

<b>Subject Area:</b> English Language Arts	<b>Grade Level:</b> 4	<b>Revised 2024</b>
<b>Unit Name/Theme:</b> Reading-Launching	<b>Dates:</b> September- October	<b>Time Frame:</b> 4-6 weeks

### **Lessons & Writing Activities**

#### **Lesson 1: What Is Reading Workshop?**

uses Tomás and the Library Lady by Pat Mora.

**Rationale:** Readers learn about the power of reading in people's lives, & will discuss how reading workshop is a time to learn and grow as readers.

**New Jersey Student Learning Standards:** RL.CR.4.1, RL.CI.4.2, SL.PE.4.1, SL.II.4.2, SL.ES4.3, SL.PI.4.4

**Skills and Strategies:** Making Inferences, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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#### **Lesson 2: Learning About Ourselves As Readers and Making Connections**

uses The Lonely Book by Kate Bernheimer.

**Rationale:** Readers develop an understanding of their unique identities and histories as readers and learn about other readers in their reading community. Students will learn how they can make connections to texts through their personal and reading community experiences and how this will deepen their understanding and ability to talk about the texts they read.

**New Jersey Student Learning Standards:** RL.CR.4.2, RL.CI.4.2, RL.IT.4.3, SL.PE.4.1, SL.II.4.2, SL.ES.4.3, SL.PI.4.4

**Skills and Strategies:** Using Schema, Making Inferences, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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#### **Lesson 3: Creating a Reading Life**

uses A Whiff of Pine, a Hint of Skunk: A forest of poems by Deborah Ruddell.

**Rationale:** Readers use their identities & recommendations from their reading community to self-select well-matched texts, read for different purposes, & set reading goals. Students learn how to select appropriate texts for independent reading & monitor for understanding and enjoyment.

**New Jersey Student Learning Standards:** RL.CR.4.1, RI.CR.4.1, RL.CI.4.2, SL.PE.4.1, SL.II.4.2, SL.ES.4.3, SL.PI.4.4

**Skills and Strategies:** Text and Genre Features/Structure, Making Inferences, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

**SEL Integration:** Students will be able to set personal reading goals using self-reflection and peer/teacher recommendations. Students will also be able to self-select well-matched text and monitor for enjoyment and understanding.

**Diversity, Equity, and Inclusion Integration:** Create and display book bins in classroom library that celebrate diversity and the inclusion of characters with disabilities and different ethnic backgrounds.

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**Lesson 4: Making Meaning and Digging Deeper!**

uses Moonshot: The Flight of Apollo 11 by Brian Floca.

**Rationale:** Readers bring what they know or have experienced to all types of reading (activating their schema) and ask questions as they continually interact with a text. Students will learn how to “stop and jot” to activate their schema and generate questions.

**New Jersey Student Learning Standards:** RI.CR.4.1, RI.CI.4.2, RI.IT.4.3, SL.PE.4.1, SL.II.4.2

**Skills and Strategies:** Using Schema, Questioning, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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**Lesson 5: Knowing When I Get It!**

uses A Whiff of Pine, a Hint of Skunk: A forest of poems by Deborah Ruddell.

**Rationale:** Readers know how it feels to understand their reading and pay attention when meaning breaks down. Students will learn how to monitor for meaning at text, paragraph, and word level and to use “fix-up” strategies when meaning breaks down.

**New Jersey Student Learning Standards:** RL.CI.4.2, RL.IT.4.3, SL.PE.4.1, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, L.VL.4.2.A, L.VL.4.2.B, L.VL.4.2.C, L.VI.4.3.B

**Skills and Strategies:** Using Schema, Making Inferences Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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**Lesson 6: Sharing Our Thinking**

uses Planting the Trees of Kenya: The Story of Wangari Maathai by Claire A. Nivola.

**Rationale:** Readers talk with others about texts to extend their thinking and grow new ideas. Students will learn how to engage in collaborative and purposeful conversations about texts to deepen their understanding and appreciation.

**New Jersey Student Learning Standards:** RI.CR.4.1, RI.CI.4.2, RI.IT.4.3, SL.PE.4.1, SL.II.4.2, SL.ES.4.3, SL.PI.4.4

**Skills and Strategies:** Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

**SEL Integration:** Sample discussion questions for readers include: *What motivated Wangari to start encouraging people to plant trees again?; How did planting the trees improve the lives of the people of Kenya?; What “simple ideas” do you have that could change the lives of the people in a community?*

**SEL Extension:** Wangari Maathai won a Nobel Peace Prize in 2004. Research to find out who else has won a Nobel Peace Prize. Pick one winner and make a chart or graphic organizer comparing that person with Wangari. What traits do they have in common that helped them make such a difference in the world?

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### **Lesson 7: Tracking Our Thinking**

uses *Planting the Trees of Kenya: The Story of Wangari Maathai* by Claire A. Nivola.

**Rationale:** Readers use tools to keep track of their thinking and prepare for discussions about texts. Students will learn how to establish a Reading Notebook and to notate and reference their thinking about texts.

**New Jersey Student Learning Standards:** RI.CR.4.1, RI.CI.4.2, RI.IT.4.3, SL.PE.4.1, SL.II.4.2, SL.ES.4.3, SL.PI.4.4

**Skills and Strategies:** Using Schema, Making Inferences, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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### **Lesson 8: Keeping the Conversation Going**

uses *Albert* by Donna Jo Napoli.

**Rationale:** Readers initiate and build conversations around the big ideas or themes in texts. Students will learn how to infer themes in fiction texts and provide specific evidence from the text to support their points when engaged in conversations.

**New Jersey Student Learning Standards:** RL.CR.4.2, RL.CI.4.2, RL.IT.4.3, SL.PE.4.1, SL.II.4.2, SL.ES.4.3, SL.PI.4.4

**Skills and Strategies:** Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

### **Mini-Lessons - Lesson 1: Our Reading Habits**

uses “The Library of My Dreams” by E.D. Woodworth from the *Launching Shared Texts*.

**Rationale:** Readers develop habits of mind to deepen their understanding of texts. Students will learn how to make connections to texts and notate their thinking in their Reading Notebooks.

**New Jersey Student Learning Standards** RL.CR.4.1, RL.CI.4.2, SL.PE.4.1

**Skills and Strategies:** Using Schema, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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**Lesson 2: Growing As Readers**

uses Tomás and the Library Lady by Pat Mora.

**Rationale:** Readers set goals to enhance their reading lives, & will learn how to reflect upon reading habits and make plans for growth as readers.

**New Jersey Student Learning Standards:** RL.CI.4.2, SL.PE.4.1, SL.II.4.2

**Skills and Strategies:** Using Schema, Making Inferences, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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**Lesson 3: What's My Role in a Reading Community?**

uses "What a Pro Knows: Bubble Science" by Carly Schuna from Highlights® Magazine from the Launching Shared Texts.

**Rationale:** Readers share ideas with other readers to deepen understanding and become stronger readers. Students will learn how to infer key ideas in texts and to communicate and exchange these ideas with members of their reading community.

**New Jersey Student Learning Standards:** RI.CR.4.1, RI.CvI.4.2, RI.IT.4.3, SL.PE.4.1

**Skills and Strategies:** Making Inferences, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

**SEL Integration:** Students use accountable talk posters and handheld resources to deepen conversation by asking clarifying questions, respectfully disagreeing, adding on, etc.

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**Lesson 4: Getting Ready to Discuss**

uses "Bee Smart!" by Karen Smith and Carey Moore, from the Launching Shared Texts.

**Rationale:** Readers think about their reading and prepare for conversations with other readers. Students will learn how to stop and jot important information to notate their thinking in preparation for discussions about texts.

**New Jersey Student Learning Standards:** RI.CR.4.1, RI.CI.4.2, SL.PE.4.1, SL.PI.4.4

**Skills and Strategies:** Text and Genre Features/Structure, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

**SEL Integration:** Students use monitoring reading strategies and a rubric for stopping and jotting important information and storing these notes in an organized notebook. These strategies and resources help students join peer discourse confidently and prepared.

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**Lesson 5: Think–Pair–Share!**

uses “Going Green in School” by Carol Lattimore from the Launching Shared Texts.

**Rationale:** Readers ask questions before, during, and after reading and talk about their reading to deepen understanding. Students will learn strategies for purposeful talk in partnerships, including questioning strategies.

**New Jersey Student Learning Standards:** RI.CR.4.1, SL.PE.4.1, SL.PI.4.4

**Skills and Strategies:** Questioning, Making Inferences, Synthesizing, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

**SEL Integration:** Students use accountable talk posters and handheld resources to deepen conversation by asking clarifying questions, respectfully disagreeing, adding on, etc.

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**Lesson 6: Being a Careful Reader**

uses Moonshot: The Flight of Apollo 11 by Brian Floca.

**Rationale:** Readers understand that reading is a process of making meaning and pay attention when meaning breaks down. Students will learn how to monitor their reading for understanding and reread using context clues to make sense of a text.

**New Jersey Student Learning Standards:** RI.CR.4.1, SL.PE.4.1, L.VL.4.2.A, L.VL.4.2.B, L.VL.4.2.C

**Skills and Strategies:** Making Inferences, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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**Lesson 7: Making Pictures in Our Minds**

uses Albert by Donna Jo Napoli.

**Rationale:** Readers of fiction visualize the story unfolding like a movie in their minds. Students will learn how to create mental images based upon the descriptions in the text in order to enhance their understanding and recall of important moments.

**New Jersey Student Learning Standards:** RL.CR.4.1, RL.CI.4.2, RL.IT.4.3, SL.PE.4.1

**Skills and Strategies:** Text and Genre Features/Structure, Visualizing, Determining Importance

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**Lesson 8: The Magic of Fiction**

uses “Anchor Leg” by Rich Wallace from Highlights® Magazine from the Launching Shared Texts.

**Rationale:** Readers use the essential elements of the fiction genre to make meaning. Students will learn how to utilize story elements and writer’s craft techniques to deepen understanding of fiction texts.

**New Jersey Student Learning Standards:** RL.CR.4.1, RL.CI.4.2, RL.IT.4.3, RL.TS.4.4, SL.PE.4.1, SL.II.4.2

**Skills and Strategies:** Text and Genre Features/Structure, Making Inferences, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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**Lesson 9: Reading Poetry: What’s It REALLY All About?**

uses “Stapler” by Georgia Heard and “Roller Coaster Rob” by E.D. Woodworth from the Launching Shared Texts.

**Rationale:** Readers of poetry create personal meaning from texts by blending what is read with relevant background knowledge or schema. Students will learn how to infer or draw conclusions about big ideas or themes in poems.

**New Jersey Student Learning Standards:** RL.CR.4.1, RL.CI.4.2, RL.TS.4.4, SL.PE.4.1

**Skills and Strategies:** Text and Genre Features/Structure, Using Schema, Determining Importance, Synthesizing, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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**Lesson 10: The Amazing World of Nonfiction**

uses “How Humpbacks Go Fishing” by Linda Brown Anderson from Highlights® Magazine from the Launching Shared Texts.

**Rationale:** Readers of nonfiction use the elements of the genre to make meaning. Students will learn how to use nonfiction text features to determine what is important and identify key ideas.

**New Jersey Student Learning Standards:** RI.CR.4.1, RI.CI.4.2, RI.TS.4.4, RI.MF.4.6, SL.PE.4.1

**Skills and Strategies:** Text and Genre Features/Structure, Making Inferences, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

### Assessment(s)

- Pre-Assessment:
  - Dibels ORF and MAZE assessments
  - Fountas & Pinnell Benchmark Assessment (as needed)
  - IXL Diagnostic Snapshot
- Formative Assessment (use “Where Are My Students in the Reading Process?” worksheet to evaluate students’ development of essential reading, listening, and speaking skills/strategies):
  - Observations of student responses during whole group, small group, and partnership activities
  - Individual conferences throughout the unit
  - Students’ written reading responses
  - Homework: Reading Log; Reading Response Log
- Self-Reflection/Self-Assessment (after whole group, small group, and partnership activities)
  - Reflection through Reading Log and/or Reading Goals
  - Stop & Jot rubrics
  - Response Notebook rubric
  - Mini-Lesson 4: “My Contribution to the Discussion” (Schoolwide p. 62)
- Summative Assessment:
  - Launching Gr.4 Student Performance Checklist
  - Data from observations, conferences, and classwork

### Rubric(s)

- Launching Gr.4 Student Performance Checklist (p. 126-127) - use data from observations, conferences, and classwork

### Differentiate Instruction (IEP, ELL, 504, At Risk) by:

- Group students based on reading level (Dibels, IXL Snapshot)
- Group students based on reading skills (IXL Snapshot, classroom observations, classwork)
- Think-Pair-Share: Design partnerships so that more advanced students can guide struggling students
- Show students how to select “just-right” books for independent reading (and provide bookmark reminder)
- Provide bookmarks/reminder cards for how to participate effectively in discussions (including “Purposeful Talk” p. 97; “Discussion Starters”)
- Provide graphic organizers for students to organize ideas before writing
- Teach students to use “Stop & Jot” strategy with Post-it notes
- Set up “vocabulary” section of Reading Notebook for students to record personal new vocabulary
- Help students set individual goals for reading that meet teacher expectations (classwork and homework differentiated according to goals/expectations)
- Conference with students in small groups and individually to review concepts and skills as often as needed
- Enrichment activities for advanced learners (some can also be used as remediation activity with teacher):
  - After RA Lesson 4, write a response about how they would feel if they were walking on the moon (see p. 54 for guiding questions).

- After RA Lesson 5, explore I'm in Charge of Celebrations to identify examples of lyrical text with rich vocabulary.
- After RA Lesson 6, students write about what they will always remember about Wangari Maathai.
- After RA Lesson 7 and Writing Fundamentals Immersion Day 2, discuss or write about the similarities and differences between a Writers' Notebook and Reading Notebook.
- After RA Lesson 8, write a "transformational" tale about a character who has something special happen that changes his or her life.
- After RA Lesson 8, discuss or write about the theme of Saturdays and Teacakes.
- After Mini-Lesson 6, on "The Daily News" worksheet, sketch a picture of the launch of Apollo 11 that matches the caption.
- After Mini-Lesson 7, repeat "Seeing the Movie in My Mind" activity with another fiction text.
- After Mini-Lesson 10, create an illustration & caption about one new fact learned about humpback whales.

**Suggested accommodations for daily instruction and assessments include but should not be limited to:**

- Limiting total number of questions
- Providing instructional aides such as graphic organizers, sound walls, personalized word walls, writing mats for segmenting
- Providing additional practice/pretests/study guides
- Use of mnemonic strategies
- Oral administration of assessment to individual students
- Providing oral directions and clarification on expectations
- Providing flexible work time or environment
- Displaying work samples
- Accelerated pacing for gifted students
- Increasing complexity for gifted students
- Providing multiple opportunities for practice
- Providing lined whiteboards or paper to support handwriting
- Decodable texts when necessary
- Decreasing/increasing complexity of text when necessary
- Gradual release of independent practice
- Providing audiobooks as needed
- Providing texts in other languages as necessary

**Social Emotional Learning Integration:**

- **Lesson 3-** Students will be able to set personal reading goals using self-reflection and peer/teacher recommendations. Students will also be able to self-select well-matched text and monitor for enjoyment and understanding. (*Self Awareness, Self Management*)
- **Lesson 6-** Using the text *Planting the Trees of Kenya*, students will learn how to engage in collaborative and purposeful conversations about texts. The text, a true story of community building and leadership, lends itself to age-appropriate discussions of these themes. (*Social Awareness, Relationship Skills, Responsible Decision Making*)
- **Lesson 6 Extension-** Wangari Maathai won a Nobel Peace Prize in 2004. Research to find out who else has won a Nobel Peace Prize. Pick one winner and make a chart or graphic organizer comparing that person with Wangari. What traits do they have in common that helped them make such a difference in the world? (*Responsible Decision Making*)
- **Mini Lessons 3, 4, and 5-** Students use accountable talk posters and handheld resources to deepen conversation by asking clarifying



questions, respectfully disagreeing, adding on, etc. Students prepare for group discussions by monitoring their understanding and keeping an organized notebook of stop-and-jots. (*Self Management, Social Awareness, Relationship Building*)

### **Diversity, Equity, and Inclusion:**

- Create and display book bins in classroom library that celebrate diversity and the inclusion of characters with disabilities and different ethnic backgrounds.
- **Unit Read Aloud Inclusive Texts:** *Fish in a Tree*, *Because of Winn Dixie*, *Planting the Trees of Kenya* (mentor text), *Tomas and the Library Lady* (mentor text)
- **End of Unit Activity EQUITY AND CLIMATE CHANGE:** Through role play, “[Stories from the Climate Crisis Mixer](#)” introduces students to 22 individuals around the world — each of whom is affected differently by climate change. The role play features Wangari Maathai from our mentor text *Planting the Trees of Kenya*. For some, climate change threatens to force them to leave their land. For others, it is a business opportunity. In this activity, students meet one another in character and learn about the impact of climate change in their lives — and how each is responding.
- **Additional Equity and Climate Change resources:**
  - <https://www.hsph.harvard.edu/c-change/subtopics/climate-change-kids-and-equity-issues/>
  - <https://www.zinnedproject.org/campaigns/teach-climate-justice#resources>
  - <http://climatechangeela.pbworks.com/w/page/110903176/Activities%20and%20units%20on%20general%20aspects%20of%20climate%20change>
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### **Career Readiness, Life Literacies, and Key Skills:**

- 9.1.5.CR.1: Compare various ways to give back and relate them to strengths, interests, and other personal factors.
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources that can aid in solving the problem.

### **NJ Learning Standard 9: 21st Century Life and Careers**

**9.1.4.G.1** - Describe how valuable items might be damaged or lost and ways to protect them.

**9.2.4.A.1** Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

**9.4.2.TL.1:** Identify the basic features of a digital tool and explain the purpose of the tool .

**9.4.2.TL.2:** Create a document using a word processing application.

### **Computer Science and Design Thinking**

- 8.1.5.DA.1: Collect, organize, and display data.
- 8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.
- 8.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data

<b>Subject Area: English Language Arts</b>	<b>Grade Level: 4</b>	<b>Revised 2024</b>
<b>Unit Name/Theme: Reading-Fiction</b>	<b>Dates: October-December</b>	<b>Time Frame: 6-9 weeks</b>
<p><b>Lessons &amp; Writing Activities:</b></p> <p><b><u>Lesson 1: Narration From the Imagination</u></b>  uses Jalapeño Bagels by Natasha Wing, The Gods and Goddesses of Olympus by Aliko, and The Adventures of Spider: West African Folktales retold by Joyce Cooper Arkhurst.</p> <p><b>Rationale:</b> Readers understand that fiction texts are created from the writers' imaginations and are not true. Students will learn about the fiction genre and explore several types of fiction texts, including traditional literature and realistic fiction.</p> <p><b>New Jersey Student Learning Standards:</b> RL.CR.4.1, RL.TS.4.4, SL.PE.4.1</p> <p><b>Skills and Strategies:</b> Text and Genre Features/Structure, Using Schema, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating</p> <hr/> <p><b><u>Lesson 2: Following the Story's Time Line</u></b>  uses Jalapeño Bagels by Natasha Wing.</p> <p><b>Rationale:</b> Readers understand that fiction stories are told using a chronological text structure or in the order of time. Students will explore a realistic fiction story and learn how to identify important signal words that note the passage of time as the story unfolds from beginning to middle to end.</p> <p><b>New Jersey Student Learning Standards:</b> RL.CR.4.1, RL.IT.4.3, RL.TS.4.4, SL.PE.4.1</p> <p><b>Skills and Strategies:</b> Text and Genre Features/Structure, Using Schema, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating</p> <p><b>Diversity, Equity, and Inclusion Extension:</b> The main character in this story decides to choose a recipe for International Day that combines the heritages of both parents. Create a Google slide of special foods, celebrations, holidays, etc. that are a part of your family's cultural traditions. If</p>		

your family celebrates more than one culture, challenge yourself to create a slide for each culture. *As a class, celebrate each student's cultural background with Slide presentations.*

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### **Lesson 3: Who's Telling the Story?**

uses Jalapeño Bagels by Natasha Wing and The Adventures of Spider: West African Folktales retold by Joyce Cooper Arkhurst.

**Rationale:** Readers of fiction identify the narrative perspective in texts. Students will learn that fiction writers tell or narrate their stories from different points of view and explore the difference between first- and third-person narration to deepen their understanding of texts.

**New Jersey Student Learning Standards:** RL.CR.4.1, RL.PP.4.5, SL.PE.4.1, L.VL.4.2

**Skills and Strategies:** Using Schema, Questioning, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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### **Lesson 4: The Key Elements in Fiction Stories**

uses The Rough-Face Girl by Rafe Martin.

**Rationale:** Readers' understanding of the key elements in fiction deepens their enjoyment and appreciation of the text. Students will learn that identifying the five basic elements of fiction stories—characters, setting, problem, plot, and resolution—enhances their engagement and comprehension.

**New Jersey Student Learning Standards:** RL.CR.4.1, RL.CI.4.2, RL.TS.4.4, SL.PE.4.4, SL.II.4.2, L.VL.4.2

**Skills and Strategies:** Text and Genre Features/Structure, Using Schema, Questioning, Visualizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

**Diversity, Equity, Inclusion Extension:** Tell students the main character in the book is an Algonquin Indian and this activity will allow them to learn more about the Algonquin tribe. Distribute an index card to each student. Have each student write down one characteristic of the Algonquin Indians from the book. Then, group students into three to four and ask them to research the Algonquin Indians using [these slides](#) or alternate material. Use [guiding research questions](#) as needed.

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### **Lesson 5: What's the Theme or Universal Message?**

uses The Rough-Face Girl by Rafe Martin and The Korean Cinderella by Shirley Climo.

**Rationale:** Readers understand that writers of fiction often impart an important idea, lesson, or moral. Students will learn how to combine their background knowledge with clues from the text to infer the theme of a story.

**New Jersey Student Learning Standards:** RL.CR.4.1, RL.CI.4.2, RL.CT.4.8, SL.PE.4.1, L.VL.4.2

**Skills and Strategies:** Questioning, Making Inferences, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

**SEL Integration:** Throughout the read aloud, students will discuss not only the elements of fiction, but identify “feelings words” and discuss the themes *acceptance* and *resiliency*. Students will also turn and talk in partnerships and discussion groups about empathy for the Rough Face Girl. *What feelings or emotions do you have while we read this story? What emotions do you hope Rough Face Girl feels by the end of the story? Do other characters have empathy for Rough Face Girl throughout the story?*

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### **Lesson 6: A Closer Look at Traditional Literature**

uses The Korean Cinderella by Shirley Climo and King Midas and the Golden Touch by Charlotte Craft.

**Rationale:** Readers deepen their understanding of the different beliefs of people around the world when reading traditional literature from a variety of cultures. Students will learn that traditional literature includes literary language, cultural language, and common characteristics that help readers derive enjoyment and deeper understanding of the text.

**New Jersey Student Learning Standards:** RL.CR.4.1, RL.IT.4.3, RL.CT.4.8, SL.PE.4.1, SL.ES.4.3, L.VI.4.3.B

**Skills and Strategies:** Text and Genre Features/Structure, Making Inferences, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

**Diversity, Equity, Inclusion Extension:** Compare and contrast the Algonquin and Korean cultural variations of the tale of Cinderella. Then, create a list of cultural language words that the authors use in each variation.

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### **Lesson 7: The Trickery Feature**

uses The Adventures of Spider: West African Folktales retold by Joyce Cooper Arkhurst.

**Rationale:** Readers are entertained by predictable features of traditional tales as they learn important lessons. Students will learn how the characters in traditional literature often use trickery to complete a quest and will use their understanding of the genre to help make predictions and deepen their understanding as the plot unfolds.

**New Jersey Student Learning Standards:** RL.CR.4.1, RL.CI.4.2, RL.IT.4.3, RL.MF.4.6, SL.PE.4.1, SL.ES.4.3, L.VI.4.3.B

**Skills and Strategies:** Using Schema, Making Inferences, Text and Genre Features/Structure, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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### **Lesson 8: Understanding the Language of Ancient Tales**

uses The Gods and Goddesses of Olympus by Aliki.

**Rationale:** Readers of traditional literature encounter literary and cultural language challenges. Students will learn how to determine the meaning of unfamiliar words and phrases as they are used in traditional folk literature.

**New Jersey Student Learning Standards:** RL.CR.4.1, SL.PE.4.1, L.VL.4.2.A, L.VI.4.3.B

**Skills and Strategies:** Using Schema, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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### **Mini-Lessons - Lesson 1: Examining the Cast of Characters**

uses The Gods and Goddesses of Olympus by Aliki.

**Rationale:** Readers of fiction identify the main or central characters to follow as the story unfolds. Students will learn to identify the main character's physical attributes, traits, motivations, and feelings to deepen their understanding of fictional texts.

**New Jersey Student Learning Standards:** RL.CR.4.1, RL.IT.4.3, SL.ES.4.3, L.VI.4.3.B

**Skills and Strategies:** Text and Genre Features/Structure, Making Inferences, Engaging in Discussion/Collaborating

**SEL Extension:** Each student will choose a god or goddess of Olympus from the mentor text. Students will engage in additional research about their god/goddess using a list of age appropriate websites. Each student will be responsible for identifying traits (with evidence) and motivations for their chosen god/goddess. Then, students will either (a) write a diary entry assuming the perspective of their chosen character or (b) write a paragraph describing what a relationship with their chosen character might look like if they were peers.

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### **Lesson 2: What's the Purpose of These Ancient Stories?**

uses The Gods and Goddesses of Olympus by Aliki.

**Rationale:** Readers understand that the underlying purpose for telling myths through the ages was to explain why things happened in the natural world. Students will learn to read this type of fiction and infer what mystery of life the myth is explaining.

**New Jersey Student Learning Standards:** RL.CR.4.1, RL.CI.4.2, RL.IT.4.3, RL.PP.4.5, RL.CT.4.8, L.VI.4.3.C

**Skills and Strategies:** Questioning, Making Inferences, Text and Genre Features/Structure, Listening and Responding, Engaging in Discussion/Collaborating

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**Lesson 3: Types of Characters in Fiction**

uses The Adventures of Spider: West African Folktales retold by Joyce Cooper Arkhurst.

**Rationale:** Readers understand that writers use many different types of characters to tell their stories. Students will learn the literary terms for identifying the different types of characters and analyze their impact on the unfolding of the plot.

**New Jersey Student Learning Standards:** RL.CR.4.1, RL.IT.4.3, RL.TS.4.4, RL.CT.4.8, L.KL.4.1.A, L.KL.4.1.B, L.VL.4.2, L.VI.4.3.B

**Skills and Strategies:** Text and Genre Features/Structure, Determining Importance, Listening and Responding

**SEL Integration:** In this story, students will witness that a character's decision making creates consequences and influences the plot of the story.

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**Lesson 4: Characters May Change Over Time**

uses "Molly and the New Neighbors" by Mark Gartside from Spider Magazine from the Fiction Shared Texts.

**Rationale:** Readers recognize that conflicts and experiences often cause a character to change over the course of the story. Students will learn how to recognize when and why characters may change over time.

**New Jersey Student Learning Standards:** RL.CR.4.1, RL.IT.4.3, L.VL.4.2, L.VL.4.3

**Skills and Strategies:** Using Schema, Making Inferences, Text and Genre Features/Structure, Engaging in Discussion/Collaborating

**SEL Integration:** In this story, students will witness that a character's decision making creates consequences and influences the plot of the story.

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**Lesson 5: Tips for Reading and Discussing Drama**

uses "Pandora's Box" by Ed Combs from the Fiction Shared Texts.

**Rationale:** Readers are able to identify the similarities and differences between the text structures and genre features of narrative stories compared with dramatic play scripts. Students will learn the essential elements of drama and how to go about reading a play to ensure enjoyment and understanding of the text.

**New Jersey Student Learning Standards:** RL.CR.4.1, RL.TS.4.4, RL.MF.4.6, SL.PI.4.4, SL.AS.4.6, L.RF.4.4.B, L.KL.4.1.C

**Skills and Strategies:** Text and Genre Features/Structure, Using Schema, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding

**SEL Integration:** In this drama, students will witness that a character's decision making creates consequences and influences the plot of the story.

**SEL Extension:** Discuss or write a reflection about a time your impulses had consequences. Identify the trigger that contributed to the impulse. Did your impulse have consequences? What would you do differently next time?

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**Lesson 6: How Myths Have Influenced Our Language Today**

uses King Midas and the Golden Touch by Charlotte Craft, The Gods and Goddesses of Olympus by Aiki, and "Pandora's Box" by Ed Combs from the Fiction Shared Texts.

**Rationale:** Readers of myths often discover familiar words and/or phrases that are used in today's culture. Students will learn how to determine the meaning of some common vocabulary words and popular expressions that originated from the Greek myths.

**New Jersey Student Learning Standards:** RL.CR.4.1, RL.IT.4.3, RL.CT.4.8, L.VI.4.3.B, L.VI.4.3.C

**Skills and Strategies:** Text and Genre Features/Structure, Making Inferences, Finding Word Meaning (Vocabulary), Listening and Responding, Engaging in Discussion/Collaborating

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**Lesson 7: Setting a Tone and Creating a Mood**

uses The Rough-Face Girl by Rafe Martin.

**Rationale:** Readers of fiction identify the writer's tone about the subject of a text. Students will learn how to identify the writer's tone and the mood created after reading a fictional text, and to explain how the words and illustrations contributed to their emotional response.

**New Jersey Student Learning Standards:** RL.CR.4.1, RL.CI.4.2, SL.ES.4.3, L.KL.4.1.B, L.VL.4.2, L.VI.4.3

**Skills and Strategies:** Using Schema, Making Inferences, Synthesizing, Listening and Responding, Engaging in Discussion/Collaborating

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**Lesson 8: Responding and Making Connections to Texts**

uses Jalapeño Bagels by Natasha Wing.

**Rationale:** Readers personally relate to the texts they are reading and make connections to their life experiences, other texts, and/or issues in the world around them. Students will learn that making text connections and writing about these responses to their reading develops critical comprehension skills and enhances enjoyment and understanding of texts.

**New Jersey Student Learning Standards:** RL.CR.4.1, RL.IT.4.3

**Skills and Strategies:** Text and Genre Features/Structure, Using Schema, Questioning, Making Inferences, Engaging in Discussion/Collaborating

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**Lesson 9: Stories Have Conflict or Tension**

uses “The Last Bicycle” by Betty X. Davis from Spider Magazine from the Fiction Shared Texts.

**Rationale:** Readers of fiction notice the clues that reveal the conflict or tension in a story and how it moves forward to get resolved. Students will learn to identify the problem or struggle in a story and differentiate among types of internal and external conflicts.

**New Jersey Student Learning Standards:** RL.CR.4.1, RL.CI.4.2, RL.IT.4.3, RL.TS.4.4, L.KL.4.1.A, L.KL.4.1.B, L.VL.4.2

**Skills and Strategies:** Text and Genre Features/Structure, Visualizing, Determining Importance, Listening and Responding, Engaging in Discussion/Collaborating

**SEL Integration:** In this story, students will witness that a character’s decision making can create conflict between characters. Students will be able to identify the source of the conflict, as well as predict appropriate problem solving strategies the characters can use to resolve the conflict.

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**Lesson 10: Making Connections Across Texts**

uses The Rough-Face Girl by Rafe Martin and “Cheese for Dinner: A Tale from Mexico” retold by Judy Goldman from Highlights® Magazine from the Fiction Shared Texts.

**Rationale:** Readers often encounter similar themes and topics among the fictional texts they read. Students will learn how to compare and contrast the treatment of similar themes and topics in traditional literature from different cultures.

**New Jersey Student Learning Standards:** RL.CR.4.1, RL.CI.4.2, RL.TS.4.4, RL.CT.4.8

**Skills and Strategies:** Using Schema, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating



### **Assessment(s):**

- Pre-Assessment:
  - Dibels ORF and MAZE assessments
  - Fountas & Pinnell Benchmark Assessment (as needed)
  - IXL Diagnostic Snapshot
- Formative Assessment (use “Where Are My Students in the Reading Process?” worksheet to evaluate students’ development of essential reading, listening, and speaking skills/strategies):
  - Observations of student responses during whole group, small group, and partnership activities
  - Individual conferences throughout the unit
  - Students’ written reading responses
  - Homework: Summary Reading Log; Reading Response Log
- Self-Reflection/Self-Assessment (after whole group, small group, and partnership activities)
  - Read-Aloud Lesson 6
  - Mini-Lesson 4: “My Contribution to the Discussion”
- Summative Assessment:
  - Fiction Gr. 4 Summative Assessment (p. 139-158)
  - Fiction Gr.4 Student Performance Checklist (p. 136-137) - data from observations, conferences, and classwork

### **Rubric(s):**

- Fiction Gr.4 Student Performance Checklist (p. 136-137) - use data from observations, conferences, and classwork
- Reading Response Rubric (p. 122)
- Fiction Gr. 4 Summative Assessment Rubric (p. 158)

### **Differentiate Instruction (IEP, ELL, 504, At Risk) By:**

- Group students based on reading level (Dibels, IXL Snapshot)
- Group students based on reading skills (IXL Snapshot, classroom observations, classwork)
- Think-Pair-Share: Design partnerships so that more advanced students can guide struggling students
- Students select “just-right” books for independent reading (provide “Selecting Just-Right Book” bookmark reminder if students still need assistance)
- Provide bookmarks/reminder cards for how to participate effectively in discussions (“Purposeful Talk,” “Discussion Starters”)
- Provide graphic organizers for students to organize ideas before writing
- “Vocabulary” section of Reading Notebook for students to record personal new vocabulary
- Help students set individual goals for reading that meet teacher expectations (classwork and homework differentiated according to goals/expectations)
- Conference with students in small groups and individually to review concepts and skills as often as needed
- Enrichment activities for advanced learners (some can also be used as remediation activity with teacher): see “Extensions” at the end of each lesson

**Suggested accommodations for daily instruction and assessments include but should not be limited to:**

- Limiting total number of questions
- Providing instructional aides such as graphic organizers, sound walls, personalized word walls, writing mats for segmenting
- Providing additional practice/pretests/study guides
- Use of mnemonic strategies
- Oral administration of assessment to individual students
- Providing oral directions and clarification on expectations
- Providing flexible work time or environment
- Displaying work samples
- Accelerated pacing for gifted students
- Increasing complexity for gifted students
- Providing multiple opportunities for practice
- Providing lined whiteboards or paper to support handwriting
- Decodable texts when necessary
- Decreasing/increasing complexity of text when necessary
- Gradual release of independent practice
- Providing audiobooks as needed
- Providing texts in other languages as necessary

### **Social Emotional Learning Integration:**

- **Lesson 5-** Throughout the read aloud, students will discuss not only the elements of fiction, but identify “feelings words” and discuss the themes *acceptance* and *resiliency*. Students will also turn and talk in partnerships and discussion groups about empathy for the Rough Face Girl. *What feelings or emotions do you have while we read this story? What emotions do you hope Rough Face Girl feels by the end of the story? Do other characters have empathy for Rough Face Girl throughout the story? (Self Awareness, Social Awareness)*
- **Mini Lesson 1 Extension-** Each student will choose a god or goddess of Olympus from the mentor text. Students will engage in additional research about their god/goddess using a list of age appropriate websites. Each student will be responsible for identifying traits (with evidence) and motivations for their chosen god/goddess. Then, students will either (a) write a diary entry assuming the perspective of their chosen character or (b) write a paragraph describing what a relationship with their chosen character might look like if they were peers. *(Self Awareness, Relationship Skills)*
- **Mini Lessons 3, 4, 5-** Students will explore texts in which the character’s decision making creates consequences, and influences the plot of the story and other characters. *(Social Awareness, Responsible Decision Making)*
- **Mini Lesson 5 Extension-** Students can reflect on their own impulse control, triggers, and consequences of their actions *(Self Management)*
- **Mini Lesson 9-** Students will witness that a character’s decision making can create conflict between characters. Students will be able to identify the source of the conflict, as well as predict appropriate problem solving strategies the characters can use to resolve the conflict.

### **Diversity, Equity, and Inclusion:**

- **Unit Read Aloud Inclusive Texts:**

- **Cultural Mentor Texts-** *Jalapeno Bagels, Korean Cinderella, Rough Face Girl, Adventures of Spider: West African Folktales, Gods and Goddesses of Olympus*

- **Extension Activities:**

- **Lesson 2:** After reading *Jalapeno Bagels*, students will have the opportunity to explore and share the foods and traditions of their own cultures with their classmates.
- **Lesson 4:** Tell students the main character in the book is an Algonquin Indian and this activity will allow them to learn more about the Algonquin tribe. Distribute an index card to each student. Have each student write down one characteristic of the Algonquin Indians from the book. Then, group students into three to four and ask them to research the Algonquin Indians. Use guiding research questions as needed.
- **Lesson 6:** Compare and contrast the Algonquin and Korean cultural variations of the tale of Cinderella. Then, create a list of cultural language words that the authors use in each variation.

### **2020 Career Readiness, Life Literacies, and Key Skills:**

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.2: Identify how you might like to earn and income
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certifications.

After reading *Jalapeno Bagels* in Read-Aloud Lesson 2, hold a discussion about the family's bakery. Pose the following questions:

- Why do you think the family has a bakery? [to earn a living] What are some other reasons people work? [to do what they love, to keep busy, to help others, etc.] What other types of work do people do? [business, teaching, finance, medicine, pharmaceutical, sports, etc.]
- How can work help a person achieve personal goals? [help people, attain awards, get in shape, learn something new] How can work help a person achieve professional goals? [become a boss or CEO, start a business, discover something new, get a raise; etc.]
- Have the students make a short list of jobs/careers they'd like to have on their whiteboards. Is working in a bakery a typical job for a man or woman? [yes] What are some jobs and careers that are typically not performed by men? [nurse, secretary, teacher, flight attendant, etc.] By women? [engineer, announcer, taxicab driver, etc.] Visit [http://www.quintcareers.com/non-traditional\\_careers.html](http://www.quintcareers.com/non-traditional_careers.html) to show students more examples. Do you think you have any non-traditional jobs/careers listed on your whiteboard? Can you still attain a job that

During closure, have students think-pair-share about why our activity was helpful for future academic and career success

### **2020 Computer Science and Design Thinking:**

<b>Subject Area:</b> English Language Arts	<b>Grade Level:</b> 4	<b>Revised 2024</b>
<b>Unit Name/Theme:</b> Reading-Nonfiction	<b>Dates:</b> January-March	<b>Time Frame:</b> 6-9 weeks

### Lessons & Writing Activities:

#### **Lesson 1: Why and How Do We Read Nonfiction?**

uses A Drop Around the World by Barbara Shaw McKinney, Can You Fly High, Wright Brothers? by Melvin and Gilda Berger, and Oceanography: The Study of Oceans by Susan H. Gray.

**Rationale:** Readers understand why we read nonfiction and how reading nonfiction is different from reading fiction. Students will learn to recognize the three different types of nonfiction and how to use this information and their own background knowledge about a topic to make sense of new information.

**New Jersey Student Learning Standards:** RI.CR.4.1, L.VL.4.2

**Skills and Strategies:** Using Schema, Text and Genre Features/Structure, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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#### **Lesson 2: Nonfiction Text Features**

uses Oceanography: The Study of Oceans by Susan H. Gray.

**Rationale:** Readers of nonfiction understand how text features can help them navigate informational texts. Students will learn how to identify common nonfiction text features and use them to sort and deepen their understanding of the content.

**New Jersey Student Learning Standards:** RI.CR.4.1, RI.MF.4.6, L.VL.4.2

**Skills and Strategies:** Text and Genre Features/Structure, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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#### **Lesson 3: Take Your Time**

uses Just a Second: A Different Way to Look at Time by Steve Jenkins.

**Rationale:** Readers of nonfiction understand how to interact with a text in order to deepen their understanding of a topic. Students will learn that reading nonfiction is often a slower, more deliberate, and recursive process than reading fiction. Interdisciplinary Connection (Math)- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit (time).

**New Jersey Student Learning Standard:** RI.CR.4.1, RI.CI.4.2, SL.PE.4.1.C, NJSLS-Math 4.MD.A.1

**Skills and Strategies:** Using Schema, Text and Genre Features/Structure, Determining Importance, Questioning, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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**Lesson 4: Organization Is the Key!**

uses Can You Fly High, Wright Brothers? by Melvin and Gilda Berger.

**Rationale:** Readers of nonfiction understand how to use text structures to identify important information. Students will learn how writers organize information to help readers navigate fact-filled texts.

**New Jersey Student Learning Standards** RI.CR.4.1, RI.CI.4.2, RI.TS.4.4, RI.AA.4.7, SL.II.4.2, L.VL.4.2

**Skills and Strategies:** Text and Genre Features/Structure, Determining Importance, Making Inferences, Visualizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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**Lesson 5: What's the Problem?**

uses You Wouldn't Want to Work on the Hoover Dam! by Ian Graham.

**Rationale:** Readers of nonfiction understand how writers choose different text structures to help readers deepen their understanding. Students will continue their study of nonfiction text structures and learn how to use these structures to deepen their understanding of a topic.

**New Jersey Student Learning Standards:** RI.CR.4.1, RI.IT.4.3, RI.TS.4.4, SL.II.4.2

**Skills and Strategies:** Text and Genre Features/Structure, Determining Importance, Making Inferences, Visualizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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**Lesson 6: Be a Word Detective!**

uses Oceanography: The Study of Oceans by Susan H. Gray.

**Rationale:** Readers monitor their reading of a text at the sentence and word levels to notice when meaning is breaking down. Students will learn to stop and use "fix-up" strategies when what they are reading does not make sense or includes unfamiliar words or phrases.

**New Jersey Student Learning Standards:** RI.CR.4.1, L.VL.4.2.A, L.VL. 4.2.B, L.VL.4.2.C

**Skills and Strategies:** Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Using Schema, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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**Lesson 7: Determining the Author's Purpose**

uses Young Pelé: Soccer's First Star by Lesa Cline-Ransome.

**Rationale:** Readers understand that reading nonfiction helps them appreciate different perspectives and points of view about various subjects and topics. Students will learn how to identify the author's purpose for writing a text in order to better analyze the content and make inferences.

**New Jersey Student Learning Standards:** RI.CR.4.1, RI.CI.4.2, RI.AA.4.7

**Skills and Strategies:** Determining Importance, Making Inferences, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

**SEL Integration:** Sample discussion questions for readers include: *How did Edson's challenges with learning at school affect his confidence? What other challenges did he face with determination? Can you relate to young Pele's determination and ability to overcome obstacles to achieve a goal?*

**SEL Extension:** When Pele was just a child, concentrating in school was very difficult for him. However, he could concentrate on playing a soccer game for what felt like forever! Create a T-Chart of your own shining strengths and things that come difficult to you. Then, create a "Help Available" ad ("See me if you need advice about \_\_\_\_\_") to advertise your confidence in one of your strengths.

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### **Lesson 8: Summarizing Like a Reporter**

uses You Wouldn't Want to Work on the Hoover Dam! by Ian Graham.

**Rationale:** Readers of nonfiction know how to summarize important information from the text. Students will learn how to demonstrate their understanding of a text by summarizing key ideas like an investigative reporter.

**New Jersey Student Learning Standards:** RI.CR.4.1, RI.CI.4.2, RI.IT.4.3, SL.II.4.2, SL.PI.4.4

**Skills and Strategies:** Determining Importance, Questioning, Making Inferences, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating Mini-Lessons

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### **Lesson 1: Reading Like a Nonfiction Expert!**

uses an excerpt from Zoobooks®: Snakes by John Bonnett Wexo from the Nonfiction Shared Texts.

**Rationale:** Readers use their schema about the types of nonfiction, as well as the text's subject, to enhance their understanding of nonfiction texts. Students will learn how to follow a step-by-step process to activate their prior knowledge, generate questions, and locate answers to build content understandings.

**New Jersey Student Learning Standards:** RI.CR.4.1, SL.PE.4.1.C

**Skills and Strategies:** Text and Genre Features/Structure, Using Schema, Questioning, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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**Lesson 2: Follow the Text Map to Understanding**

uses Can You Fly High, Wright Brothers? by Melvin and Gilda Berger.

**Rationale:** Readers of nonfiction use the components of the genre to enhance their understanding of a subject and learn new information. Students will learn how to combine information from text features and key sentences in descriptive paragraphs to enhance understanding of a text's big ideas.

**New Jersey Student Learning Standards:** RI.CR.4.1, RI.CI.4.2

**Skills and Strategies:** Text and Genre Features/Structure, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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**Lesson 3: Hey, Look at Me!**

uses Oceanography: The Study of Oceans by Susan H. Gray.

**Rationale:** Readers use the components of nonfiction texts to enhance their understanding and learn new information. Students will learn how to use text features, or graphic aids, to help them determine the meaning of key vocabulary and locate facts or supporting details.

**New Jersey Student Learning Standards:** RI.CR.4.1, RI.CI.4.2, L.VL.4.2.A

**Skills and Strategies:** Text and Genre Features/Structure, Finding Word Meaning (Vocabulary), Determining Importance, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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**Lesson 4: Sorting It Out!**

uses "Jamestown" by Fran Downey from National Geographic Kids® from the Nonfiction Shared Texts.

**Rationale:** Readers use their knowledge of nonfiction text structures to help sort and chunk information. Students will learn how to use various nonfiction text structures to determine what is important to pay attention to when reading nonfiction texts filled with many real-world facts.

**New Jersey Student Learning Standards:** RI.CR.4.1, RI.CI.4.2, RI.IT.4.3, RI.TS.4.4, RI.AA.4.7, SL.PI.4.4

**Skills and Strategies:** Text and Genre Features/Structure, Determining Importance, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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**Lesson 5: When Did That Happen?**

uses "Getting Back Up With Lindsey Vonn" by Andrew D. from the Nonfiction Shared Texts.

**Rationale:** Readers use their knowledge of nonfiction text structures to sort through information to determine important details. Students will learn how to read a biographical nonfiction text and utilize the chronological text structure to comprehend the sequence of important events in the subject's life.

**New Jersey Student Learning Standard:** RI.CR.4.1, RI.CI.4.2, RI.IT.4.3, RI.TS.4.4, L.KL.4.1.B, L.VL.4.2

**Skills and Strategies:** Text and Genre Features/Structure, Determining Importance, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

**SEL Integration:** Sample discussion questions for readers include: *What motivated Lindsay Vonn to continue to compete despite her injuries? Discuss or write about a time when you were self-motivated to achieve a goal.*

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### **Lesson 6: How Do These Compare?**

uses an excerpt from Zoobooks®: Snakes by John Bonnett Wexo and “Why Pluto Is No Longer a Planet” by Karen Smith and Carey Moore from the Nonfiction Shared Texts.

**Rationale:** Readers use their knowledge of nonfiction text structures to help sort and chunk information. Students will learn about key signal words and phrases that will help them identify the compare and contrast text structure in order to determine what is important.

**New Jersey Student Learning Standards:** RI.CR.4.1, RI.TS.4.4

**Skills and Strategies:** Text and Genre Features/Structure, Determining Importance, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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### **Lesson 7: Putting the Parts Together**

uses A Drop Around the World by Barbara Shaw McKinney.

**Rationale:** Readers monitor for meaning and use “fix-up” strategies when what they are reading does not make sense or seems unfamiliar. Students will learn how to notice when meaning is breaking down and figure out the meaning of words by using context clues and morphological cues (meaningful word parts).

**New Jersey Student Learning Standards:** RI.CR.4.1, L.VL.4.2.A, L.VL.4.2.A, L.VL.4.2.B, L.VL.4.2.C

**Skills and Strategies:** Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Visualizing, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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### **Lesson 8: What's the Author's Message?**

uses an excerpt from Zoobooks®: Butterflies by Beth Wagner Brust from the Nonfiction Shared Texts.

**Rationale:** Readers understand that nonfiction writers use evidence to support their message or particular points in a text. Students will learn how



to determine why a writer wrote a text and to identify the important points that he or she wants readers to remember about the subject or topic.

**New Jersey Student Learning Standards:** RI.CR.4.1, RI.CI.4.2, RI.AA.4.7, SL.PI.4.4

**Skills and Strategies:** Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

**SEL Integration:** Students will explain that nonfiction authors occasionally write to share their perspective or message of an event, topic, etc. Students work together in a think-pair-share to identify the important supporting points the author wants readers to remember about their perspective or message.

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**Lesson 9: Sum It Up!**

uses "Being Squirrely" by Diana Vela from the Nonfiction Shared Texts.

**Rationale:** Readers read nonfiction texts and summarize or state the key ideas concisely in their own words. Students will learn how to use text features and paragraph structure cues to sort, prioritize, and summarize key details in an informational text.

**New Jersey Student Learning Standards** RI.CR.4.1, RI.CI.4.2, RI.AA.4.7

**Skills and Strategies:** Determining Importance, Making Inferences, Synthesizing, Text and Genre Features/Structure, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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**Lesson 10: Integrating Ideas Across Texts**

uses "E-Trash: What Happens to Our Old Electronics?" by Rachel H. and "Recycling" by Linda Haynie from the Nonfiction Shared Texts.

**Rationale:** Readers integrate information from multiple texts on the same topic or subject to deepen their content understandings. Students will learn how to note important details from two texts about a common subject and to integrate key ideas to deepen their learning and prepare them to speak knowledgeably about the subject.

**New Jersey Student Learning Standards:** RI.CR.4.1, RI.CI.4.2, RI.PP.4.5, RI.CT.4.8

**Skills and Strategies:** Determining Importance, Making Inferences, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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**Assessment(s):**

- Pre-Assessment:
  - Dibels ORF and MAZE assessments
  - Fountas & Pinnell Benchmark Assessment (as needed)
  - IXL Diagnostic Snapshot
- Formative Assessment (use "Where Are My Students in the Reading Process?" worksheet to evaluate students' development of essential reading, listening, and speaking skills/strategies):

- Observations of student responses during whole group, small group, and partnership activities
- Individual conferences throughout the unit
- Students' written reading responses
- Homework: Summary Reading Log and/or Reading Response Log
- Self-Reflection/Self-Assessment (after whole group, small group, and partnership activities)
- Summative Assessment:
  - Nonfiction Gr. 4 Summative Assessment (p. 149-166) Students will read the articles "All Animals Are Star Quality" and "Each Animal's Physical Structure" from Zoobooks®: Animal All-Stars in order to answer selected and constructed response questions.
  - Nonfiction Gr. 4 Student Performance Checklist (pg. 147-148)- use data from observations, conferences, and classwork

### **Rubric(s):**

- Nonfiction Gr.4 Student Performance Checklist (p. 147-148) - use data from observations, conferences, and classwork
- Nonfiction Gr. 4 Summative Assessment Rubric (p. 166)

### **Differentiate Instruction (IEP, ELL, 504, At Risk) By:**

- Group students based on reading level (Dibels, IXL Snapshot)
- Group students based on reading skills (IXL Snapshot, classroom observations, classwork)
- Think-Pair-Share: Design partnerships so that more advanced students can guide struggling students
- Students select "just-right" books for independent reading (provide "Selecting Just-Right Book" bookmark reminder if students still need assistance)
- Provide bookmarks/reminder cards for how to participate effectively in discussions ("Purposeful Talk," "Discussion Starters")
- Provide graphic organizers for students to organize ideas before writing
- "Vocabulary" section of Reading Notebook for students to record personal new vocabulary
- Help students set individual goals for reading that meet teacher expectations (classwork and homework differentiated according to goals/expectations)
- Conference with students in small groups and individually to review concepts and skills as often as needed
- Enrichment activities for advanced learners (some can also be used as remediation activity with teacher): see "Extensions" at the end of each lesson

### **Suggested accommodations for daily instruction and assessments include but should not be limited to:**

- Limiting total number of questions
- Providing instructional aides such as graphic organizers, sound walls, personalized word walls, writing mats for segmenting
- Providing additional practice/pretests/study guides
- Use of mnemonic strategies
- Oral administration of assessment to individual students
- Providing oral directions and clarification on expectations
- Providing flexible work time or environment
- Displaying work samples
- Accelerated pacing for gifted students

- Increasing complexity for gifted students
- Providing multiple opportunities for practice
- Providing lined whiteboards or paper to support handwriting
- Decodable texts when necessary
- Decreasing/increasing complexity of text when necessary
- Gradual release of independent practice
- Providing audiobooks as needed
- Providing texts in other languages as necessary

### **Social Emotional Learning Integration:**

- **Lesson 7-** Using the story *Young Pele*, students will understand that reading nonfiction helps them appreciate different perspectives and points of view about various subjects and topics. Students will participate in an active read aloud about the life of Pele, who faced tremendous odds during his childhood in Brazil to become a soccer champion. Students will turn-and-talk about Pele's culture and obstacles. (*Social Awareness, Relationship Building*)  
**Extension-** When Pele was just a child, concentrating in school was very difficult for him. However, he could concentrate on playing a soccer game for what felt like forever! Create a T-Chart of your own shining strengths and things that come difficult to you. Then, create a "Help Available" ad ("See me if you need advice about \_\_\_\_\_") to advertise your confidence in one of your strengths. (*Self Awareness*)
- **Mini Lesson 5-** Using the biographical article *Getting Back Up With Lindsay Vonn*, students will learn to sort through information to determine the sequence of events and/or a theme. Students will discuss and/or write about self-motivation and their own determination to achieve a goal. (*Self Awareness, Self Management*)
- **Mini Lesson 8-** Students will learn that nonfiction authors occasionally write to share their perspective or message of an event, topic, etc. Students work together in a think-pair-share to identify the important supporting points the author wants readers to remember about their perspective or message. (*Relationship building, Responsible Decision Making*)

### **Diversity, Equity, and Inclusion**

- **Unit Read Aloud Inclusive Texts:** *Young Pele* (mentor text), *Getting Back Up with Lindsay Vonn* (shared text), *The Wild Robot*

### **2020 Career Readiness, Life Literacies, and Key Skills**

- 9.2.5.CAP.4: Explain reasons why some jobs and careers require specific training, skills, and certifications.

During closure after the *You Wouldn't Want to Work on the Hoover Dam!* discussion, have students discuss what risks were involved in having this job, the income each worker received, and the specific training that was required. Compare this to engineers and construction workers today.

Have students think-pair-share about why our activity was helpful for future academic and career success.

After reading *You Wouldn't Want to Work on the Hoover Dam!* by Ian Graham, pose questions about what times were like in the 1920s for students to think-pair-share and then hold a class discussion.

- In the 1920s, many people lost their jobs. What were their potential sources of income back then?
- If people were out of work, did they have a steady income? How would that affect their spending money? [no steady income & maybe no

money at all coming in; they would have to conserve their money]

- If their spending money were much lower, would they be able to spend money on financial wants? [no, they would need to save their money for their financial needs like food and shelter]
- Is it important to have a budget when someone in the family is out of work? Why or why not? [yes, a budget will remind them to only spend money on what they absolutely need and prevent them from overspending]
- What common household expenses might the family have to cut back on? [updates to the house, electricity, water, etc.] If the family was able to hold onto their jobs or attain one of the jobs created by the building of the Hoover Dam, what are some ways they could save money? [put a portion of their earnings in a savings account, continue to cut back on household expenses or financial wants, etc.]
- What does it mean to “invest” money? [give someone money so that they can build something greater with it and return a profit to you] Provide examples if needed. What sorts of things would you like to invest in?
- What’s the difference between saving and investing?
- Why was The Great Depression such a scary time for people? [they weren’t prepared, they didn’t have enough money to survive, etc.] Were people expecting their money invested in the stock market to disappear? [no, they were expecting to make more money] Their money and other valuable items (homes, clothes, cars, etc.) disappeared. Is it possible that your valuable items could be lost or damaged some day? What are some ways to protect your valuable items?

### **2020 Computer Science and Design Thinking**

- 8.1.5.DA.1: Collect, organize, and display data.
- 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem.

<b>Subject Area:</b> English Language Arts	<b>Grade Level:</b> 4	<b>Revised 2024</b>
<b>Unit Name/Theme:</b> Reading-Poetry	<b>Dates:</b> April - May	<b>Time Frame:</b> 6-8 weeks

### **Lessons & Writing Activities:**

#### **Lesson 1: What Makes a Poem a Poem?**

uses all of the mentor texts from the unit.

**Rationale:** Readers learn about genres such as poetry from mentor authors and texts. Students will examine the features and structural elements associated with poetry in order to heighten their understanding when they read in the genre.

**New Jersey Students Learning Standards:** RL.TS.4.4, RL.MF.4.6, SL.PE.4.1, SL.II.4.2

**Skills and Strategies:** Text and Genre Features/Structure, Using Schema, Making Inferences, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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**Lesson 2: Do You Hear What I Hear?**

uses Forest Has a Song by Amy Ludwig Vanderwater, Barefoot by Stefi Weisburd, and Messing Around on the Monkey Bars by Betsy Franco.

**Rationale:** Readers of poetry need to pay attention to literary devices and how poems sound. Students will learn how rhyme, alliteration, and onomatopoeia impact the way a poem is read and understood.

**New Jersey Students Learning Standards:** RL.TS.4.4, SL.PE.4.1, SL.II.4.2, L.KL.4.1, L.VI.4.3.B

**Skills and Strategies:** Text and Genre Features/Structure, Making Inferences, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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**Lesson 3: Do You See the Poem?**

uses Barefoot by Stefi Weisburd, Messing Around on the Monkey Bars by Betsy Franco, and Forest Has a Song by Amy Ludwig Vanderwater

**Rationale:** Readers of poetry understand that sensory details bring poems to life. Students will connect with the sensory images the words of a poem create in their minds and use these images to read with understanding.

**New Jersey Students Learning Standards:** RL.MF.4.6, SL.PE.4.1, SL.II.4.2, L.KL.4.1, L.VI.4.3.B

**Skills and Strategies:** Text and Genre Features/Structure, Using Schema, Visualizing, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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**Lesson 4: What Made You Think of That?**

uses Zombies! Evacuate the School! by Sara Holbrook, Mirror Mirror by Marilyn Singer, and Forest Has a Song by Amy Ludwig Vanderwater.

**Rationale:** Readers understand that recognizing the tone of a poem will help them uncover the poet's attitude toward the subject or topic he or she chose as the big idea of the poem. Students will learn how paying attention to tone will deepen their understanding of poems.

**New Jersey Students Learning Standards:** RL.CR.4.1, RL.CI.4.2, SL.PE.4.1, SL.ES.4.3, L.KL.4.1.A

**Skills and Strategies:** Using Schema, Questioning, Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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**Lesson 5: Are You in a Good Mood?**

uses *Messing Around on the Monkey Bars* by Betsy Franco and *Zombies! Evacuate the School!* by Sara Holbrook.

**Rationale:** Readers of poetry know that poets create a certain mood by choosing their words carefully. Students will understand that questioning and connecting with the feelings a poet creates with words leads them to discover the mood of a poem.

**New Jersey Students Learning Standards:** RL.CR.4.1, RL.CI.4.2, SL.PE.4.1, L.KL.4.1.A, L.VI.4.3.B

**Skills and Strategies:** Using Schema, Questioning, Making Inferences, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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**Lesson 6: Reading and Rereading**

uses *Forest Has a Song* by Amy Ludwig Vanderwater and *Please Bury Me in the Library* by J. Patrick Lewis.

**Rationale:** Readers of poetry recognize the importance of reading and rereading poems in order to gain meaning. Students will learn that reading a poem through from beginning to end and then reading it again will help them get the "big idea" or a sense of what the poem is mostly about without knowing the meaning of each word.

**New Jersey Students Learning Standards:** RL.CI.4.2, RL.TS.4.4, SL.PE.4.1, L.KL.4.1.A

**Skills and Strategies:** Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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**Lesson 7: What Are You Thinking?**

uses *Zombies! Evacuate the School!* by Sara Holbrook.

**Rationale:** Readers of poetry learn to stop and reread or read on when meaning breaks down. Students will discover how revisiting and then gathering more information by moving forward helps clarify understanding.

**New Jersey Students Learning Standards:** RL.ML.4.6, SL.II.4.2, L.KL.4.1.A

**Skills and Strategies:** Using Schema, Questioning, Monitoring and Repairing Comprehension, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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**Lesson 8: What's the Same, What's Different?**

uses Barefoot by Stefi Weisburd and "Oak Tree" by Georgia Heard from the Poetry Shared Texts.

**Rationale:** Readers of poetry consider how poems are constructed and compare and contrast poems in order to build understanding. Students will compare, contrast, and draw conclusions about two poems by examining how the structural elements of each poem affect the reading and can help clarify understanding for the readers.

**New Jersey Students Learning Standards:** RL.CR.4.1, RL.TS.4.4, RL.CT.4.8, SL.PE.4.1, L.KL.4.1.A

**Skills and Strategies:** Text and Genre Features/Structure, Using Schema, Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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**Mini-Lessons - Lesson 1: Try Connecting!**

uses Barefoot by Stefi Weisburd and Zombies! Evacuate the School! by Sara Holbrook.

**Rationale:** Readers of poetry use various techniques to connect a poet's words to what he or she is really trying to convey. Students will learn that reading through a poem, using context clues, drawing upon prior knowledge, and making connections to the topic will help them have a better understanding of unfamiliar words or phrases and the overall meaning of a poem.

**New Jersey Students Learning Standards:** RL.CR.4.1, L.KL.4.1.A, L.VL.4.2.A, L.VL.4.2.B, L.VL.4.2.C, L.VI.4.3.B

**Skills and Strategies:** Text and Genre Features/Structure, Using Schema, Visualizing, Making Inferences, Synthesizing, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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**Lesson 2: Doing What Is Sensible!**

uses Zombies! Evacuate the School! by Sara Holbrook.

**Rationale:** Readers of poetry gather information across several lines or stanzas of a poem to understand the “big idea” or what a poem is mostly about. Students will learn that understanding the big idea will help them get a sense of what the words mean.

**New Jersey Students Learning Standards:** RL.CR.4.1, RL.TS.4.4, L.KL.4.1.A, L.VL.4.2.A, L.VL.4.2.B, L.VL.4.2.C, L.VI.4.3.B

**Skills and Strategies:** Text and Genre Features/Structure, Using Schema, Making Inferences, Determining Importance, Synthesizing, Finding Word Meaning (Vocabulary), Listening and Responding

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### **Lesson 3: Does the Pattern Fit?**

uses *Messing Around on the Monkey Bars* by Betsy Franco and *Forest Has a Song* by Amy Ludwig Vanderwater.

**Rationale:** Readers of poetry recognize the importance of rhyme scheme and patterns. Students will learn how using the rhyme scheme or pattern of a poem helps unlock unfamiliar words and leads to an understanding of what a poem is mostly about.

**Common Core State Standards:** RL.CR.4.1, RL.TS.4.4, L.KL.4.1.A, L.VL.4.2, L.VI.4.3.B

**Skills and Strategies:** Text and Genre Features/Structure, Using Schema, Making Inferences, Synthesizing, Finding Word Meaning (Vocabulary), Engaging in Discussion/Collaborating

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### **Lesson 4: What’s the Big Idea?**

uses “School Is Over” by Robin Cohen from the Poetry Shared Texts.

**Rationale:** Readers of poetry pay attention to structural elements and patterns to uncover big ideas. Students will understand that certain text clues such as the title, opening and closing lines, recurring details, and repeating lines can help readers uncover the big idea of a poem.

**New Jersey Students Learning Standards:** RL.CR.4.1, RL.CI.4.2, RL.TS.4.4, L.KL.4.1

**Skills and Strategies:** Text and Genre Features/Structure, Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding

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### **Lesson 5: Are You in the Mood?**

uses “Cinquain” by Paul B. Janeczko from the Poetry Shared Texts, *Barefoot* by Stefi Weisburd, and “Best Friend” by Robin Cohen from the Poetry Shared Texts.



**Rationale:** Readers of poetry examine the images that poets create through their choice of words. Students will learn how paying attention to imagery helps them infer the mood and message of a poem.

**New Jersey Students Learning Standards:** RL.CI.4.2, RL.PP.4.5, RL.MF.4.6, SL.II.4.2, L.VI.4.3.B

**Skills and Strategies:** Visualizing, Making Inferences, Synthesizing, Speaking to Communicate, Listening and Responding

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**Lesson 6: Using the Author's Purpose to Determine the Message**

uses Mirror Mirror by Marilyn Singer.

**Rationale:** Readers of poetry know that poets have a purpose in mind when they decide to write a poem or a series of poems. Students will learn how to interpret an author's purpose in order to better determine the meaning or message of a poem.

**New Jersey Students Learning Standards:** RL.CR.4.1, RL.CI.4.2, RL.IT.4.3, RL.PP.4.5

**Skills and Strategies:** Using Schema, Questioning, Making Inferences, Determining Importance, Synthesizing, Listening and Responding

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**Lesson 7: What Do You See?**

uses Barefoot by Stefi Weisburd, Messing Around on the Monkey Bars by Betsy Franco, and "Cinquain" by Paul B.Janeczko from the Poetry Shared Texts.

**Rationale:** Readers of poetry know that poets use words to create images in their readers' minds. Students will learn how these images help them understand the poet's purpose for writing the poem and the poet's message.

**New Jersey Students Learning Standards:** RL.CR.4.1, RL.CI.4.2, L.KL.4.1, L.VI.4.3.B

**Skills and Strategies:** Using Schema, Visualizing, Making Inferences, Synthesizing, Listening and Responding

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**Lesson 8: So That's What You Mean!**

uses Barefoot by Stefi Weisburd, Messing Around on the Monkey Bars by Betsy Franco, and Please Bury Me in the Library by J. Patrick Lewis.

**Rationale:** Readers of poetry try to connect to a poet in order to better understand his or her message or purpose. Students will learn that they need to share a vision with the poet in order to recognize and understand what the poet is actually saying to the readers.

**New Jersey Students Learning Standards:** RL.CI.4.2, RL.MF.4.6, SL.II.4.2, L.KL.4.1, L.VI.4.3.B

**Skills and Strategies:** Using Schema, Visualizing, Making Inferences, Synthesizing, Speaking to Communicate, Engaging in Discussion/Collaborating

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**Lesson 9: Monitoring for Meaning**

uses Forest Has a Song by Amy Ludwig Vanderwater, Please Bury Me in the Library by J. Patrick Lewis, and the Poetry Shared Texts.

**Rationale:** Readers of poetry understand that using different “fix-up” strategies to examine a poem can help clear up comprehension confusions and clarify meaning. Students will use these strategies to help them comprehend and make sense of the poems they read.

**New Jersey Students Learning Standards:** RL.CR.4.1, L.VL.4.2

**Skills and Strategies:** Using Schema, Questioning, Visualizing, Making Inferences, Determining Importance, Synthesizing, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Engaging in Discussion/Collaborating

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**Lesson 10: Putting It All Together!**

uses Mirror Mirror by Marilyn Singer, Please Bury Me in the Library by J. Patrick Lewis, and other teacher-selected poems.

**Rationale:** Readers of poetry know that paying attention to all the pieces of a poem helps them understand the whole poem. Students will understand that putting together the images created by the words, the possible rhyme scheme, and any other text features presented in a poem will help them build understanding.

**New Jersey Students Learning Standards:** RL.CR.4.1, RL.CI.4.2, RL.TS.4.4, RL.MF.4.6, L.KL.4.1, L.VI.4.3.B

**Skills and Strategies:** Text and Genre Features/Structure, Using Schema, Visualizing, Making Inferences, Determining Importance, Synthesizing, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding

**Assessment(s):**

- Pre-Assessment:
  - Dibels ORF and MAZE assessments
  - Fountas & Pinnell Benchmark Assessment (as needed)
  - IXL Diagnostic Snapshot
- Formative Assessment (use “Where Are My Students in the Reading Process?” worksheet, p. 20-21, to evaluate students’ development of essential reading, listening, and speaking skills/strategies):

- Observations of student responses during whole group, small group, and partnership activities
- Individual conferences throughout the unit
- Students' written reading responses
- Homework: Summary Reading Log; Reading Response Log
- Self-Reflection/Self-Assessment (after whole group, small group, and partnership activities)
  - Read-Aloud Lesson 6
  - Mini-Lesson 4: "My Contribution to the Discussion"
- Summative Assessment:
  - Students will read the poems "The Beach" and "Dryer" by Julie Spreckels in order to answer selected and constructed response questions.
  - Poetry Gr. 4 Summative Assessment (p. 113-128)
  - Poetry Gr.4 Student Performance Checklist

### **Rubric(s):**

- Poetry Gr.4 Student Performance Checklist (unavailable online, p. 110-112) - use data from observations, conferences, and classwork
- Poetry Gr. 4 Summative Assessment Rubric (p. 125)

### **Differentiate Instruction (IEP, ELL, 504, At Risk) By:**

- Group students based on reading level (Dibels, IXL Snapshot)
- Group students based on reading skills (IXL Snapshot, classroom observations, classwork)
- Think-Pair-Share: Design partnerships so that more advanced students can guide struggling students
- Students select "just-right" books for independent reading (provide "Selecting Just-Right Book" bookmark reminder if students still need assistance)
- Provide bookmarks/reminder cards for how to participate effectively in discussions ("Purposeful Talk," "Discussion Starters")
- Provide graphic organizers for students to organize ideas before writing
- "Vocabulary" section of Reading Notebook for students to record personal new vocabulary
- Help students set individual goals for reading that meet teacher expectations (classwork and homework differentiated according to goals/expectations)
- Conference with students in small groups and individually to review concepts and skills as often as needed
- Enrichment activities for advanced learners (some can also be used as remediation activity with teacher): see "Extensions" at the end of each lesson

### **Suggested accommodations for daily instruction and assessments include but should not be limited to:**

- Limiting total number of questions
- Providing instructional aides such as graphic organizers, sound walls, personalized word walls, writing mats for segmenting
- Providing additional practice/pretests/study guides
- Use of mnemonic strategies
- Oral administration of assessment to individual students
- Providing oral directions and clarification on expectations

- Providing flexible work time or environment
- Displaying work samples
- Accelerated pacing for gifted students
- Increasing complexity for gifted students
- Providing multiple opportunities for practice
- Providing lined whiteboards or paper to support handwriting
- Decodable texts when necessary
- Decreasing/increasing complexity of text when necessary
- Gradual release of independent practice
- Providing audiobooks as needed
- Providing texts in other languages as necessary

**Social Emotional Learning Integration:** This unit’s SEL extension is an end-of-unit poetry activity with whole class, small group, and independent components. Students will use close reading strategies and skills learned in this unit to analyze the poem *If You Can’t Go Over or Under, Go Around* by Joseph Morris. Together, the class will read aloud the poem as a shared text and identify the meaning of unknown words. In small groups, students will identify any rhyme patterns, and discuss imagery and the author’s message (perseverance and problem solving). Independently, each student will reflect and write about a time he/she hit an obstacle or “block” on the road to something they desired, and how he/she eventually met their goal. Students should then be given the option to write a creative poem about their experience after reflection writing. (*Self Management, Responsible Decision Making*)

**2020 Career Readiness, Life Literacies, and Key Skills:**

**2020 Computer Science and Design Thinking:**

<b>Subject Area:</b> English Language Arts	<b>Grade Level:</b> 4	<b>Revised 2024</b>
<b>Unit Name/Theme:</b> Writing - How Writers Work Unit	<b>Dates:</b> September - October	<b>Time Frame:</b> 4-5 weeks

**Lessons & Writing Activities:**

**Interactive Read Aloud Lessons**

**Day 1: A Reading and Writing Community**

Uses all mentor texts from the unit.

**Rationale:** Students will engage effectively in conversations around the writing community. Together they will preview the mentor texts and begin to think about the writer behind the words.

**New Jersey Student Learning Standards:** W.AW.4.1, W.IW.4.2, W.NW.4.3, W.WP.4.4, W.WR.4.5, W.SE.4.6, W.RW.4.7, SL.PE.4.1, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.3, L.WF.4.2, L.KL.4.1.D, L.VL.4.2, L.VI.4.3

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**Day 2: The Power and Purpose of a Writer's Notebook**

uses Amelia Writes Again by Marissa Moss and A Writer's Notebook by Ralph Fletcher.

**Rationale:** Students will discuss the key ideas of two mentor texts to come to a better understanding of how writers work and the important role a Writer's Notebook plays.

**New Jersey Student Learning Standards:** W.AW.4.1, W.NW.4.3, W.WP.4.4, W.WR.4.5, W.SE.4.6, W.RW.4.7, SL.PE.4.1, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.3, L.WF.4.2, L.KL.4.1, L.VL.4.2, L.VI.4.3

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**Day 3: Writers' Notebooks: A Place to Collect**

uses A Desert Scrapbook by Virginia Wright-Frierson.

**Rationale:** Writers use what they see and hear in their surroundings to make and collect sketches and notes as ideas for their writing. Students will learn how to observe and listen to the world around them and how they can use their Writers' Notebooks to record what they see, hear, and feel.

**New Jersey Student Learning Standards:** W.IW.4.2, W.NW.4.3, , W.WP.4.4, W.WR.4.5, W.SE.4.6, W.RW.4.7, SL.PE.4.1, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.3, L.WF.4.2, L.KL.4.1, L.VL.4.2, L.VI.4.3

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**Day 4: Read Like a Writer**

uses Saturdays and Teacakes by Lester Laminack.

**Rationale:** Students will learn to "read like writers" as they listen to, discuss, and observe the mentor text Saturday and Teacakes by Lester Laminack.

**New Jersey Student Learning Standards:** W.NW.4.3, , W.WP.4.4, W.WR.4.5, W.SE.4.6, W.RW.4.7, SL.PE.4.1, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.3, L.WF.4.2, L.KL.4.1, L.VL.4.2, L.VI.4.3

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**Day 5: Writers' Notebooks: A Place to Celebrate**

uses I'm in Charge of Celebrations by Byrd Baylor.

**Rationale:** Writers value and celebrate the little things in their lives. Students will think about the "small" moments and experiences in their lives that are valuable to them and how they can celebrate these events through their writing.

**New Jersey Student Learning Standards:** W.NW.4.3, , W.WP.4.4, W.WR.4.5, W.SE.4.6, W.RW.4.7, SL.PE.4.1, SL.II.4.2, SL.ES.4.3,

SL.PI.4.4, SL.AS.4.6, L.WF.4.3, L.WF.4.2, L.KL.4.1.D, L.VL.4.2, L.VI.4.3

**SEL Integration:** During this mini-lesson, students will generate a list of experiences, people, and/or places that are important to them, thus strengthening their identity and agency. Through teacher modeling and sharing, students will connect with peers and build relationships with peers as they discuss their special experiences.

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## Mini-Lessons

### **Generating Ideas I: Times We Will Never Forget**

uses Saturdays and Teacakes by Lester Laminack.

**Rationale:** Writers think about the important times in their lives that they will never forget. These narratives often include special people and/or places. Students will recall and write about their unforgettable memories, using descriptive details to convey these experiences.

**New Jersey Student Learning Standards:** W.NW.4.3, , W.WP.4.4, W.WR.4.5, W.SE.4.6, W.RW.4.7, SL.PE.4.1, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.3, L.WF.4.2, L.KL.4.1, L.VI.4.3

**SEL Integration:** During this mini-lesson, students will generate a list of experiences, people, and/or places that are important to them, thus strengthening their identity and agency. Through teacher modeling and sharing, students will connect with peers and build relationships with peers as they discuss their special experiences.

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### **Generating Ideas II: Strategies That Keep Us Going**

uses A Writer's Notebook by Ralph Fletcher.

**Rationale:** Writers use different strategies to begin and develop their writing. Students will learn to "write small," make lists, and use the anchor charts from around the room as sources of inspiration.

**New Jersey Student Learning Standards:** W.NW.4.3, , W.WP.4.4, W.WR.4.5, W.SE.4.6, W.RW.4.7, SL.PE.4.1, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.3, L.WF.4.2, L.KL.4.1, L.VI.4.3

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### **Selecting: Deciding What to Publish**

uses A Writer's Notebook by Ralph Fletcher.

**Rationale:** Writers have many ideas, but they only choose one to develop and publish. Students will reread their entries and choose one to stick with, keeping in mind their audience and purpose for writing.

**New Jersey Student Learning Standards:** W.AW.4.1, W.IW.4.2, W.NW.4.3, , W.WP.4.4, W.WR.4.5, W.SE.4.6, W.RW.4.7, SL.PE.4.1, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.3, L.WF.4.2, L.KL.4.1, L.VI.4.3

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### **Collecting: Sketch to Stretch**

uses A Desert Scrapbook by Virginia Wright-Frierson and Amelia Writes Again by Marissa Moss.

**Rationale:** Once writers choose an idea to publish, they begin to explore the idea more deeply. Students will sketch and zoom in on small details as a way to develop and explore their seed ideas.

**New Jersey Student Learning Standards:** W.AW.4.1, W.IW.4.2, W.NW.4.3, , W.WP.4.4, W.WR.4.5, W.SE.4.6, W.RW.4.7, SL.PE.4.1, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.3, L.WF.4.2, L.KL.4.1, L.VL.4.2, L.VI.4.3

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### **Drafting: Ideas and Their Order**

uses Saturdays and Teacakes by Lester Laminack.

**Rationale:** Writers organize their narrative writing using a chronological structure to sequence events so it makes sense to the readers. Students will use transition words and/or phrases that move readers through time in order to sequence events, including a beginning, middle, and conclusion to their stories.

**New Jersey Student Learning Standards:** W.AW.4.1, W.IW.4.2, W.NW.4.3, , W.WP.4.4, W.WR.4.5, W.SE.4.6, W.RW.4.7, SL.PE.4.1, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.3, L.WF.4.2, L.KL.4.1

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### **Revising: Bringing Out Your Voice**

uses I'm in Charge of Celebrations by Byrd Baylor.

**Rationale:** Writers want the voice or tone of their pieces to enhance their meaning and connect with their audience. Students will consider their purposes as they add dialogue and internal thinking to give voice to their narratives.

**New Jersey Student Learning Standards:** W.NW.4.3, , W.WP.4.4, W.WR.4.5, W.SE.4.6, W.RW.4.7, SL.PE.4.1, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.3, L.WF.4.2, L.KL.4.1, L.VI.4.3

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### **Editing: What Is Editing?**

uses students' drafts.

**Rationale:** Writers use the editing process to focus on the conventions of standard English before publishing their work. Students will use an editing checklist independently and with a partner to ensure that they have correctly applied the conventions of standard English grammar and usage, capitalization, punctuation, and spelling.

**New Jersey Student Learning Standards:** W.AW.4.1, W.NW.4.3, , W.WP.4.4, W.WR.4.5, W.SE.4.6, W.RW.4.7, SL.PE.4.1, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.3, L.WF.4.2, L.KL.4.1, L.VL.4.2, L.VI.4.3

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### **Publishing: What Is Publishing?**

uses I'm in Charge of Celebrations by Byrd Baylor, Saturdays and Teacakes by Lester Laminack, A Desert Scrapbook by Virginia Wright-Frierson, and Amelia Writes Again by Marissa Moss.

**Rationale:** Writers need to get their pieces ready to go out into the world. Students will prepare a final copy of their piece, either neatly handwritten or typed on a computer, and may include illustrations, a Dedication, and/or an Author's Note.

**New Jersey Student Learning Standards:** W.IW.4.2, W.NW.4.3, W.WP.4.4, W.SE.4.6, W.RW.4.7, SL.PE.4.1, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.UM.4.5, SL.AS.4.6, L.WF.4.3, L.WF.4.2, L.KL.4.1, L.VL.4.2

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### **Student Self-Reflection**

uses students' Writer's Notebooks, drafts, published pieces, and a self-reflection handout for students to complete.

**Rationale:** Reflecting on what was learned and planning future accomplishments will foster independence and growth. Students will reflect on their writing processes and strategies they've used in order to achieve their writing goals

### **Assessment(s):**

- Pre-Assessment: Writing Samples
- Formative Assessment (use "Where Are My Students in the Writing Process?" to evaluate students' development of essential writing skills/strategies):
  - Observations of student responses and work during whole group, small group, partnership, and independent activities throughout the unit
  - Individual conferences during Immersion, Generating Ideas, Collecting, Selecting, Drafting, Revising, Editing, and Publishing lessons
  - Writing activities in other subject areas
  - Homework: Reading Logs, writing prompts, follow-up activities for certain lessons
- Self-Reflection/Self-Assessment after lessons, activities, and at completion of unit
  - Immersion 1: "My Writing Interest Interview" - to reflect on feelings about and experiences with writing in the past
  - After Immersion lessons, "\_\_\_'s Writing Life" - to map out their writing histories
  - At the end of the unit, students respond to prompts on "How Far Have I Come?" worksheet to reflect on their progress throughout the unit and set goals for the future.
- Summative Assessment
  - How Writers Work Grade 4 Student Performance Checklist
  - Unit writing piece

### **Rubric(s):**

- Writer's Notebook Rubric (student friendly) for checking notebooks
- How Writers Work Grade 4 Student Performance Checklist (unavailable online)
- Informational Writing Rubric
- Narrative Writing Rubric
- Opiniorgument Writing Rubric

**Differentiate Instruction (IEP, ELL, 504, At Risk) By:**



- Group students based on writing level (determined from writing prompts, classroom observations, classwork)
- Design partnerships so that more advanced students can guide struggling students
  - Think-pair-share during lessons
  - Partner activities during Immersion, Generating Ideas, Collecting, Selecting, Drafting, and Publishing lessons
  - Peer Revising
  - Peer Editing
- Provide graphic organizers for students to organize ideas before writing
- Help students set individual goals for writing that meet teacher expectations (classwork and homework differentiated according to goals/expectations)
- Meet with students in small groups and individually as needed to review concepts and skills as well as generate excitement about topics
- Use suggestions in “ELL Support(s)” sections at the end of each lesson
- Enrichment writing for advanced learners (or remediation activities with teacher)
  - Additional Writing Prompts (Writing Fundamentals Gr. 3-5)
  - “Story Starters” flipbook
  - High-interest writing prompt cards (Narrative, Expository, Persuasive, Descriptive, Poetry, and Journal)

**Suggested accommodations for daily instruction and assessments include but should not be limited to:**

- Limiting total number of questions
- Providing instructional aides such as graphic organizers, sound walls, personalized word walls, writing mats for segmenting
- Providing additional practice/pretests/study guides
- Use of mnemonic strategies
- Oral administration of assessment to individual students
- Providing oral directions and clarification on expectations
- Providing flexible work time or environment
- Displaying work samples
- Accelerated pacing for gifted students
- Increasing complexity for gifted students
- Providing multiple opportunities for practice
- Providing lined whiteboards or paper to support handwriting
- Decodable texts when necessary
- Decreasing/increasing complexity of text when necessary
- Gradual release of independent practice
- Providing audiobooks as needed
- Providing texts in other languages as necessary

**Social Emotional Learning Integration:**

- **Lesson 5 and Mini Lesson 1:** During this mini-lesson, students will generate a list of experiences, people, and/or places that are

important to them, thus strengthening their identity and agency. Through teacher modeling and sharing, students will connect with peers and build relationships with peers as they discuss their special experiences. (*Self Awareness, Relationship Skills, Social Skills*)

- **My Writing Interest Interview:** (*Self Awareness*)
- **Student Self Reflection:** (*Self Awareness, Self Management*)

**Diversity, Equity, and Inclusion Integration:**

**2020 Career Readiness, Life Literacies, and Key Skills:**

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

**2020 Computer Science and Design Thinking**

Property of Bedminster Township School

<b>Subject Area:</b> English Language Arts	<b>Grade Level:</b> 4	<b>Revised 2024</b>
<b>Unit Name/Theme:</b> Writing - Author Study: Cynthia Rylant	<b>Dates:</b> October- December	<b>Time Frame:</b> 6-9 weeks
<p><b>Lessons &amp; Writing Activities:</b></p> <p><b><u>Interactive Read Aloud Lessons</u></b></p> <p><b><u>Day 1: What Makes Cynthia Rylant a Good Mentor Author?</u></b> uses all mentor texts from the unit.</p> <p><b>Rationale:</b> Students will explore a variety of Cynthia Rylant books to gain an understanding of who she is and how and why she writes. They will also engage effectively in a range of collaborative discussions, building on others' ideas and expressing their own clearly.</p> <p><b>New Jersey Student Learning Standards:</b> W.NW.4.3, W.NW.4.3.A, W.NW.4.3.D, W.WP.4.4.A, W.WP.4.4.B, W.WP.4.4.C, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2.C, L.WF.4.3, L.KL.4.1.A, L.KL.4.1.B, L.KL.4.1.C, L.VL.4.2.A, L.VI.4.3.A, L.VI.4.3.B, L.VI.4.3.C</p> <p><b>SEL Integration:</b> Students use accountable talk to engage in collaborative discussions by (1) asking clarifying questions (2) adding ideas (3) respectfully agreeing and disagreeing.</p> <hr/> <p><b><u>Day 2: Cynthia's Motivation and Purposes for Writing</u></b> uses Best Wishes.</p> <p><b>Rationale:</b> Students will listen to Cynthia Rylant's autobiography Best Wishes to learn and discuss her motivation and purposes for writing.</p> <p><b>New Jersey Student Learning Standards:</b> W.NW.4.3.A, W.WP.4.4, W.WP.4.4.A, W.WP.4.4.B, W.WP.4.4.C, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2.C, L.WF.4.3, L.KL.4.1.A, L.KL.4.1.B, L.KL.4.1.C, L.VL.4.2.A, L.VI.4.3.B</p> <hr/> <p><b><u>Day 3: Effective Techniques That Develop Personal Experiences</u></b> uses The Relatives Came.</p> <p><b>Rationale:</b> Students will observe and discuss how Cynthia Rylant uses effective techniques such as descriptive details, vivid verbs, and a clear event sequence to develop real and personal experiences.</p> <p><b>New Jersey Student Learning Standards:</b> W.NW.4.3.A, W.NW.4.3.B, W.NW.4.3.C, W.NW.4.3.D, W.NW.4.3.E, W.WP.4.4.A, W.WP.4.4.B, W.WP.4.4.C, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2.C, L.WF.4.3, L.KL.4.1.A, L.KL.4.1.B, L.KL.4.1.C, L.VL.4.2.A, L.VI.4.3.A, L.VI.4.3.B</p>		

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**Day 4: Approaching Familiar Topics in Similar and Different Ways**

uses Night in the Country and Long Night Moon.

**Rationale:** Students will observe, discuss, and compare how Cynthia Rylant approaches a familiar topic in similar and different ways.

**New Jersey Student Learning Standards:** W.NW.4.3.A, W.NW.4.3.B, W.NW.4.3.D, W.NW.4.3.E, W.WP.4.4.A, W.WP.4.4.B, W.WP.4.4.C, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2.C, L.WF.4.3, L.KL.4.1.A, L.KL.4.1.B, L.KL.4.1.C, L.VL.4.2.A, L.VI.4.3.A, L.VI.4.3.B

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**Day 5: Using Text Evidence to Support Analysis and Reflection**

uses "Spaghetti" from Every Living Thing and Chapters 1 and 2 from Boris.

**Rationale:** Students will draw evidence from literary texts to support analysis and reflection in order to better understand Rylant's message or themes she often writes about.

**New Jersey Student Learning Standards:** W.NW.4.3, W.WP.4.4.A, W.WP.4.4.B, W.WP.4.4.C, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2.C, L.WF.4.3, L.KL.4.1.A, L.KL.4.1.B, L.KL.4.1.C, L.VL.4.2.A, L.VI.4.3.B

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**Mini-Lessons**

**Generating Ideas I: Reflecting on the Past**

uses Best Wishes and Missing May.

**Rationale:** Cynthia Rylant is an author who reflects on her past to get ideas for writing. Students will reflect on their own lives to recall significant moments or events to list as ideas for writing topics.

**New Jersey Student Learning Standards:** W.NW.4.3.A, W.NW.4.3.B, W.NW.4.3.D, W.WP.4.4.A, W.WP.4.4.B, W.WP.4.4.C, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2.C, L.WF.4.3, L.KL.4.1.A, L.KL.4.1.B, L.KL.4.1.C, L.VL.4.2.A, L.VI.4.3, L.VI.4.3.B

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**Generating Ideas II: Writers Write About Places They Love**

uses Long Night Moon.

**Rationale:** Cynthia Rylant uses the places she loves as inspiration for writing. Students will use specific details to describe special places connected to experiences in their lives.

**New Jersey Student Learning Standards:** W.NW.4.3.A, W.NW.4.3.D, W.WP.4.4.A, W.WP.4.4.B, W.WP.4.4.C, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2.C, L.WF.4.3, L.KL.4.1.A, L.KL.4.1.B, L.KL.4.1.C, L.VL.4.2.A, L.VI.4.3

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**Generating Ideas III: Habits of Mind Help Writers Find Topics**

uses Best Wishes.

**Rationale:** Cynthia Rylant developed habits of mind to help her begin writing. Students will relax their minds to freewrite topics.

**New Jersey Student Learning Standards:** W.NW.4.3, W.WP.4.4.A, W.WP.4.4.B, W.WP.4.4.C, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2.C, L.WF.4.3, L.KL.4.1.A, L.KL.4.1.B, L.KL.4.1.C, L.VL.4.2.A, L.VI.4.3

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**Generating Ideas IV: Passions and Longings**

uses Boris.

**Rationale:** Cynthia Rylant writes about her passions and longings. Students will examine their own passions, interests, and desires that they could write about.

**New Jersey Student Learning Standards:** W.NW.4.3, W.WP.4.4.A, W.WP.4.4.B, W.WP.4.4.C, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2.C, L.WF.4.3, L.KL.4.1.A, L.KL.4.1.B, L.KL.4.1.C, L.VL.4.2.A, L.VI.4.3.B

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**Generating Ideas V: Inspired by Symbols**

uses Missing May.

**Rationale:** Cynthia Rylant uses symbols from her life as inspiration for her writing. Students will brainstorm symbols that are important to them to get ideas for their writing.

**New Jersey Student Learning Standards:** W.NW.4.3, W.WP.4.4.A, W.WP.4.4.B, W.WP.4.4.C, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2.C, L.WF.4.3, L.KL.4.1.A, L.KL.4.1.B, L.KL.4.1.C, L.VL.4.2.A, L.VI.4.3.B

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**Selecting: Writers Reread Their Work to Select Ideas**

uses students' Writers' Notebooks.

**Rationale:** Writers reread their notebooks to see which ideas are possibilities for publication. Students will reread their Writers' Notebooks to narrow down their choice of ideas to publish.

**New Jersey Student Learning Standards:** W.NW.4.3.A, W.WP.4.4.A, W.WP.4.4.B, W.WP.4.4.C, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2.C, L.WF.4.3, L.KL.4.1.A, L.KL.4.1.B, L.KL.4.1.C, L.VL.4.2.A, L.VI.4.3

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**Collecting I: Writers Think About Their Purposes**

uses students' Writers' Notebooks.

**Rationale:** When writers are inspired to write a piece for an audience, they have purposes, or reasons, for communicating to their audience. Students will think about their purposes and how the information they collect will affect their stories.

**New Jersey Student Learning Standards:** W.NW.4.3.A, W.WP.4.4.A, W.WP.4.4.B, W.WP.4.4.C, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2.C, L.WF.4.3, L.KL.4.1.A, L.KL.4.1.B, L.KL.4.1.C, L.VL.4.2.A, L.VI.4.3

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**Collecting II: Envisioning Events and Conversations**

uses Best Wishes and Appalachia: The Voices of Sleeping Birds.

**Rationale:** Cynthia Rylant observes her environment to nourish her ideas for writing. Students will envision the events connected to their topics in order to add sensory details to their writing.

**New Jersey Student Learning Standards:** W.NW.4.3.A, W.NW.4.3.B, W.NW.4.3.D, W.WP.4.4.A, W.WP.4.4.B, W.WP.4.4.C, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2.C, L.WF.4.3, L.KL.4.1.A, L.KL.4.1.B, L.KL.4.1.C, L.VL.4.2.A, L.VI.4.3

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**Collecting III: Personification**

uses Boris and Scarecrow.

**Rationale:** Cynthia Rylant sees human qualities in animals and nonliving things. Students will use concrete words and personification to convey their experiences precisely.

**New Jersey Student Learning Standards:** W.NW.4.3.A, W.NW.4.3.B, W.NW.4.3.D, W.WP.4.4.A, W.WP.4.4.B, W.WP.4.4.C, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2.C, L.WF.4.3, L.KL.4.1.A, L.KL.4.1.B, L.KL.4.1.C, L.VL.4.2.A, L.VI.4.3

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**Collecting IV: How to Create Movement Over Time**

uses Night in the Country, The Relatives Came, Scarecrow, and An Angel for Solomon Singer.

**Rationale:** Writers move time in texts, like movie frames, to create sequence in their pieces. Students will develop their experiences and organize the event sequence to unfold naturally.

**New Jersey Student Learning Standards:** W.NW.4.3.A, W.NW.4.3.C, W.NW.4.3.E, W.WP.4.4.A, W.WP.4.4.B, W.WP.4.4.C, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2.C, L.WF.4.3, L.KL.4.1.A, L.KL.4.1.B, L.KL.4.1.C, L.VL.4.2.A, L.VI.4.3

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**Drafting I: Narrative Text Structure**

uses An Angel for Solomon Singer.

**Rationale:** Authors, like Cynthia Rylant, consider the structure or organization of their stories when deciding how they will tell them. Students will use a narrative text structure when writing their drafts.

**New Jersey Student Learning Standards:** W.NW.4.3.A, W.NW.4.3.C, W.NW.4.3.E, W.WP.4.4.A, W.WP.4.4.B, W.WP.4.4.C, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2.C, L.WF.4.3, L.KL.4.1.A, L.KL.4.1.B, L.KL.4.1.C, L.VL.4.2.A, L.VI.4.3

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**Drafting II: Endings With a Purpose**

uses An Angel for Solomon Singer, Appalachia: The Voices of Sleeping Birds, and The Relatives Came.

**Rationale:** Writers close their pieces in different ways to achieve effects. Students will examine Cynthia Rylant's endings to improve upon their own story conclusions.

**New Jersey Student Learning Standards:** W.NW.4.3.A, W.NW.4.3.C, W.NW.4.3.E, W.WP.4.4.A, W.WP.4.4.B, W.WP.4.4.C, W.WP.4.4.E, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2.C, L.WF.4.3, L.KL.4.1.A, L.KL.4.1.B, L.KL.4.1.C, L.VL.4.2.A, L.VI.4.3

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**Revising I: Show, Don't Tell What Your Character Is Feeling**

uses "Shells" from Every Living Thing.

**Rationale:** Writers create characters' feelings through actions, thoughts, descriptions, and dialogue, rather than telling what characters are feeling. Students will revise their writing by using descriptive details and dialogue to develop and show the thoughts, feelings, and responses of their characters.

**New Jersey Student Learning Standards:** W.NW.4.3.A, W.NW.4.3.B, W.NW.4.3.D, W.WP.4.4.A, W.WP.4.4.B, W.WP.4.4.C, W.WP.4.4.E, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2.C, L.WF.4.3, L.KL.4.1.A, L.KL.4.1.B, L.KL.4.1.C, L.VL.4.2.A, L.VI.4.3.B

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**Revising II: Revising the Lead**

uses An Angel for Solomon Singer, Best Wishes, and “Shells” and “Spaghetti” from Every Living Thing.

**Rationale:** Leads are important because they draw the readers into the text. They also orient the reader. Students will use Rylant’s leads as models for revising their own.

**New Jersey Student Learning Standards:** W.NW.4.3.A, W.NW.4.3.B, W.NW.4.3.D, W.WP.4.4.A, W.WP.4.4.B, W.WP.4.4.C, W.WP.4.4.D, W.WP.4.4.E, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2.C, L.WF.4.3, L.KL.4.1.A, L.KL.4.1.B, L.KL.4.1.C, L.VL.4.2.A, L.VI.4.3

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**Revising III: Sentence Fluency**

uses Night in the Country.

**Rationale:** Writers revise sentences to add rhythm and interest to their pieces. Sentence variety provides freshness. Students will examine how varying sentence lengths can create rhythm and fluency in their writing and then revise their sentences for variety.

**New Jersey Student Learning Standards:** W.NW.4.3.B, W.NW.4.3.D, W.WP.4.4.A, W.WP.4.4.B, W.WP.4.4.C, W.WP.4.4.E, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2.C, L.WF.4.3, L.KL.4.1.A, L.KL.4.1.B, L.KL.4.1.C, L.VL.4.2.A, L.VI.4.3.D

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**Revising IV: Revising for Clarity and Organization**

uses students’ drafts.

**Rationale:** Writers reread their work to be sure it is clear and well organized before publishing. Students will reread their drafts and make revisions as needed to ensure that their narratives are clear and well organized for their readers.

**New Jersey Student Learning Standards:** W.NW.4.3.A, W.NW.4.3.B, W.NW.4.3.C, W.NW.4.3.D, W.NW.4.3.E, W.WP.4.4.A, W.WP.4.4.B, W.WP.4.4.C, W.WP.4.4.D, W.WP.4.4.E, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.UM.4.5, SL.AS.4.6, L.WF.4.2.C, L.WF.4.3.A, L.KL.4.1.A, L.KL.4.1.B, L.KL.4.1.C, L.VL.4.2.A, L.VI.4.3

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**Editing I: Correct Spelling**

uses students’ drafts.

**Rationale:** Correct spelling ensures that readers can understand the meaning of what is written. Writers improve spelling in context by applying



strategies. Students will spell grade-appropriate words correctly, consulting references as needed.

**New Jersey Student Learning Standards:** W.NW.4.3, W.WP.4.4.C, W.WP.4.4.D, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2.C, L.WF.4.3.F, L.KL.4.1.A, L.KL.4.1.C, L.VL.4.2.C

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**Editing II: Editing Verbs**

uses students' drafts.

**Rationale:** Writers use verb tense to convey mood and meaning. They must know the conventions of subject and verb agreement. Students will edit their writing for conventions of grammar and usage.

**New Jersey Student Learning Standards:** W.NW.4.3, W.WP.4.4.C, W.WP.4.4.D, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2.C, L.WF.4.3, L.KL.4.1.A, L.KL.4.1.C, L.VI.4.3

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**Publishing: Writing an Author's Note**

uses students' completed pieces and students' Writers' Notebooks.

**Rationale:** Once they complete texts, writers often feel they have more to say about themselves, so they may write an Author's Note. Students will reflect on their pieces to create their own Author's Notes.

**New Jersey Student Learning Standards:** W.NW.4.3, W.WP.4.4.A, W.WP.4.4.B, W.WP.4.4.C, W.WP.4.4.D, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2.C, L.WF.4.3, L.KL.4.1.A, L.KL.4.1.C, L.VL.4.2.A, L.VI.4.3

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**Student Self-Reflection**

uses a self-reflection questionnaire.

**Rationale:** Writers reflect on their writing growth and processes to build their identity as writers. Students will think about their processes and accomplishments in the Cynthia Rylant study to define their growth as writers.

**Assessment(s):**

- Pre-Assessment: Writing Samples
- Formative Assessment (use "Where Are My Students in the Writing Process?" to evaluate students' development of essential writing skills/strategies):
  - Observations of student responses and work during whole group, small group, partnership, and independent activities throughout the unit
  - Individual conferences during Immersion, Generating Ideas, Collecting, Selecting, Drafting, Revising, Editing, and Publishing lessons

- Writing activities in other subject areas
- Homework: Reading Logs, writing prompts, follow-up activities for certain lessons
- Self-Reflection/Self-Assessment after lessons, activities, and at completion of unit
  - Publishing: “Thoughts for Crafting an Author’s Note” - reflect on how Cynthia Rylant inspired them and helped them grow
  - Evaluation 1: “Questionnaire for Self-Reflection on Cynthia Rylant Author Study” - analyze performance and new understandings
- Summative Assessment
  - Cynthia Rylant Author Study Grade 4 Student Performance Checklist
  - Unit writing piece

**Rubric(s):**

- Writer’s Notebook Rubric (student friendly) for checking notebooks
- Cynthia Rylant Author Study Grade 4 Student Performance Checklist
- Narrative Writing Rubric

**Differentiate Instruction (IEP, ELL, 504, At Risk) By:**

- Group students based on writing level (determined from writing prompts, classroom observations, classwork)
- Design partnerships so that more advanced students can guide struggling students
  - Think-pair-share during lessons
  - Partner activities during Immersion, Generating Ideas, Collecting, Selecting, Drafting, and Publishing lessons
  - Peer Revising
  - Peer Editing
- Provide graphic organizers for students to organize ideas before writing
- Help students set individual goals for writing that meet teacher expectations (classwork and homework differentiated according to goals/expectations)
- Meet with students in small groups and individually as needed to review concepts and skills as well as generate excitement about topics
- Use suggestions in “ELL Support(s)” sections at the end of each lesson
- Enrichment writing for advanced learners (or remediation activities with teacher)
  - Additional Writing Prompts (Writing Fundamentals Gr. 3-5)
  - “Story Starters” flipbook
  - High-interest writing prompt cards (Narrative, Expository, Persuasive, Descriptive, Poetry, and Journal)

**Suggested accommodations for daily instruction and assessments include but should not be limited to:**

- Limiting total number of questions
- Providing instructional aides such as graphic organizers, sound walls, personalized word walls, writing mats for segmenting
- Providing additional practice/pretests/study guides
- Use of mnemonic strategies
- Oral administration of assessment to individual students
- Providing oral directions and clarification on expectations
- Providing flexible work time or environment

- Displaying work samples
- Accelerated pacing for gifted students
- Increasing complexity for gifted students
- Providing multiple opportunities for practice
- Providing lined whiteboards or paper to support handwriting
- Decodable texts when necessary
- Decreasing/increasing complexity of text when necessary
- Gradual release of independent practice
- Providing audiobooks as needed
- Providing texts in other languages as necessary

**Social Emotional Learning Integration:**

- **Day 1:** Students use accountable talk to engage in collaborative discussions by (1) asking clarifying questions (2) adding ideas (3) respectfully agreeing and disagreeing. (*Social Skills*)
- **Generating Ideas I-V:** (*Self Awareness, Relationship Skills*)
- Throughout drafting, revising, and editing, students are given approximately 5-8 minutes with a small group of peers after each writing session (when applicable) to share ideas, strategies, proud work, etc. Discussion skills for peer feedback were explicitly taught in the Nonfiction unit during the drafting phase, and should be reviewed in this unit during the drafting phase. (*Social Skills*)
- **Student Self Reflection:** (*Self Awareness, Self Management*)

**Diversity, Equity, and Inclusion Integration:**

**2020 Career Readiness, Life Literacies, and Key Skills:**

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

**2020 Computer Science and Design Thinking:**

<b>Subject Area:</b> English Language Arts	<b>Grade Level:</b> 4	<b>Revised 2024</b>
<b>Unit Name/Theme:</b> Writing - Nonfiction	<b>Dates:</b> January- February	<b>Time Frame:</b> 6-7 weeks

**Lessons & Writing Activities:**

**Interactive Read Aloud Lessons**

**Day 1: Exploring Nonfiction**

uses all of the mentor texts from the unit, particularly Ape by Martin Jenkins.

**Rationale:** Build excitement for this unit and for the nonfiction inquiry by previewing all the mentor texts and reading one closely. Students will learn that the mentor texts are nonfiction, informational texts, which are written to examine a particular topic and convey ideas and information in engaging ways. A close look at Ape by Martin Jenkins will be used to introduce students to effective nonfiction features.

**New Jersey Student Learning Standards:** W.IW.4.2, W.WP.4.4.A, W.WR.4.5, W.SE.4.6, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2.A, L.WF.4.3, L.KL.4.1.A, L.VL.4.2.A, L.VL.4.2.B, L.VL.4.2.C, L.VI.4.3

**Day 2: Nonfiction Features**

uses The Great Fire by Jim Murphy.

**Rationale:** Students will examine how nonfiction texts include formatting and features that organize information logically, emphasize key ideas, and list sources used to research the topic.

**New Jersey Student Learning Standards:** W.IW.4.2, W.WP.4.4.A, W.WR.4.5, W.SE.4.6, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2.A, L.WF.4.3, L.KL.4.1.A, L.VL.4.2.A, L.VL.4.2.B, L.VL.4.2.C, L.VI.4.3

**Day 3: Use of Voice**

uses If You Decide to Go to the Moon by Faith McNulty and A Drop of Water by Walter Wick.

**Rationale:** Students will identify how nonfiction authors use a particular voice that connects to their audience and purpose.

**New Jersey Student Learning Standards:** W.AW.4.1, W.IW.4.2, W.WP.4.4.A, W.WR.4.5, W.SE.4.6, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2.A, L.WF.4.3, L.KL.4.1.A, L.VL.4.2.A, L.VL.4.2.B, L.VL.4.2.C, L.VI.4.3.A

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**Day 4: Visuals in Nonfiction**

uses A Drop of Water by Walter Wick, A Walk in the Rainforest by Kristin Joy Pratt, The Great Fire by Jim Murphy, and The Top of the World by Steve Jenkins.

**Rationale:** Students will examine different options for nonfiction visuals to further develop a topic by providing concrete details and examples relating to the topic.

**New Jersey Student Learning Standards:** W.AW.4.1, W.IW.4.2, W.WP.4.4.A, W.WR.4.5, W.SE.4.6, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.UM.4.5, SL.AS.4.6, L.WF.4.2.A, L.WF.4.3, L.KL.4.1.A, L.VL.4.2.A, L.VL.4.2.B, L.VL.4.2.C, L.VI.4.3

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**Day 5 Authors' Connections to Nonfiction Topics**

uses How to Talk to Your Dog by Jean Craighead George.

**Rationale:** Explore how authors might have chosen their nonfiction topics. Students will consider how authors select topics based on interest, passion, and/or curiosity.

**New Jersey Student Learning Standards:** W.AW.4.1, W.IW.4.2.A, W.IW.4.2.B, W.WP.4.4.A, W.WR.4.5, W.SE.4.6, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2.A, L.WF.4.3, L.KL.4.1.A, L.VL.4.2.A, L.VL.4.2.B, L.VL.4.2.C, L.VI.4.3

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**Mini-Lessons**

**Generating Ideas I: Exploring Passions and Fascinations**

uses The Top of the World: Climbing Mount Everest by Steve Jenkins.

**Rationale:** Nonfiction writers often write about topics they are passionate about. Students will explore their passions as possible topics for nonfiction writing.

**New Jersey Student Learning Standards:** W.AW.4.1, W.IW.4.2.A, W.IW.4.2.B, W.WP.4.4.A, W.WR.4.5, W.SE.4.6, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2.A, L.WF.4.3, L.KL.4.1.A

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**Generating Ideas II: Primary Source Inspiration**

uses A Drop of Water by Walter Wick.

**Rationale:** Nonfiction includes primary source information. Helping students think about topics about which they have firsthand experience and on which they can potentially do primary source research will support them in generating ideas.

**New Jersey Student Learning Standards:** W.IW.4.2.A, W.IW.4.2.B, W.WP.4.4, W.WR.4.5, W.SE.4.6, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2.A, L.WF.4.3, L.KL.4.1.A

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**Generating Ideas III: Topics We Are Curious About**

uses The Great Fire by Jim Murphy.

**Rationale:** Nonfiction writing requires research and reading secondary source materials. In order to explore and examine potential writing topics, students will need to consider topics they are interested in researching and reading more about.

**New Jersey Student Learning Standards:** W.IW.4.2.A, W.IW.4.2.B, W.WP.4.4.A, W.WR.4.5, W.SE.4.6, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2.A, L.WF.4.3, L.KL.4.1.A

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**Selecting: Choosing Topics to Research and Develop**

uses students' Writers' Notebooks.

**Rationale:** Nonfiction writing requires writers to work on developing a topic through research, including primary and secondary source information, and then present this information in engaging ways. Students will thoughtfully decide which topic they want to stick with, develop, and craft for an audience of readers.

**New Jersey Student Learning Standards:** W.IW.4.2.A, W.IW.4.2.B, W.WP.4.4.A, W.WR.4.5, W.SE.4.6, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2.A, L.WF.4.3, L.KL.4.1.A

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**Collecting I: Questions Lead to Good Research**

uses How to Talk to Your Dog by Jean Craighead George and students' Writers' Notebooks.

**Rationale:** Questions guide research. Thoughtful questions of substance come from the interest of a learner who knows some things about a topic and wants to know more. Students will consider what they know and questions they have about their topics to determine the research they will need to conduct.

**New Jersey Student Learning Standards:** W.IW.4.2, W.WP.4.4, W.WR.4.5, W.SE.4.6, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2.A, L.WF.4.3, L.KL.4.1.A

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**Collecting II: Primary Sources**

uses A Drop of Water by Walter Wick, How to Talk to Your Dog by Jean Craighead George, and students' Writers' Notebooks.

**Rationale:** Nonfiction writing contains primary source information. Students need to consider how they will gather this information and begin to plan for their research.

**New Jersey Student Learning Standards:** W.IW.4.2, W.WP.4.4, W.WR.4.5, W.SE.4.6, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2.A, L.WF.4.3, L.KL.4.1.A

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**Collecting III: Secondary Research**

uses The Great Fire by Jim Murphy and students' Writers' Notebooks

**Rationale:** Nonfiction writing contains secondary source information. Students need to consider types of secondary source materials, think about how they will gather these materials, and begin to not just plan but conduct their research.

**New Jersey Student Learning Standards:** W.AW.4.1, W.IW.4.2, W.WP.4.4, W.WR.4.5, W.SE.4.6, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2.A, L.WF.4.3, L.KL.4.1.A

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**Collecting IV: Considering Purpose and Audience**

uses Everglades by Jean Craighead George and students' Writers' Notebooks.

**Rationale:** Good writing has a purpose and is written with an audience in mind. Once information has been gathered through both primary and secondary research, writers need to consider their audiences and purposes for writing before they begin their drafts.

**New Jersey Student Learning Standards:** W.AW.4.1, W.IW.4.2, W.NW.4.3, W.WP.4.4, W.WR.4.5, W.SE.4.6, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2.A, L.WF.4.3, L.KL.4.1.A

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**Drafting I: Introduction**

uses several of the mentor texts from the unit.

**Rationale:** Writers of nonfiction must introduce their topics clearly so that readers can begin to make predictions and connections to their pieces. Students will evaluate various types of introductions and select the most appropriate and engaging one for their nonfiction pieces.

**New Jersey Student Learning Standards:** W.AW.4.1, W.IW.4.2.A, W.NW.4.3, W.WP.4.4, W.WR.4.5, W.SE.4.6, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2.A, L.WF.4.3.A, L.KL.4.1.A, L.KL.4.1.B

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**Drafting II: Organizing Information Logically**

uses Into the Sea by Brenda Guiberson, If You Decide to Go to the Moon by Faith McNulty, How to Talk to Your Dog by Jean Craighead George, Ape by Martin Jenkins, and students' drafts.

**Rationale:** Part of drafting—going from the Writer's Notebook to the draft—includes deciding how to organize one's ideas by grouping related information into paragraphs and sections. Students will examine mentor texts to identify ways writers structure their information and then

determine what makes the most sense for organizing their own writing.

**New Jersey Student Learning Standards:** W.AW.4.1, W.IW.4.2.A, W.IW.4.2.B, W.IW.4.2.C, W.IW.4.2.D, W.NW.4.3, W.WP.4.4, W.WR.4.5, W.SE.4.6, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.UM.4.5, SL.AS.4.6, L.WF.4.2.A, L.WF.4.3.A, L.KL.4.1.A, L.KL.4.1.B

**SEL Integration:** Take a break from drafting to explicitly teach effective peer feedback discussion skills with “I Like, I Wish, I Wonder.” When reading each other’s work and giving feedback, students must discuss one thing they liked about the other person’s work, one thing they wished that person had done differently, and one thing they wondered about (for example, how a main character felt about or reacted to an event). This framework helps students focus on content and organization, rather than grammar, when giving feedback. It’s easier to find grammatical or spelling errors, but it takes creativity and critical thinking skills to give meaningful feedback.

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### **Drafting III: A Concluding Statement or Section**

uses How to Talk to Your Dog by Jean Craighead George, If You Decide to Go to the Moon by Faith McNulty, Into the Sea by Brenda Guiberson, Ape by Martin Jenkins, and students’ drafts.

**Rationale:** When readers finish a piece of nonfiction, the writer wants them to walk away with a new or deeper understanding of a topic. Students will consider possible concluding statements or sections related to the information they have presented to their readers.

**New Jersey Student Learning Standards:** W.AW.4.1, W.IW.4.2.A, W.IW.4.2.B, W.IW.4.2.C, W.IW.4.2.D, W.IW.4.2.E, W.WP.4.4, W.WR.4.5, W.SE.4.6, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2.A, L.WF.4.3.A, L.KL.4.1.A, L.KL.4.1.B

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### **Revising I: Concrete Details**

uses The Top of the World by Steve Jenkins and students’ drafts.

**Rationale:** Nonfiction writers use authentic or concrete details to inform and engage their audience. By using authentic and concrete details, students will let their readers know they have credibility and knowledge about their subjects.

**New Jersey Student Learning Standards:** W.IW.4.2.A, W.IW.4.2.B, W.IW.4.2.C, W.IW.4.2.D, W.IW.4.2.E, W.WP.4.4.B, W.WP.4.4.C, W.WP.4.4.E, W.WR.4.5, W.SE.4.6, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.UM.4.5, SL.AS.4.6, L.WF.4.2.A, L.WF.4.3, L.KL.4.1.A, L.KL.4.1.B

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### **Revising II: Linking Words and Phrases**

uses A Drop of Water by Walter Wick and students’ drafts.

**Rationale:** Writers use linking words and phrases within categories of information to aid comprehension for readers and to transition smoothly from one idea to another. Students will incorporate linking words and phrases within the sections or parts of their nonfiction pieces.



**New Jersey Student Learning Standards:** W.IW.4.2.A, W.IW.4.2.B, W.IW.4.2.C, W.IW.4.2.D, W.IW.4.2.E, W.WP.4.4.B, W.WP.4.4.C, W.WP.4.4.E, W.WR.4.5, W.SE.4.6, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2.A, L.WF.4.3.A, L.KL.4.1.A, L.KL.4.1.B

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**Revising III: Attending to Imagery**

uses Everglades by Jean Craighead George and students' drafts.

**Rationale:** Imagery is an important element of nonfiction. Through creating rich imagery, nonfiction writers help readers become immersed in their subjects. Students will revise their drafts to include details and words that add imagery.

**New Jersey Student Learning Standards:** W.IW.4.2.A, W.IW.4.2.B, W.IW.4.2.C, W.IW.4.2.D, W.IW.4.2.E, W.WP.4.4.B, W.WP.4.4.C, W.WP.4.4.E, W.WR.4.5, W.SE.4.6, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2.A, L.WF.4.3.A, L.KL.4.1.A, L.KL.4.1.B

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**Editing I: Capitalization of Nonfiction Features**

uses The Great Fire by Jim Murphy, Exploding Ants by Joanne Settel, a collection of other nonfiction books, and students' drafts.

**Rationale:** Nonfiction has some unique features that may require some special attention, such as section headings and a Table of Contents. The editing phase of the writing process is a great time to correct capitalization of these features.

**New Jersey Student Learning Standards:** W.IW.4.2, W.WP.4.4.C, W.WR.4.5, W.SE.4.6, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2.A, L.WF.4.2.D, L.WF.4.3.F, L.KL.4.1.A, L.KL.4.1.C

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**Editing II: Punctuating Features of Nonfiction**

uses A Drop of Water by Walter Wick, Ape by Martin Jenkins, and students' drafts.

**Rationale:** Editing involves paying attention to sentence-level issues. Nonfiction has some unique features that may require special attention, such as section headings, quotes, captions, and Glossaries. The editing phase of the writing process is a great time for students to work on these sentence- and word-level elements.

**New Jersey Student Learning Standards:** W.IW.4.2, W.WP.4.4.C, W.WP.4.4.E, W.WR.4.5, W.SE.4.6, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2.A, L.WF.4.2.D, L.WF.4.3.F, L.KL.4.1.A, L.KL.4.1.C

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**Publishing: Adding a Dedication and About the Author Page**

uses The Great Fire by Jim Murphy, Into the Sea by Brenda Guiberson, Ape by Martin Jenkins, and students' final pieces.

**Rationale:** Writers celebrate their work by dedicating it to someone or something important and sharing information about their lives and/or inspiration. Students will craft a Dedication and an About the Author page to add to their finished writing.

**New Jersey Student Learning Standards:** W.IW.4.2, W.WP.4.4.C, W.WP.4.4.D, W.WR.4.5, W.SE.4.6, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.UM.4.5, SL.AS.4.6, L.WF.4.2.A, L.WF.4.3, L.KL.4.1.A

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### **Student Self-Reflection**

uses a self-reflection questionnaire.

**Rationale:** All writers use self-assessment to learn and grow as writers. A self-assessment questionnaire will help students understand how they have grown as writers.

### **Assessment(s):**

- Pre-Assessment: Writing Samples
- Formative Assessment (use “Where Are My Students in the Writing Process?” to evaluate students’ development of essential writing skills/strategies):
  - Observations of student responses and work during whole group, small group, partnership, and independent activities throughout the unit
  - Individual conferences during Immersion, Generating Ideas, Collecting, Selecting, Drafting, Revising, Editing, and Publishing lessons
  - Writing activities in other subject areas
  - Homework: Reading Logs, writing prompts, follow-up activities for certain lessons
- Self-Reflection/Self-Assessment after lessons, activities, and at completion of unit
  - Generating Ideas 1: “Exploring Our Passions” - to reflect on personal passions and fascinations
  - Evaluation 1: Students complete “Student Self-Assessment Questionnaire” to reflect on their progress and learning throughout the unit.
- Summative Assessment
  - Nonfiction Grade 4 Student Performance Checklist
  - Unit writing piece

### **Rubric(s):**

- Writer’s Notebook Rubric (student friendly) for checking notebooks
- Nonfiction Grade 4 Student Performance Checklist
- Informational Writing Rubric

### **Differentiate Instruction (IEP, ELL, 504, At Risk) By:**

- Group students based on writing level (determined from writing prompts, classroom observations, classwork)
- Design partnerships so that more advanced students can guide struggling students
  - Think-pair-share during lessons

- Partner activities during Immersion, Generating Ideas, Collecting, Selecting, Drafting, and Publishing lessons
- Peer Revising
- Peer Editing
- Provide graphic organizers for students to organize ideas before writing
- Help students set individual goals for writing that meet teacher expectations (classwork and homework differentiated according to goals/expectations)
- Meet with students in small groups and individually as needed to review concepts and skills as well as generate excitement about topics
- Use suggestions in “ELL Support(s)” sections at the end of each lesson
- Enrichment writing for advanced learners (or remediation activities with teacher)
  - Additional Writing Prompts (Writing Fundamentals Gr. 3-5)
  - “Story Starters” flipbook
  - High-interest writing prompt cards (Narrative, Expository, Persuasive, Descriptive, Poetry, and Journal)

**Suggested accommodations for daily instruction and assessments include but should not be limited to:**

- Limiting total number of questions
- Providing instructional aides such as graphic organizers, sound walls, personalized word walls, writing mats for segmenting
- Providing additional practice/pretests/study guides
- Use of mnemonic strategies
- Oral administration of assessment to individual students
- Providing oral directions and clarification on expectations
- Providing flexible work time or environment
- Displaying work samples
- Accelerated pacing for gifted students
- Increasing complexity for gifted students
- Providing multiple opportunities for practice
- Providing lined whiteboards or paper to support handwriting
- Decodable texts when necessary
- Decreasing/increasing complexity of text when necessary
- Gradual release of independent practice
- Providing audiobooks as needed
- Providing texts in other languages as necessary

**Social Emotional Learning Integration:** Throughout drafting, revising, and editing, students are given approximately 5-8 minutes with a small group of peers after each writing session (when applicable) to share ideas, strategies, proud work, etc. Discussion skills for peer feedback are explicitly taught during the drafting phase. (*Social Skills*)

- **Student Self Reflection:** (*Self Awareness, Self Management*)

**Diversity, Equity, and Inclusion Integration:**

**2020 Career Readiness, Life Literacies, and Key Skills:**

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

**2020 Computer Science and Design Thinking:**

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.DA.1: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

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<b>Subject Area:</b> English Language Arts	<b>Grade Level:</b> 4	<b>Revised 2024</b>
<b>Unit Name/Theme:</b> Writing - Feature Article Unit	<b>Dates:</b> February - March	<b>Time Frame:</b> 6-7 weeks
<p><b>Lessons &amp; Writing Activities:</b></p> <p><b><u>Interactive Read Aloud Lessons</u></b></p> <p><b><u>Day 1: What Is a Feature Article?</u></b> uses all of the unit texts.</p> <p><b>Rationale:</b> Discover the genre of feature articles! Focus on the article “Brace Yourself” by Edward C. (from the Feature Article Shared Texts) to begin exploring the elements and purpose of a feature article. You will continue to construct an understanding of the genre of feature articles during the week-long immersion.</p> <p><b>New Jersey Student Learning Standards:</b> W.AW.4.1.A, W.AW.4.1.B, W.IW.4.2.A, W.IW.4.2.B, W.IW.4.2.C, W.WP.4.4.A, W.WP.4.4.C, W.WR.4.5, W.SE.4.6, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2, L.WF.4.3, L.KL.4.1.A, L.VL.4.2.A, L.VI.4.3</p> <hr/> <p><b><u>Day 2: Where Do Writers Uncover Feature Article Topics?</u></b> uses “E-Trash: What Happens to Our Old Electronics” by Rachel H. and “Getting Back Up With Lindsey Vonn” by Andrew D. (from the Feature Article Shared Texts).</p> <p><b>Rationale:</b> During this lesson, students will be introduced to two additional feature articles to enhance their understanding of the elements of a feature article and to begin to consider where writers find topics for their articles.</p> <p><b>New Jersey Student Learning Standards:</b> W.AW.4.1.A, W.IW.4.2.A, W.IW.4.2.B, W.IW.4.2.C, W.IW.4.2.D, W.WP.4.4.A, W.WP.4.4.C, W.WR.4.5, W.SE.4.6, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2, L.WF.4.3, L.KL.4.1.A, L.VL.4.2.A, L.VI.4.3</p> <hr/> <p><b><u>Day 3: A Unique Twist</u></b> uses George Washington’s Teeth by Deborah Chandra and Madeleine Comora.</p> <p><b>Rationale:</b> Students will learn how feature article writers often present familiar topics in unique and entertaining ways.</p> <p><b>New Jersey Student Learning Standards:</b> W.IW.4.2.A, W.IW.4.2.B, W.WP.4.4.A, W.WP.4.4.C, W.WR.4.5, W.SE.4.6, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2, L.WF.4.3, L.KL.4.1.A, L.KL.4.1.B, L.VL.4.2.A,</p>		

L.VI.4.3

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**Day 4: The Structure of Feature Articles**

uses Animal Minis! by Cherie Winner and “Penguins on Parade” by Tamar L. (from the Feature Article Shared Texts).

**Rationale:** Students will learn how writers sometimes organize their feature articles in sections and use subheadings to identify the sections and the specific information they are presenting to their readers.

**New Jersey Student Learning Standards:** W.IW.4.2.A, W.IW.4.2.B, W.IW.4.2.C, W.IW.4.2.D, W.IW.4.2.E, W.WP.4.4.A, W.WP.4.4.C, W.WR.4.5, W.SE.4.6, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2, L.WF.4.3, L.KL.4.1.A, L.VL.4.2.A, L.VI.4.3

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**Day 5: Features of Feature Articles**

uses Basketball in Action by John Crossingham and Sarah Dann.

**Rationale:** Students will further their understanding of how feature articles are structured and written by making connections between the articles they read and summarizing what they have learned about this genre. They will use this information to help them determine what features need to be included as they write their own articles.

**New Jersey Student Learning Standards:** W.IW.4.2.A, W.IW.4.2.B, W.WP.4.4.A, W.WP.4.4.C, W.WR.4.5, W.SE.4.6, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2, L.WF.4.3, L.KL.4.1.A, L.KL.4.1.B, L.VL.4.2.A, L.VI.4.3

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**Mini-Lessons**

**Generating Ideas I: Determining What Is Important**

uses George Washington’s Teeth by Deborah Chandra and Madeleine Comora and “E-Trash: What Happens to Our Old Electronics” by Rachel H. (from the Feature Article Shared Texts).

**Rationale:** Feature articles are non-news, general interest pieces written to inform and entertain readers about a range of topics, subjects, and human interest stories. As writers of feature articles, students will think about topics that fascinate them. They will also consider their audiences’ reading interests and begin to generate ideas for topics that will be engaging.

**New Jersey Student Learning Standards:** W.IW.4.2.A, W.IW.4.2.B, W.WP.4.4.A, W.WP.4.4.C, W.WP.4.4.E, W.WR.4.5, W.SE.4.6, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2, L.WF.4.3, L.KL.4.1.A

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**Generating Ideas II: I’m an Expert!**

uses “Penguins on Parade” by Tamar L. (from the Feature Article Shared Texts) and Soccer in Action by Niki Walker and Sarah Dann.

**Rationale:** Feature article writers are, or become, experts on a topic. This expertise allows them to share the best information with their readers. Students will examine topics on which they are, or want to become, experts in order to generate ideas for writing.

**New Jersey Student Learning Standards:** W.IW.4.2.A, W.IW.4.2.B, W.IW.4.2.C, W.IW.4.2.D, .WP.4.4.A, W.WP.4.4.C, W.WP.4.4.E, W.WR.4.5, W.SE.4.6, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2, L.WF.4.3, L.KL.4.1.A

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### **Generating Ideas III: Finding Interesting Things About Your Interests**

uses Animal Minis! by Cherie Winner.

**Rationale:** Feature article writers explore their interests in detail to find topics that they and their readers will find fascinating. Students will brainstorm topics that interest them and work to generate additional ideas and questions to develop the topics.

**New Jersey Student Learning Standards:** W.IW.4.2.A, W.IW.4.2.B, WP.4.4.A, W.WP.4.4.C, W.WP.4.4.E, W.WR.4.5, W.SE.4.6, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2, L.WF.4.3, L.KL.4.1.A

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### **Selecting: Finding Your Topic**

uses “Getting Back Up With Lindsey Vonn” by Andrew D. (from the Feature Article Shared Texts).

**Rationale:** Writers sift through their notebooks to find the entry or idea they want to continue working on and publish. Students will reread their notebook entries, select a topic they would like to develop into a published piece, and then consider possible “angles” and audiences for their topics.

**New Jersey Student Learning Standards:** W.IW.4.2.A, W.IW.4.2.B, WP.4.4.A, W.WP.4.4.C, W.WP.4.4.E, W.WR.4.5, W.SE.4.6, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2, L.WF.4.3, L.KL.4.1.A

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### **Collecting I: Research or Gathering Information From Various Sources**

uses Animal Minis! by Cherie Winner.

**Rationale:** Writers of feature articles need to determine what information they know and what they need to find out. Students will begin to gather resources to research and collect additional information to develop their topics.

**New Jersey Student Learning Standards:** W.IW.4.2.A, W.IW.4.2.B, WP.4.4.A, W.WP.4.4.C, W.WP.4.4.E, W.WR.4.5, W.SE.4.6, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2, L.WF.4.3, L.KL.4.1.A

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### **Collecting II: Choosing Your Angle**

uses “Getting Back Up With Lindsey Vonn” by Andrew D. (from the Feature Article Shared Texts).

**Rationale:** Feature article writers need to select an angle or focus that fits their audience and purpose and collect relevant information and details to support that angle. Students will finalize their choices of angle, audience, and purpose.

**New Jersey Student Learning Standards:** W.AW.4.1, W.IW.4.2.A, W.IW.4.2.B, WP.4.4.A, W.WP.4.4.C, W.WP.4.4.E, W.WR.4.5, W.SE.4.6, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2, L.WF.4.3, L.KL.4.1.A

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### **Collecting III: Supporting Opinions With Facts and Details**

uses “Penguins on Parade” by Tamar L. (from the Feature Article Shared Texts) and other feature articles and mentor texts from the unit.

**Rationale:** Writers of feature articles use both facts and details to support their opinions. Students will conduct any additional research to ensure that their articles include the necessary facts and details to support their opinions.

**New Jersey Student Learning Standards:** W.AW.4.1.A, W.AW.4.1.B, W.IW.4.2.B, W.IW.4.2.D, WP.4.4.A, W.WP.4.4.C, W.WP.4.4.E, W.WR.4.5, W.SE.4.6, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2, L.WF.4.3, L.KL.4.1.A

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### **Collecting IV: Organizing Research Efforts**

uses The Story of Salt by Mark Kurlansky.

**Rationale:** Writers of feature articles usually do research—but they organize their efforts to ensure their work will be engaging. Students will find a structure for organizing or grouping their related research into sections or paragraphs.

**New Jersey Student Learning Standards:** W.AW.4.1.A, W.IW.4.2.A, W.IW.4.2.B, W.IW.4.2.E, WP.4.4.A, W.WP.4.4.C, W.WP.4.4.E, W.WR.4.5, W.SE.4.6, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2, L.WF.4.3.A, L.KL.4.1.A

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### **Drafting I: Thinking About Structure**

uses “Brace Yourself” by Edward C., “Penguins on Parade” by Tamar L., and “Getting Back Up With Lindsey Vonn” by Andrew D. (from the Feature Article Shared Texts).

**Rationale:** Writers create an organizational structure in which ideas are logically grouped and ordered to support their purposes. Students will explore different text structures in order to begin drafting their articles.

**New Jersey Student Learning Standards:** W.AW.4.1.A, W.AW.4.1.D, W.IW.4.2.A, W.IW.4.2.B, W.IW.4.2.E, WP.4.4.A, W.WP.4.4.C, W.WP.4.4.E, W.WR.4.5, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2, L.WF.4.3.A, L.KL.4.1.A

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### **Drafting II: Crafting a Lead – Introduction**



uses George Washington's Teeth by Deborah Chandra and Madeleine Comora, Ice Bear: In the Steps of the Polar Bear by Nicola Davies, and "Penguins on Parade" by Tamar L. (from the Feature Article Shared Texts).

**Rationale:** Feature articles begin with an introduction, or lead, that grabs readers' attention and introduces the topic. Students will try out different ways to craft a catchy lead while clearly introducing their topic.

**New Jersey Student Learning Standards:** W.AW.4.1.A, W.IW.4.2.A, W.IW.4.2.B, WP.4.4.A, W.WP.4.4.C, W.WP.4.4.E, W.WR.4.5, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2, L.WF.4.3.A, L.KL.4.1.A, L.KL.4.1.B

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### **Drafting III: Composing Paragraphs**

uses The Life and Times of the Peanut by Charles Micucci.

**Rationale:** Good paragraphs often contain clear topic sentences that introduce an idea and supporting sentences that describe, compare, or give examples. Students will compose paragraphs for their feature articles.

**New Jersey Student Learning Standards:** W.AW.4.1.A, W.AW.4.1.B, W.IW.4.2.A, W.IW.4.2.B, WP.4.4.A, W.WP.4.4.C, W.WP.4.4.E, W.WR.4.5, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2, L.WF.4.3.A, L.KL.4.1.A, L.KL.4.1.B

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### **Drafting IV: Wrapping It Up – The Conclusion**

uses "E-Trash: What Happens to Our Old Electronics" by Rachel H., "Brace Yourself" by Edward C., and "Getting Back Up With Lindsey Vonn" by Andrew D. (from the Feature Article Shared Texts).

**Rationale:** Feature article writers use a variety of conclusions. Students will explore the various conclusions in the mentor feature articles in order to wrap up their articles in a satisfying way.

**New Jersey Student Learning Standards:** W.AW.4.1.A, W.AW.4.1.D, W.IW.4.2.A, W.IW.4.2.B, W.IW.4.2.E, WP.4.4.A, W.WP.4.4.C, W.WP.4.4.E, W.WR.4.5, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2, L.WF.4.3.A, L.KL.4.1.A, L.KL.4.1.B

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### **Revising I: Make a Transition**

uses Secrets of the Mummies by Harriet Griffey, "Getting Back Up With Lindsey Vonn" by Andrew D. (from the Feature Article Shared Texts), Animal Minis! by Cherie Winner, and Soccer in Action by Niki Walker and Sarah Dann.

**Rationale:** To ensure a smooth, sensible read, writers often include words and phrases that link details together and help readers move from one idea to the next. Students will consider adding transition or linking words and/or phrases to logically join ideas and help their writing flow from one idea to another.

**New Jersey Student Learning Standards:** W.AW.4.1.C, W.IW.4.2.B, W.IW.4.2.C, WP.4.4.A, W.WP.4.4.C, W.WP.4.4.E, W.WR.4.5, W.RW.4.7,

SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2, L.WF.4.3.A, L.KL.4.1.A, L.KL.4.1.B

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**Revising II: Revising for Key Elements of a Feature Article**

uses all of the mentor feature articles in the unit.

**Rationale:** Feature article writers revise for important elements, including a clear angle, developed paragraphs, a powerful lead, and a conclusion. Students will identify and complete any necessary revision work.

**New Jersey Student Learning Standards:** W.AW.4.1.A, W.AW.4.1.B, W.AW.4.1.C, W.AW.4.1.D, W.IW.4.2.A, W.IW.4.2.B, W.IW.4.2.C, W.IW.4.2.D, W.IW.4.2.E, WP.4.4.A, W.WP.4.4.C, W.WP.4.4.E, W.WR.4.5, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2, L.WF.4.3.A, L.KL.4.1.A, L.KL.4.1.B

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**Revising III: Visual Communication**

uses The Story of Salt by Mark Kurlansky and “Penguins on Parade” by Tamar L. (from the Feature Article Shared Texts).

**Rationale:** Feature article writers sometimes rely on visual communication to add to the impact of their pieces. Students will add some visual elements to their feature articles to enhance their meaning and purpose.

**New Jersey Student Learning Standards:** W.IW.4.2.A, W.IW.4.2.B, WP.4.4.A, W.WP.4.4.C, W.WP.4.4.E, W.WR.4.5, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.UM.4.5, SL.AS.4.6, L.WF.4.2, L.WF.4.3.A, L.KL.4.1.A

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**Editing I: Vary Your Sentence Length**

uses SNAP! A Book About Alligators and Crocodiles by Melvin and Gilda Berger.

**Rationale:** Feature article writers vary the length of their sentences to keep their writing fresh and interesting for readers. Students will try to vary the lengths of sentences in their feature articles to do the same.

**New Jersey Student Learning Standards:** W.IW.4.2.B, WP.4.4.A, W.WP.4.4.C, W.WP.4.4.E, W.WR.4.5, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2.D, L.WF.4.3.C, L.KL.4.1.A, L.KL.4.1.C

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**Editing II: Punctuate to Accentuate Your Voice**

uses Animal Minis! by Cherie Winner.

**Rationale:** To help create a strong voice or tone in a feature article, writers take advantage of different punctuation marks. Students will edit their writing to accentuate their voices as they choose punctuation for effect.

**New Jersey Student Learning Standards:** W.IW.4.2.B, WP.4.4.A, W.WP.4.4.C, W.WP.4.4.E, W.WR.4.5, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2.D, L.WF.4.3, L.KL.4.1.A, L.KL.4.1.C

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**Publishing A Good Title Makes a Difference!**

uses a collection of feature article titles.

**Rationale:** A title that communicates the topic to readers or intrigues readers is a vital part of the publishing process for feature articles. Students will work on crafting titles for their feature articles.

**New Jersey Student Learning Standards:** W.IW.4.2.A, WP.4.4.A, W.WP.4.4.C, W.WP.4.4.E, W.WR.4.5, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.UM.4.5, SL.AS.4.6, L.WF.4.3.F, L.KL.4.1.A

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**Student Self-Reflection:** uses a self-reflection questionnaire.

**Rationale:** For students to develop a sense of themselves as writers, they need to spend time reflecting on the work they have done and its meaning as part of their growth as writers.

**Assessment(s):**

- Pre-Assessment: Writing Samples
- Formative Assessment (use “Where Are My Students in the Writing Process?” to evaluate students’ development of essential writing skills/strategies):
  - Observations of student responses and work during whole group, small group, partnership, and independent activities throughout the unit
  - Individual conferences during Immersion, Generating Ideas, Collecting, Selecting, Drafting, Revising, Editing, and Publishing lessons
  - Writing activities in other subject areas
  - Homework: Reading Logs, writing prompts, follow-up activities for certain lessons
- Self-Reflection/Self-Assessment after lessons, activities, and at completion of unit
  - Evaluation 1: Students respond to questions on “Me=Feature Article Writer” to reflect on their progress and growth.
- Summative Assessment
  - Feature Article (Editorial) Grade 4 Student Performance Checklist
  - Unit writing piece

**Rubric(s):**

- Writer’s Notebook Rubric (student friendly) for checking notebooks
- Feature Article (Editorial) Grade 4 Student Performance Checklist
- Opiniorgument Writing Rubric

**Differentiate Instruction (IEP, ELL, 504, At Risk) By:**

- Group students based on writing level (determined from writing prompts, classroom observations, classwork)
- Design partnerships so that more advanced students can guide struggling students
  - Think-pair-share during lessons
  - Partner activities during Immersion, Generating Ideas, Collecting, Selecting, Drafting, and Publishing lessons
  - Peer Revising
  - Peer Editing
- Provide graphic organizers for students to organize ideas before writing
- Help students set individual goals for writing that meet teacher expectations (classwork and homework differentiated according to goals/expectations)
- Meet with students in small groups and individually as needed to review concepts and skills as well as generate excitement about topics
- Use suggestions in “ELL Support(s)” sections at the end of each lesson
- Enrichment writing for advanced learners (or remediation activities with teacher)
  - Additional Writing Prompts (Writing Fundamentals Gr. 3-5)
  - “Story Starters” flipbook
  - High-interest writing prompt cards (Narrative, Expository, Persuasive, Descriptive, Poetry, and Journal)

**Suggested accommodations for daily instruction and assessments include but should not be limited to:**

- Limiting total number of questions
- Providing instructional aides such as graphic organizers, sound walls, personalized word walls, writing mats for segmenting
- Providing additional practice/pretests/study guides
- Use of mnemonic strategies
- Oral administration of assessment to individual students
- Providing oral directions and clarification on expectations
- Providing flexible work time or environment
- Displaying work samples
- Accelerated pacing for gifted students
- Increasing complexity for gifted students
- Providing multiple opportunities for practice
- Providing lined whiteboards or paper to support handwriting
- Decodable texts when necessary
- Decreasing/increasing complexity of text when necessary
- Gradual release of independent practice
- Providing audiobooks as needed
- Providing texts in other languages as necessary
- Get graded or assessed using a different standard than the one for classmate

**Social Emotional Learning Integration:**

- Throughout drafting, revising, and editing, students are given approximately 5-8 minutes with a small group of peers after

each writing session (when applicable) to share ideas, strategies, proud work, etc. Discussion skills for peer feedback were explicitly taught in the Nonfiction unit during the drafting phase, and should be reviewed in this unit during the drafting phase.  
(*Social Skills*)

- **Student Self Reflection:** (*Self Awareness, Self Management*)

**Diversity, Equity, and Inclusion Integration:**

**2020 Career Readiness, Life Literacies, and Key Skills:**

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

**2020 Computer Science and Design Thinking:**

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.DA.1: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

<b>Subject Area:</b> English Language Arts	<b>Grade Level:</b> 4	<b>Revised 2024</b>
<b>Unit Name/Theme:</b> Writing - Editorial Unit of Study	<b>Dates:</b> April- May	<b>Time Frame:</b> 5 weeks

**Lessons & Writing Activities:**

**Interactive Read Aloud Lessons**

**Day 1: What Is an Editorial?**

uses the editorial exemplar “End Homework Now”

**Rationale:** Students will begin their exploration and inquiry of editorials as they discuss what editorials are, why people write them, and where they can be found. They will analyze the editorial “End Homework Now” and identify the author’s opinion, and audience.

**New Jersey Student Learning Standards:** W.AW.4.1.A, W.AW.4.1.B, W.IW.4.2, W.WP.4.4, W.WR.4.5.A, W.WR.4.5.A, W.WR.4.5.C, W.SE.4.6, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2.D, L.WF.4.3, L.KL.4.1.A, L.VL.4.2

## **Day 2: Features of an Editorial**

uses the exemplar "Video Games Can Be Valuable Learning Tools"

**Rationale:** Students will look at another editorial to analyze and discuss its features and deepen their understanding of the genre.

**New Jersey Student Learning Standards:** W.AW.4.1.A, W.AW.4.1.B, W.IW.4.2, W.WP.4.4, W.WR.4.5.A, W.WR.4.5.A, W.WR.4.5.C, W.SE.4.6, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2.D, L.WF.4.3.B, L.KL.4.1.A, L.KL.4.1.B, L.VL.4.2

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## **Mini-Lessons**

### **Generating Ideas: Hot Topics for Editorials**

uses various news articles and editorials and students' Writers' Notebooks

**Rationale:** Writers write editorials about topics that move them and inspire them to put their feelings and opinions down on paper. Students will create a list of specific topics about which they feel very strongly and will state their opinions about them.

**New Jersey Student Learning Standards:** W.AW.4.1.A, W.AW.4.1.B, W.AW.4.1.C, W.WP.4.4, W.WR.4.5.A, W.WR.4.5.A, W.WR.4.5.C, W.SE.4.6, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.3, L.KL.4.1.A, L.VL.4.2

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### **Selecting: My Most Important Issue**

uses students' Writers' Notebooks

**Rationale:** Writers decide on an editorial topic they can develop and publish by considering their passion and enthusiasm for the topic as well as the amount of evidence they can collect to support their opinions. Students will look through their Writers' Notebooks and decide which topic would make for the best editorial.

**New Jersey Student Learning Standards:** W.AW.4.1.A, W.AW.4.1.B, W.AW.4.1.C, W.WP.4.4, W.WR.4.5.A, W.WR.4.5.A, W.WR.4.5.C, W.SE.4.6, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.3, L.KL.4.1.A, L.VL.4.2

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### **Collecting: Anticipating Arguments**

uses the editorial exemplar "Video Games Can Be Valuable Learning Tools" and students' Writers' Notebooks.

**Rationale:** Editorial writers often present and address the counterargument or opposing opinions when defending their own positions. Students will consider the counterarguments to their positions and rebut those arguments to make their opinions stronger and more valid.

**New Jersey Student Learning Standards:** W.AW.4.1.A, W.AW.4.1.B, W.AW.4.1.C, W.IW.4.2, W.WP.4.4, W.WR.4.5.C, W.SE.4.6, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2.D, L.WF.4.3.A, L.KL.4.1.A, L.VL.4.2

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**Drafting I: Introducing Your Topic**

uses the editorial exemplar “Video Games Can Be Valuable Learning TOols” and students’ Writers’ Notebooks

**Rationale:** Writers of editorials want to grab’ readers’ attention and clearly convey their position on a topic right from the start. Students will try various ways to introduce their topics and express their opinions in order to pull readers into their editorials.

**New Jersey Student Learning Standards:** W.AW.4.1.A, W.AW.4.1.B, W.AW.4.1.C, W.IW.4.2.A, W.IW.4.2.B, W.IW.4.2.C, W.IW.4.2.D, W.WP.4.4, W.WR.4.5.B, W.WR.4.5.C, W.WR.4.5.E, W.SE.4.6, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2, L.WF.4.3.A, L.KL.4.1.A, L.KL.4.1.B, L.VL.4.2

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**Drafting II: Persuasive Writing Signal Words**

uses students’ drafts

**Rationale:** Writers use words and phrases to show how ideas are connected. Students will use signal and linking words as they continue to draft and conclude their editorials.

**New Jersey Student Learning Standards:** W.AW.4.1.A, W.AW.4.1.B, W.AW.4.1.C, W.AW.4.1.D, W.IW.4.2.A, W.IW.4.2.B, W.IW.4.2.C, W.IW.4.2.D, W.WP.4.4, W.WR.4.5.B, W.WR.4.5.C, W.WR.4.5.E, W.SE.4.6, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2, L.WF.4.3, L.KL.4.1.A, L.KL.4.1.B, L.VL.4.2

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**Revising: A Persuasive Voice**

uses the editorial exemplar “You Can Make a Difference” and students’ drafts

**Rationale:** Writers of editorials need to use a persuasive voice and preclude details to convince their readers of their positions. Students will revise their drafts using persuasive techniques in order to prepare readers to accept their arguments or points of view.

**New Jersey Student Learning Standards:** W.AW.4.1.A, W.AW.4.1.B, W.AW.4.1.C, W.AW.4.1.D, W.WP.4.4, W.WR.4.5.B, W.WR.4.5.C, W.SE.4.6, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2, L.WF.4.3.B, L.KL.4.1.A, L.KL.4.1.B, L.VL.4.2

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**Editing: A Final Edit**

uses students’ drafts

**Rationale:** Writers use checklists to ensure that their readers understand their meanings without being distracted by mechanical errors. Students will use an editing checklist to look closely at their conventional decisions to ensure clear meaning and proper usage.

**New Jersey Student Learning Standards:** W.AW.4.1, W.WP.4.4, W.WR.4.5.C, W.WR.4.5.D, W.SE.4.6, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.AS.4.6, L.WF.4.2, L.WF.4.3.D, L.WF.4.3.F, L.WF.4.3.G, L.KL.4.1.A, L.KL.4.1.C, L.VL.4.2

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**Publishing: Enticing Titles**

uses the editorial exemplars, students' Writers' Notebooks, and students' drafts

**Rationale:** Writers of editorials need to craft a title that attracts their readers' attention and establishes the focus of their pieces. Students will review the titles of editorials from this unit to create an enticing title that identifies their focus.

**New Jersey Student Learning Standards:** W.AW.4.1, W.WP.4.4, W.WR.4.5.C, W.SE.4.6, W.RW.4.7, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.UM.4.5, SL.AS.4.6, L.WF.4.2, L.WF.4.3, L.KL.4.1.A, L.VL.4.2

**Assessment(s):**

- Pre-Assessment: Writing Samples
- Formative Assessment (use "Where Are My Students in the Writing Process?" to evaluate students' development of essential writing skills/strategies):
  - Observations of student responses and work during whole group, small group, partnership, and independent activities throughout the unit
  - Individual conferences during Immersion, Generating Ideas, Collecting, Selecting, Drafting, Revising, Editing, and Publishing lessons
  - Writing activities in other subject areas
  - Homework: Reading Logs, writing prompts, follow-up activities for certain lessons
- Self-Reflection/Self-Assessment after lessons, activities, and at completion of unit
  - Evaluation 1: Students respond to questions on "Me=Feature Article Writer" to reflect on their progress and growth.
- Summative Assessment
  - Feature Article (Editorial) Grade 4 Student Performance Checklist
  - Unit writing piece

**Rubric(s):**

- Writer's Notebook Rubric (student friendly) for checking notebooks
- Feature Article (Editorial) Grade 4 Student Performance Checklist
- Opiniorgument Writing Rubric

**Differentiate Instruction (IEP, ELL, 504, At Risk) By:**

- Group students based on writing level (determined from writing prompts, classroom observations, classwork)
- Design partnerships so that more advanced students can guide struggling students
  - Think-pair-share during lessons



- Partner activities during Immersion, Generating Ideas, Collecting, Selecting, Drafting, and Publishing lessons
- Peer Revising
- Peer Editing
- Provide graphic organizers for students to organize ideas before writing
- Help students set individual goals for writing that meet teacher expectations (classwork and homework differentiated according to goals/expectations)
- Meet with students in small groups and individually as needed to review concepts and skills as well as generate excitement about topics
- Use suggestions in “ELL Support(s)” sections at the end of each lesson
- Enrichment writing for advanced learners (or remediation activities with teacher)
  - Additional Writing Prompts (Writing Fundamentals Gr. 3-5)
  - “Story Starters” flipbook
  - High-interest writing prompt cards (Narrative, Expository, Persuasive, Descriptive, Poetry, and Journal)

**Suggested accommodations for daily instruction and assessments include but should not be limited to:**

- Limiting total number of questions
- Providing instructional aides such as graphic organizers, sound walls, personalized word walls, writing mats for segmenting
- Providing additional practice/pretests/study guides
- Use of mnemonic strategies
- Oral administration of assessment to individual students
- Providing oral directions and clarification on expectations
- Providing flexible work time or environment
- Displaying work samples
- Accelerated pacing for gifted students
- Increasing complexity for gifted students
- Providing multiple opportunities for practice
- Providing lined whiteboards or paper to support handwriting
- Decodable texts when necessary
- Decreasing/increasing complexity of text when necessary
- Gradual release of independent practice
- Providing audiobooks as needed
- Providing texts in other languages as necessary

**Social Emotional Learning Integration:**

- Throughout drafting, revising, and editing, students are given approximately 5-8 minutes with a small group of peers after each writing session (when applicable) to share ideas, strategies, proud work, etc. Discussion skills for peer feedback were explicitly taught in the Nonfiction unit during the drafting phase, and should be reviewed in this unit during the drafting phase.  
*(Social Skills)*
- **Student Self Reflection:** *(Self Awareness, Self Management)*

**Diversity, Equity, and Inclusion Integration:**

**2020 Career Readiness, Life Literacies, and Key Skills:**

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

**2020 Computer Science and Design Thinking:**

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.DA.1: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

<b>Subject Area:</b> English Language Arts	<b>Grade Level:</b> 4	
<b>Unit Name/Theme:</b> <b>Grammar:</b> Parts of Speech; COPS/CUPS/5 Star Writing <b>Spelling:</b> Units 1-3	<b>Dates:</b> September	<b>Time Frame:</b> 4 weeks
<b>Overview:</b> <ul style="list-style-type: none"><li>● Parts of Speech (GUM Unit 2: Lessons 13, 14, 16, 17, 18, 19, 20, 21, 22, 23, 24)<ul style="list-style-type: none"><li>○ Lesson 14: Capitalization of proper nouns 4.2a</li><li>○ Lesson 21: Modal auxiliaries (e.g., <i>can</i>, <i>may</i>, <i>must</i>) 4.1c</li><li>○ Lesson 23: Comma before coordinating conjunction 4.2c</li></ul></li><li>● COPS/CUPS/5 Star Writing (GUM Unit 5: Lesson 52)<ul style="list-style-type: none"><li>○ Lesson 52: Capitalization in titles 4.2a</li></ul></li></ul>		
<b>Writing Activity:</b> <ul style="list-style-type: none"><li>● Short writing assignments (1 paragraph max) throughout G.U.M. workbook</li><li>● Beginning of school year activities (use to assess skills)</li><li>● Free choice writing piece (see Writing Fundamentals - How Writers Work Unit)</li></ul>		
<b>Assessment(s):</b> <ul style="list-style-type: none"><li>● Pre-Assessment:</li></ul>		

- Writing Prompts
- Formative Assessment (observe & evaluate students' use of Grade 4 Language Standards when writing, reading, speaking, and listening during whole group, small group, partnership, and independent activities):
  - Writing activities across subject areas
  - Presentations across subject areas
  - Reading groups & partnerships
  - Homework assignments (reading logs & writing prompts)
  - Individual and small group conferences
- Self-Reflection/Self-Assessment:
  - Revising/Editing Checklists (including 5-Star Writing & COPS Checklist)
  - Rubrics and questionnaires for writing assignments, presentations, discussions, and projects
- Summative Assessment:
  - GUM Unit 2 Assessment
  - Unit Spelling Quizzes

#### **Rubric(s):**

- Writing Fundamentals Rubrics: Informational, Narrative, Opiniorgument
- 6+1 Traits Writing Rubric

#### **Differentiate Instruction (IEP, ELL, 504, At Risk) By:**

- Group students based on writing level (determined from writing prompts, classroom observations, classwork)
- Differentiated spelling lists based on student choice and teacher observation of performance
- Help students set individual goals for grammar & spelling that meet teacher expectations (classwork and homework differentiated according to goals/expectations)
- Design partnerships so that more advanced students can guide struggling students
  - Think-pair-share during lessons
  - Partner activities during Immersion, Generating Ideas, Collecting, Selecting, Drafting, and Publishing lessons
  - Peer Revising
  - Peer Editing

#### **Suggested accommodations for daily instruction and assessments include but should not be limited to:**

- Limiting total number of questions
- Providing instructional aides such as graphic organizers, sound walls, personalized word walls, writing mats for segmenting
- Providing additional practice/pretests/study guides
- Use of mnemonic strategies
- Oral administration of assessment to individual students
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- Providing flexible work time or environment
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- Accelerated pacing for gifted students
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- Providing multiple opportunities for practice
- Providing lined whiteboards or paper to support handwriting
- Decodable texts when necessary
- Decreasing/increasing complexity of text when necessary
- Gradual release of independent practice
- Providing audiobooks as needed
- Providing texts in other languages as necessary

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<b>Subject Area:</b> English Language Arts	<b>Grade Level:</b> 4	
<b>Unit Name/Theme:</b> <b>Grammar:</b> Synonyms, Antonyms, and Tired Words <b>Spelling:</b> Units 4-7	<b>Dates:</b> October	<b>Time Frame:</b> 4 weeks
<b>Overview:</b> <ul style="list-style-type: none"> <li>● Synonyms &amp; antonyms 4.5c</li> <li>● Choose words/phrases to convey ideas precisely 4.3a</li> </ul>		
<b>Writing Activity:</b> <ul style="list-style-type: none"> <li>● Students write an obituary for “tired words” (said, little, happy, mean, etc.).</li> <li>● Halloween Opinion Piece: Would You Rather? (Halloween version)</li> <li>● Free choice writing piece (see Writing Fundamentals - How Writers Work Unit)</li> <li>● Informational writing piece (see Writing Fundamentals - Nonfiction Unit)</li> </ul>		
<b>Assessment(s):</b> <ul style="list-style-type: none"> <li>● Pre-Assessment: <ul style="list-style-type: none"> <li>○ Writing Prompts</li> </ul> </li> <li>● Formative Assessment (observe &amp; evaluate students’ use of Grade 4 Language Standards when writing, reading, speaking, and listening during whole group, small group, partnership, and independent activities): <ul style="list-style-type: none"> <li>○ Writing activities across subject areas</li> <li>○ Presentations across subject areas</li> <li>○ Reading groups &amp; partnerships</li> <li>○ Homework assignments (reading logs &amp; writing prompts)</li> <li>○ Individual and small group conferences</li> </ul> </li> <li>● Self-Reflection/Self-Assessment: <ul style="list-style-type: none"> <li>○ Revising/Editing Checklists (including <u>5-Star Writing &amp; COPS Checklist</u>)</li> <li>○ Rubrics and questionnaires for writing assignments, presentations, discussions, and projects</li> </ul> </li> <li>● Summative Assessment: <ul style="list-style-type: none"> <li>○ Synonyms &amp; Antonyms Assessment</li> <li>○ “Tired Words” Obituary</li> <li>○ Unit Spelling Quizzes</li> </ul> </li> </ul>		
<b>Rubric(s):</b> <ul style="list-style-type: none"> <li>● Writing Fundamentals Rubrics: <u>Informational</u>, <u>Narrative</u>, <u>Opiniorgument</u></li> <li>● <u>6+1 Traits Writing Rubric</u></li> </ul>		

### **Differentiate Instruction (IEP, ELL, 504, At Risk) By:**

- Group students based on writing level (determined from writing prompts, classroom observations, classwork)
- Differentiated spelling lists based on student choice and teacher observation of performance
- Help students set individual goals for grammar & spelling that meet teacher expectations (classwork and homework differentiated according to goals/expectations)
- Design partnerships so that more advanced students can guide struggling students
  - Think-pair-share during lessons
  - Partner activities during Immersion, Generating Ideas, Collecting, Selecting, Drafting, and Publishing lessons
  - Peer Revising
  - Peer Editing

### **Suggested accommodations for daily instruction and assessments include but should not be limited to:**

- Limiting total number of questions
- Providing instructional aides such as graphic organizers, sound walls, personalized word walls, writing mats for segmenting
- Providing additional practice/pretests/study guides
- Use of mnemonic strategies
- Oral administration of assessment to individual students
- Providing oral directions and clarification on expectations
- Providing flexible work time or environment
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- Providing multiple opportunities for practice
- Providing lined whiteboards or paper to support handwriting
- Decodable texts when necessary
- Decreasing/increasing complexity of text when necessary
- Gradual release of independent practice
- Providing audiobooks as needed
- Providing texts in other languages as necessary

<b>Subject Area:</b> English Language Arts	<b>Grade Level:</b> 4	
<b>Unit Name/Theme:</b> Grammar: Sentence Structure <b>Spelling:</b> Units 8-10	<b>Dates:</b> November	<b>Time Frame:</b> 3 weeks
<p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>● Sentence Structure Unit (GUM Unit 1: Lessons 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12) <ul style="list-style-type: none"> <li>○ Lesson 1: Choose punctuation for effect 4.3b</li> <li>○ Lesson 6: Prepositional phrases 4.1e</li> <li>○ Lessons 2, 3, 4, 7, 12: Complete sent (vs. frag/run-on) 4.1f</li> <li>○ Lesson 11: Relative pronouns &amp; relative adverbs 4.1a</li> </ul> </li> </ul>		
<p><b>Writing Activity:</b></p> <ul style="list-style-type: none"> <li>● Short writing assignments (1 paragraph max) throughout G.U.M. workbook</li> <li>● Informational writing piece (see Writing Fundamentals - Nonfiction Unit)</li> <li>● Thanksgiving Opinion Piece: Would You Rather? (Thanksgiving version)</li> <li>● Thanksgiving Narrative Piece: Story from the point of view of a turkey.</li> </ul>		
<p><b>Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Pre-Assessment: <ul style="list-style-type: none"> <li>○ Writing Prompts</li> </ul> </li> <li>● Formative Assessment (observe &amp; evaluate students' use of Grade 4 Language Standards when writing, reading, speaking, and listening during whole group, small group, partnership, and independent activities): <ul style="list-style-type: none"> <li>○ Writing activities across subject areas</li> <li>○ Presentations across subject areas</li> <li>○ Reading groups &amp; partnerships</li> <li>○ Homework assignments (reading logs &amp; writing prompts)</li> <li>○ Individual and small group conferences</li> </ul> </li> <li>● Self-Reflection/Self-Assessment: <ul style="list-style-type: none"> <li>○ Revising/Editing Checklists (including <u>5-Star Writing &amp; COPS Checklist</u>)</li> <li>○ Rubrics and questionnaires for writing assignments, presentations, discussions, and projects</li> </ul> </li> <li>● Summative Assessment: <ul style="list-style-type: none"> <li>○ Unit 1 Assessment</li> <li>○ Writing piece from Writing Fundamentals Nonfiction Unit</li> <li>○ Unit Spelling Quizzes</li> </ul> </li> </ul>		
<p><b>Rubric(s):</b></p> <ul style="list-style-type: none"> <li>● Writing Fundamentals Rubrics: <u>Informational</u>, <u>Narrative</u>, <u>Opiniorgument</u></li> </ul>		

- 6+1 Traits Writing Rubric

**Differentiate Instruction (IEP, ELL, 504, At Risk) By:**

- Group students based on writing level (determined from writing prompts, classroom observations, classwork)
- Differentiated spelling lists based on student choice and teacher observation of performance
- Help students set individual goals for grammar & spelling that meet teacher expectations (classwork and homework differentiated according to goals/expectations)
- Design partnerships so that more advanced students can guide struggling students
  - Think-pair-share during lessons
  - Partner activities during Immersion, Generating Ideas, Collecting, Selecting, Drafting, and Publishing lessons
  - Peer Revising
  - Peer Editing

**Suggested accommodations for daily instruction and assessments include but should not be limited to:**

- Limiting total number of questions
- Providing instructional aides such as graphic organizers, sound walls, personalized word walls, writing mats for segmenting
- Providing additional practice/pretests/study guides
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- Decodable texts when necessary
- Decreasing/increasing complexity of text when necessary
- Gradual release of independent practice
- Providing audiobooks as needed
- Providing texts in other languages as necessary





<b>Subject Area:</b> English Language Arts	<b>Grade Level:</b> 4	
<b>Unit Name/Theme:</b> Grammar: Quotations <b>Spelling:</b> Units 11-13	<b>Dates:</b> December	<b>Time Frame:</b> 3-4 weeks
<b>Overview:</b> <ul style="list-style-type: none"> <li>Use commas &amp; quotation marks for dialogue &amp; quotes (GUM Unit 5, Lessons 58, 59, 60) 4.2b</li> </ul>		
<b>Writing Activity:</b> <ul style="list-style-type: none"> <li>Short writing assignments (1 paragraph max) throughout G.U.M. workbook</li> <li>Holiday Opinion Piece: Would You Rather? (Holiday version)</li> <li>Narrative writing piece (see Writing Fundamentals - Cynthia Rylant Author Study Unit)</li> </ul>		
<b>Assessment(s):</b> <ul style="list-style-type: none"> <li>Pre-Assessment: <ul style="list-style-type: none"> <li>Writing Prompts</li> </ul> </li> <li>Formative Assessment (observe &amp; evaluate students' use of Grade 4 Language Standards when writing, reading, speaking, and listening during whole group, small group, partnership, and independent activities): <ul style="list-style-type: none"> <li>Writing activities across subject areas</li> <li>Presentations across subject areas</li> <li>Reading groups &amp; partnerships</li> <li>Homework assignments (reading logs &amp; writing prompts)</li> <li>Individual and small group conferences</li> </ul> </li> <li>Self-Reflection/Self-Assessment: <ul style="list-style-type: none"> <li>Revising/Editing Checklists (including <u>5-Star Writing &amp; COPS Checklist</u>)</li> <li>Rubrics and questionnaires for writing assignments, presentations, discussions, and projects</li> </ul> </li> <li>Summative Assessment: <ul style="list-style-type: none"> <li>GUM Unit 5 Assessment</li> <li>Narrative from Writing Fundamentals Cynthia Rylant Unit</li> <li>Unit Spelling Quizzes</li> </ul> </li> </ul>		
<b>Rubric(s):</b> <ul style="list-style-type: none"> <li>Writing Fundamentals Rubrics: <u>Informational</u>, <u>Narrative</u>, <u>Opiniorgument</u></li> <li><u>6+1 Traits Writing Rubric</u></li> </ul>		
<b>Differentiate Instruction (IEP, ELL, 504, At Risk) By:</b> <ul style="list-style-type: none"> <li>Group students based on writing level (determined from writing prompts, classroom observations, classwork)</li> <li>Differentiated spelling lists based on student choice and teacher observation of performance</li> </ul>		

- Help students set individual goals for grammar & spelling that meet teacher expectations (classwork and homework differentiated according to goals/expectations)
- Design partnerships so that more advanced students can guide struggling students
  - Think-pair-share during lessons
  - Partner activities during Immersion, Generating Ideas, Collecting, Selecting, Drafting, and Publishing lessons
  - Peer Revising
  - Peer Editing

**Suggested accommodations for daily instruction and assessments include but should not be limited to:**

- Limiting total number of questions
- Providing instructional aides such as graphic organizers, sound walls, personalized word walls, writing mats for segmenting
- Providing additional practice/pretests/study guides
- Use of mnemonic strategies
- Oral administration of assessment to individual students
- Providing oral directions and clarification on expectations
- Providing flexible work time or environment
- Displaying work samples
- Accelerated pacing for gifted students
- Increasing complexity for gifted students
- Providing multiple opportunities for practice
- Providing lined whiteboards or paper to support handwriting
- Decodable texts when necessary
- Decreasing/increasing complexity of text when necessary
- Gradual release of independent practice
- Providing audiobooks as needed
- Providing texts in other languages as necessary

<b>Subject Area:</b> English Language Arts	<b>Grade Level:</b> 4	
<b>Unit Name/Theme:</b> Grammar: Figurative Language <b>Spelling:</b> Units 14-17	<b>Dates:</b> January	<b>Time Frame:</b> 4 weeks
<p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>• Explain meaning of simple similes (e.g., <i>as pretty as a picture</i>) and metaphors in context 4.5a</li> <li>• Recognize and explain the meaning of common idioms, adages, &amp; proverbs 4.5b</li> </ul>		
<p><b>Writing Activity:</b></p> <ul style="list-style-type: none"> <li>• Narrative writing piece (see Writing Fundamentals - Cynthia Rylant Author Study Unit)</li> <li>• Students write short narrative pieces (including a myth) to incorporate use and reinforce understanding of figurative language.</li> </ul>		
<p><b>Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• Pre-Assessment: <ul style="list-style-type: none"> <li>◦ Writing Prompts</li> </ul> </li> <li>• Formative Assessment (observe &amp; evaluate students' use of Grade 4 Language Standards when writing, reading, speaking, and listening during whole group, small group, partnership, and independent activities): <ul style="list-style-type: none"> <li>◦ Writing activities across subject areas</li> <li>◦ Presentations across subject areas</li> <li>◦ Reading groups &amp; partnerships</li> <li>◦ Homework assignments (reading logs &amp; writing prompts)</li> <li>◦ Individual and small group conferences</li> </ul> </li> <li>• Self-Reflection/Self-Assessment: <ul style="list-style-type: none"> <li>◦ Revising/Editing Checklists (including <u>5-Star Writing &amp; COPS Checklist</u>)</li> <li>◦ Rubrics and questionnaires for writing assignments, presentations, discussions, and projects</li> </ul> </li> <li>• Summative Assessment: <ul style="list-style-type: none"> <li>◦ Narrative from Writing Fundamentals Cynthia Rylant Unit</li> <li>◦ Unit Spelling Quizzes</li> </ul> </li> </ul>		
<p><b>Rubric(s):</b></p> <ul style="list-style-type: none"> <li>• Writing Fundamentals Rubrics: <u>Informational</u>, <u>Narrative</u>, <u>Opiniorgument</u></li> <li>• <u>6+1 Traits Writing Rubric</u></li> </ul>		
<p><b>Differentiate Instruction (IEP, ELL, 504, At Risk) By:</b></p> <ul style="list-style-type: none"> <li>• Group students based on writing level (determined from writing prompts, classroom observations, classwork)</li> <li>• Differentiated spelling lists based on student choice and teacher observation of performance</li> <li>• Help students set individual goals for grammar &amp; spelling that meet teacher expectations (classwork and homework differentiated)</li> </ul>		

according to goals/expectations)

- Design partnerships so that more advanced students can guide struggling students
  - Think-pair-share during lessons
  - Partner activities during Immersion, Generating Ideas, Collecting, Selecting, Drafting, and Publishing lessons
  - Peer Revising
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- Gradual release of independent practice
- Providing audiobooks as needed
- Providing texts in other languages as necessary

<b>Subject Area:</b> English Language Arts	<b>Grade Level:</b> 4	
<b>Unit Name/Theme:</b> Grammar: Homophones <b>Spelling:</b> Units 18-21	<b>Dates:</b> February	<b>Time Frame:</b> 4 weeks
<b>Overview:</b> <ul style="list-style-type: none"> <li>Homophones &amp; Common Usage Errors (GUM Unit 3, Lessons 25, 26, 27, 28, 29, 30, 31?, 32, 33, 34) 4.1g</li> </ul>		
<b>Writing Activity:</b> <ul style="list-style-type: none"> <li>Opiniorgument writing piece (see Writing Fundamentals - Feature Article Unit)</li> <li>Opiniorgument writing piece (see Reading Fundamentals - Roles of Plants &amp; Animals in Ecosystems Unit)</li> </ul>		
<b>Assessment(s):</b> <ul style="list-style-type: none"> <li>Pre-Assessment: <ul style="list-style-type: none"> <li>Writing Prompts</li> </ul> </li> <li>Formative Assessment (observe &amp; evaluate students' use of Grade 4 Language Standards when writing, reading, speaking, and listening during whole group, small group, partnership, and independent activities): <ul style="list-style-type: none"> <li>Writing activities across subject areas</li> <li>Presentations across subject areas</li> <li>Reading groups &amp; partnerships</li> <li>Homework assignments (reading logs &amp; writing prompts)</li> <li>Individual and small group conferences</li> </ul> </li> <li>Self-Reflection/Self-Assessment: <ul style="list-style-type: none"> <li>Revising/Editing Checklists (including <u>5-Star Writing &amp; COPS Checklist</u>)</li> <li>Rubrics and questionnaires for writing assignments, presentations, discussions, and projects</li> </ul> </li> <li>Summative Assessment: <ul style="list-style-type: none"> <li>Unit 3 Assessment</li> <li>Unit Spelling Quizzes</li> </ul> </li> </ul>		
<b>Rubric(s):</b> <ul style="list-style-type: none"> <li>Writing Fundamentals Rubrics: <u>Informational</u>, <u>Narrative</u>, <u>Opiniorgument</u></li> <li><u>6+1 Traits Writing Rubric</u></li> </ul>		
<b>Differentiate Instruction (IEP, ELL, 504, At Risk) By:</b> <ul style="list-style-type: none"> <li>Group students based on writing level (determined from writing prompts, classroom observations, classwork)</li> <li>Differentiated spelling lists based on student choice and teacher observation of performance</li> <li>Help students set individual goals for grammar &amp; spelling that meet teacher expectations (classwork and homework differentiated according to goals/expectations)</li> </ul>		

- Design partnerships so that more advanced students can guide struggling students
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<b>Subject Area:</b> English Language Arts	<b>Grade Level:</b> 4	
<b>Unit Name/Theme: Grammar:</b> Grammar & Usage (G.U.M. Unit 4) <b>Spelling:</b> Units 22-25	<b>Dates:</b> March	<b>Time Frame:</b> 4 weeks
<b>Overview:</b> <ul style="list-style-type: none"> <li>● GUM Unit 4, Lessons 41, 42, 43, 45 <ul style="list-style-type: none"> <li>○ Lesson 43: Progressive verb tense 4.1b</li> <li>○ Lesson 45: Ordering adjectives 4.1d</li> </ul> </li> </ul>		
<b>Writing Activity:</b> <ul style="list-style-type: none"> <li>● Opiniorgument writing piece (see Writing Fundamentals - Feature Article Unit)</li> <li>● Opiniorgument writing piece (see Reading Fundamentals - Roles of Plants &amp; Animals in Ecosystems Unit)</li> <li>● St. Patrick's Day Writing: Students pull random items (pencil, stack of money, soda bottle, surf board, etc.) and must write a short story using that item.</li> </ul>		
<b>Assessment(s):</b> <ul style="list-style-type: none"> <li>● Pre-Assessment: <ul style="list-style-type: none"> <li>○ Writing Prompts</li> </ul> </li> <li>● Formative Assessment (observe &amp; evaluate students' use of Grade 4 Language Standards when writing, reading, speaking, and listening during whole group, small group, partnership, and independent activities): <ul style="list-style-type: none"> <li>○ Writing activities across subject areas</li> <li>○ Presentations across subject areas</li> <li>○ Reading groups &amp; partnerships</li> <li>○ Homework assignments (reading logs &amp; writing prompts)</li> <li>○ Individual and small group conferences</li> </ul> </li> <li>● Self-Reflection/Self-Assessment: <ul style="list-style-type: none"> <li>○ Revising/Editing Checklists (including <u>5-Star Writing &amp; COPS Checklist</u>)</li> <li>○ Rubrics and questionnaires for writing assignments, presentations, discussions, and projects</li> </ul> </li> <li>● Summative Assessment: <ul style="list-style-type: none"> <li>○ GUM Unit 4 Assessment</li> <li>○ Unit Spelling Quizzes</li> </ul> </li> </ul>		
<b>Rubric(s):</b> <ul style="list-style-type: none"> <li>● Writing Fundamentals Rubrics: <u>Informational</u>, <u>Narrative</u>, <u>Opiniorgument</u></li> <li>● <u>6+1 Traits Writing Rubric</u></li> </ul>		



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<b>Subject Area:</b> English Language Arts	<b>Grade Level:</b> 4	
<b>Unit Name/Theme:</b> Grammar: Extra Practice <b>Spelling:</b> Units 26-35	<b>Dates:</b> April - June	<b>Time Frame:</b> 10 weeks
<p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>• G.U.M. Extra Practice Lessons 1-30</li> <li>• G.U.M. Extra Practice Lessons 31-60</li> </ul>		
<p><b>Writing Activity:</b></p> <ul style="list-style-type: none"> <li>• Free choice writing piece (see Writing Fundamentals – Multi-Genre Unit)</li> <li>• Variety of poems</li> <li>• George Washington’s Teeth: After reading <u>George Washington’s Teeth</u>, students write diary entries from the point of view of George Washington’s teeth.</li> </ul>		
<p><b>Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• Pre-Assessment: <ul style="list-style-type: none"> <li>◦ Writing Prompts</li> </ul> </li> <li>• Formative Assessment (observe &amp; evaluate students’ use of Grade 4 Language Standards when writing, reading, speaking, and listening during whole group, small group, partnership, and independent activities): <ul style="list-style-type: none"> <li>◦ Writing activities across subject areas</li> <li>◦ Presentations across subject areas</li> <li>◦ Reading groups &amp; partnerships</li> <li>◦ Homework assignments (reading logs &amp; writing prompts)</li> <li>◦ Individual and small group conferences</li> </ul> </li> <li>• Self-Reflection/Self-Assessment: <ul style="list-style-type: none"> <li>◦ Revising/Editing Checklists (including <u>5-Star Writing &amp; COPS Checklist</u>)</li> <li>◦ Rubrics and questionnaires for writing assignments, presentations, discussions, and projects</li> </ul> </li> <li>• Summative Assessment: <ul style="list-style-type: none"> <li>◦ Writing piece from Writing Fundamentals Multi-Genre Unit</li> <li>◦ Unit Spelling Quizzes</li> </ul> </li> </ul>		
<p><b>Rubric(s):</b></p> <ul style="list-style-type: none"> <li>• Writing Fundamentals Rubrics: <u>Informational</u>, <u>Narrative</u>, <u>Opiniorgument</u></li> <li>• <u>6+1 Traits Writing Rubric</u></li> </ul>		
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