Diane Marczely Gimpel (persuasive writing)

- 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

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

See suggestions for implementation listed under each goal.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit - Test Prep

Test Prep

Summary and Rationale

** This is a 4 week unit. Assess which skills are ones that your class needs and skip any that are unnecessary.
In the unit, Test Prep it is important to note that state reading tests are reading tests which measure comprehension and reading rate. The best preparation for state tests is to teach students to be stronger readers, tackling stamina, volume, and comprehension simultaneously. The goal is to support students in bringing forward strategies for each genre that they have learned across the course of the year. It is important to note that students should maintain their independent reading during test prep, and have a reading/test/prep workshop where students read, talk about, and answer questions about short test like texts and multiple choice strategies. There should be a separate time for independent reading in which students read just right texts.

The best preparation for any test is a year of meaningful, responsive instruction. In order to have students read, think about, and write about complex texts (& enter standardized testing with confidence, competence, and a sense of calm), some teachers choose to engage in a "hybrid" reading/writing/short text unit to prepare students for the format and experience of test taking. In this unit, the emphasis is on helping students realize and remember all they know and are already bringing to the table, while familiarizing students with how to transfer this knowledge to a more time-specific, formal setting.

Recommended Pacing

2 weeks (prior to testing)

Instructional Focus

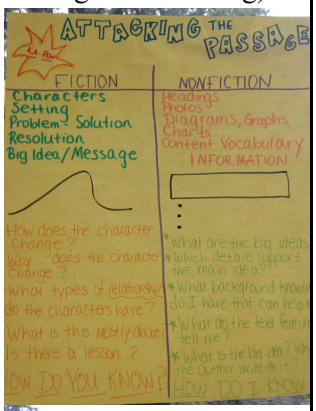
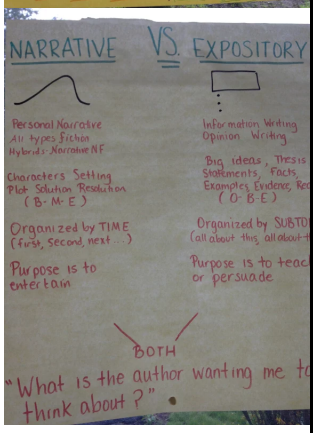
Enduring Understandings:	**Essential Questions:**
● Test takers recognize that reading passages are either narrative or expository, and use their repertoire of skills to plan for each. ● Test takers recognize that they are familiar with the genres presented on the standardized tests, and have a repertoire of skills for responding to questions.	● How do students understand that standardized test have a certain format and language? ● How do students understand that the reading skills being assessed are skills they have already learned?

Evidence of Learning (Assessments)

NA

Objectives (SLO)

Students will know (Goal):	Students will be able to (Teaching Points):	Notes for Teachers
Readers remember & use known strategies when they read text passages. Look for students to: -Use the Narrative and Non Narrative Work of Readers Chart -Be able to finish reading passages in time allotted -Highlight key words in passages	Readers prepare to read the texts in each section of the test: Read the title of the first text, determine if it is narrative or non-narrative, and determine the topic. Read the title(s) of subsequent texts and determine what the topics have in common.	Shared reading and a hybrid of shared reading/writing are wonderful balanced literacy structures to authentically and meaningfully support students in this unit.

-Continue to use their reading notebook to track and grow ideas *- Readers understand the language of multiple-choice questions to determine what skill is being assessed (main idea, inference, vocabulary, etc.)*	Read the writing prompts that are coming at the end of the section and ask, "What will I think about as I read through these tasks (and watch videos)?" Readers preview & prepare to read short fiction texts by: ● looking at the title, any illustrations, and scrolling quickly through the text asking themselves, "What do I think this will be about?" ● remembering to be on the lookout for elements of fiction including- characters, setting, problem, main events, and solution. ● remembering the type of thinking we often do with fiction (inferring character feelings, noticing patterns, developing a theory about a charact trait, compare/contrast characters, notice & think about character change, determine the author's message, notice author craft, locating supportive evidence for all thinking…). Readers preview & prepare to read short informational texts by: ● looking at the title, headings, text features, and scrolling quickly through the text. ● asking themselves, "What do I think this will be about?" ● remembering to be on the lookout for key elements of nonfiction including-	During this unit, students will continue to read chapter books during the second half of the period. (Work towards increasing amounts of time students spend engaged in reading and writing about reading).  

	main ideas and details, text structure, content words ● remembering the type of thinking we often do with nonfiction: determining main idea, finding corresponding details, figuring out -often multiple meaning- content words, synthesizing ideas across a text, determining the author's point of view/perspective on the topic, locating supportive evidence for all thinking…). Readers preview images by taking a quick peek, noticing the colors, shapes, and feeling they get right away. Readers preview poems by noticing & thinking about the title, structure, standout words, and format. Readers decide if a text is narrative or informational: ● Readers preview (& possibly read a bit) to see if there are characters doing things. If so, it's narrative. ● Readers preview (& possibly read a bit) to see if the piece is teaching the reader something. If so, it's informational. Readers use their common sense in addition to their literacy know-how. They: ● Eliminate answers that they are sure do not fit/are not correct. ● Read the directions.	

	● Select the appropriate number of responses. ● Use their answer from "part A" to help them answer "Part B." ● Return to the text as frequently as they like-rereading is always a worthwhile practice. ● Use the digital tools to help them pop out certain parts of the text. ● Remember not to overuse the digital tools. ● Make sure they answered all parts of the question Readers/writers think about what Part A of each question is asking them to think about: ● Create "flipped questions" by using the words from the question in a different order to make a statement. ● Look for text citation and reread that part of the text with a "flipped question" type of answer. ● Look for bold words in the question and reread, looking for that word, and deciding on the best definition. Readers/writers think about what Part B of each question is asking them to think about: ● State, "I know that (answer from Part A) is true because the author said, (answer from Part B)." ● Choose the best of the right answers by saying, "This choice is better because."	
Readers/writers refer back to the text as much as needed to help them feel successful.	Readers/writers write thorough essays:	

	● Take notes on relevant information while viewing the video. ● Reread notes once the video is complete and ask yourself, "What do I expect the next text to be about?" ● Read the next text with the lens of expectations based on the video. ● Take notes on the texts. Readers /writers draft well-crafted responses: ● Open the response with a flipped question, and answer the question. ● Cite relevant, concise text evidence that supports the answer. ● Strengthen the response with subsequent pieces of text evidence. ● Elaborate on constructed response using "essay-stretcher" words (This means; This makes me think; This is important because; etc.). ● Elaborate on writing through sophisticated vocabulary and syntax. Readers/writers draft thorough constructed responses: ● Identify the question being asked, and open with a flipped question and an answer to the question. ● Chunk the prompt into parts, and make sure they are addressing each part in the body of the writing. ● Make a plan with bullets on planning paper.	

	● Check to make sure that each part of the prompt is addressed in the writing with detail and text evidence and/or narrative elements. ● Readers/writers persevere and keep going!	
Readers/writers persevere and keep going! - Readers have strategies for dealing with difficult texts. (rereading, skimming, substitute synonyms for tricky words, etc).	Readers/Writers manage their time during a test: ● Prepare for the passage by reading the questions before reading the passage, and ask, "What do I expect to think about in this passage?" ● After pre-reading the questions, mark key words while reading the passage. ● When answering questions, skip questions that seem difficult and return to them. ● Set goals for time, reflect on them, and modify them. ● Pre-read the passage and mark keywords that are noticed in the margin. Readers/writers use strategies to stay calm and focused when things might feel long or frustrating: ● take deep breaths to calm down and get focused. ● close their eyes and count to ten if they feel themselves getting frustrated. ● use a "in your seat" strategy like push, pull, dangle to get some sensory input and refocus. ● use self-talk: pay themselves a compliment or recognize and celebrate something they have already done.	A good test tip for SOME students (particularly those who struggle with time management) is to get the draft DONE first (a skeleton or bare bones draft) and then go back and add in their elaboration, craft, extra details, etc. This way, students do not run out of time before getting to an ending/closing.

	● use their headphones- even if it is not a part of the test in which headphones are needed- to help them block out background noises. ● take a moment to visualize their "happy place" and enjoy "being" in that place - for a moment or two- before returning to their test. ● remember a motivational saying and telling it to themselves. ● remember that no test can ever define them! Readers/writers pace themselves. They do this by knowing some general guidelines: ● Question reading & planning: about 5 minutes ● Skeleton drafting from start to finish: about 10 minutes ● Elaboration and enhancing: about 5 minutes ● Editing and polishing: any remaining time Readers/writers use the time they are given, knowing that if they feel finished and there's time remaining, that they have more work to do.	

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place as readers. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on reading at their own pace. Some students might apply this lesson to their reading work on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, readers who are ready for challenges, should be provided with additional instruction in small groups.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

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 Domain	
RL.CR.4.1.	Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
RL.CI.4.2.	Summarize a literary text and interpret the author's theme citing key details from the text.
RL.IT.4.3.	Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
RL.TS.4.4.	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
RL.PP.4.5.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
RL.MF.4.6.	Make connections between specific descriptions and directions in a text and a visual or oral representation of the text
RL.CT.4.8.	Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.

RI.CR.4.1.	Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
RI.IT.4.3	Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
Speaking and Listening Domain	
SL.PE.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. ● 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.II.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g.,visually, quantitatively, and orally).
SL.PI.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
Language Domain	
Foundational Skills: Reading Language	
Phonics and Word Recognition	
L.RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Fluency	
L.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 text orally with accuracy, appropriate rate, and expression.

	C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Foundational Skills: Writing Language	
Spelling	
L.WF.4.2	Demonstrate command of the conventions of encoding and spelling. A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes. B. Write affixed words that involve a sound or spelling change in the base word. C. Spell grade-appropriate words correctly, consulting references as needed. D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
Sentence Composition (Grammar, Syntax, and Punctuation)	
L.WF.4.3	Demonstrate command of the conventions of writing, including those listed under grade three foundational skills. A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue. B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs. C. Use independent clauses and coordinating conjunctions. D. Form irregular verbs; form and use progressive tenses. E. Form and use possessive nouns and pronouns. F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings). G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence. H.Use apostrophes for possession.
L.KL.4.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Choose words and phrases to convey ideas precisely. C. Choose punctuation for effect. D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

L.VL.4.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. 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., photograph, photosynthesis). 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.VI.4.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. B. Determine the meaning of words and phrases that allude to significant characters found in literature. C. Recognize and explain the meaning of common idioms, adages, and proverbs. D. 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	
6.1.4.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.
Social Justice	
JU.3-5.11	I try to get to know people as individuals because I know it is unfair to think all people in a shared identity group are the same.

JU.3-5.12	I know when people are treated unfairly, and I can give examples of prejudice words, pictures and rules.
JU.3-5.13	I know that words, behaviors, rules and laws that treat people unfairly based on their group identities cause real harm.
Career Readiness, Life Literacies and Key Skills	
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology.
9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance.
9.4.5.IML.2	Create a visual representation to organize information about a problem or issue.
9.4.5.IML.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
9.4.5.IML.5	Distinguish how media are used by individuals, groups, and organizations for varying purposes.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
9.4.5.TL.5	Collaborate digitally to produce an artifact.

Instructional Focus

Enduring Understandings:	**Essential Questions:**

● 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.	● 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:

- **Preassessment**
- **Pre Assessment Sample Responses**

Historical Fiction Book Clubs (Book 4) Post-Assessment:

- **Post Assessment**
- **Post Assessment Sample Responses**

Reading Learning Progressions:

- 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)

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 Goal: Readers tackle nonfiction texts by turning to their toolbox of reading skills and strategies. ---------- ***Suggestions for Differentiation*** *Conferring/Small Group Instruction*	● Readers analyze the setting at the start of the book- when the story takes place, where, and what this place feels like. *(Session 1: minilesson)* ● Readers keep track of story elements as they read, continually building on what they know. (*Session 2: minilesson)* ● *A Day for Assessment*

(This list can be used to provide accommodations, modifications, and/or extensions for individual students.) ● 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)	● Readers keep track of the ways in which the character's timeline fits in with the historical timeline of the story (*Session 3: minilesson)* ● Readers step into their character's shoes and realize that their thoughts and decisions are shaped by the time period they live in. *(Session 4: minilesson)* ○ *During this lesson you should take time to address Social Justice standard JU.3-5.13 I know that words, behaviors, rules and laws that treat people unfairly based on their group identities cause real harm.*
Bend 2: Interpreting Complex Texts Goal: Readers grow and shape interpretations as they read. --- ***Suggestions for Differentiation*** *Conferring/Small Group Instruction* *(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)* ● 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)	● 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. *(Session 5: minilesson)* ● Readers note their "big ideas" about a book and support these ideas with small moments, details and objects found in the text. *(Session 6: minilesson)* ● Readers develop their own interpretation of a text and then use this as a lens; growing and shaping that interpretation as they read. *(Session 7: minilesson)* ● 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. *(Session 8: minilesson)* ● Readers attend to the perspectives of minor characters to deepen their interpretation of a text. *(Session 9: minilesson)* ● Readers draft and revise their ideas by comparing them to qualities of a strong interpretation. *(Session 10: minilesson)*
Bend 3: The Intersection of Historical Fiction and History Goal: Readers deepen their understanding of historical fiction by turning to nonfiction texts. --- ***Suggestions for Differentiation*** *Conferring/Small Group Instruction*	Readers deepen their understanding of an unfamiliar time period by studying photographs and illustrations from that time. *(Session 11: minilesson)* Readers make their reading into a project by researching as they read. *(Session 12: minilesson)*

(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 learn additional information from historical narratives, and organize their thinking and notes to gather and sort these facts. *(Session 13: minilesson)* Readers familiarize themselves with different perspectives and are careful not to make assumptions or overgeneralize. *(Session 14: minilesson)* ○ *During this lesson you should take time to address Social Justice standard JU.3-5.11 I try to get to know people as individuals because I know it is unfair to think all people in a shared identity group are the same.* Readers investigate power dynamics in their stories to deepen their thinking. *(Session 15: minilesson)* ○ *During this lesson you should address Social Justice standard JU.3-5.12 I know when people are treated unfairly, and I can give examples of prejudice words, pictures and rules.* 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 <u>during</u> the minilesson (Refers to ***Number the Stars,*** unless otherwise noted)	Read Aloud <u>before/ after</u> the minilesson (Refers to ***Number the Stars,*** 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 (*after* the minilesson)

Session 3	Revisit Chapters 1 and 2	Chapter 2 (*before* the minilesson)
Session 4	Revisit Chapter 1, p.2 and pp. 8-10	No specific reading
BEND II		
Session 5	*The Tiger Rising,* Chapter 10, or another favorite read-aloud *Number the Stars,* Chapter 3, pp. 24-25	Chapter 3 (*before* the minilesson)
Session 6	Read aloud all of Chapter 5 (for the first time)	Chapter 4 (*before* the minilesson)
Session 7	Students should be able to discuss what they've read so far in *Number the Stars.*	Chapters 6 and 7 (*before* the minilesson)
Session 8	Chapter 6, pp. 50-53	Chapter 8 (*before* the minilesson)
Session 9	Chapter 9, pp. 74-81	Chapter 9 (*before* the minilesson)
Session 10	The poem "Things" by Eloise Greenfield	Chapters 10 and 11 (*before* the minilesson)
BEND III		
Session 11	Chapter 2, p. 12	Chapters 12 and 13 (*before* the minilesson)
Session 12	Chapter 15, p. 118	Chapters 14 and 15 (*before* 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 (*before* the minilesson)
Session 15	Students should be able to discuss what they've read so far in *Number the Stars.* Chapter 1, p. 5 Chapter 5, p.47	Chapter 17 (*before* the minilesson) (End of *Number the Stars)*

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"

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

See suggestions for implementation listed under each goal.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 5b - Writing

Historical Fiction Writing (If, Then)

Summary and Rationale

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

Recommended Pacing	
6-8 weeks (May/June)	
Standards	
Writing Domain	
W.NW.4.3.a, b,d	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. **A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.** **B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.** C. Use a variety of transitional words and phrases to manage the sequence of events. **D. Use concrete words and phrases and sensory details to convey experiences and events precisely.** E. Provide a conclusion that follows from the narrated experiences or events
W.WP.4.4.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. A. Identify audience, purpose, and intended length of composition before writing. B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter. C. Consider writing as a process, including self-evaluation, revision and editing. D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary. E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
W.SE.4.6.	Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
W.RW.4.7.	Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
Speaking and Listening Domain	
SL.PI.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an

	understandable pace.
Language Domain	
Foundational Skills: Reading Language	
Phonics and Word Recognition	
L.RF.4.3	● Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Fluency	
L.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 text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Foundational Skills: Writing Language	
Spelling	
L.WF.4.2	Demonstrate command of the conventions of encoding and spelling. A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes. B. Write affixed words that involve a sound or spelling change in the base word. C. Spell grade-appropriate words correctly, consulting references as needed. D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
Sentence Composition (Grammar, Syntax, and Punctuation)	
L.WF.4.3	Demonstrate command of the conventions of writing, including those listed under grade three foundational skills. A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue. B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs. C. Use independent clauses and coordinating conjunctions.

	D. Form irregular verbs; form and use progressive tenses. E. Form and use possessive nouns and pronouns. F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings). G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence. H.Use apostrophes for possession.
L.KL.4.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Choose words and phrases to convey ideas precisely. C. Choose punctuation for effect. D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
L.VL.4.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. 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., photograph, photosynthesis). 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.VI.4.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. B. Determine the meaning of words and phrases that allude to significant characters found in literature. C. Recognize and explain the meaning of common idioms, adages, and proverbs. D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
Career Readiness, Life Literacies and Key Skills	
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology.
9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance.
9.4.5.IML.2	Create a visual representation to organize information about a problem or issue.
9.4.5.IML.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
9.4.5.IML.5	Distinguish how media are used by individuals, groups, and organizations for varying purposes.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
9.4.5.TL.5	Collaborate digitally to produce an artifact.

Instructional Focus

Enduring Understandings:	**Essential Questions:**
● 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.	● 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)

Unit Common Assessment:

Pre- Assessment:

- On-demand Writing Prompt (Optional)

Post Assessment:

- On-demand Writing Prompt
- TCRWP Rubrics and Editing Checklists (Use Narrative Rubric, Assess components: Lead, Transitions, Organization, Ending, Elaboration, Craft, Punctuation)

Writing Rubrics and Checklists:

- 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

<u>Grammar/Language Focus</u>

- 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	● 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) ○ This is good lesson to use The Whispering Town from our diverse text list (lesson extensions available here) ● 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)
Bend 2: Choose a First Seed Idea and take it through the writing process. Goal: Writers draft accurate historical plotlines and believable characters.	● 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) ○ Ask “Does this ring true for the time period?” ● Writers draft and revise compelling historical fiction stories. (Session 7)
Bend 3: Take a second seed idea through the writing process, with greater attention to bringing out historical accuracy and meaning. Goal: Writers draft another historical fiction story focusing on narrative craft and theme.	● 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)
Bend 4: Edit and publish: Prepare the Historical Fiction story for readers. Goal: Writers will choose a story to revise and edit for publication.	● Writers will revise and edit their story for sharing. (session 13)

Suggested Resources/Technology Tools

School-to-Home Connection

Suggested sequence for Immersion Week

If… Then… Curriculum Assessment -Based Instruction (pg 69-82)
Teachers College Reading and Writing Project Website

Mentor texts:
It is suggested to have a wide variety of historical fiction picture books, novels, resources, maps etc. from different historical time periods.

Read aloud Suggestions:
Freedom Summer by Deborah Wiles (Segregation)
Pink and Say by Patricia Polacco (Civil War)

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place as readers. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on reading at their own pace. Some students might apply this lesson to their reading work on the same day, but the others may be in different

places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, readers who are ready for challenges, should be provided with additional instruction in small groups.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence