

# READINGTON PUBLIC SCHOOL DISTRICT

## Fourth Grade English Language Arts Curriculum 2023

**Authored by:** Fourth Grade Team  
Kristi Dauerheim

**Reviewed by:** Dr. Stacey Brown  
Supervisor of Humanities  
and  
Dr. Jonathan Hart  
Superintendent of Schools

**Approval Date:** October 17, 2023

**Members of the Board of Education:**

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Michele Mencer  
Jennifer Wolf  
Justina Ryan

Readington Township Public Schools  
52 Readington Road, Whitehouse Station, NJ 08889  
[www.readington.k12.nj.us](http://www.readington.k12.nj.us)

## **I. Purpose and Overview**

The Readington School District literacy program provides a balanced instructional approach which includes four main categories: (1) reading, (2) writing, (3) word study, and (3) speaking and listening. The fourth grade curriculum is designed to build on the curriculum from previous grades, standing on the shoulders of the instruction that occurred in second and third grade. It helps students move forward in their proficiency as independent readers and writers and capitalizes upon the students' command of the basic processes of reading and writing to lead them to a deeper understanding of text and richer, more thoughtful writing. A combination of fiction and nonfiction texts are used in a variety of instructional settings to help students think deeply about text.

The fourth grade literacy program is designed to provide a developmentally appropriate learning guide for reading, writing, speaking and listening, and word study. The curriculum reflects the current research in literacy education through its focus on developing independent reading, word study, and opportunities to express thoughts in writing. Our curriculum is designed to be responsive to the developmental stages. A differentiated approach allows students to be engaged with reading and writing experiences appropriate to their point in development, and our teachers assess students at regular intervals to inform their instructional decisions. Instruction focuses on assisting students to build independence as readers, writers, speakers, listeners, and language users. Students will build a base of knowledge across a wide range of subject matter by engaging with words of quality and substance. They will respond to the varying demands of audience, task, purpose, and discipline.

## **II. GOALS**

This curriculum is linked to the 2016 New Jersey Student Learning Standards for English Language Arts. Each unit is connected directly to the Anchor Standards, Strands, and Progress Indicators outlined in the document. Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

## **III. Assessment**

Student learning will be assessed through

- Student/teacher conferences
- Running Record Assessment conducted at least three times a year for all students and more frequently for students not on benchmark
- Benchmark Assessments for Student Writing in Narrative, Opinion, and Information
- Writing samples and student writing portfolios
- Student presentations
- Writers Notebooks
- Readers Notebooks
- Student Performance Checklists for Writing
- Standards Based Writing Rubrics
- Writing Pathways Performance Assessments
- Learning Progressions
- Rubrics
- Word Study unit assessments

[Accommodations and modifications](#) are available for those students who demonstrate a need and can be located on the curriculum page of the district website.

#### IV. Pacing Guide

	Reading	Writing
<p><b>Unit 1</b> Sept./Oct. 6 weeks</p>	<p>Up the Ladder Reading: Nonfiction <b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Choosing just-right nonfiction</li> <li>• Reading flexibly</li> <li>• Text features</li> <li>• Multiple main ideas</li> <li>• Inferencing</li> <li>• Narrative nonfiction</li> </ul>	<p>Up the Ladder: Information <b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Write information texts on topics of personal experience</li> <li>• Envision the larger topic of an information text as being comprised of smaller subtopics</li> <li>• Planning and revision strategies</li> </ul>
<p><b>Unit 2</b> Oct./Nov. 6 weeks</p>	<p>Interpreting Characters: The Heart of the Story (Unit 1) <b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>• Determine a theme of a story, drama, or poem from details in the text; summarize the text.</li> <li>• Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</li> <li>• Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</li> </ul>	<p>The Arc of the Story: Writing Realistic Fiction (Narrative) (Unit 1) <b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</li> <li>• Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>• Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>• Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</li> </ul>
<p><b>Unit 3</b> Dec./Jan. 7 weeks</p>	<p>Reading the Weather, Reading the World Nonfiction Reading (Unit 2) <b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</li> <li>• Determine the main idea of a text and explain how it is supported by key details; summarize the text.</li> </ul>	<p>Boxes and Bullets: Personal and Persuasive Essays (Opinion Writing) (Unit 2) <b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</li> <li>• Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</li> </ul>

	<ul style="list-style-type: none"> <li>• Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why based on specific information in the text.</li> <li>• Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide reasons that are supported by facts from texts and/or other sources.</li> <li>• Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</li> </ul>
<p><b>Unit 4</b> Feb.-Mar. 7 weeks</p>	<p>Social Issues Book Clubs: Applying Analytical Lenses Across Literature and Informational Texts (If... Then...Curriculum)</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</li> <li>• Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others.</li> <li>• Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</li> </ul>	<p>The Literary Essay: Writing About Fiction (Opinion Writing) (Unit 4)</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>• Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li> <li>• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> </ul>
<p><b>Unit 5</b> April-May 7 weeks</p>	<p>Historical Fiction Clubs (Unit 4)</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</li> <li>• Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</li> <li>• Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</li> </ul>	<p>Informational Writing: Writing about Topics of Personal Expertise (If... Then... Curriculum)</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</li> <li>• Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>• Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.</li> <li>• Link ideas within paragraphs and sections of information using words</li> </ul>

		and phrases (e.g., another, for example, also, because).
<b>Unit 6</b> <b>May/June</b> <b>3 weeks</b>	<p>Little Things Are Big: Making Meaning from Poems and Poetic Craft in Literature (If...Then Curriculum)</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</li> <li>• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>• Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</li> <li>• Recognize and explain the meaning of common idioms, adages, and proverbs.</li> </ul>	<p>Poetry Anthology: Writing, Thinking, and Seeing More (If... Then... Curriculum)</p> <p><b>Key Skills:</b></p> <ol style="list-style-type: none"> <li>1. Use ideas and notebook entries to draft poems using proper poetry elements (rhythm, structure, imagery, figurative language).</li> <li>2. Revise for sound, tone, word choice, and endings for a powerful poem.</li> <li>3. Use mentor texts to analyze the structure and elements to guide students in their own writing and thinking.</li> </ol>

**4<sup>th</sup> GRADE READING**  
**Reading**

**Reading Unit 1:**  
**Up the Ladder Reading: Nonfiction**

<b>Understandings</b>	<b>Teaching Points (Possible Mini-Lessons)</b>	<b>Mentor Texts/Resources</b>
<p><b>Enduring Understandings:</b> The skills of monitoring for sense, reading with fluency, and the cycle of predicting, revising, and confirming are the foundation for nonfiction reading.</p> <p><b>Goals:</b> RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and</p>	<p><b>Teaching Points:</b></p> <p><b>Bend 1: Building a nonfiction reading life</b></p> <ul style="list-style-type: none"> <li>• Reading to be fascinated</li> <li>• Readers notice details and ask questions</li> <li>• Choosing just-right nonfiction</li> <li>• Reading Flexibly</li> <li>• Taking action to clear up confusion</li> <li>• Taking stock and setting goals</li> </ul> <p><b>Bend 2: Figuring out main ideas</b></p> <ul style="list-style-type: none"> <li>• Introductions and text feature are clues to main ideas</li> <li>• Repeated parts can be clues to main idea</li> <li>• Multiple main ideas</li> <li>• Rereading differently for different purposes</li> </ul>	<p><b>Core Materials:</b> Units of Study for Reading</p> <p><b>Supporting Materials:</b> Leveled Bookroom Classroom Libraries</p> <p><b>Mentor Texts (Instructional Read Aloud):</b> <i>Mummies</i> by Elizabeth Carney <i>Beastly Tales</i> by Malcolm Yorke <i>Nubbs: The True Story of a Mutt, a Marine &amp; a Miracle</i> by Major Brian Dennis <i>Toilet: How it Works</i> by David Macaulay</p> <p><b>Teacher Resources:</b> <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <i>Author Study</i> from the <i>Up the Ladder Reading: Nonfiction, Grades 4-6</i> by Heinemann</p>

<p>why, based on specific information in the text.</p> <p>RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately</p>	<ul style="list-style-type: none"> <li>Thinking in response to what you learn</li> <li>Writing about reading</li> </ul> <p><b>Bend 3: Reading narrative nonfiction</b></p> <ul style="list-style-type: none"> <li>Getting a grip on narrative nonfiction by first focusing on elements of story</li> <li>Reading nonfiction with filters</li> <li>Studying character in narrative nonfiction to make interpretations</li> <li>Envisioning narrative nonfiction texts in richer ways by including information</li> <li>Inferring to gain insights about subjects and information</li> <li>Nonfiction readers teach others what they've learned</li> </ul> <p><b>Word Study:</b></p> <p>Word Meaning and Vocabulary:</p> <ul style="list-style-type: none"> <li>Compound Words</li> <li>Synonyms and Antonyms (VALE Unit 3)</li> </ul> <p>Word Structure:</p> <ul style="list-style-type: none"> <li>Syllables (VALE Unit 1)</li> </ul> <p>VALE Units 1-3</p>	<p><i>The Art of Teaching Reading</i>, the chapter "Reading for Justice and Power: A Social Issues Book Club Unit" by Mary Coakley</p> <p><b>Technology:</b>  Google Classroom  Document camera  Google Docs  Online texts</p> <p><b>Assessments:</b>  <b>Formative:</b>  Reader's notebook responses  Student/teacher conferences  Student discussions  Teacher observation  Learning Progressions</p> <p><b>Summative:</b>  Rubrics</p> <p><b>Benchmark:</b>  Running Record Beginning of the Year  Assessment Expectations:  Below Expectations: Level N or below  Approaching Expectations: Level O  Meets Expectations: Level P/Q  Exceeds Expectations: Level R</p> <p>Note: Readers in level L/M should be reading four to six per books per week and in N/O/P/Q, two to three books per week.</p> <p>Reading Rate  90-125 words per minute</p> <p><b>Alternative:</b>  Nonfiction oral presentation</p>
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<p>unfamiliar multisyllabic words in context and out of context. RF.4.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>		
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**Interdisciplinary Connections**

**Social Studies: 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.** Activity: In small groups, compare and contrast themes across texts written by the same author or by different authors.

**Visual and Performing Arts: 1.2.5.Cn10b: Identify, examine and show how media artworks form meanings, situations and cultural experiences, such as news and cultural events.** Activity: Discuss ways in which individuals may disagree about the effectiveness of artistic choices in the creation and performance of works of art and then apply this concept to the evaluation of written work by an author.

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

**Career Readiness, Life Literacies, and Key Skills Practices: Plan education and career paths aligned to personal goals.** 9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences. 9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a). 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each. Activity: Reflect on reading experiences and set personal goals for reading next year. Discuss authors and what influences they have had on personal reading growth and how authors promote their books.

**9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.** Activity: Students will research an author and his/her career path. Students will be able to present information to the class about the author and his/her career.

**Computer Science & Design Thinking**

**8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.** Activity: Students will be able to research their author in order to learn more

about him/her. Students will be able to include this information in their Author Study. Students will discuss the resources and searches they used to find valuable information that was credible and the technology they used.

### Unit 2: Interpreting Characters: The Heart of the Story

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p><b>Enduring Understandings:</b> Good readers establish and maintain a quality reading life for learning and enjoyment.</p> <p>Appropriate self-selection of books and monitoring of comprehension are skills good readers have.</p> <p><b>Goals:</b> RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</p> <p>RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.</p> <p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. Use combined</p>	<p><b>Teaching Points:</b></p> <p>Bend 1: Establishing a Reading Life</p> <ul style="list-style-type: none"> <li>• Read intensely to build a foundation to grow substantial ideas</li> <li>• Select just-right books</li> <li>• Collaborate to create a culture of reading</li> <li>• Retell and synthesize to build comprehension</li> <li>• Use envisionment strategies</li> <li>• Participate in book partnerships to elevate discussions</li> </ul> <p>Bend 2: Thinking Deeply About Characters</p> <ul style="list-style-type: none"> <li>• Read to develop defensible ideas about characters</li> <li>• Notice important details about characters</li> <li>• Determine the meaning of unknown words and phrases that allude to significant characters using context clues, word analysis, and consulting reference materials</li> <li>• Ground significant ideas in the text</li> <li>• Improve character theories by using precise language</li> <li>• Recognize complexity of characters</li> <li>• Debate viewpoints, including evidence in book partnerships</li> </ul> <p>Bend 3: Building Interpretations</p> <ul style="list-style-type: none"> <li>• Study story elements to grow ideas about characters</li> <li>• Think across the whole book</li> </ul>	<p><b>Core Materials:</b> Units of Study for Reading</p> <p><b>Supporting Materials:</b> Leveled Bookroom Classroom Libraries</p> <p><b>Mentor Texts (Instructional Read Aloud):</b> <i>The Tiger Rising</i> by Kate DiCamillo <i>Stone Fox</i> by John Reynolds Gardiner <i>Fly Away Home</i> by Eve Bunting (Tough Questions, Again and Again) by Peter Reynolds (Aha Moment) <i>The Day the Crayons Quit</i> by Drew Daywalt (Memory Moment) <i>Mr. Lincoln's Way</i> by Patricia Polacco (Words of the Wiser) <i>Pog</i> by Lyn Lee (Contrasts and Contradictions) Pages 246-262 in the appendix section of <i>Notice and Note</i> has excerpts for each signpost</p> <p><b>Teacher Resources:</b> <i>Notice and Note: Strategies for Close Reading</i> by Kyleen Beers and Robert E. Probst <i>Disrupting Thinking</i> by Kyleen Beers and Robert E. Probst <i>What Really Matters For Struggling Readers</i> by Richard Allington <i>The Book Whisperer</i> by Donalyn Miller <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <i>Building a Reading Life</i> from the <i>Units of Study for Teaching Reading: Grades 3-5</i> by Lucy Calkins</p>

<p>knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., definitions, examples, or restatements in text)</p>	<ul style="list-style-type: none"> <li>Find patterns and make connections to push deeper thinking</li> <li>Consider big life issues that relate to people and stories</li> <li>Recognize recurring images, objects, and details to develop complex interpretations</li> </ul> <p>Notice and Note Signposts:</p> <ul style="list-style-type: none"> <li>Students are encouraged to notice and note six universal signposts that are embedded across most texts</li> <li>Students will be taught how to recognize and understand the significance of the following signposts: <ul style="list-style-type: none"> <li>Contrasts and Contradictions</li> <li>Aha Moment</li> <li>Tough Questions</li> <li>Words of the Wiser</li> <li>Again and Again</li> <li>Memory Moment</li> </ul> </li> </ul> <p><b>Word Study:</b> VALE Units 4-6 Plurals (VALE Unit 4)</p> <p><b>Integrate test prep into instruction:</b> Incorporate standardized test formats into chapter and unit tests</p> <p>Require students to show their work and use test-taking skills during everyday activities</p> <p>Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying</p> <p>Highlight test taking skills</p> <p>Review test taking vocabulary</p>	<p><i>Daily Café</i> by Gail Boushey and Joan Moser <i>Conferring with Readers</i> by Jennifer Serravallo <i>The Art of Teaching Reading</i> by Lucy Calkins <i>Reading with Meaning Teaching Comprehension in the Primary Grades</i> by Debbie Miller <i>Word Journeys Assessment Guided Phonics, Spelling, and Vocabulary Instruction</i> by Kathy Ganske <i>Strategies That Work</i> by Anne Goudvis and Stephanie Harvey VALE Units</p> <p><b>Technology:</b> Google Classroom Document camera Google Docs Online texts</p> <p><b>Assessments:</b> <b>Formative:</b> Reader's notebook responses Student/teacher conferences Student discussions Teacher observation</p> <p><b>Summative:</b> Learning Progressions Rubrics Spelling tests</p> <p><b>Alternative:</b> Students will present opposite points of view of a given situation in <u>Tiger Rising</u></p>
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<p>as a clue to the meaning of a word or phrase.</p> <p>B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>		
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**Interdisciplinary Connections**

**Social Studies: 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.** Activity: Complete a graphic organizer with evidence of different character perspectives in the novel.

**Visual and Performing Arts: 1.5.5.Pr6a: Discuss how exhibits and museums provide information and in person experiences about concepts and topics.** Activity: Discuss how a piece of visual or performing art (music, visual art, dance, etc.) represents the personal and social values found in the novel.

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

**Career Readiness, Life Literacies, and Key Skills Practices: Consider the environmental, social and economic impacts of decisions.** 9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1). 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5). 9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a). Activity: Discuss in small groups the environmental, social, and economic impacts of the character’s decisions.

**9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.**

**Activity:** Students will be able to reflect on the job that Rob’s father has in *Tiger Rising*. Students will use what they know about this character and everything that has happened in his life to answer the following question, “Why do you think Rob’s father works at the motel? Do you think he is happy working there? What evidence can you give from the text that would support your answer?”

**Computer Science & Design Thinking**

**8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data. Activity:** Students will use the Notetaker graphic organizer on [www.ReadWriteThink.org](http://www.ReadWriteThink.org) to organize ideas about the main characters of *Tiger Rising*.

**Reading  
Unit 3: Reading the Weather: Reading the World**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p><b>Enduring Understandings:</b> Good readers use text structures to tackle increasingly difficult nonfiction texts.</p> <p>Research partnerships can help readers gain an understanding of how to research a given topic.</p> <p>Good researchers look for patterns and relationships within and between topics.</p> <p><b>Goals:</b> RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on</p>	<p><b>Teaching Points:</b> <b>Bend 1: Learning from Texts</b></p> <ul style="list-style-type: none"> <li>● Read and learn nonfiction with intensity</li> <li>● Use context to confirm or self-correct word recognition and understanding, rereading as necessary</li> <li>● Make connections to your text/preview text features</li> <li>● Interpret information presented visually, orally, or quantitatively and determine its importance</li> <li>● Notice text structures and overall structures (chronology, comparison, cause/effect, problem/solution) and determine their importance</li> <li>● Strategies for tackling the hard parts of text</li> <li>● Figuring out the meaning of unknown words</li> <li>● Summarize using key details and main ideas</li> <li>● Identify reasons and evidence to support particular points in a text</li> </ul>	<p><b>Core Materials:</b> Units of Study for Reading</p> <p><b>Supporting Materials:</b> Leveled Bookroom Classroom Libraries</p> <p><b>Mentor Texts (Instructional Read Aloud):</b> <i>Cactus Hotel</i> by Brenda Guiberson <i>Everything Weather</i> by Kathy Furgang <i>Extreme Weather</i> by Ann o. Squire <i>Tsunamis</i> by Chana Stiefel <i>Hurricanes Have Eyes But Can't See</i> by Melvin and Gilda Berger <i>Extraordinary Wild Weather</i> by Scholastic</p> <p>Youtube video clip: “Phoenix Zoo: The Phoenix Zoo Saves the Arabian Oryx.”</p> <p>Various excerpts from Nonfiction Notice and Note Appendix B pages 259-272.</p> <p>Magazines and Websites Often Used Appendix C of Notice and Note page 274-275</p>

<p>specific information in the text.</p> <p>RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>RF.4.3. Know and apply</p>	<ul style="list-style-type: none"> <li>● Explain events, procedures, ideas, or concepts based on the text</li> </ul> <p><b>Bend 2: Launching a Whole Class Research project</b></p> <ul style="list-style-type: none"> <li>● In research teams, organize and plan research</li> <li>● Read a variety of texts to synthesize information</li> <li>● Write your own ideas about information that has been gathered</li> <li>● Read texts closely to tackle the hard parts</li> <li>● Present information gathered on research topic</li> </ul> <p><b>Bend 3: Tackling a Second Research Project</b></p> <ul style="list-style-type: none"> <li>● Research a second topic, organize, and plan</li> <li>● Read closely to look for patterns and relationships between topics (compare and contrast)</li> <li>● Compare and contrast first and secondhand accounts</li> </ul> <p><b>Notice and Note Signposts:</b></p> <ul style="list-style-type: none"> <li>● Students are encouraged to notice and note five universal nonfiction signposts that are embedded across most nonfiction texts.</li> <li>● Students will be taught how to recognize and understand the significance of the following signposts: <ul style="list-style-type: none"> <li>○ Contrasts and Contradictions</li> <li>○ Extreme or Absolute Language</li> <li>○ Numbers and Stats</li> <li>○ Quoted Words</li> <li>○ Word Gaps</li> </ul> </li> </ul>	<p>Nonfiction Books/Picture Books Appendix C page 276-278 of Nonfiction Notice and Note</p> <p><b>Teacher Resources:</b> <i>Reading Nonfiction: Notice and Note</i> by Kylee Beers and Robert E. Probst <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <i>Reading the Weather: Reading the World</i> from the series <i>Units of Study for Teaching Reading, Grades 3-5</i> by Lucy Calkins Published by Heinemann <a href="http://readingandwritingproject.com">http://readingandwritingproject.com</a> VALE Units</p> <p><b>Technology:</b> Google Classroom Document camera Google Docs Online texts</p> <p><b>Assessments:</b> <b>Formative:</b> Student/teacher conferences Teacher observation Reader's notebook responses Student discussions Learning Progressions</p> <p><b>Summative:</b> Rubrics</p> <p><b>Benchmark:</b> 1st Interval Running Record Assessment Below Expectations: Level O or below Approaching Expectations: Level P Meets Expectations: Level Q Exceeds Expectations: Level R</p> <p>Reading Rate: 105-140 wpm is at benchmark for 4th grade at this time of year</p> <p><b>Alternative:</b> Weather presentation</p>
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<p>grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions,</p>	<p><b>Word Study:</b></p> <p>Word Structure: Adverbs</p> <p>Word Meaning: Nuances in word meanings (VALE Unit 7) VALE Units 7-9 VALE Review Unit 1</p> <p><b>Integrate test prep into instruction:</b></p> <p>Incorporate standardized test formats into chapter and unit tests</p> <p>Require students to show their work and use test-taking skills during everyday activities</p> <p>Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying</p> <p>Highlight test taking skills</p> <p>Review test taking vocabulary</p>	
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emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).		
<b>Interdisciplinary Connections</b>		
<p><b>Science: 4-ESS2-2 Analyze and interpret data from maps to describe patterns of Earth’s features.</b> Activity: Students will research different weather-related hazards that include earthquakes, floods, tsunamis, or volcano eruptions using multiple sources. Students will then be able to write a short report about them that includes multiple solutions to reduce the impacts of natural Earth processes on humans.</p> <p><b>Math: RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. 4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</b> Activity: Students will solve mathematical word problems. During this activity, students will have to use the vocabulary in the problems to determine what operation and unit to use.</p>		
<b>Career Readiness, Life Literacies, and Key Skills</b>		
<p><b>Career Readiness, Life Literacies, and Key Skills Practices: Use technology to enhance productivity, increase collaboration and communicate effectively. 9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1). 9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a). 9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).</b> Activity: Students will research different weather-related hazards that include earthquakes, floods, tsunamis, or volcanic eruptions using multiple sources.</p> <p><b>9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.</b> Activity: Students will learn about different weather-related hazards that include earthquakes, floods, tsunamis or volcano eruptions using multiple sources. As they are researching this topic they will learn how different scientists classify each weather event, how they can predict when one is about to happen, and other responsibilities of this chosen career.</p>		
<b>Computer Science &amp; Design Thinking</b>		
<p><b>8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.</b> Activity: Students will research different weather-related hazards that include earthquakes, floods, tsunamis, or volcanic eruptions using multiple sources. Students will then be able to present what they have learned in a digital format. Students will be able to select their own digital presentation format.</p>		

**Reading Unit 4:**

**Social Issues Book Clubs:  
Applying Analytical Lenses Across Literature and Informational Texts**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p><b>Enduring Understandings:</b> Social issues are a unique problem that applies to many people.</p> <p>Characters encounter social issues that shape their choices and actions.</p> <p>Justice and injustice in text have significance to everyday life.</p> <p><b>Goals:</b> RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</p> <p>RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. Use combined knowledge of all</p>	<p><b>Teaching Points:</b> <b>Bend 1: Reading Between the Lines to Interpret Issues in Texts</b></p> <ul style="list-style-type: none"> <li>• Reading for social issues will help students better understand and empathize with characters in books, movies, and the world</li> <li>• Any one book has multiple issues and ideas to be considered</li> <li>• Students read with various lenses to determine theme</li> <li>• Determine the meaning of unknown words or phrases, especially those that connect to key characters</li> <li>• Pay attention to scenes that elicit strong reactions</li> <li>• Notice when characters struggle</li> <li>• Consider how different authors address the same or similar issues in different books</li> <li>• Consider the different perspectives of the various characters in a book</li> <li>• Compare and contrast the point of view first- and third-person narrations</li> <li>• Pay attention to crucial scenes</li> <li>• Critical readers look outside their fiction reading to nonfiction resources to deepen understanding of social issues</li> </ul> <p><b>Bend 2: Analyze the Way Different Authors Address and Craft Similar Social Issues in Both Literature and Current Events</b></p>	<p><b>Core Materials:</b> Units of Study for Reading</p> <p><b>Supporting Materials:</b> Leveled Bookroom Classroom Libraries</p> <p><b>Mentor Texts (Instructional Read Aloud)</b> <i>Wonder</i> by R.J. Palacio <i>The Other Side</i> by Jacqueline Woodson <i>Fly Away Home</i> by Eve Bunting <i>The Marble Champ</i> by Gary Soto <i>Don't Laugh At Me</i> by Steve Seski <i>Crenshaw</i> by Katherine Applegate <i>The Higher Power of Lucky</i> by Susan Patron <i>Front Desk</i> by Kelly Lang <i>Fish in a Tree</i> by Lynda Hunt</p> <p><b>Teacher Resources:</b> <u><a href="#">The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</a></u> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <u><a href="#">Social Issues Book Clubs</a></u> from the <u><a href="#">Units of Study for Teaching Reading, Grade 4</a></u> by Lucy Calkins, If...Then...Curriculum Published by Heinemann <u><a href="#">What Really Matters for Struggling Readers</a></u> by Richard Allington VALE Units</p> <p><b>Technology:</b> Google Classroom Document camera Google Docs Online texts</p> <p><b>Assessments:</b> <b>Formative:</b> Reader's notebook responses Student/teacher conferences Student discussions</p>

<p>letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p>SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<ul style="list-style-type: none"> <li>● Recognize that issues hide in texts and readers need to ask tough questions</li> <li>● Readers ask questions to follow up on or clarify information</li> <li>● Consider that characters are members of many groups and use this information to consider various perspectives</li> <li>● Examine social issues in fiction to examine the social issues in their own lives</li> <li>● Read multiple sources of nonfiction to deeper your understanding of a topic</li> <li>● Texts and book club conversations influence thinking and lead readers to new insights</li> <li>● Good book club conversations include building on the ideas of our peers</li> <li>● Readers analyze the craft and structure of text to understand the deeper meaning of life</li> <li>● Pay attention to and explain the meaning of tone, word choice, and metaphor</li> </ul> <p><b>Bend 3: Bringing Our Reading Lenses to the World-And Making Our Thinking More Complex</b></p> <ul style="list-style-type: none"> <li>● Readers write to stretch their thinking</li> <li>● Readers write responses to book club conversations</li> <li>● Readers express their own ideas and build on the ideas of others</li> <li>● Readers continually build on what they already know and use strategies to develop a stronger understanding of social issues</li> <li>● During book club conversations speakers</li> </ul>	<p>Teacher observation Learning Progressions</p> <p><b>Summative:</b> Rubrics</p> <p><b>Benchmark:</b> 2nd Interval Running Record Expectations: Below Expectations: Level P or below Approaching Expectations: Level Q Meets Expectations: Level R Exceeds Expectations: Level S</p> <p>Reading Rate: 105-145 wpm is benchmark for 4th grade at this time of year</p> <p><b>Alternative:</b> Precept project</p>
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<p>SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p>identify reasons and evidence supporting their points. At times, this requires paraphrasing text and an organized delivery</p> <p><b>Word Study:</b>  Word Meaning and Vocabulary:  Homophones and Homographs  VALE Review Units 2-5</p> <p><b>Integrate test prep into instruction:</b>  Incorporate standardized test formats into chapter and unit tests</p> <p>Require students to show their work and use test-taking skills during everyday activities</p> <p>Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying</p> <p>Highlight test taking skills</p> <p>Review test taking vocabulary</p>	
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### Interdisciplinary Connections

**Social Studies: 6.1.5.Civic.DP.1:** Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good). **Activity:** In small groups, discuss how the social issues found in the novel have influenced new laws and policies over time at the local and national levels of the U.S. government.

**Visual and Performing Arts: 1.3A.5.Re7b:** Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical). **Activity:** In small groups, students will discuss ways in which examples of dance, music, theatre, and visual arts are a reflection of societal values and beliefs in the novel.

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

**Career Readiness, Life Literacies, and Key Skills Practices:** Utilize critical thinking to make sense of problems and persevere in solving them. **9.4.5.DC.4:** Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2). **9.4.5.IML.2:** Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3). **9.4.5.TL.3:** Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols. **Activity:** Identify conflicts in the book and brainstorm possible plans the character(s) can use to solve them. Students will create a digital display showing their ideas.

**9.2.5.CAP.2:** Identify how you might like to earn an income. **Activity:** In the book *Wonder*, students learn about how different people in a community interact during many different school and home activities. Students will be able to discuss with partners how each character handles a situation differently based on their character traits and their life role.

### Computer Science & Design Thinking

**8.1.5.IC.2:** Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users. **Activity:** Students will discuss the part of the book *Wonder* where the characters are emailing, texting, and posting on social media. The discussion will include digital citizenship and how to use technology to communicate effectively and morally.

### Reading Unit 5: Historical Fiction Clubs

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
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<p><b>Enduring Understandings:</b> Good readers build collective interpretations and learn how to carry ideas across time and across more than one text.</p> <p>Good readers keep track of multiple plotlines, unfamiliar characters, and shifts in time and place.</p> <p><b>Goals:</b> RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.</p> <p>RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and</p>	<p><b>Teaching Points:</b> Bend 1: Tackling Complex Texts</p> <ul style="list-style-type: none"> <li>• Pay attention to the beginning to analyze setting</li> <li>• Students keep track of story elements as they read to continually build understanding</li> <li>• Track the ways in which characters timelines fit with historical timelines</li> <li>• Recognize that character's thoughts and decisions are shaped by the time period</li> <li>• Support discussions with textual evidence</li> <li>• Determine norms and roles for discussions</li> <li>• Identify when formal or informal English is appropriate</li> <li>• Paraphrase sections of information within a text during discussions</li> </ul> <p>Bend 2: Interpreting Complex Texts</p> <ul style="list-style-type: none"> <li>• Recognize significant passages and connect them to other parts of the text</li> <li>• Support thinking and writing with small moments, small details, and small objects from the text</li> <li>• Develop interpretations that continue to take shape and grow as they read on</li> <li>• Recognize the importance of being open to new ideas and conversation with other readers, which can make their own interpretations more powerful</li> <li>• Broaden interpretations by attending to perspectives of minor characters</li> <li>• Draft and revise interpretations to make them stronger</li> </ul> <p>Bend 3: The Intersection of Historical Fiction and History</p>	<p><b>Core Materials:</b> Units of Study for Reading</p> <p><b>Supporting Materials:</b> Leveled Bookroom Classroom Libraries</p> <p><b>Mentor Texts (Instructional Read Aloud):</b> <u>Number the Stars</u> by Lois Lowry <u>Baseball Saved Us</u> by Ken Mochizuki <u>Rose Blanche</u> by Christophe Gallaz <u>The Other Side</u> by Jacqueline Woodson <u>Henry's Freedom Box</u> by Ellen Levine <u>The Yellow Star</u> by Carmen Agra Deedy <u>Terrible Things</u> by Eve Bunting</p> <p><b>Teacher Resources:</b> <u>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</u> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <u>Navigating Nonfiction in Expository Texts Volume 1</u> from the series <u>Units of Study for Teaching Reading, Grades 3-5</u> by Lucy Calkins Published by Heinemann <u>What Really Matters for Struggling Readers</u> by Richard Allington VALE Units</p> <p><b>Technology:</b> Google Classroom Document camera Google Docs Online texts</p> <p><b>Assessments:</b> <b>Formative:</b> Reader's notebook responses Student/teacher conferences Student discussions Teacher observation Learning Progressions</p> <p><b>Summative:</b> Rubrics</p>
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<p>morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p>SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>SL.4.6. Differentiate between contexts</p>	<ul style="list-style-type: none"> <li>• Deepen sense of unfamiliar eras by studying images from the time period</li> <li>• Learn facts and information from historical narratives</li> <li>• Accurately utilize academic and domain-specific words</li> <li>• Understand perspectives and be careful not to make assumptions and generalizations</li> <li>• Compare and contrast points of view</li> <li>• Understand the difference between first and third person narrations</li> <li>• Look for similar themes across different books</li> <li>• Utilize audio or visual displays to support the development of ideas or theories about a text</li> </ul> <p><b>Word Study:</b></p> <p><b>Word Meaning and Vocabulary:</b></p> <p>Portmanteau Words</p> <p>Idioms</p> <p>VALE Review Units 6-9</p> <p><b>Integrate test prep into instruction:</b></p> <p>Incorporate standardized test formats into chapter and unit tests</p> <p>Require students to show their work and use test-taking skills during everyday activities</p> <p>Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying</p> <p>Highlight test taking skills</p> <p>Review test taking vocabulary</p>	<p><b>Alternative:</b></p> <p>Interview a family about a time in history</p>
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<p>that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p> <p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>		
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**Interdisciplinary Connections**

**Social Studies: 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).** Activity: Complete a Venn Diagram comparing and contrasting responses of individuals and groups in the novel to violations of fundamental rights.

**Visual and Performing Arts: 1.5.5.Re7b: Analyze visual arts including cultural associations.** Activity: Write a response to a piece of art based on a historical point of view.

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

**Career Readiness, Life Literacies, and Key Skills Practices: Act as a responsible and contributing community member and employee. 9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1). 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5). 9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).** Activity: In small groups, discuss the obligations and responsibilities of being a member of a community. Students will think about the near-term and long-term consequences of actions and identify ways in which citizens can contribute to the betterment of their teams, families, community, and workplace.

**9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements. 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).** Activity: Students will use the mentor text *Number The Stars* to understand that many people achieve personal goals through their work. An example of this in the book is when Uncle Henrik helps to bring many people over to Sweden during the Holocaust. After students have discussed this, they will then refer to the historical fiction book they are reading and present to the class how one of their characters is achieving a personal goal through work. Students will also describe what specific training the individual needed for their job or task.

**Computer Science & Design Thinking**

**8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim. Activity:**  
 Students will be able to discuss the different points of view of their historical fiction book topic. Students will fill out a Venn Diagram comparing and contrasting the different points of view.

**Reading Unit 6:  
 Little Things Are Big:  
 Making Meaning from Poems and Poetic Craft in Literature  
 May/June**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p><b>Enduring Understandings:</b>                      Good readers look at poems deeply to create meaning and images.</p> <p>Images and themes from poetry connect to other texts.</p> <p><b>Goals:</b>                      RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.                      A. Use combined knowledge of all</p>	<p><b>Teaching Points:</b>  <b>Bend 1: Discovering Poetry in Poems and Prose</b></p> <ul style="list-style-type: none"> <li>● Immerse students in poems of all kinds, allowing exploration of the breath of the genre</li> <li>● Create an understanding that poems come in many shapes and sizes</li> <li>● Prompt students to notice types of poems and structure of poems (couplets and stanzas)</li> <li>● Enhance knowledge of structure by teaching mood, with attention to word choice and sound</li> <li>● Invite students to make a connection to the readings</li> <li>● Introduce poetry’s playful, inventive, or archaic use of language</li> <li>● Include word solving in poetry instruction</li> </ul> <p><b>Bend 2: Reading for Deeper Comprehension</b></p> <ul style="list-style-type: none"> <li>● Consider how read alouds will unfold across the bend</li> <li>● Highlight figurative language, use of objects, setting, symbolism, rhyme, and alliteration</li> <li>● Choose flexibly from a range of strategies to clarify the meanings of unfamiliar words or phrases</li> </ul>	<p><b>Core Materials:</b>                      Units of Study for Reading</p> <p><b>Supporting Materials:</b>                      Leveled Bookroom                      Classroom Libraries</p> <p><b>Mentor Texts (Instructional Read Aloud):</b></p> <ul style="list-style-type: none"> <li>● Create packets, poems, and text sets. 8-12 poems for each group.</li> <li>● Poets to consider:                             <ul style="list-style-type: none"> <li>○ Ogden Nash</li> <li>○ Shel Silverstein</li> <li>○ Kenn Nesbitt</li> <li>○ Jack Prelutsky</li> <li>○ Langston Hughes</li> <li>○ Robert Frost</li> <li>○ Naomi Shihab</li> <li>○ William Wordsworth</li> <li>○ Walt Whitman</li> <li>○ Roald Dahl</li> <li>○ Sharon Creech</li> </ul> </li> <li>● The Hippopotamus by Ogden Nash</li> <li>● Dust of Snow by Robert Frost</li> <li>● The Traveling Onion by Naomi Shihab</li> <li>● Valentine for Ernest Mann by Naomi Shihab</li> </ul>

<p>letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>B. Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<ul style="list-style-type: none"> <li>• Pay attention to a poem’s meaning by pointing out breaks and fractured lines in that parts of the poem make a whole</li> <li>• Encourage readers to connect parts of poems and consider how they fit together</li> <li>• Teach readers to create mental movies and images about poems</li> <li>• Encourage readers to think in bigger ways about a poem’s meaning and connecting it to everyday life</li> <li>• Encourage students to look out for new points of view or new ideas about familiar issues</li> <li>• Teach students that the same questions they ask of poems should apply to the same questions they ask of their independent reading books</li> <li>• Focus on the ending of a poem to understand the big message or meaning</li> </ul> <p><b>Bend 3: Looking at Life and Literature Through the Lens of Poetry</b></p> <ul style="list-style-type: none"> <li>• Carry messages of poems into thinking about independent text</li> <li>• Create connections between themes in poems to themes in texts</li> <li>• Readers of poetry pay attention to the world around them to be reflective</li> <li>• Think across poems and text and compare and contrast</li> <li>• Realize poetry can become a lens through which they live their lives</li> <li>• Poetry influences the way we live and contains valuable life messages</li> </ul> <p><b>Word Study:</b>  <b>Word Meaning and Vocabulary:</b>  Adages  Proverbs</p>	<ul style="list-style-type: none"> <li>• All the Places to Love by Patricia MacLachlan</li> <li>• The Other Side by Jacqueline Woodson</li> <li>• Paddle to the Sea by Holling C. Holling</li> <li>• Jabberwocky by Lewis Carroll</li> <li>• Eletelephony by Laura Richards</li> <li>• Tiger Rising by Kate DiCamillo</li> <li>• Magnificent Homespun Brown by Samara Doyon</li> </ul> <p><b>Teacher Resources:</b>  <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann  <i>Little Things Are Big</i> from the <i>Units of Study for Teaching Reading, Grade 4</i> by Lucy Calkins, If...Then...Curriculum Published by Heinemann  VALE Units</p> <p><b>Technology:</b>  Google Classroom  Document camera  Google Docs  Online texts</p> <p><b>Assessments:</b>  <b>Formative:</b>  Reader’s notebook responses  Student/teacher conferences  Student discussions  Teacher observation  Learning Progressions</p> <p><b>Summative:</b>  Rubrics</p> <p><b>Benchmark:</b>  End of Year Running Records  Below Expectations: Level Q or below  Approaching Expectations: Level R</p>
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<p>C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>		<p>Meets Expectations: Level S/T Exceeds Expectations: Level U</p> <p>Reading Rate: 110-145 wpm</p> <p><b>Alternative:</b> Poetry anthology that includes favorite poems with personal connections</p>
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**Interdisciplinary Connections**

**Visual and Performing Arts: 1.4.5.Pr5a: Describe and apply dramatic elements of dialogue, action, character emotion, and theme in the performance and/or creation of a drama/theatre work. Activity:** In small groups, discuss how the artist’s use of the elements of art and principles of design help to communicate a message and compare those to the literary elements a poet uses to write poetry.

**Social Studies: 6.1.5.HistoryUP:7: Describe why it is important to understand the perspectives of other cultures in an interconnected world. Activity:** Read and discuss poetry expressing perspectives of other cultures.

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

**Career Readiness, Life Literacies, and Key Skills Practices: Use technology to enhance productivity, increase collaboration and communicate effectively. 9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences. 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3). 9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a). Activity:** When putting together the anthology of poetry, discuss how to be flexible and adaptive in using new technology.

**9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. Activity:** Students will be able to interview a poet. They will be able to ask her many questions about her career and learn how they can be a writer.

**Computer Science & Design Thinking**

**8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim. Activity:** Students will make an anthology that includes many poems of their choosing. Each poem will cite the author. Students will learn why it is important to properly cite poems and other information found online.

**4<sup>th</sup> GRADE WRITING**  
**Writing Unit 1:**  
**Up the Ladder: Information**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p><b>Enduring Understandings:</b>            Writing consistently and with volume allows students to practice foundational skills that are required to produce informational texts that have organization and detail.</p> <p><b>Goals:</b>            W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because). D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Provide a conclusion related to the information or explanation presented.            W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)            W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.            W.4.6. With some guidance and support from adults, use technology, including the Internet,</p>	<p><b>Teaching Points:</b>  <b>Bend 1: Writing lots of books that teach</b></p> <ul style="list-style-type: none"> <li>• Writers write to teach</li> <li>• Elaboration</li> <li>• Writing with detail</li> <li>• Reading your writing through the eyes of a stranger: Revision</li> <li>• Beginnings matter</li> <li>• How do I write this kind of writing well?</li> <li>• Editing for run-on sentences</li> </ul> <p><b>Bend 2: Writing chapter books that teach with organization and detail</b></p> <ul style="list-style-type: none"> <li>• Organizing into chapters</li> <li>• Rehearsing for writing by teaching</li> <li>• Writers are the bosses of their writing</li> <li>• Designing your pages</li> <li>• Editing or paragraphs</li> <li>• Celebrating growth by giving feedback</li> </ul> <p><b>Bend 3: Taking your writing from good to great</b></p> <ul style="list-style-type: none"> <li>• Goal-driven deliberate practice matters</li> <li>• Information writers are investigators</li> <li>• Balancing facts with thinking</li> <li>• Studying mentor texts to create a revision plan</li> <li>• Deliberate punctuation: commas</li> <li>• Dressing up your writing</li> </ul> <p><b>Punctuation and Grammar</b></p> <ul style="list-style-type: none"> <li>• Using punctuation to make sentences easier to understand, as well as to affect how their readers engage with the text</li> <li>• Use commas to set off introductory parts of sentences</li> </ul>	<p><b>Core Materials:</b>            Units of Study for Writing</p> <p><b>Supporting Materials:</b>            Leveled Bookroom            Classroom Libraries</p> <p><b>Mentor Texts (Instructional Read Aloud):</b>  <b>Teacher Resources:</b>  <a href="http://readingandwritingproject.com/">http://readingandwritingproject.com/</a></p> <p><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</p> <p><i>Up the Ladder: Accessing Grades 3-6 Units of Study-Information</i> Published by Heinemann</p> <p><b>Technology:</b>            Google Classroom            Document camera            Google Docs            Online texts</p> <p><b>Assessments:</b>  <b>Formative:</b>            Student/teacher conferences            Writing samples and student writing portfolios            Student presentations            Writing notebooks            Student Performance Checklists for Writing            Learning Progressions</p> <p><b>Summative:</b>            Standards Based Writing Rubrics</p> <p><b>Alternative:</b>            Informational oral presentation</p>

<p>to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>B. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p> <p>W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. D. Review the key ideas expressed and explain</p>	<ul style="list-style-type: none"> <li>• Fixing run-on sentences by separating a sentence with more than one subject and predicate into two parts with a conjunction (<i>and, or, but</i>) linking the two different parts</li> </ul> <p><b>Integrate test prep into instruction:</b>  Incorporate standardized test formats into chapter and unit tests</p> <p>Require students to show their work and use test-taking skills during everyday activities</p> <p>Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying</p> <p>Highlight test taking skills</p> <p>Review test taking vocabulary</p>	
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<p>their own ideas and understanding in light of the discussion.</p> <p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p>SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p>		
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**Interdisciplinary Connections**

**Science: 4-ESS2-1 Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. Activity:** Flash draft an informational piece about the effects of weathering or the rate of erosion by water, ice, wind, or vegetation using observations and/or measurements collected.

**Social Studies: 6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them. Activity:** Flash draft an informational piece to explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.

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

**Career Readiness, Life Literacies, and Key Skills Practices: Demonstrate creativity and innovation. 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media. 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources). 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each. Activity:** Practice research strategies for evaluating the validity of sources.

**9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements. Activity:** Discuss how effective research strategies can help in future academic and career success.

**Computer Science & Design Thinking**

**8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes. Activity:** Discuss strategies for using digital tools to research and evaluate the

accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to compose informational writing.

**Writing Unit 2:  
The Arc of Story Writing Realistic Fiction**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p><b>Enduring Understandings:</b> Writers see ideas for fiction stories everywhere.</p> <p>Narrative stories start from ordinary moments and are polished through the revision process.</p> <p><b>Goals:</b> W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>C. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>D. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>E. Provide a conclusion that follows from the narrated experiences or events.</p> <p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p><b>Teaching Points:</b></p> <p><b>Bend 1: Creating and Developing Stories and Characters that Feel Real</b></p> <ul style="list-style-type: none"> <li>● Imagining stories from ordinary moments</li> <li>● Imagining stories we wish existed in the world</li> <li>● Giving characters struggles and motivations</li> <li>● Plotting a story with a story arc</li> </ul> <p><b>Bend 2: Drafting and Revising with an Eye toward Believability</b></p> <ul style="list-style-type: none"> <li>● Show, don't tell: Planning and writing scenes</li> <li>● Feeling and drafting the heart of your story</li> <li>● Studying published texts to write leads</li> <li>● Orienting readers with setting</li> <li>● Writing powerful endings</li> </ul> <p><b>Bend 3: Preparing for Publication with an Audience in Mind</b></p> <ul style="list-style-type: none"> <li>● Revision: Rereading with a lens</li> <li>● Using transition to manage a sequence of events</li> <li>● Making space for writing</li> <li>● Using mentor texts to flesh out characters</li> <li>● Editing with various lenses</li> </ul> <p><b>Bend 4: Embarking on Independent Fiction Projects</b></p> <ul style="list-style-type: none"> <li>● Launching independent projects</li> <li>● Planning and drafting stories with agency</li> </ul>	<p><b>Core Materials:</b> Units of Study for Writing</p> <p><b>Supporting Materials:</b> Leveled Bookroom Classroom Libraries</p> <p><b>Mentor Texts (Instructional Read Aloud):</b> <i>Pippy Goes on Board</i> by Astrid Lindgren <i>Poppy</i> by Avi <i>Sarah, Plain and Tall</i> by Patricia MacLachlan <i>Charlotte's Web</i> by E.B. White <i>Every Living Thing</i> by Cynthia Rylant <i>The Paperboy</i> by Dav Pilkey <i>Stellaluna</i> by Janell Canon <i>Verdi</i> by Janell Canon <i>Fireflies</i> by Julie Brinckloe <i>Pecan Pie Baby</i> by Jacqueline Woodson</p> <p><b>Teacher Resources:</b> <a href="http://readingandwritingproject.com/">http://readingandwritingproject.com/</a> <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <i>Units of Study for Narrative, Opinion, and Information Writing Crafting True Stories</i> Unit 1 The Arc of Story: Writing Realistic Fiction By Lucy Calkins and M. Colleen Cruz Grade 4 Published by Heinemann <a href="http://www.corestandards.org/the-standards/english-language-arts-standards">http://www.corestandards.org/the-standards/english-language-arts-standards</a></p>

<p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use correct capitalization. B. Use commas and quotation marks to mark direct speech and quotations from a text. C. Use a comma before a coordinating conjunction in a compound sentence. D. Spell grade-appropriate words correctly, consulting references as needed.</p>	<ul style="list-style-type: none"> <li>• Mining the connections between reading and writing fiction</li> <li>• Focusing on the reader's gaze</li> <li>• Choosing punctuation for effect</li> </ul> <p><b>Punctuation and Grammar</b></p> <ul style="list-style-type: none"> <li>• Ellipses to build tension</li> <li>• Dashes to chop a sentence up</li> <li>• Using quotation marks for dialogue</li> </ul> <p><b>Integrate test prep into instruction:</b> Incorporate standardized test formats into chapter and unit tests</p> <p>Require students to show their work and use test-taking skills during everyday activities</p> <p>Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying</p> <p>Highlight test taking skills</p> <p>Review test taking vocabulary</p>	<p><b>Technology:</b> Google Classroom Document camera Google Docs Online texts</p> <p><b>Assessments:</b> <b>Formative:</b> Student/teacher conferences Writing samples and student writing portfolios Student presentations Writing notebooks Student Performance Checklists for Writing Learning Progressions</p> <p><b>Summative:</b> Standards Based Writing Rubrics</p> <p><b>Benchmark:</b> Narrative Essay scored with Teachers College Rubric (Scores recorded in Linkit!)</p> <p><b>Alternative:</b> Students will create a bumper sticker that promotes writing small moment stories.</p>
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<p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Choose words and phrases to convey ideas precisely.</p> <p>B. Choose punctuation for effect.</p> <p>C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>		
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**Interdisciplinary Connections**

**Science: 4-ESS3-1: Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. Activity:** Flash draft a story where the conflict is related to an environmental problem ( loss of habitat, air pollution, etc.).

**Social Studies: 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives. Activity:** Flash draft a story about a character who creates change at the local, state, or national level.

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

**Career Readiness, Life Literacies, and Key Skills Practices: Consider the environmental, social and economic impacts of decisions. 9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1). 9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a). 9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a). Activity:** In small groups, discuss how individuals make decisions that positively impact and/or mitigate negative impact on other people, organizations, and the environment and use what is shared as possible ideas for writing stories.

**9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. Activity:** Make a list of various life roles and civic and work-related activities in the school, home, and community and think about how they might be used as part of a realistic fiction story.

**Computer Science & Design Thinking**

**8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task. Activity:** Students will be able to write and publish their writing pieces using a word publishing application. Students will be given certain criteria to follow and will troubleshoot any issues that arise.

**Boxes and Bullets: Personal and Persuasive Essays**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p><b>Enduring Understandings:</b> To write a whole essay, good writers gather ideas, studying mentor texts, and developing thesis statements.</p> <p>Good writers explain and organize their evidence to support the reasons for their opinion.</p> <p>Evidence, reason, and a well developed thesis turns a personal opinion into a persuasive opinion.</p> <p><b>Goals:</b> W.4.I. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. B. Provide reasons that are supported by facts from texts and/or other sources. C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). D. Provide a conclusion related to the opinion presented.</p> <p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce</p>	<p><b>Teaching Points:</b> <b>Bend 1: Writing to Learn</b></p> <ul style="list-style-type: none"> <li>• Essay structure boot camp</li> <li>• Collecting ideas as essayists</li> <li>• Writing to learn</li> <li>• Using elaboration prompts to grow ideas</li> <li>• Mining our writing</li> <li>• Boxes and bullets: Framing essays</li> </ul> <p><b>Bend 2: Raising the Level of Essay Writing</b></p> <ul style="list-style-type: none"> <li>• Composing and sorting mini stories</li> <li>• Creating parallelism in lists</li> <li>• Organizing for drafting</li> <li>• Building a cohesive draft</li> <li>• Becoming our own job captains</li> <li>• Writing introductions and conclusions</li> <li>• Revising our work with goals in mind</li> </ul> <p><b>Bend 3: Personal to Persuasive</b></p> <ul style="list-style-type: none"> <li>• Moving from personal to persuasive</li> <li>• Persuasive inquiry into essay</li> <li>• Broader evidence</li> <li>• Collecting evidence, reason, and thesis</li> <li>• Getting ready to put our opinions into the world</li> <li>• Sharing our opinions loudly and proudly</li> </ul> <p><b>Punctuation and Grammar</b></p> <ul style="list-style-type: none"> <li>• Using commas to write complex sentences</li> <li>• Use modal auxiliaries (e.g., can, may, must) to convey various conditions</li> </ul> <p><b>Integrate test prep into instruction:</b> Incorporate standardized test formats into chapter and unit tests</p>	<p><b>Core Materials:</b> Units of Study for Writing</p> <p><b>Supporting Materials:</b> Leveled Bookroom Classroom Libraries</p> <p><b>Mentor Texts (Instructional Read Aloud):</b> <i>No Uniforms!</i> <i>My Father is My Most Important Teacher</i> Sample student essays</p> <p><b>Teacher Resources:</b> <u><i>he Continuum of Literacy Learning</i></u> <u><i>Grades PreK-8 A Guide to Teaching</i></u> written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <u><i>Units of Study for Narrative, Opinion, and Information Writing, Boxes and Bullets, Unit 2, Grade 4</i></u> By Lucy Calkins, published by Heinemann</p> <p><b>Technology:</b> Google Classroom Document camera Google Docs Online texts</p> <p><b>Assessments:</b> <b>Formative:</b> Student/teacher conferences Writing samples and student writing portfolios Student presentations Writing notebooks Student Performance Checklists for Writing Learning Progressions</p> <p><b>Summative:</b> Standards Based Writing Rubrics</p> <p><b>Alternative:</b></p>

<p>and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  C. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.  F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  A. Use correct capitalization.  B. Use commas and quotation marks to mark direct speech and quotations from a text.  C. Use a comma before a coordinating conjunction in a compound sentence.  D. Spell grade-appropriate words correctly, consulting references as needed. Knowledge of Language</p> <p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  A. Choose words and phrases to convey ideas precisely.  B. Choose punctuation for effect.  C. Differentiate between contexts that call for formal English (e.g.,</p>	<p>Require students to show their work and use test-taking skills during everyday activities</p> <p>Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying</p> <p>Highlight test taking skills</p> <p>Review test taking vocabulary</p>	<p>Write a persuasive letter to someone about something they would like changed</p>
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<p>presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p> <p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>		
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**Interdisciplinary Connections**

**Social Studies: 6.1.5.HistoryCA.1: Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era. Activity:** Flash draft a persuasive essay related to an economic issue impacting children and persuade the audience to implement a group initiative to address it. Use historical contexts as a springboard for identifying ideas.

**Science: 4-ESS3-2: Generate and compare multiple solutions to reduce the impacts of natural Earth processes and climate change on humans. Activity:** Flash draft a persuasive essay related to an environmental issue (e.g. floods) and persuade the audience to implement the group action plan.

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

**Career Readiness, Life Literacies, and Key Skills Practices:** Use technology to enhance productivity, increase collaboration and communicate effectively. **9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2). 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3). 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d). Activity:** Make a list of skills an individual needs in order to communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods.

**9.2.5.CAP3:Identify qualifications needed to pursue traditional and non-traditional careers and occupations. Activity:** Discuss traditional and nontraditional careers related to those who make decisions related to economics, environment, and law.

**Computer Science & Design Thinking**

**8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim. Activity:** Use a digital graphic organizer to map out ideas for a persuasive writing draft.

Writing Unit 4 ~  
The Literary Essay: Writing About Fiction

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p><b>Enduring Understandings:</b> Good writers generate ideas about a text and cite evidence to prove a thesis.</p> <p>Good writers compare and contrast texts by looking at similar themes across texts and elaborating on those ideas.</p> <p><b>Goals:</b> W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. B. Provide reasons that are supported by facts from texts and/or other sources. C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). D. Provide a conclusion related to the opinion presented.</p> <p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a</p>	<p><b>Teaching Points:</b> <b>Bend 1: Writing about Reading: Literary Essays</b></p> <ul style="list-style-type: none"> <li>● Close reading to generate ideas about a text</li> <li>● Gathering writing by studying characters</li> <li>● Elaborating on written ideas using prompts</li> <li>● Using stories as evidence</li> <li>● Citing textual evidence</li> <li>● Using lists as evidence</li> <li>● Putting it all together: Constructing Literary Essays</li> </ul> <p><b>Bend 2: Raising the Quality of Literary Essays</b></p> <ul style="list-style-type: none"> <li>● Writing to discover what a story is really about</li> <li>● Adding complexity to our ideas</li> <li>● Flash-drafting literary essays</li> <li>● Beginnings and endings</li> <li>● Using descriptions of an author’s craft as evidence</li> <li>● Editing</li> </ul> <p><b>Bend 3: Writing Compare-and-Contrast Essays</b></p> <ul style="list-style-type: none"> <li>● Building the muscles to compare and contrast</li> <li>● Comparing and contrasting familiar texts</li> <li>● Using yesterday’s learning, today and always</li> <li>● Developing distinct lines of thought</li> <li>● Exploring commas</li> </ul> <p><b>Punctuation and Grammar:</b></p> <ul style="list-style-type: none"> <li>● Order adjectives within sentences according to conventional patterns</li> <li>● Pronouns</li> </ul> <p><b>Integrate test prep into instruction:</b> Incorporate standardized test formats into chapter and unit tests</p>	<p><b>Core Materials:</b> Units of Study for Writing</p> <p><b>Supporting Materials:</b> Leveled Bookroom Classroom Libraries</p> <p><b>Mentor Texts (Instructional Read Aloud):</b> <i>Fox</i> by Margaret Wise Brown <i>“Marble Champ”</i> by Gary Soto <i>“Eleven”</i> by Sandra Cisneros <i>Fireflies</i> by Julie Brinkloe <i>The Other Side</i> by Jacqueline Woodson <i>“Gloria Who Might Be My Best Friend”</i> and other stories from <i>The Stories Julian Tells</i> by Ann Cameron <i>Spaghetti</i> by Cynthia Rylant <i>Journey</i> by Patricia MacLachlan</p> <p><b>Teacher Resources:</b> <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</p> <p><i>Units of Study for Narrative, Opinion, and Information Writing Crafting True Stories</i> Unit 4 Opinion Writing <i>The Literary Essay: Writing About Fiction</i> By Lucy Calkins and Kathleen Tolan and Alexandra Marron Grade 4 Published by Heinemann</p> <p><b>Technology:</b> Google Classroom Document camera Google Docs Online texts</p> <p><b>Assessments:</b> <b>Formative:</b> Student/teacher conferences</p>

<p>character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").</p> <p>W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>D. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use correct capitalization.</p> <p>B. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>C. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>D. Spell grade-appropriate words correctly, consulting references as needed. Knowledge of Language</p> <p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Choose words and phrases to convey ideas precisely.</p> <p>B. Choose punctuation for effect.</p> <p>C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>Require students to show their work and use test-taking skills during everyday activities</p> <p>Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying</p> <p>Highlight test taking skills</p> <p>Review test taking vocabulary</p>	<p>Writing samples and student writing portfolios</p> <p>Student presentations</p> <p>Writing notebooks</p> <p>Student Performance Checklists for Writing</p> <p>Learning Progressions</p> <p><b>Summative:</b> Standards Based Writing Rubrics</p> <p><b>Benchmark:</b> Opinion Writing Benchmark Scored with Teachers College Argument Rubric See page viii in <i>The Literary Essay: Writing About Fiction</i> for assessment prompt or <i>Writing Pathways</i></p> <p><b>Alternative:</b> Students will create a pamphlet on how to write a quality literary essay</p>
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## Interdisciplinary Connections

**Social Studies: 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. Activity:** Discuss how stereotyping and prejudice creates conflict in the novel or reading passage and cite examples.

**Visual and Performing Arts: 1.2.5.Cr1c: Connect media artwork to personal experiences and the work of others. Activity:** Analyze a piece of art and discuss how it reflects societal values and beliefs.

## Career Readiness, Life Literacies, and Key Skills

**Career Readiness, Life Literacies, and Key Skills Practices: Work productively in teams while using cultural/global competence. 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2). 9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a). 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each. Activity:** In small groups, discuss how excellent writers master conventions, word choice, and organization. Use effective tone and presentation skills to articulate ideas. Students will create a digital display of one idea and how to use it in their work.

**9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. Activity:** Discuss why it is important to practice writing skills (conventions, word choice, organization, etc.) for future academic and career success.

## Computer Science & Design Thinking

**8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim. Activity:** Use a graphic organizer to outline ideas for the literary analysis essay.

### Writing Unit 5: Informational Writing: Writing about Topics of Personal Expertise

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p><b>Enduring Understandings:</b> A key component of informational writing is structure. Good writers harness what they know about narrative, opinion, and procedural writing and apply it to their informational pieces.</p> <p><b>Goals:</b></p>	<p><b>Teaching Points:</b> <b>Bend 1: Structure Information Writing</b></p> <ul style="list-style-type: none"> <li>• Decide on a topic of personal interest</li> <li>• Study mentor texts, try out a variety of tables of contents, and plan out the content of each chapter.</li> <li>• Rehearse the topic while focusing on being organized and using an expert tone</li> </ul>	<p><b>Core Materials:</b> Units of Study for Writing</p> <p><b>Supporting Materials:</b> Leveled Bookroom Classroom Libraries</p> <p><b>Mentor Texts (Instructional Read Aloud):</b></p>

<p>W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.</p> <p>C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Provide a conclusion related to the information or explanation presented.</p> <p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<ul style="list-style-type: none"> <li>Learn different organizational structures and decide which best works for their writing</li> <li>Provide a conclusion linked to the information presented</li> </ul> <p><b>Bend 2: Make Big, Strong Revisions</b></p> <ul style="list-style-type: none"> <li>Revise drafts by deciding how to divide and subdivide topics</li> <li>Identify gaps in the content provided and write new chapters to address them</li> <li>Elaborate and play with craft and tone during the revision process</li> <li>Study mentor texts for revision ideas</li> <li>Use domain specific language</li> <li>Use technology to enhance the text</li> </ul> <p><b>Bend 3: Write a Feature Article</b></p> <ul style="list-style-type: none"> <li>Informational writing requires organized research</li> <li>Good writers apply multiple strategies to recall relevant information from a variety of texts</li> <li>Feature articles are a smaller text and include the features of subsections and paragraphs</li> <li>Using tools to increase independence</li> </ul> <p><b>Bend 4: Begin Again with Independence</b></p> <ul style="list-style-type: none"> <li>Repeat the writing process for a new feature article flash drafting the first version in about a day</li> <li>Focus the majority of student time and teacher conferencing on the revision process using student-led individual conferences and strategy groups</li> <li>Peer revision of drafts</li> </ul> <p><b>Punctuation and Grammar:</b></p> <ul style="list-style-type: none"> <li>Use quotation marks in writing to mark quotations from a text</li> <li>Use commas in the three most common places; informational</li> </ul>	<p><u><i>Liberty! How the Revolutionary War Began</i></u> by Lucille Recht Penner</p> <p><u><i>The Eve of the Revolution</i></u> by Barbara Burt</p> <p><u><i>What's the Big Idea, Ben Franklin?</i></u> By Jean Fritz</p> <p><u><i>Can't You Make Them Behave, King George</i></u> by Jean Fritz</p> <p><u><i>The Revolutionary War</i></u> by Josh Gregory</p> <p><u><i>Disasters The Biggest Disasters in History from Salt in the Indus Valley to Hurricane Sandy</i></u> by K. Connolly-Level</p> <p><u><i>My Dog is a Hero</i></u> Published by Scholastic</p> <p><b>Teacher Resources:</b></p> <p><u><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i></u> written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</p> <p><u><i>Units of Study for Narrative, Opinion, and Information Writing, Information Writing</i></u> By Lucy Calkins,</p> <p><u><i>If...Then...Curriculum</i></u> published by Heinemann</p> <p><u><i>The Revolutionary War Bringing History to Life</i></u> published by Scholastic. (Included with the Units of Study Heinemann Writing)</p> <p><b>Technology:</b></p> <p>Google Classroom Document camera Google Docs Online texts</p> <p><b>Assessments:</b></p> <p><b>Formative:</b></p> <p>Student/teacher conferences Writing samples and student writing portfolios Student presentations Writing notebooks Student Performance Checklists for Writing Learning Progressions</p>
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<p>W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. B. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p> <p>W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use correct capitalization. B. Use commas and quotation marks to mark direct speech and quotations from a text. D. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Choose words and phrases to convey ideas precisely. B. Choose punctuation for effect. C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations</p>	<p>writing: between the day and year in a date, between a city and a state in a location, and to separate items in a list</p> <ul style="list-style-type: none"> <li>• Use commas to act like a spotlight saying, ‘Hey! This information is important!’</li> </ul> <p><b>Integrate test prep into instruction:</b> Incorporate standardized test formats into chapter and unit tests</p> <p>Require students to show their work and use test-taking skills during everyday activities</p> <p>Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying</p> <p>Highlight test taking skills</p> <p>Review test taking vocabulary</p>	<p><b>Summative:</b> Standards Based Writing Rubrics</p> <p><b>Benchmark:</b> Informational Essay scored with Teachers College Rubric (Scores recorded in Linkit!)</p> <p><b>Alternative:</b> Create a concept map showing how they will organize their information writing sections</p>
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<p>where informal discourse is appropriate (e.g., small-group discussion).</p> <p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>		
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**Interdisciplinary Connections**

**Science: 4-ESS2-1 Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. Activity:** Flash draft an informational piece about the effects of weathering or the rate of erosion by water, ice, wind, or vegetation using observations and/or measurements collected.

**Social Studies: 6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them. Activity:** Flash draft an informational piece to explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.

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

**Career Readiness, Life Literacies, and Key Skills Practices: Demonstrate creativity and innovation. 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2). 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources). 9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings. Activity:** Practice research strategies for evaluating the validity of sources.

**9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements. Activity:** Discuss how effective research strategies can help in future academic and career success.

**Computer Science & Design Thinking**

**8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes. Activity:** Discuss strategies for using digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to compose informational writing.

**Writing Unit 6:  
Poetry Anthology: Writing, Thinking, and Seeing More**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p><b>Enduring Understandings:</b> Poetry offers the opportunity to write more, think more deeply, and explore various points of view.</p> <p>Good writers use their response to the topics and themes that surround them to write poetry.</p> <p><b>Goals:</b> W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. C. Use a variety of transitional words and phrases to manage the sequence of events. D. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting</p> <p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><b>Teaching Points:</b> <b>Bend 1: Create a class anthology</b></p> <ul style="list-style-type: none"> <li>Writers will read and write poem using different perspectives on a common theme</li> <li>Use mentor texts to analyze themes and perspectives</li> <li>Understand the structure of poetry such as line breaks, stanzas, punctuation in order to read the poem with intended effect</li> <li>Observe how poets use dialogue, internal thinking, descriptive details, and other crafts of writing to form a poem</li> </ul> <p><b>Bend 2: Generate ideas for individual anthologies and collect poems</b></p> <ul style="list-style-type: none"> <li>Writers will generate their own ideas and gather poems that they can relate to</li> <li>Use notebooks to gather ideas and free write about them, including emotions and feelings about theme</li> <li>Use mentor texts to analyze the structure and elements to guide students in their own writing and thinking</li> <li>Add details and descriptive thinking to show what feeling in writing</li> </ul> <p><b>Bend 3: Drafting and Revising</b></p> <ul style="list-style-type: none"> <li>Use ideas and notebook entries to draft poems using proper poetry elements (rhythm, structure, imagery, figurative language)</li> <li>Revise for sound, tone, word choice, and endings for a powerful poem</li> </ul> <p><b>Bend 4: Edit Poems</b></p>	<p><b>Core Materials:</b> Units of Study for Writing</p> <p><b>Supporting Materials:</b> Leveled Bookroom Classroom Libraries</p> <p><b>Mentor Texts:</b> <i><u>This Is Just to Say; Poems of Apology and Forgiveness</u></i> by Joyce Sidman <i><u>This Place I Know; Poems of Comfort</u></i> edited by Georgia Heard <i><u>Extra Inning; Baseball Poems</u></i> by Lee Bennett Hopkins <i><u>If You're Not Here, Please Raise Your Hands; Poems about school</u></i> by Kalli Dakos <i><u>Fine Feather Friends</u></i> by Jane Yolen <i><u>Roots and Blues; A Celebration</u></i> by Arnold Adolff <i><u>Gathering the Sun</u></i> by Alma Flor Ada <i><u>Laughing Tomatoes and Other Spring Poems</u></i> by Fransisco X. Alarcon</p> <p><b>Resources:</b> <i><u>Units of Study for Narrative, Opinion, and Information Writing If... Then... Poetry Anthology</u></i> pg.57 By Lucy Calkins Grade 4 Published by Heinemann <i><u>Writing Tools: 50 Essential Strategies for Every Writer</u></i> by Roy Peter Clark <i><u>The Craft of Revision</u></i> by Don Murray <i><u>A Writer Teaches Writing</u></i> by Don Murray</p> <p><b>Technology:</b> Google Classroom Document camera Google Docs Online texts</p> <p><b>Assessments:</b> <b>Formative:</b></p>

<p>G. Correctly use frequently confused words (e.g., to, too, two; there, their).</p> <p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use correct capitalization.</p> <p>B. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>C. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>D. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Choose words and phrases to convey ideas precisely.</p> <p>B. Choose punctuation for effect.</p> <p>C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p> <p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<ul style="list-style-type: none"> <li>• Read and edit purposefully with regard to grammar, spelling, punctuation, and flow of their poem</li> <li>• Assemble poetry anthologies by making choices regarding what to publish and include in the collection</li> <li>• Celebrate poetry anthologies</li> </ul> <p><b>Punctuation and Grammar:</b></p> <ul style="list-style-type: none"> <li>• Correctly use frequently confused words (e.g., to, too, two; there, their)</li> </ul>	<p>Student/teacher conferences  Writing samples and student writing portfolios  Student presentations  Writing notebooks  Student Performance Checklists for Writing  Learning Progressions</p> <p><b>Summative:</b>  Standards Based Writing Rubrics</p> <p><b>Alternative:</b>  Poetry anthology that includes favorite poems as well as poems that the students composed</p>
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**Interdisciplinary Connections**

**Social Studies: 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS). Activity:** Flash draft a poem about a major city in New Jersey, in the U.S., and the world highlighting its geographic or demographic characteristics.

**Visual and Performing Arts: 1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).** Activity: Discuss how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions. Then, compare this to the way in which poets use literary elements in poetry.

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

**Career Readiness, Life Literacies, and Key Skills Practices: Plan education and career paths aligned to personal goals. 9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences. 9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.** Activity: Discuss how setting goals and making plans to achieve those goals can help get work done in a timely manner. Discuss how to support peers in helping them reach goals.

**9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.** Activity: Discuss how to develop a plan for creating a long-term project (poetry anthology) and how to pace work in order to finish by a deadline.

**Computer Science & Design Thinking**

**8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.** Activity: Using poetry as a foundation, create a 3D model of a poem.