

# **TRUMBULL PUBLIC SCHOOLS**

**Trumbull, Connecticut**

## **GRADE 4 BALANCED LITERACY: WRITING 2019**

**(Last revision date: 2018)**

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in any of its programs.

## CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

## INTRODUCTION & PHILOSOPHY

Our core belief is that teachers and students will view themselves as writers and engage in writing on a daily basis in the Grade Four Writing Workshop. Teachers will use their own writing as examples for students during the mini-lesson delivered at the beginning of workshop. For the majority of the workshop time, students will be writing independently and building their stamina for writing throughout the school year while the teacher circulates around the room to confer with students individually and in small groups. Students will have writing partners with whom they may also confer. Writers will have a choice of topics and will employ rich mentor texts as references to find examples of how other writers have told a story or written information or opinion-based text. Students will write with a purpose and audience in mind, and each student's Writer's Notebook(s) and Folders will hold evidence of the child's writing across each genre throughout the school year. Writers explore a variety of skills transferable across all genres, including narrative, research-based argument, informational writing, poetry, and literary essay.

Writers understand the writing process and focus on that process as they work through generating ideas, drafting, rehearsing, revising, and editing. They demonstrate their many drafts by using different colored pens to revise and edit. They realize the importance of the process (the HOW) over the product (the WHAT).

In Grade Four, students build upon the knowledge gained in Grades K-3 across a variety of genres. While exploring the narrative genre, writing will move from a focus on personal narrative to a focus on realistic fiction, with students drawing seed ideas from their own struggles and motivations. In addition, students will learn to develop both the internal and the external traits of their characters. Throughout the writing process, students will begin to focus on the heart of each story, using sensory details to show, rather than tell. Across all genres, students will incorporate figurative language in addition to more complex and specific transitions. The organizational structure of the informational essay will also become more sophisticated.

Each day, approximately 45 minutes should be spent on Writing Workshop. (Additionally, approximately 45 minutes daily is to be spent on Reading Workshop, and approximately 15 minutes on Interactive Read-Aloud.)

## **COURSE GOALS**

The course goals derive from the 2010 Connecticut Core Standards for Literacy. Goals specific to a unit of study are listed in this guide at the beginning of each unit. Many standards recur over the course of the year. The lessons therein encourage student engagement through the writing process so that each student will see himself/herself as a writer and reflect on the processes learned.

## **COURSE ENDURING UNDERSTANDINGS**

Students will understand that:

- writing is a process and each component has importance.
- writers set goals for their writing and work to meet them.
- writers write for specific audiences.
- writers generate ideas from their own experiences and the writing of others.
- writers use a wide repertoire of learned strategies to create effective writing.
- writers work to increase their volume and stamina.
- writers remain engaged in their writing, which can include talking, planning, and drafting.
- writers write and revise with increasing precision and complexity.
- writers revise and experiment with craft (word choice, dialogue, description, varied sentence length) to bring out significance and meaning.
- writers reflect on their own writing and the writing of peers using specific writing language.
- writers apply learned language conventions consistently.

## **COURSE ESSENTIAL QUESTIONS**

- Who is a writer?
- What is the purpose of writing?
- What tools are required for writing?
- How can we use writing to better understand our world?
- How do I generate writing ideas that matter to me?
- How do I become a stronger narrative story writer?
- How do I become a more persuasive writer?
- How do I become a stronger informational writer?
- How do I write for an audience?
- How do I organize the structure of my writing to convey meaning to my audience with clarity?
- How do I apply revision strategies to strengthen my writing pieces?
- How do I apply editing skills to my writing pieces?
- How do I help others with writing?
- How do I use mentor texts to improve my writing?
- How do I share my writing with others?

## COURSE KNOWLEDGE & SKILLS

Students will know . . .

- that writing is a process
- key writing vocabulary: generating ideas, rehearsing, drafting, revising, editing, stamina, publishing, mentor text, share, claim, evidence, and partnership.

Students will be able to . . .

- clearly introduce a topic or opinion.
- create an organizational structure that groups reasons, details, and/or examples to support the writer’s purpose.
- provide reasons, facts, definitions, quotations, and/or concrete details that support the main idea of a piece of writing.
- organize an event sequence that unfolds naturally using temporal words, linking words and phrases.
- use precise language and domain-specific vocabulary.
- compose a concluding statement or section related to the main idea/events presented, thus providing a sense of closure.
- use dialogue, sensory details, and descriptions of actions, thoughts, and feelings.

## WRITING YEAR AT A GLANCE

early September	Setting up / Launching Writing Workshop
mid September – October	<u>Unit 1</u> : Narrative: The Arc of Story
November – December	<u>Unit 2</u> : Personal Persuasive Writing: Boxes and Bullets
January – mid February	<u>Unit 3</u> : Opinion Writing: The Literary Essay: Writing about Fiction
late February – April	<u>Unit 4</u> : Informational Writing: Bringing History to Life
May – June	<u>Unit 5</u> : Historical Fiction Writing

# UNIT 1

## Narrative: The Arc of Story

### Unit Goals

At the completion of this unit, students will:

- |                          |  |
|--------------------------|--|
| CCS.ELA-Literacy.W.4.3   | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  |
| CCS.ELA-Literacy.W.4.3.a | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.   |
| CCS.ELA-Literacy.W.4.3.b | Use dialogue and description to develop experiences and events or show the responses of characters to situations.  |
| CCS.ELA-Literacy.W.4.3.d | Use concrete words and phrases and sensory details to convey experiences and events precisely.   |
| CCS.ELA-Literacy.W.4.3.e | Provide a conclusion that follows from the narrated experiences or events.   |
| CCS.ELA-Literacy.W.4.4   | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.   |
| CCS.ELA-Literacy.W.4.5   | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  |
| CCS.ELA-Literacy.W.4.6   | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. |
| CCS.ELA-Literacy.W.4.8   | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.  |
| CCS.ELA-Literacy.W.4.9.a | Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story  |

or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).

CCS.ELA-Literacy.W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CCS.ELA-Literacy.RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CCS.ELA-Literacy.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
CCS.ELA-Literacy.RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
CCS.ELA-Literacy.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCS.ELA-Literacy.RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
CCS.ELA-Literacy.RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
CCS.ELA-Literacy.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
CCS.ELA-Literacy.SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCS.ELA-Literacy.SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
CCS.ELA-Literacy.SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
CCS.ELA-Literacy.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.4.1.e	Form and use prepositional phrases.
CCS.ELA-Literacy.L.4.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CCS.ELA-Literacy.L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCS.ELA-Literacy.L.4.3.a	Choose words and phrases to convey ideas precisely.
CCS.ELA-Literacy.L.4.3.b	Choose punctuation for effect.
CCS.ELA-Literacy.L.4.5.a	Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i> ) in context.
CCS.ELA-Literacy.L.4.5.c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

### Unit Essential Questions

- What tools are required for writing?
  - How do I use the tools in the classroom to support my writing?
- How do I generate writing ideas that matter to me?
  - How can I use lists to generate ideas?
  - How do I use my personal experiences to generate ideas?
- How do I apply revision strategies to elaborate my writing pieces?
  - How do I stretch out the “heart” of my story?
- How do I help others with writing?
  - How do I work effectively with a writing partner?
- How do I use mentor texts to improve my writing?
  - How can I use mentor texts as a model to improve my lead?

- How can I use mentor texts as a model to create characters and settings that seem real?
- How do I share my writing with others?
  - What is a publishing celebration?

## Scope and Sequence

<b>Narrative: The Arc of Story</b>	
Prior to Unit	<ul style="list-style-type: none"> <li>● Set up your room for Writing Workshop. See Chp. 5 of <i>A Guide to the Common Core Workshop</i>.</li> <li>● Have a meeting area for mini-lessons and a writing center where students will get supplies as needed.</li> <li>● Use the opening days of school to help students become accustomed to the writing routines that they will use throughout the year. This should include introduction to the writing notebooks/folders they will use in your classroom.</li> <li>● Show students what a teacher-student and peer conference would look like.</li> <li>● Consider showing students a video to demonstrate conferences:               <ul style="list-style-type: none"> <li>○ Peer Conference: <a href="https://vimeo.com/55965890">https://vimeo.com/55965890</a></li> <li>○ Teacher-Student Conference: <a href="https://vimeo.com/55966096">https://vimeo.com/55966096</a></li> </ul> </li> <li>● Have students review their writing from the previous year to notice strengths and areas of growth. Teach students how to set goals using the checklist. The checklist and the upcoming pre-assessment can help students determine goals, perhaps with your help.</li> </ul>
<b>Bend I: Creating And Developing Stories And Characters That Feel Real</b>	
Prior to Lesson 1	<p>Students complete On-Demand Pre-Assessment (45 mins.):  <u>Prompt</u>: “I’m really eager to understand what you can do as writers of narratives, of stories, so today, will you please write the best personal narrative, the best small moment story, that you can write? Make this be the story of one time in your life. You might focus on just a scene or two. You’ll have only forty-five minutes to write this true story, so you’ll need to plan, draft, revise, and edit in one sitting. Write in a way that allows you to show off all you know about narrative writing.</p> <p>In your writing make sure you:</p> <ul style="list-style-type: none"> <li>● Write a beginning for your story;</li> <li>● Use transition words to tell what happened in order;</li> <li>● Elaborate to help readers picture your story;</li> </ul>

	<ul style="list-style-type: none"> <li>• Show what your story is really about;</li> <li>• Write an ending to your story.”</li> </ul>
Lesson 1	<u>Session 1</u> : Imagining Stories from Ordinary Moments (p. 2)
Lesson 2	<u>Session 2</u> : Imagining Stories We Wished Existed in the World (p. 12)
Lesson 3	<u>Session 3</u> : Developing Believable Characters (p. 19)
Lesson 4	<u>Session 4</u> : Giving Characters Struggles and Motivations (p. 31)
Lesson 5	<u>Session 5</u> : Plotting with a Story Arc (p. 41)
<b>Bend II: Drafting and Revising With An Eye Towards Believability</b>	
Lesson 6	<u>Session 6</u> : Show, Don't Tell: Planning and Writing Scenes (p. 54)
Lesson 7	<u>Session 7</u> : Feeding and Drafting the Heart of Your Story (p. 65)
Lesson 8	<u>Session 8</u> : Studying Published Texts to Write Leads (p. 74)
Lesson 9	<u>Session 9</u> : Orienting Readers with Setting (p. 86)
Lesson 10	<u>Session 10</u> : Writing Powerful Endings (p. 100)
<b>Bend III: Preparing For Publication With An Audience In Mind</b>	
Lesson 11	<u>Session 11</u> : Revision: Rereading with a Lens (p. 110)
Lesson 12	<u>Session 12</u> : Making a Space for Writing (p. 117)
Lesson 13	<u>Session 13</u> : Using Mentor Texts to Flesh Out Characters (p. 125)
Lesson 14	<u>Session 14</u> : Editing with Various Lenses (p. 134)
Lesson 15	<u>Session 15</u> : Publishing Anthologies: A Celebration (p. 143)
<b>Bend IV: Embarking On Independent Fiction Projects</b>	
Lesson 16	<u>Session 16</u> : Launching Independent Fiction Projects (p. 150)
Lesson 17	<u>Session 17</u> : Planning and Drafting Stories with Agency (p. 153)
Lesson 18	<u>Session 18</u> : Making the Connections between Reading and Writing (p. 162)
Lesson 19	<u>Session 19</u> : Focusing the Reader's Gaze (p. 170)

Lesson 20	<u>Session 20</u> : Choosing Punctuation for Effect (p. 177)
Lesson 21	<u>Session 21</u> : Surveying Your Work and Planning for the Future (p. 186)
After Lesson 21	<p>Students complete On-Demand Post-Assessment (45 mins.):</p> <p><u>Prompt</u>: “I’m really eager to understand what you can do as writers of narratives, of stories, so today, will you please write the best personal narrative, the best small moment story, that you can write? Make this be the story of one time in your life. You might focus on just a scene or two. You’ll have only forty-five minutes to write this true story, so you’ll need to plan, draft, revise, and edit in one sitting. Write in a way that allows you to show off all you know about narrative writing.</p> <p>In your writing make sure you:</p> <ul style="list-style-type: none"> <li>• Write a beginning for your story;</li> <li>• Use transition words to tell what happened in order;</li> <li>• Elaborate to help readers picture your story;</li> <li>• Show what your story is really about;</li> <li>• Write an ending to your story.”</li> </ul>

### Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 1 standards-based report card.

### Formative Assessments:

#### 1. On-Demand Writing Sample

Students will write a formative 45-minute, on-demand pre-assessment in the narrative genre. (See “Scope & Sequence” above for exact wording of prompt.) This writing sample will be without instruction or teacher-provided checklists or graphic organizers. The on-demand is used to assess what students can do without help. The student performance rubric is based on the grade 4 narrative writing rubric, which is found on the *Writing Pathways* CD-ROM. The rubric has a point system to inform the teacher of the student’s current level of achievement. This will help teachers plan for differentiation during the unit.

2. Students’ writing samples should be located in their Writer’s Notebooks/Folders, and should be used to identify individual teaching points for conferring and as a record of student growth over the course of the unit.

### Summative Assessments:

1. Students will choose a story to bring to publication as a summative assessment. The student performance rubric is based on the grade 4 learning progression and is found on the CD-ROM. The rubric has a point system to inform the teacher of the student’s current level of achievement. This assessment will also demonstrate individual student mastery of strategies and skills.

## 2. On-Demand Writing Sample

Students will write a summative 45-minute, on-demand post-assessment in the narrative genre with no additional teacher input. (See “Scope & Sequence” above for exact wording of prompt.) The on-demand is used to assess what students can do without help. The student performance rubric is based on the grade 4 rubric for narrative writing and is found on the *Writing Pathways* CD-ROM. The rubric has a point system to inform the teacher of the student’s current level of achievement. Comparing the pre- and post-assessment will demonstrate individual student growth.

## 3. Writer’s Notebook/Folders and published pieces

### Resources

#### Core

##### Teacher:

- *Narrative: The Arc of Story* (Grade 4, Unit 1)
- *Writing Pathways*
- *Fireflies* by Julie Brinckloe
- *Pecan Pie Baby* by Jacqueline Woodson
- Two retellings of *The Three Billy Goats Gruff* (CD-ROM) *G3B4\_ST* (Session 6)
- Grades 4+5 Narrative Writing Checklist (CD-ROM) *CL\_NAR\_G4-G5* (Sessions 7, 12, 19)
- *Pippi Goes on Board* or alternate text from MM/BAW (e.g., *Song and Dance Man* or *Peppe the Lamplighter*)

##### Student:

- Writing notebooks
- 2-pocket folders
- Lined paper
- Pens (2 colors)

#### Supplemental

##### Teacher:

- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom libraries

### Time Allotment

- mid September – October (including approximately 5 days for work with grammar/conventions using *Write Source*)

## UNIT 2

### Personal Persuasive Writing: Boxes and Bullets

#### Unit Goals

At the completion of this unit, students will:

- |                          |  |
|--------------------------|--|
| CCS.ELA-Literacy.W.4.1   | Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  |
| CCS.ELA-Literacy.W.4.1.a | Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.  |
| CCS.ELA-Literacy.W.4.1.b | Provide reasons that are supported by facts and details.   |
| CCS.ELA-Literacy.W.4.1.c | Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i> ).   |
| CCS.ELA-Literacy.W.4.1.d | Provide a concluding statement or section related to the opinion presented.  |
| CCS.ELA-Literacy.W.4.2.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.  |
| CCS.ELA-Literacy.4.3     | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  |
| CCS.ELA-Literacy.W.4.4   | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.   |
| CCS.ELA-Literacy.W.4.5   | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing   |
| CCS.ELA-Literacy.W.4.6   | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. |

CCS.ELA-Literacy.W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
CCS.ELA-Literacy.W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
CCS.ELA-Literacy.W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCS.ELA-Literacy.W.4.9.a	Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
CCS.ELA-Literacy.W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CCS.ELA-Literacy.W.5.1.a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose
CCS.ELA-Literacy.W.5.1.b	Provide logically ordered reasons that are supported by facts and details.
CCS.ELA-Literacy.W.5.1.d	Provide a concluding statement or section related to the opinion presented.
CCS.ELA-Literacy.RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CCS.ELA-Literacy.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
CCS.ELA-Literacy.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
CCS.ELA-Literacy.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text

complexity band proficiently, with scaffolding as needed at the high end of the range.

CCS.ELA-Literacy.RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CCS.ELA-Literacy.RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CCS.ELA-Literacy.RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
CCS.ELA-Literacy.RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
CCS.ELA-Literacy.RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
CCS.ELA-Literacy.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly
CCS.ELA-Literacy.SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CCS.ELA-Literacy.SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
CCS.ELA-Literacy.SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
CCS.ELA-Literacy.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCS.ELA-Literacy.L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.4.2.d	Spell grade-appropriate words correctly, consulting references as needed.
CCS.ELA-Literacy.L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCS.ELA-Literacy.L.4.3.a	Choose words and phrases to convey ideas precisely.
CCS.ELA-Literacy.L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
CCS.ELA-Literacy.L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i> , <i>whined</i> , <i>stammered</i> ) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).

### Unit Essential Questions

- What is the purpose of writing?
  - How can I persuade people to agree with my thinking?
- How can we use writing to better understand our world?
  - How can I draw from the people, places, and events in our world to write passionately about a topic?
- How do I generate writing ideas that matter to me?
  - How can I gather ideas using lists?
  - How can I use personal essays to drive my persuasive writing?
- How do I become a more persuasive writer?
  - How can I state my claim with clarity?
  - How can I effectively support my thesis statement with reasons and authentic evidence?
  - How do I logically sequence my writing using transition words?
  - How do I use leads to engage my audience?
  - How do I write an effective conclusion to reinforce my thesis?
  - How do I incorporate figurative language and purposeful word choice to make my reader feel emotions?
- How do I write for an audience?
  - How do I choose an audience for which my writing will be meaningful?
- How do I revise my writing using targeted goals in mind?
- How do I apply editing skills to my writing piece?

- How do I prepare my writing to be shared with others?
- How do I organize the structure of my writing to convey meaning to my audience with clarity?
  - How can I use an essay frame to organize my thoughts?

### Scope and Sequence

<b>Personal Persuasive Writing: Boxes and Bullets</b>	
Prior to On-Demand Pre-Assessment	<p>Please announce to all students the day prior: “Think of a topic that you know a lot about or about which you have strong feelings. Tomorrow, you will have 45 minutes to write an opinion text in which you will write your opinion or claim and tell reasons why you feel that way. You will use everything you know about essays, persuasive letters, and reviews to do this. If you want to find information from a book or other outside source, you may bring notes – but no pre-written paragraphs – with you tomorrow. Please use the index card I have given you to take your notes and record your sources.”</p> <p>Then, be sure to distribute an index card to each student. The student may choose whether to bring in notes on the index card; however, no other method for bringing in notes should be used, and no pre-written paragraphs should be brought in.</p>
<b>Bend I: Writing to Learn</b>	
Prior to Lesson 1	<p>Students complete On-Demand Pre-Assessment (45 mins.):</p> <p><u>Prompt</u>: “Think of a topic that you know a lot about or about which you have strong feelings. Today, you will have forty-five minutes to write an opinion or argument text in which you will write your opinion or claim and tell reasons why you feel that way. Use everything you know about essays, persuasive letters, and reviews to do this. Keep in mind that you’ll have only forty-five minutes to complete this, so you will need to plan, draft, revise, and edit in one sitting.</p> <p>In your writing make sure you:</p> <ul style="list-style-type: none"> <li>• Write a beginning and give your opinion;</li> <li>• Name reasons to show why you have that opinion;</li> <li>• Give evidence (details, facts, examples) to prove your opinion;</li> <li>• Use transition words to show how parts of your writing fit together;</li> <li>• Write an ending for your piece.”</li> </ul>
Lesson 1	<p><u>Session 1</u>: Essay Structure Boot Camp (p. 2)</p> <p><u>Note</u>: To supplement the ice cream story in the Unit book, teachers may</p>

	choose to use other opinion pieces.
Lesson 2	<u>Session 2</u> : Collecting Ideas as Essayists (p. 14) <u>Note</u> : Note mid-workshop teaching on Patches of Thought (p. 21). Consider having each student be given a “patch” of paper or a square piece of paper to serve as a patch; teachers can collect patches of thought and display them as a quilt.
Lesson 3	<u>Session 3</u> : Writing to Learn (p. 25)
Lesson 4	<u>Session 4</u> : Using Elaboration Prompts to Grow Ideas (p. 35) <u>Note</u> : Note “Ways to Push Our Thinking” chart on p. 38.
Lesson 5	<u>Session 5</u> : Mining Our Writing (p. 46)
Lesson 6	<u>Session 6, Day 1</u> : Boxes and Bullets: Framing Essays (p. 58)
Lesson 7	<u>Session 6, Day 2</u> : Boxes and Bullets: Framing Essays (p. 58) <u>Note</u> : The focus today should be flash-drafting the Session 6 essay.
Lesson 8	<u>Session 7</u> : Return to Boot Camp (p. 69)
<b>Bend II: Raising the Level of Essay Writing</b>	
Lesson 9	<u>Session 8</u> : Composing and Sorting Mini-Stories (p. 74)
Lesson 10	<u>Session 9, Day 1</u> : Creating Parallelism in Lists (p. 86)
Lesson 11	<u>Session 9, Day 2</u> : Creating Parallelism in Lists (p. 86) <u>Note</u> : The focus today should be finding specifics to bring stories to life, and filling folders with stories or lists. See p. 93.
Lesson 12	<u>Session 10</u> : Organizing for Drafting (p. 94)
Lesson 13	<u>Session 11</u> : Building a Cohesive Draft (p. 104)
Lesson 14	<u>Session 12</u> : Becoming Our Own Job Captains (p. 114)
Lesson 15	<u>Session 13</u> : Writing Introductions and Conclusions (p. 120)
Lesson 16	<u>Session 14, Day 1</u> : Revising Our Work with Goals in Mind (p. 128)
Lesson 17	<u>Session 14, Day 2</u> : Practice and Review Flash Draft
Lesson 18	<u>Session 15</u> : Correcting Run-On Sentences and Sentence Fragments

	(p. 135)
<b>Bend III: Personal to Persuasive</b>	
Lesson 19	<u>Session 16</u> : Moving from Personal to Persuasive (p. 146)
Lesson 20	<u>Session 17, Day 1</u> : Inquiry into Persuasive Essay (p. 157)
Lesson 21	<u>Session 17, Day 2</u> : Comparing Persuasive Essays
Lesson 22	<u>Session 18</u> : Broader Evidence (p. 167)
Lesson 23	<u>Session 19</u> : Communicating Evidence, Reason, and Thesis (p. 172)
Lesson 24	<u>Session 20</u> : Getting Ready to Put Your Opinions into the World (p. 182)
Lesson 25	<p><u>Session 21</u>: Hey World, Listen Up!: Sharing Our Opinions Loudly and Proudly Celebration (p. 196)</p> <p><u>Note</u>: Tell students that tomorrow they will write an opinion text: “Think of a topic that you know a lot about or about which you have strong feelings. Tomorrow, you will have 45 minutes to write an opinion text in which you will write your opinion or claim and tell reasons why you feel that way. You will use everything you know about essays, persuasive letters, and reviews to do this. If you want to find information from a book or other outside source, you may bring notes – but no pre-written paragraphs – with you tomorrow. Please use the index card I have given you to take your notes and record your sources.”</p> <p>Then, be sure to distribute an index card to each student. The student may choose whether to bring in notes on the index card; however, no other method for bringing in notes should be used, and no pre-written paragraphs should be brought in.</p>
After Lesson 25	<p>Students complete On-Demand Post-Assessment (45 mins.):</p> <p><u>Prompt</u>: “Think of a topic that you know a lot about or about which you have strong feelings. Today, you will have forty-five minutes to write an opinion or argument text in which you will write your opinion or claim and tell reasons why you feel that way. Use everything you know about essays, persuasive letters, and reviews to do this. Keep in mind that you’ll have only forty-five minutes to complete this, so you will need to plan, draft, revise, and edit in one sitting.</p> <p>In your writing make sure you:</p> <ul style="list-style-type: none"> <li>• Write a beginning and give your opinion;</li> </ul>

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• Name reasons to show why you have that opinion;</li> <li>• Give evidence (details, facts, examples) to prove your opinion;</li> <li>• Use transition words to show how parts of your writing fit together;</li> <li>• Write an ending for your piece.”</li> </ul> |
|--|--|

### **Assured Assessments**

Student performance on the following assessments will be reflected on the Trimesters 1 & 2 standards-based report cards.

#### Formative Assessments:

##### 1. On-Demand Writing Sample

Students will write a formative 45-minute, on-demand pre-assessment in the persuasive/opinion genre. (See “Scope & Sequence” above for exact wording of prompt.) This writing sample will be without instruction or teacher-provided checklists or graphic organizers. The on-demand is used to assess what students can do without help. The student performance rubric is based on the grade 4 persuasive writing rubric, which is found on the *Writing Pathways* CD-ROM. The rubric has a point system to inform the teacher of the student’s current level of achievement. This will help teachers plan for differentiation during the unit.

2. Students’ writing samples should be located in their Writer’s Notebooks/Folders, and should be used to identify individual teaching points for conferring and as a record of student growth over the course of the unit.

#### Summative Assessments:

1. Students will choose a piece to bring to publication as a summative assessment. The student performance rubric is based on the grade 4 learning progression and is found on the CD-ROM. The rubric has a point system to inform the teacher of the student’s current level of achievement. This assessment will also demonstrate individual student mastery of strategies and skills.

##### 2. On-Demand Writing Sample

Students will write a summative 45-minute, on-demand post-assessment in the persuasive genre with no additional teacher input. (See “Scope & Sequence” above for exact wording of prompt.) The on-demand is used to assess what students can do without help. The student performance rubric is based on the grade 4 rubric for persuasive writing and is found on the *Writing Pathways* CD-ROM. The rubric has a point system to inform the teacher of the student’s current level of achievement. Comparing the pre- and post-assessment will demonstrate individual student growth.

3. Writer’s Notebook/Folders and published pieces

## **Resources**

### Core

#### Teacher:

- *Personal Persuasive Writing: Boxes and Bullets* (Grade 4, Unit 2)
- *Writing Pathways*
- *Untangled Knots* (CD-ROM) G4B2S03\_TT (Session 3)
- *My Father* (CD-ROM) G4B2S11\_TT (Session 11)
- *No Uniforms!* (CD-ROM) G4B2S17\_TT (Session 17)
- *My Father* (CD-ROM) G4B2S19\_TT (Session 19)
- Sample student writing from prior year

#### Student:

- Writing notebooks
- 2-pocket folders
- Lined paper
- Pens (2 colors)

### Supplemental

#### Teacher:

- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom libraries
- Collection of newspaper/magazine articles and/or editorials

### **Time Allotment**

- November – December (including approximately 5 days for work with grammar/conventions using *Write Source*)

## UNIT 3

### Opinion Writing: The Literary Essay: Writing about Fiction

#### Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
CCS.ELA-Literacy.W.4.1.a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
CCS.ELA-Literacy.W.4.1.b	Provide reasons that are supported by facts and details.
CCS.ELA-Literacy.W.4.1.c	Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i> ).
CCS.ELA-Literacy.W.4.1.d	Provide a concluding statement or section related to the opinion presented.
CCS.ELA-Literacy.W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CCS.ELA-Literacy.W.4.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
CCS.ELA-Literacy.W.4.3.b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
CCS.ELA-Literacy.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
CCS.ELA-Literacy.W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CCS.ELA-Literacy.W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
CCS.ELA-Literacy.W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take

notes and categorize information, and provide a list of sources.

CCS.ELA-Literacy.W.4.9.a	Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
CCS.ELA-Literacy.W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CCS.ELA-Literacy.RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CCS.ELA-Literacy.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
CCS.ELA-Literacy.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
CCS.ELA-Literacy.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
CCS.ELA-Literacy.RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
CCS.ELA-Literacy.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCS.ELA-Literacy.RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CCS.ELA-Literacy.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
CCS.ELA-Literacy.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse

	partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
CCS.ELA-Literacy.SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CCS.ELA-Literacy.SL.4.3	Follow agreed-upon rules for discussions and carry out assigned roles.
CCS.ELA-Literacy.SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
CCS.ELA-Literacy.SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
CCS.ELA-Literacy.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.4.1.d	Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than a <i>red small bag</i> ).
CCS.ELA-Literacy.L.4.1.e	Form and use prepositional phrases.
CCS.ELA-Literacy.L.4.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CCS.ELA-Literacy.L.4.2	Use relative pronouns ( <i>who, whose, whom, which, that</i> ) and relative adverbs ( <i>where, when, why</i> ).
CCS.ELA-Literacy.L.4.2.a	Use correct capitalization.
CCS.ELA-Literacy.L.4.2.b	Use commas and quotation marks to mark direct speech and quotations from a text.
CCS.ELA-Literacy.L.4.2.c	Use a comma before a coordinating conjunction in a compound sentence.
CCS.ELA-Literacy.L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCS.ELA-Literacy.L.4.3.a	Choose words and phrases to convey ideas precisely.
CCS.ELA-Literacy.L.4.3.c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
CCS.ELA-Literacy.L.4.4.a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning or a word or phrase.
CCS.ELA-Literacy.L.4.5.a	Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i> ) in context.
CCS.ELA-Literacy.L.4.5.b	Recognize and explain the meaning of common idioms, adages, and proverbs.
CCS.ELA-Literacy.L.4.5.c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
CCS.ELA-Literacy.L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i> , <i>whined</i> , <i>stammered</i> ) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).

### Unit Essential Questions

- How do I generate writing ideas that matter to me?
  - How can I use world-events to influence and inspire my writing?
- How do I become a more persuasive writer?
  - How do I incorporate research-based evidence to support my claim?
- How do I write for an audience?
  - How do I convince my reader to agree with my claim?
- How do I apply revision strategies to strengthen my writing pieces
  - How do I revise my thesis to make sure it is supported by the whole text?
- How do I apply editing skills to my writing pieces??
  - How do I ensure I have checked for punctuation, comma usage, tense, and pronoun references?
- How do I use mentor texts to improve my writing?
  - How can I compare and contrast mentor texts to identify similar themes and characters?
- How do I organize the structure of my writing to convey meaning to my audience with clarity?

- How do I transition to a new point and provide relevant evidence in support of my claim?

## Scope and Sequence

<b>Opinion Writing: The Literary Essay: Writing about Fiction</b>	
<b>Bend I: Writing About Reading: Literary Essays</b>	
Prior to Lesson 1	<i>There is no pre- or post-assessment with this unit.</i>
Lesson 1	<u>Session 1</u> : Close Reading to Generate Ideas about a Text (p. 2)
Lesson 2	<u>Session 2</u> : Gathering Writing by Studying Characters (p. 14)
Lesson 3	<u>Session 3</u> : Elaborating on Written Ideas Using Prompts (p. 25)
Lesson 4	<u>Session 4</u> : Finding and Testing a Thesis (p. 36)
Lesson 5	<u>Session 5</u> : Using Stories as Evidence (p. 48)
Lesson 6	<u>Session 6</u> : Citing Textual Evidence (p. 60)
Lesson 7	<u>Session 7</u> : Using Lists as Evidence (p. 69)
Lesson 8	<u>Session 8</u> : Putting It All Together: Constructing Literary Essays (p. 77)
<b>Bend II: Raising The Quality Of Literary Essays</b>	
Lesson 9	<u>Session 9</u> : Writing to Discover What a Story Is Really About (p. 88)
Lesson 10	<u>Session 10</u> : Adding Complexity to Our Ideas (p. 99)
Lesson 11	<u>Session 11</u> : Flash-Drafting Literary Essays (p. 108)
Lesson 12	<u>Session 12</u> : Beginnings and Endings (p. 117)
Lesson 13	<u>Session 13</u> : Using Descriptions of an Author’s Craft as Evidence (p. 127)
Lesson 14	<u>Session 14</u> : Editing (p. 135)
<b>Bend III: Writing Compare-and-Contrast Essays</b>	
Lesson 15	<u>Session 15</u> : Building the Muscles to Compare and Contrast (p. 142)
Lesson 16	<u>Session 16</u> : Comparing and Contrasting Familiar Texts (p. 153)

Lesson 17	<u>Session 17</u> : Using Yesterday’s Learning, Today and Always (p. 163)
Lesson 18	<u>Session 18</u> : Developing Distinct Lines of Thought (p. 169)
Lesson 19	<u>Session 19</u> : Exploring Commas (p. 177)
Lesson 20	<u>Session 20</u> : A Celebration (p. 182)

**Assured Assessments**

Student performance on the following assessments will be reflected on the Trimester 2 standards-based report card.

Formative Assessments:

1. Students’ writing samples should be located in their Writer’s Notebooks/Folders, and should be used to identify individual teaching points for conferring and as a record of student growth over the course of the unit.

Summative Assessments:

1. Students will choose a piece to bring to publication as a summative assessment. The student performance rubric is based on the grade 4 learning progression and is found on the CD-ROM. The rubric has a point system to inform the teacher of the student’s current level of achievement. This assessment will also demonstrate individual student mastery of strategies and skills.
2. Writer’s Notebook/Folders and published pieces

**Resources**

Core

Teacher:

- *Opinion Writing: The Literary Essay: Writing about Fiction* (Grade 4, Unit 4)
- *Writing Pathways*
- *Fox* by Margaret Wild and Ron Brooks
- Opinion Writing Checklist, Grades 4 and 5

Student:

- Writing notebooks
- 2-pocket folders
- Lined paper
- Pens (2 colors)

Supplemental

Teacher:

- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom libraries

**Time Allotment**

- January – mid February (including approximately 8 days for work with grammar/conventions using *Write Source*)

## UNIT 4

### Informational Writing: Bringing History to Life

#### Unit Goals

At the completion of this unit, students will:

- |                          |   |
|--------------------------|---|
| CCS.ELA-Literacy.W.4.1   | Write opinion pieces on topics or texts, supporting a point of view with reasons and information.   |
| CCS.ELA-Literacy.W.4.2   | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  |
| CCS.ELA-Literacy.W.4.2.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. |
| CCS.ELA-Literacy.W.4.2.b | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  |
| CCS.ELA-Literacy.W.4.2.c | Link ideas within categories of information using words and phrases (e.g., <i>another</i> , <i>for example</i> , <i>also</i> , <i>because</i> ).  |
| CCS.ELA-Literacy.W.4.2.d | Use precise language and domain-specific vocabulary to inform about or explain the topic.   |
| CCS.ELA-Literacy.W.4.2.e | Provide a concluding statement or section related to the information or explanation presented.  |
| CCS.ELA-Literacy.W.4.3   | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.   |
| CCS.ELA-Literacy.W.4.4   | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.  |
| CCS.ELA-Literacy.W.4.5   | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.   |
| CCS.ELA-Literacy.W.4.6   | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others;                      |

	demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
CCS.ELA-Literacy.W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
CCS.ELA-Literacy.W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
CCS.ELA-Literacy.W.4.9	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
CCS.ELA-Literacy.W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CCS.ELA-Literacy.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CCS.ELA-Literacy.W.5.2.a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
CCS.ELA-Literacy.W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CCS.ELA-Literacy.RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
CCS.ELA-Literacy.RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CCS.ELA-Literacy.RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CCS.ELA-Literacy.RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what

	happened and why, based on specific information in the text.
CCS.ELA-Literacy.RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
CCS.ELA-Literacy.RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
CCS.ELA-Literacy.RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
CCS.ELA-Literacy.RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
CCS.ELA-Literacy.RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
CCS.ELA-Literacy.RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CCS.ELA-Literacy.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
CCS.ELA-Literacy.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
CCS.ELA-Literacy.SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
CCS.ELA-Literacy.SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
CCS.ELA-Literacy.SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCS.ELA-Literacy.SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
CCS.ELA-Literacy.SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
CCS.ELA-Literacy.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCS.ELA-Literacy.L.4.3.a	Choose words and phrases to convey ideas precisely.
CCS.ELA-Literacy.L.4.3.b	Choose punctuation for effect.
CCS.ELA-Literacy.L.4.4.a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase
CCS.ELA-Literacy.L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCS.ELA-Literacy.L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i> , <i>whined</i> , <i>stammered</i> ) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).
CCS.ELA-Literacy.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Unit Essential Questions

- What is the purpose of writing?
  - How can I inform a reader about a specific event or topic?
- What tools are required for writing?

- How can I utilize a variety of multimedia and/or written texts to enhance my writing?
- How can we use writing to better understand our world?
  - How do I add relevant details to show what happened long ago?
- How do I become a stronger informational writer?
  - How do I do research and take notes to support my ideas?
- How do I write for an audience?
  - How do I adapt my style of writing to relay information to my audience?
- How do I apply revision strategies to strengthen my writing pieces?
  - How do I incorporate effective quotations and research-based evidence to my writing?
- How do I apply editing skills to my writing pieces?
  - How do I use what I've learned to check for proper capitalization, punctuation, spelling, and grammar?
- How do I use mentor texts to improve my writing?
  - How can the mentor texts serve as a model to help me strengthen my informational writing?
- How do I organize the structure of my writing to convey meaning to my audience with clarity?
  - How do I make a plan that matches the purpose of my writing?

### Scope and Sequence

<b>Informational Writing: Bringing History to Life</b>	
Prior to Unit	<ul style="list-style-type: none"> <li>● This unit, “Bringing History to Life,” focuses on <u>immigration</u> to write the informational book, since the topic of the American Revolution does not align with the 2015 CT Social Studies Frameworks. Please reference the “Bringing History to Life – Fourth Grade” packet.</li> <li>● Each student will produce one book by the end of this unit, digging deeper in Bend II rather than starting a new book. The Heinemann website materials, such as the Grade 4 charts “How to Take Notes,” “Possible Text Features,” and others, will be highly valuable.</li> <li>● The website <a href="http://www.tenement.org/">http://www.tenement.org/</a> provides very helpful background information.</li> <li>● The following websites profile famous immigrants:               <ul style="list-style-type: none"> <li>○ <a href="https://www.newyorktour1.com/blog/8-famous-ellis-island-immigrants/">https://www.newyorktour1.com/blog/8-famous-ellis-island-immigrants/</a></li> <li>○ <a href="https://www.nps.gov/elis/learn/education/upload/K-2-famous-immigrants.pdf">https://www.nps.gov/elis/learn/education/upload/K-2-famous-immigrants.pdf</a></li> <li>○ <a href="https://www.britannica.com/biography/Igor-Sikorsky">https://www.britannica.com/biography/Igor-Sikorsky</a></li> <li>○ <a href="https://www.connecticuthistory.org/igor-sikorsky-and-his-flying-machines/">https://www.connecticuthistory.org/igor-sikorsky-and-his-flying-machines/</a></li> </ul> </li> </ul>

	<p>These will be helpful to find famous immigrants who came through Ellis Island. In Session 4, students will use some information about Igor Sikorsky.</p>
<p>Prior to On-Demand Pre-Assessment</p>	<p><u>Please announce to all students the day prior:</u> “Think of a topic that you have studied or know a lot about. Tomorrow, you will have 45 minutes to write an informational or nonfiction text that teaches others interesting and important information and ideas about that topic. If you want to find information from a book or other outside source, you may bring notes – but no pre-written paragraphs – with you tomorrow. Please use the index card I have given you to take your notes and record your sources.”</p> <p>Then, be sure to distribute an index card to each student. The student may choose whether to bring in notes on the index card; however, no other method for bringing in notes should be used, and no pre-written paragraphs should be brought in.</p>
<p><b>Bend I: Informational Books: Making a Conglomerate of Forms</b></p>	
<p>Prior to Lesson 1</p>	<p>Students complete On-Demand Pre-Assessment (45 mins.):</p> <p><u>Prompt:</u> “Think of a topic that you have studied or know a lot about. Today, you will have forty-five minutes to write an informational or nonfiction text that teaches others interesting and important information and ideas about the topic. If you brought notes, you may use them. Keep in mind that you’ll have only forty-five minutes to complete this, so you will need to plan, draft, revise, and edit in one sitting.</p> <p>In your writing make sure you:</p> <ul style="list-style-type: none"> <li>• Write an introduction;</li> <li>• Elaborate with a variety of information;</li> <li>• Organize your writing;</li> <li>• Use transition words to show how parts of your writing fit together’</li> <li>• Write a conclusion.”</li> </ul>
<p><u>Note:</u> By the end of Sessions 1-4, each student will have a draft “All About” and draft “Focused All About.” For example, since immigration is the primary topic, a subtopic or focused topic might be why different groups came to the U.S., cultural neighborhoods, challenges, contributions made by the immigrants, or famous immigrants, and the student’s narrative could be about a day in the life of an immigrant.</p> <p><u>Note:</u> Throughout the lessons, choose an informational book, the social studies textbook, or <i>The Connecticut Adventure book</i> to demonstrate subheadings. Immigration topics should be used throughout the unit.</p>	

Lesson 1	<p><u>Session 1, Day 1</u>: Getting the Sense of Informational Books (p. 2)</p> <p><u>Note</u>: Although students will begin note-taking, how to effectively take notes will be revisited later in the unit. See Session 10 (p. 87), for example. Please reference the “Bringing History to Life – Fourth Grade” packet. The following links to some pages of <i>Life on the Lower East Side</i> by Jennifer Blizin Gillis:</p> <p><a href="https://books.google.com/books?id=xwzK4wNbBHsC&amp;printsec=frontcover&amp;source=gbs_ge_summary_r&amp;cad=0#v=onepage&amp;q&amp;f=false">https://books.google.com/books?id=xwzK4wNbBHsC&amp;printsec=frontcover&amp;source=gbs_ge_summary_r&amp;cad=0#v=onepage&amp;q&amp;f=false</a></p> <p><u>Note</u>: Use the student sample provided.</p>
Lesson 2	<p><u>Session 1, Day 2</u>: Getting the Sense of Informational Books (p. 2)</p> <p><u>Note</u>: The focus today should be reviewing note-taking strategies and allowing students to take notes for the remainder of the time. See p. 13. Note-taking will happen during Reading Workshop time.</p> <p><u>Note</u>: Use the student sample provided.</p>
Lesson 3	<p><u>Session 2</u>: Planning the Structure of Writing (p. 14)</p> <p><u>Note</u>: Use the student sample provided.</p>
Lesson 4	<p><u>Session 3</u>: Planning and Writing with Greater Independence (p. 22)</p>
Lesson 5	<p><u>Session 4, Day 1</u>: Teaching as a Way to Rehearse for Information Writing (p. 30)</p> <p><u>Note</u> substitute for page 33.</p>
Lesson 6	<p><u>Session 4, Day 2</u>: Teaching as a Way to Rehearse for Information Writing (p. 30)</p> <p><u>Note</u>: Students should write for 30 minutes. See p. 37.</p>
Lesson 7	<p><u>Session 5</u>: Elaboration: The Details that Let People Picture What Happened Long Ago and Far Away (p. 38)</p> <p><u>Note</u>: You may want to reference “Learning through Literature” in the social studies textbook; usually this is a narrative sample. Please reference the “Bringing History to Life – Fourth Grade” packet; use excerpt.</p>
Lesson 8	<p><u>Session 6</u>: Bringing Information Alive: Stories inside Nonfiction Texts (p. 47)</p> <p><u>Note</u>: Use the anchor chart, “Planning a Micro-Story That Will be Embedded in History Research” to guide conversation with your class - accessible via <a href="http://www.heinemann.com">www.heinemann.com</a>.</p>
Lesson 9	<p><u>Session 7</u>: Essays within Information Texts (p. 56)</p>

	<p><u>Note:</u> Please reference the “Bringing History to Life – Fourth Grade” packet. At the end of this session, each student will have a draft essay.</p>
Lesson 10	<p><u>Session 8:</u> Letter to Teachers: Taking Stock and Setting Goals (p. 67) <u>Note:</u> This session creates a reflective pause for you as teacher to assess your students’ accomplishments from Sessions 1-7. You may want to go over one part of the checklist with small groups.</p>
<b>Bend II: Writing with Greater Independence</b>	
<p><u>Note:</u> Much of Bend II can be modeled using students’ own examples to replace the American Revolution content.</p>	
Lesson 11	<p><u>Session 9:</u> Writers Plan for Their Research (p. 76) <u>Note:</u> Students will work on a Table of Contents to consider what they will add or want to find out more about their topic. Please reference the “Bringing History to Life – Fourth Grade” packet.</p>
Lesson 12	<p><u>Session 10:</u> The Intense Mind-Work of Note-Taking (p. 87) <u>Note:</u> The focus today should be a review of note-taking. You may be able to move more quickly through this lesson. Please reference the “Bringing History to Life – Fourth Grade” packet.</p>
Lesson 13	<p><u>Session 11:</u> Letter to Teachers: Drafting Is Like Tobogganing: First the Preparation, the Positioning . . . Then the Whoosh! (p. 97) <u>Note:</u> Session 11 re-engages the student with his/her “All About” and “Focused All About” sections and encourages revisions to the student’s draft based on the research and note-taking done in Sessions 9 &amp; 10. See chart on p. 98.</p>
Lesson 14	<p><u>Session 12, Day 1:</u> Developing a Logical Structure Using Introductions and Transitions (p. 102) <u>Note:</u> If the student’s book needs an introduction, two options are provided on the charts on p. 112. Please reference the “Bringing History to Life – Fourth Grade” packet.</p>
Lesson 15	<p><u>Session 12, Day 2:</u> Developing a Logical Structure Using Introductions and Transitions (p. 102) <u>Note:</u> The focus today should be on conclusions. Please reference the “Bringing History to Life – Fourth Grade” packet.</p>

Lesson 16	<u>Session 13</u> : Text Features: Popping Out the Important Information (p. 113) <u>Note</u> : Please reference the “Bringing History to Life – Fourth Grade” packet.
Lesson 17	<u>Session 14</u> : Quotations Accentuate Importance: Voices Chime In to Make a Point (p. 124) <u>Note</u> : Quotations should be added <i>if appropriate</i> . Please reference the “Bringing History to Life – Fourth Grade” packet.
Lesson 18	<u>Session 15</u> : Letter to Teachers: Using All We Know to Craft Essay and Narrative Sections (p. 135) <u>Note</u> : This session revisits the components of the book with emphasis on the narrative and essay; see mid-working teach points on pp. 137-38. This session creates a reflective pause for you as teacher to assess your students’ accomplishments so far. Please reference the “Bringing History to Life – Fourth Grade” packet.
Lesson 19	<u>Session 16</u> : The Other Side of the Story (p. 140) <u>Note</u> : Please reference the “Bringing History to Life – Fourth Grade” packet.
Lesson 20	<u>Session 17</u> : Letter to Teachers: Self-Assessment and Goal Setting: Taking on New Challenges (p. 151) <u>Note</u> : Select a portion of the checklist to review with students.
<b>Bend III: Writing for Real-Life Purposes and Audiences</b>	
<u>Note</u> : Much of Bend III can be modeled using students’ own examples to replace the American Revolution content.	
Lesson 21	<u>Session 18</u> : Information Writing Gives Way to Idea Writing (p. 156) <u>Note</u> : Please reference the “Bringing History to Life – Fourth Grade” packet.
Lesson 22	<u>Session 19</u> : Digging Deeper: Interpreting the Life Lessons that History Teachers (p. 164)
Lesson 23	<u>Session 20</u> : Using Confusions to Guide Research (p. 172)
Lesson 24	<u>Session 21</u> : Questions without a Ready Answer (p. 183)
Lesson 25	<u>Session 22</u> : Letter to Teachers: Editing (p. 192)

Lesson 26	<p><u>Session 23</u>: Letter to Teachers: A Final Celebration: An Expert Fair (p. 197)</p> <p><u>Note</u>: Tell students that tomorrow they will write an informational text: “Think of a topic that you have studied or know a lot about. Tomorrow, you will have 45 minutes to write an informational or nonfiction text that teaches others interesting and important information and ideas about that topic. If you want to find information from a book or other outside source, you may bring notes – but no pre-written paragraphs – with you tomorrow. Please use the index card I have given you to take your notes and record your sources.”</p> <p>Then, be sure to distribute an index card to each student. The student may choose whether to bring in notes on the index card; however, no other method for bringing in notes should be used, and no pre-written paragraphs should be brought in.</p>
After Lesson 26	<p>Students complete On-Demand Post-Assessment (45 mins.):</p> <p><u>Prompt</u>: “Think of a topic that you have studied or know a lot about. Today, you will have forty-five minutes to write an informational or nonfiction text that teaches others interesting and important information and ideas about the topic. If you brought notes, you may use them. Keep in mind that you’ll have only forty-five minutes to complete this, so you will need to plan, draft, revise, and edit in one sitting.</p> <p>In your writing make sure you:</p> <ul style="list-style-type: none"> <li>• Write an introduction;</li> <li>• Elaborate with a variety of information;</li> <li>• Organize your writing;</li> <li>• Use transition words to show how parts of your writing fit together;</li> <li>• Write a conclusion.”</li> </ul>

**Assured Assessments**

Student performance on the following assessments will be reflected on the Trimester 3 standards-based report card.

Formative Assessments:

1. On-Demand Writing Sample

Students will write a formative 45-minute, on-demand pre-assessment in the informational genre. (See “Scope & Sequence” above for exact wording of prompt.) This writing sample will be without instruction or teacher-provided checklists or graphic organizers. The on-demand is used to assess what students can do without help. The student performance rubric is based on the grade 4 informational writing rubric, which is found on the *Writing Pathways* CD-ROM. The rubric has a point system to inform the teacher of the student’s current level of achievement. This will help teachers plan for differentiation during the unit.

2. Students' writing samples should be located in their Writer's Notebooks/Folders, and should be used to identify individual teaching points for conferring and as a record of student growth over the course of the unit.

#### Summative Assessments:

1. Students will choose an informational booklet to bring to publication as a summative assessment. The student performance rubric is based on the grade 4 learning progression and is found on the CD-ROM. The rubric has a point system to inform the teacher of the student's current level of achievement. This assessment will also demonstrate individual student mastery of strategies and skills.
2. On-Demand Writing Sample  
Students will write a summative 45-minute, on-demand post-assessment in the informational genre with no additional teacher input. (See "Scope & Sequence" above for exact wording of prompt.) The on-demand is used to assess what students can do without help. The student performance rubric is based on the grade 4 rubric for informational writing and is found on the *Writing Pathways* CD-ROM. The rubric has a point system to inform the teacher of the student's current level of achievement. Comparing the pre- and post-assessment will demonstrate individual student growth.
3. Writer's Notebook/Folders and published pieces

#### Resources

##### Core

##### Teacher:

- *Informational Writing: Bringing History to Life* (Grade 4, Unit 3, adapted)
- "Bringing History to Life – Fourth Grade" packet
- *Writing Pathways* by Lucy Calkins
- *Resources for Teaching Writing: Units of Study in Opinion, Information and Narrative Writing* CD-ROM
- Copy of mentor historical information book (CD-ROM) G4B3S01\_SW\_FIG1-1 (Session 1)
- Grades 4+5 Informational Writing Checklist (CD-ROM) CL\_INFO\_G4-G5 (Session 4)

##### Student:

- Writing notebooks
- 2-pocket folders
- Lined paper
- Pens (2 colors)

##### Supplemental

- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom libraries such as *Pepe the Lamplighter*
- New York City Tenement Museum: <http://www.tenement.org/>.

**Time Allotment**

- late February – April (including days for specific standardized assessment preparation)

## UNIT 5

### Historical Fiction Writing

#### Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.W.4.2.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.
CCS.ELA-Literacy.W.4.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CCS.ELA-Literacy.W.4.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CCS.ELA-Literacy.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
CCS.ELA-Literacy.W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
CCS.ELA-Literacy.W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
CCS.ELA-Literacy.W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. Understand that, when writing informational text, there is always more than one perspective.
CCS.ELA-Literacy.W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### Unit Essential Questions

- What is the purpose of writing?
  - How can I inform a reader about a specific period in history?
- What tools are required for writing?

- How can I utilize a variety of multimedia and/or written texts to enhance my writing?
- How can we use writing to better understand of human history?
  - How do I add relevant details to show what happened long ago?
- How do I become a strong historical fiction writer?
  - How do I do research and take notes to support my ideas?
- How do I write for an audience?
  - How do I adapt my style to reflect the time period about which I am writing for my audience?
- How do I apply revision strategies to strengthen my writing pieces?
  - How do I incorporate effective quotations and research-based evidence to my writing?
- How do I apply editing skills to my writing pieces?
  - How do I use what I've learned to check for proper capitalization, punctuation, spelling, and grammar?
- How do I use mentor texts to improve my writing?
  - How can the mentor texts serve as a model to help me strengthen my informational writing?
- How do I organize the structure of my writing to convey meaning to my audience with clarity?
  - How do I make a plan that matches the purpose of my writing?

## Scope and Sequence

<b>Historical Fiction Writing</b>	
Prior to Lesson 1	<p>Students can use the books they are reading in their <b>book clubs</b> to inform their writing. You may also gather information from social studies materials or digital sources such as ReadWorks.</p> <p>Unit 1, <i>Narrative: The Arc of Story</i> can be used for guidance with this unit. Instead of writing realistic fiction, writing will be inspired by actual events or people in history.</p> <p><i>Number the Stars</i>, the interactive read-aloud text from Reading Workshop, can serve as the mentor text for this unit, or you may chose a different text of historical fiction.</p>
<b>Bend I: Collect and Develop Historical Fiction Seed Ideas</b>	
Lesson 1	<p><u>Focus</u>: Imagining Stories Set in a Specific Time in History</p> <p><u>Teaching Point</u>: Historical fiction writers get their ideas for stories from small moments in history.</p> <p><u>Note</u>: Students work in their notebooks throughout Bend I.</p>
Lesson 2	<p><u>Focus</u>: Generating Ideas</p> <p><u>Teaching Point</u>: Good writers pay attention to the issues that mattered to the</p>

	people living in the time period they have chosen.
Lesson 3	<p><u>Focus</u>: Developing Believable Historical Characters</p> <p><u>Teaching Point</u>: Writers choose a seed idea based on a character or event they know about in history.</p> <p><u>Note</u>: Begin to develop characters’ internal and external traits.</p>
Lesson 4	<p><u>Focus</u>: Struggles and Motivation</p> <p><u>Teaching Point</u>: Writers give historical fiction characters believable struggles and motivations.</p>
Lesson 5	<p><u>Focus</u>: Plotting with a Story Arc</p> <p><u>Teaching Point</u>: Writers sketch out possible story lines using traditional story structure.</p>
Lesson 6	<p><u>Focus</u>: Setting (<i>from Bend II</i>)</p> <p><u>Teaching Point</u>: Showing where and when the story takes place is crucial to the believability of historical fiction writing.</p>
Lesson 7	<p><u>Focus</u>: Planning and Writing Scenes</p> <p><u>Teaching Point</u>: Writers write brief scenes as a way to rehearse various ideas.</p>
<b>Bend II: Choosing and Drafting Historical Seed Ideas</b>	
Lesson 8	<p><u>Focus</u>: Moving to Story Booklets</p> <p><u>Teaching Point</u>: Writers plan out the story by using one page for each scene. This prompts writers to see when more in-depth development is needed for each scene.</p> <p><u>Note</u>: In Bend II, students will draft in booklets or booklet style with a scene on each page. As students are ready, many will transition to digital media.</p>
Lesson 9	<p><u>Focus</u>: Storytelling vs. Summarizing</p> <p><u>Teaching Point</u>: Good writers write the story so that the audience can envision the scene as it occurred, instead of giving a summary.</p>
Lesson 10	<p><u>Focus</u>: Acting Out Scenes</p> <p><u>Teaching Point</u>: Scenes should be acted out to ensure we are storytelling vs. summarizing.</p> <p><u>Note</u>: Some students may need to sketch out each scene instead of act it out to prompt them to write with greater detail.</p>

Lesson 11	<p><u>Focus</u>: Leads</p> <p><u>Teaching Point</u>: Leads can be reviewed by drawing upon examples from book club books.</p>
Lesson 12	<p><u>Focus</u>: Powerful Endings</p> <p><u>Teaching Point</u>: Endings can be reviewed by drawing upon examples from book club books.</p> <p><u>Note</u>: Refer to “Key Questions Fiction Writers Consider in Revising Endings” chart from p. 102 of <i>Narrative: The Arc of Story</i>.</p>
<b>Bend III: Independent Drafting With Higher Expectations</b>	
Lesson 13	<p><u>Focus</u>: Choosing a Second Seed Idea</p> <p><u>Teaching Point</u>: Writers select a second idea from their notebooks to plan and develop using a story arc.</p> <p><u>Note</u>: Students may add features such as a timeline to lift the level of this draft. Students may choose from timelines, story arc, character sketches, or setting sketches.</p>
Lesson 14	<p><u>Focus</u>: Independent Drafting</p> <p><u>Teaching Point</u>: Good writers know the importance of a lead that hooks the reader, detailed settings, and powerful endings.</p> <p><u>Note</u>: Students work independently on their draft. At the teacher’s discretion, students may work in a digital medium.</p>
Lesson 15	<p><u>Focus</u>: Independent Drafting and Revising</p> <p><u>Note</u>: Students should have two drafts: their guided drafts and their independent drafts.</p>
<b>Bend IV: Choosing a Story to Revise and Edit for Publication</b>	
Lesson 16	<p><u>Focus</u>: Choosing a Draft to Bring to Publication</p> <p><u>Note</u>: Students have two drafts and need to choose one to revise and edit for publication. If the student chooses the first draft, he or she will need to improve that draft to meet the higher expectations of the independent draft from Bend III.</p>
Lesson 17	<p><u>Focus</u>: Revising With a Lens to Historical Accuracy for Setting</p> <p><u>Teaching Point</u>: Good writers pay particular attention to historical accuracy.</p>
Lesson 18	<p><u>Focus</u>: Revising With a Vocabulary Lens</p> <p><u>Teaching Point</u>: Good writers incorporate vocabulary that is topic-specific</p>

	and reflective of the time period.
Lesson 19	<u>Focus:</u> Expanding and Elaborating on a Secondary Character <u>Teaching Point:</u> Secondary characters make valuable contributions, enhancing, reacting to, and moving the story along.
Lesson 20	<u>Focus:</u> Sharing with a Partner <u>Teaching Point:</u> Writers share with their partners for any suggestions or changes.
Lesson 21	<u>Focus:</u> Celebration

### **Assured Assessments**

Student performance on the following assessments will be reflected on the Trimester 3 standards-based report card.

#### Formative Assessments:

1. Students' writing samples should be located in their Writer's Notebooks/Folders, and should be used to identify individual teaching points for conferring and as a record of student growth over the course of the unit.

#### Summative Assessments:

1. Students will choose one news article to bring to publication as a summative assessment. The student performance rubric is based on the grade 4 learning progression and is found on the CD-ROM. The rubric has a point system to inform the teacher of the student's current level of achievement. This assessment will also demonstrate individual student mastery of strategies and skills.
2. Writer's Notebook/Folders and published pieces

### **Resources**

#### Core

Teacher:

- *Writing Pathways*

Student:

- Writing notebooks
- 2-pocket folders
- Lined paper
- Pens (2 colors)

#### Supplemental

Teacher:

- Collection of newspaper/magazine articles and/or editorials

**Time Allotment**

- May – June

**CURRENT REFERENCE**

Calkins, Lucy. *Units of Study in Opinion, Information, and Narrative Writing*. Portsmouth, NH: Heinemann. 2013. Print.

**ASSURED STUDENT PERFORMANCE RUBRICS**

- Refer to *Units of Study* CD-ROM or *Writing Pathways*