

**MENDHAM TOWNSHIP SCHOOLS
WRITING CURRICULUM
GRADE 4**

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Philosophy

The Mendham Township Elementary School is committed to delivering comprehensive writing instruction based on the New Jersey Learning Standards and best practices found in research. The K - 4 curriculum is based around essential components of writing such as a central idea; organization; supporting material; expression, word choice, and point of view; and spelling, grammar, and punctuation. Elements of each component are found at each grade level. Writing is the ability to communicate effectively through written language. In society today, the majority of communication is done through written language in the form of email, text messages, and the Internet. Students learn to communicate through writing using a variety of methods - whole group, small group, and individualized instruction. Each grade level utilizes a whole group approach for introducing and modeling an objective/skill which is then practiced using a mentor writing piece. Small group and individualization takes place when students apply the objective/skill to their own writing piece. Through each genre of writing, the students are empowered to effectively communicate their ideas in order to become thoughtful, articulate and active members of our society.

Goals

This curriculum is designed to advance students through grade-specific standards, develop a deeper understanding of skills, and work toward meeting the expectations of writing language to prepare students for college and careers in order for them to succeed in the future. The goals of this curriculum will develop in our students the ability to:

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Mendham Township School District
Writing Curriculum
Grade 4

Grade 4 Unit 1: Poetry

Stage 1: Desired Results

Unit Goals:

- Writers use everything they have learned in previous writing workshops to make fourth grade writing workshop the best it can be (launching).
- Writers create a writing community built on respect to foster creativity.
- Writers read like poets, paying attention to the careful choices of the author's craft.
- Writers practice using various forms of figurative language.
- Writers use a variety of generating strategies to craft poems.
- Writers revise poetry according to rhyme scheme, line breaks, stanza placement and word choice.
- Writers analyze and compare poetic devices and themes across poems in a literary format.

Essential Questions:

- What is the value of poetry?
- How do the poetic devices enhance the the underlying theme and/or message of the author?
- How can writers reflect on their own lives to write poems that leave a lasting impression?

Skills/Knowledge:

- Students will be able to use several strategies for generating poems.
- Students will be able to read poetry closely, paying special attention to author's craft.
- Students will be able to use reading comprehension strategy of visualization to create mental image of poem.
- Students will be able to construct poems using a variety of figurative language poetic devices.
- Students will be able to manipulate rhyme scheme, line breaks, stanza placement, and word choice to create powerful poetry that leaves an impression.
- Students will analyze and compare poetic devices and themes across poems in a literary format.

New Jersey Student Learning Standards for ELA:

NJSLSA.W10; W5; W.6
NJSLSA.L4; L5
NJSLSA.4.1.A, B, C, D
NJSLSA.RL.4.1; RL.4.2; RL.4.4; RL.4.5

Stage 2-Assessment

Assessment:

- o Formative - Observations, Writing Conferences
- o Summative Assessment - Writing Responses, Published Pieces
- o Benchmark Assessment - District Writing Tasks (Using PARCC rubric)

Stage 3- Learning Plan

Teaching Points:

1. In response to read aloud book, writers discuss idea sources. Where do poets find their ideas to write?
2. Writers practice reading closely in order to visualize poetry. Writers sketch a poem in response to reading.
3. Writers use a poem generating strategy, "Six-Room-Poem" to create a poem.
4. Writers practice figurative language writing similes to incorporate into poems.
5. Writers practice figurative language writing metaphors and writing color poems.
6. Writers practice figurative language using synonyms and antonyms to generate word list poems.
7. Writers incorporate sensory details to construct poems.
8. Writers pay attention to stanzas and line breaks and practice rewriting poems accordingly.
9. Writers discuss poetry with partners using discussion prompts
10. Writers pay attention to author's craft and word choice.
11. Writers pay attention to the musicality of rhythm and meter and their impacts on poems.
12. Writers share and celebrate poetry.
13. Writers demonstrate proficiency by analyzing and comparing poetic devices and themes across poems in a literary format.

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- The unit includes presentation of material through multiple modalities such as visual, auditory, kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- The teacher will individually conference with each student to address specific needs of the reader.
- The teacher will provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning.

List of Core Instructional and Supplemental Materials (Various Mentor Texts):

Strategic Writing Conferences: *Smart Conversations that Move Young Writers Forward*, Carl Anderson, 2008.

Awakening the Heart: Exploring Poetry in Elementary and Middle School, Georgia Heard, 1999.

Poetry Lesson to Meet the Common Core State Standards, Georgia Heard, 2013.

Interdisciplinary Connections

Social Studies: 6.1.P.D.1 Describe characteristics of oneself, one's family, and others.

Math: 4.OA.C.5 - Generate and analyze patterns.

Integration of 21st Century Skills and Life and Career Standard

CRP1, 2, 4, 6, 8, 11

Integration of the Technology Standard

NJSLS.8.1

Grade 4 Unit 2: Realistic Fiction

Stage 1: Desired Results

Unit Goals:

- Writers distinguish between 1st person and 3rd person point of view and understand that the point of view of the main character impacts the perspective of the story - (1st person stories are privileged to character's inner thoughts and emotional struggles, 3rd person stories rely on the knowledge of the narrator (author) to disclose details.)
- Writers identify the heart of their stories and stretch those moments out for their readers by including additional detail.
- Writers determine the true meanings of their stories and focus their stories accordingly.
- Writers will create the premise behind a realistic fiction story and develop the setting, characters, problem, and solution to support that story.
- Writers will create a progression of small moment scenes that not only tell a sequential, fictional story, but that also reveal the characters' wants and the problems they face in achieving these wants through internal dialogue, thoughts, and actions.

Essential Questions:

- How do writers engage their audience in a real or imagined event?
- How do writers use their own experiences to generate ideas for fiction?
- How do writers develop a believable realistic fictions story using the writing process?

Skills/Knowledge:

- Students will distinguish the difference between 1st and 3rd person points of view and how it impacts the perspective and development of the story.
- Students will be able to differentiate between a watermelon topic and a seed topic.
- Students will be able to generate writing topics in their writer's notebook to collect story ideas for fiction stories.
- Students will be able to identify the stages of the writing process.
- Students will be able to develop characters by creating internal and external traits.
- Students will be able to devise motives and struggles for the characters in their stories.
- Students will be able to use several strategies for rehearsing their stories prior to drafting.
- Students will write scenes that include the four types of detail (action, dialogue, setting and internal thought).
- Students will be able to make the problems in their story grow in complexity so that the reader will want to continue turning the pages.
- Students will be able to identify the heart of their story and use this scene as a window into what the true meaning behind the story is.

- Students will be able to craft endings that reveal the true meaning behind the story.
- Students will be able to effectively participate in writing conferences with a writing mentor.
- Students will be able to revise and edit their writing using “revising and editing lenses” that focus on specific skills.
- Students will respond to on-demand writing tasks using skills learned throughout the unit.

New Jersey Student Learning Standards for ELA:
 NJSLSA.W.3. A, B, C, D, E; W.4; W.5; W.6; W.10
 NJSLSA SL.4.1.A, B, C, D; SL.4.3
 NJSLSA L.4.1; L.4.2; L.4.3; L.4.4; L.4.5; L.4.6

Stage 2-Assessment

Assessment:

- o Formative - Observations, Writing Conferences
- o Summative Assessment - Writing Responses, Published Pieces
- o Benchmark Assessment - District Writing Tasks (Using PARCC rubric)

Stage 3- Learning Plan

Teaching Points:

Bend I: Creating and Developing Stories and Characters that Feel Real

1. Writers study mentor texts and create noticings about realistic fiction with a focus on point of view and its impact on the meaning of the story.
2. Writers are collectors of stories. They generate many ideas in their writer’s notebooks and write longer about some of them (idea vs. entry).
3. Fiction writers get ideas for stories from small moments in their lives. (Lesson 1)
4. Another strategy fiction writers use to get ideas for stories is to imagine the books they wish existed in the world and by thinking about issues in their lives.
5. Fiction writers choose a seed idea and begin to develop characters by creating their external and internal traits (making sure not to create “cardboard” or one-dimensional characters).
6. Fiction writers need to know what their characters want, what they yearn for, and what gets in the way of them getting what they want. They begin to imagine scenes that show their characters struggles and motivations.
7. Writers sketch out possible plotlines for stories, often in story mountains that represent traditional story structure.

Bend 2: Drafting and Revising with an Eye toward Believability

7. Show, Don't Tell: Writers often begin by putting the character into action or by laying out the character's exact words and then unfolding the moment step by step.
8. Writers identify and draft the heart of their realistic fiction story by putting themselves in the skin of their character in order to tell the story as it's unfolding.
9. Writers 'stay in scene' making sure that the action and dialogue are grounded in the setting and reveals the true meaning of their stories.
10. Writers will study published leads of various strategies for writing effective leads.
11. Writers do their best to craft the endings that their stories deserve and reveal the true meaning of their stories.

Bend 3: Preparing for Publication with an Audience in Mind

12. When revising, writers don't simply reread, they reread with a lens. Writers vary their lenses according to what they value for their work.
13. One revision lens is for writers to make sure they use actions and internal details to show rather than tell about characters.
14. Using an editing checklist, students edit their stories with various lenses.
15. Writers have opportunities to see their work published in book form and share those books with other people.
16. After teacher-modeling, writers will demonstrate proficiency in timed on-demand narrative tasks.

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- The unit includes presentation of material through multiple modalities such as visual, auditory, kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- The teacher will individually conference with each student to address specific needs of the reader.
- The teacher will provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning.

List of Core Instructional and Supplemental Materials (Various Mentor Texts):

Strategic Writing Conferences: *Smart Conversations that Move Young Writers Forward*, Carl Anderson, 2008.

Raising the Quality of Narrative Writing: *Common Core Reading and Writing Workshop*, Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2011

The Arc of Story: *Writing Realistic Fiction*, Lucy Calkins, Heinemann, 2013.

Interdisciplinary Connections

6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

Integration of 21st Century Skills and Life and Career Standard

CRP1, 2, 4, 6, 8, 11

Integration of the Technology Standard

NJSLS.8.1

Grade 4 Unit 3: Informational / Explanatory

Stage 1: Desired Results

Unit Goals:

- Writers apply knowledge of informational text structures (problem/solution, compare/contrast, cause/effect, descriptive, order/sequence) to create a nonfiction newspaper about a topic of interest.
- Writers will examine multiple nonfiction text sources and write an informative essay while conveying ideas and information clearly using text evidence.
- Writers gather and critique information on a topic from a variety of sources for specific purposes.

Essential Questions:

- Why conduct research?
- How do writers communicate information clearly and accurately to others?
- How does knowledge of text structure enable the writers to replicate the structure in their own writing effectively?

Skills/Knowledge:

- Students will produce a research-based informative/explanatory newspaper that requires examination of a topic from different aspects/text structures.
- Students will take notes and organize information into categories based on text structure to support informational/explanatory topic of interest.
- Students will use a prewriting organizer when examining a topic to organize thoughts / ideas to help in conveying information clearly.
- Students will craft introductions to a topic clearly based on text structure and support ideas with facts, definitions, concrete details, or quotations.
- Students will be able to use transitional words and phrases to link ideas and information.
- Students will use precise language and domain-specific vocabulary to inform or explain about a topic being presented.
- Students will craft conclusions related to the information presented.
- Students will use textual evidence from various sources that appropriately supports analysis, reflection, and research.
- Students will use non-fiction text features to enhance their newspaper.
- Students will be able to orally share their informational texts with an audience.
- Students will respond to on-demand writing tasks using skills learned throughout the unit.

New Jersey Student Learning Standards for ELA:

NJSLSA.W.4.2.A, B, C, D, E; W.4.4; W.4.5; W.4.6; W.4.7; W.4.8; W.4.10

NJSLSA SL.4.1.A, B, C, D; SL.4.3, SL.4.4, SL.4.5, SL.4.6

NJSLSA L.4.1; L.4.2; L.4.3; L.4.4; L.4.5; L.4.6

Stage 2-Assessment

Assessment:

- o Formative - Observations, Writing Conferences
- o Summative Assessment - Writing Responses, Published Pieces
- o Benchmark Assessment - District Writing Tasks (Using PARCC rubric)

Stage 3- Learning Plan

Teaching Points:

1. Writers choose nonfiction topics that are of interest to them (topics should be something they know about and want to learn more about). Resource: Bringing History to Life (Calkins) Lesson 1
2. Writers learn the note-taking process through teacher modeling using the boxes and bullets format, venn diagram, timeline, flow chart organizers. Resource: Bringing History to Life (Calkins) Lesson 10
3. After teacher modeling, writers of informational texts make a plan for the 'descriptive' structure of their writing and then use this structure to organize research and note-taking using a boxes and bullets approach.
4. Writers will draft a 'descriptive' article including factual evidence to support their thesis statements.
5. Writers add quotations to their writing to accentuate a central idea. Resource: Bringing History to Life (Calkins) Lesson 14
6. After teacher modeling, writers of informational texts make a plan for the 'order and sequence' structure of their writing and then use this structure to organize research and note-taking using a timeline organizer.
7. Writers will draft an 'order and sequence' article including factual evidence.
8. After teacher modeling, writers of informational texts make a plan for the 'compare and contrast' structure of their writing and then use this structure to organize research and note-taking.
9. Writers will draft a 'compare and contrast' article using factual evidence.
10. After teacher modeling, writers of informational texts make a plan for the 'cause and effect' structure of their writing and then use this structure to organize research and note-taking.
11. Writers will draft a 'cause and effect' article using factual evidence.

<p>12. After teacher modeling, writers of informational texts make a plan for the ‘problem and solution’ structure of their writing and then use this structure to organize research and note-taking.</p> <p>13. Writers will draft a ‘problem and solution’ article using factual evidence.</p> <p>14. Writers use text features purposefully, thinking about the most important information and ideas that they’re trying to convey. Resource: Bringing History to Life (Calkins) Lesson 13</p> <p>15. Using an editing checklist, students edit their articles with various lenses.</p> <p>16. Writers have opportunities to see their work published in newspaper form and share those newspapers with others.</p> <p>17. After teacher-modeling, writers will demonstrate proficiency in timed on-demand research simulation tasks.</p>
<p>Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:</p> <ul style="list-style-type: none"> • The unit includes presentation of material through multiple modalities such as visual, auditory, kinesthetic to address the unique learning styles of all students. • Assign, assess and modify if necessary to address the specific needs of the learner. • The teacher will individually conference with each student to address specific needs of the reader. • The teacher will provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning.
<p>List of Core Instructional and Supplemental Materials (Various Mentor Texts):</p> <p><u>Strategic Writing Conferences; <i>Smart Conversations that Move Young Writers Forward</i>, Carl Anderson, 2008.</u></p> <p><u>Bringing History to Life, Lucy Calkins and Anna Gratz Cockerille, Heinemann, 2013.</u></p>
<p>Interdisciplinary Connections</p> <p>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.</p>
<p>Integration of 21st Century Skills and Life and Career Standard</p> <p>CRP1, 2, 4, 6, 8, 11</p>
<p>Integration of the Technology Standard</p> <p>NJSLS.8.1</p>

Grade 4 Unit 4: Opinion / Literary Essays

Stage 1: Desired Results

Unit Goals:

- Writers will convey an opinion through an essay based on literature analysis.
- Writers will become stronger readers by writing in-depth responses about what they read.
- Writers will support their claims by using various types of evidence from the story and from their lives.

Essential Questions:

- How do writers write to convey an opinion through an essay or review?
- How does the organizational structure of an essay support the writer's purpose?

Skills/Knowledge:

- Students will be able to write in-depth responses about their reading by using evidence from the text to support their ideas.
- Students will be able to identify and analyze themes in a text.
- Students will be able to identify, analyze and compare themes across multiple short stories and texts.
- Students will be able to compare and contrast the approaches each text uses to develop a given theme (actions, setting, etc).
- Students will be able to generate a thesis statement by reviewing their written responses.
- Students will be able to collect a wide variety of evidence to support their claims.
- Students will be able to unpack the examples that they use to make their essays more logical.
- Students will be able to use transitional words and phrases to make their essays flow smoothly.
- Students will be able to craft introductions that set their essays within larger, more global, contexts.
- Students will be able to craft conclusions that leave readers with something to ponder.
- Students will be able to punctuate book titles and quotations properly.
- Students will respond to on-demand writing tasks using skills learned throughout the unit.

New Jersey Student Learning Standards for ELA:
NJSLSA.W.4.1.A, B, C, D; W.4.4; W.4.5; W.4.6; W.4.9.A, B, W.4.10
NJSLSA.SL.4.1.A, B, C, D; SL.4.3
NJSLSA.L.4.1; L.4.2; L.4.3; L.4.4; L.4.5; L.4.6

Stage 2-Assessment

Assessment:

- o Formative - Observations, Writing Conferences
- o Summative Assessment - Writing Responses, Published Pieces
- o Benchmark Assessment - District Writing Tasks (Using PARCC rubric)

Stage 3- Learning Plan

Teaching Points:

Bend 1: Writing about Reading: Literary Essay / Bend 2: Raising the Quality of Literary Essays (Model with the story 'Fox'):

1. Writers close read to generate ideas about a text. (Lesson 1)
2. Writers gather writing by studying characters. (Lesson 2)
3. Writers elaborate on written ideas using prompts (thinking stems). (Lesson 3)
4. Writers discover what a story is really about (theme). (Lesson 9)
5. Writers find and test a thesis. (Lesson 4)
6. Writers use stories as evidence. (Lesson 5)
7. Writers use direct quotes to support their claims about their text. (Lesson 6)
8. Writers create drafts out of collections of evidence. (Lesson 8)
9. Writers think carefully about their introductions and conclusions, giving readers the larger context for their claim in their introduction (global generalizations) and leaving their readers with something to think about in their conclusion. (Lesson 12)

Bend 3: Writing Compare and Contrast Essays:

10. Writers learn what it means to compare and contrast. (Lesson 15)
11. Essayists write compare and contrast essays by looking at similar themes or similar characters across texts and naming how the text approached the themes or the characters similarly and /or differently. (Lesson 16)
12. Writers elaborate on each of their individual supporting ideas ensuring that they have developed their essays with enough evidence for their claims. (Lesson 18)
13. Writers revise their drafts drawing upon everything they know. (Lesson 17)

14. Using an editing checklist, students edit their essays with various lenses. (Lesson 19)
15. Writers have opportunities to see their work published in essay form and share those with other people. (Lesson 20)
16. After teacher-modeling, writers will demonstrate proficiency in timed on-demand literary analysis simulation tasks.

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- The unit includes presentation of material through multiple modalities such as visual, auditory, kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- The teacher will individually conference with each student to address specific needs of the reader.
- The teacher will provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning.

List of Core Instructional and Supplemental Materials (Various Mentor Texts):

Strategic Writing Conferences; *Smart Conversations that Move Young Writers Forward*, Carl Anderson, 2008.

The Literary Essay; *Writing About Fiction*, Lucy Calkins, Kathleen Tolan, Alexandra Marron, Heinemann, 2013.

Interdisciplinary Connections

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Integration of 21st Century Skills and Life and Career Standard

CRP1, 2, 4, 6, 8, 11

Integration of the Technology Standard

NJSLS.8.1

Grade 4 Unit 5: Narrative Nonfiction (Biography) Hybrid

Stage 1: Desired Results

Unit Goals:

- Writers recognize and distinguish the difference between narrative nonfiction and expository nonfiction writing.
- Writers use what they know about analyzing characters to help them analyze the subject of biography through writing.
- Writers research and create a biography scrapbook to inform others about the life of a famous person.
- Writers reflect upon the impact their subject had on society and convey ideas through narrative nonfiction, opinion, and expository writing.

Essential Questions:

- How can writers use their understanding of narrative nonfiction writing and information writing to clearly explain aspects of a biography subject's life?
- How can writers find the unifying idea or theme behind narrative nonfiction texts that they read and develop theories about the subject of a biography?
- How can writers convey larger ideas about a person by asking themselves, "What life lessons might this be teaching?" and write about them in the form of a persuasive essay?

Skills/Knowledge:

- Students will introduce a topic clearly and group-related information in paragraphs and sections; including formatting, illustrations, and multimedia when useful to aiding comprehension.
- Students will develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Students will link ideas within categories of information using words and phrases.
- Students will use precise language and domain-specific vocabulary to inform about or explain the topic.
- Students will provide a concluding statement or section related to the information or explanation presented.
- Students will write and interpret true events of their subject's life in a narrative format.

New Jersey Student Learning Standards for ELA:

NJSLSA W.4.2, A, B, C, D, E; W.4.4, W.4.5; W.4.6; W.4.7; W.4.8; W.4.9; W.10

NJSLSA SL.4.1 A, B, C, D; SL.4.2; SL.4.3; SL.4.4

NJSLSA L.4.1 A, B, C, D, E, F, G; L.4.2 A,B,C,D; L.4.3; L.4.4; L.4.5 A,B,C; L.4.6

Stage 2-Assessment

Assessment:

- o Formative - Observations, Writing Conferences
- o Summative Assessment - Writing Responses, Published Pieces
- o Benchmark Assessment - District Writing Tasks (Using PARCC rubric)

Stage 3- Learning Plan

Please Note:

This unit goes hand in hand with the Narrative Nonfiction reading unit of study. Students will be asked to choose a person of interest to read about and research. Their biography subject should be someone who has made an impact on the world in which we live. Through the reading unit, students will analyze their subjects' lives and develop theories about them. Readers will respond to thinking prompts in the form of blogs in which they write from the perspective of their biography subject. Students' ideas about their biography subjects will be woven into the concurrent writing unit.

Teaching Points:

1. Writers will reflect upon a cause and effect relationship in their subject's life, understanding that a decision made or event that occurred earlier in life will often affect what happens later in life. This reflection will be written as a first person journal entry from the perspective of their biography subject.
2. Writers will have to find the unifying idea or theme behind narrative nonfiction texts that they read and develop theories about the subject of a biography.
3. Writers will convey larger ideas about a person by asking themselves, "What life lessons might this be teaching?" and write about them in the form of a persuasive essay. (Resources: Bringing History to Life, Lesson 19, Lucy Calkins)
 - a. Persuasive writers write about people who deserve attention and create a draft for their persuasive essay. (Resource: Changing the World, Grade 3 Unit - Lesson 3, Lucy Calkins)
 - b. Writers will consider both their audience and the effect they want their essays to have when drafting. (Resource: Changing the World, Grade 3 Unit - Lessons 4 and 10, Lucy Calkins)
 - c. Writers will make their essays more persuasive by providing examples to show what they are saying. Some of these examples are mini-stories. (Resource: Changing the World, Grade 3 Unit - Lesson 9, Lucy Calkins)
 - d. Writers will revise their essays to make them more powerful and effective. (Resource: Changing the World, Grade 3 Unit - Lesson 13, Lucy Calkins)
 - e. Writers will revise their introductions and conclusions for the purpose of creating

<p>an impact on their audience.</p> <p>f. Using an editing checklist, students edit their essays with various lenses.</p> <p>4. Writers will present their essays as persuasives speeches to their peers.</p>
<p>Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:</p> <ul style="list-style-type: none"> • The unit includes presentation of material through multiple modalities such as visual, auditory, kinesthetic to address the unique learning styles of all students. • Assign, assess and modify if necessary to address the specific needs of the learner. • The teacher will individually conference with each student to address specific needs of the reader. • The teacher will provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning.
<p>List of Core Instructional and Supplemental Materials (Various Mentor Texts):</p> <p><u>Strategic Writing Conferences; <i>Smart Conversations that Move Young Writers Forward</i>, Carl Anderson, 2008.</u></p> <p><u>Bringing History to Life</u>, Lucy Calkins and Anna Gratz Cockerille, Heinemann, 2013.</p> <p><u>Changing the World</u>, Lucy Calkins and Kelly Boland Hohne, Heinemann, 2013.</p> <p><u>Navigating Nonfiction in Narrative and Hybrid Text Using Text Structures to Comprehend</u>, Lucy Calkins and Kathleen Tolan, Heinemann, 2010.</p>
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • Reading Informational Text: RI.4.1-4.10 • Speaking & Listening: SL.4.1, 4.4-4.6 • Writing: W.4.2-4.8 • Language: L.4.1-4.6
<p>Integration of 21st Century Skills and Life and Career Standard CRP1, 2, 4, 6, 8, 11</p>
<p>Integration of the Technology Standard NJSL.8.1</p>

Grade 4 Unit 6: Test-Taking Strategies

Stage 1: Desired Results

Unit Goals:

- Writers review strategies learned throughout literary, narrative, and informational units to read, analyze, and write in response to various text sources.

Essential Questions:

- How do writers write to convey an opinion through an essay?
- How do writers engage their audience in a real or imagined event?
- How do writers communicate information clearly and accurately to others?

Skills/Knowledge:

- Students will convey an opinion through an essay.
- Students will engage their audience in a real or imagined event through narrative writing.
- Students will communicate information clearly and accurately to others.
- Students will respond to on-demand writing tasks using skills learned throughout the unit.

Teaching Points:

1. Students are immersed in reading narrative, literary analysis, and research tasks and analyzing student responses.
2. Students recall everything they did as writers of nonfiction and narratives but recognize that rehearsal time is limited in on-demand situations.
3. Students focus their writing on the open-ended question asked in the prompt.

New Jersey Student Learning Standards for ELA:

NJSLSA.W.4.1.A, B, C, D; W.4.2.A, B, C, D, E; W.4.3. A, B, C, D, E; W.4.4; W.4.5; W.4.6; W.4.9.A, B; W.4.10

NJSLSA.SL.4.1.A, B, C, D; SL.4.3

NJSLSA.L.4.1; L.4.2; L.4.3; L.4.4; L.4.5; L.4.6

Stage 2-Assessment

Assessment:

- Formative - Observations, Writing Conferences
- Summative Assessment - Writing Responses, Published Pieces
- Benchmark Assessment - District Writing Tasks (Using PARCC rubric)

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- The unit includes presentation of material through multiple modalities such as visual, auditory, kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- The teacher will individually conference with each student to address specific needs of the reader.
- The teacher will provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning.

List of Core Instructional and Supplemental Materials (Various Mentor Texts) / PARCC-related prompts:

Strategic Writing Conferences; *Smart Conversations that Move Young Writers Forward*, Carl Anderson, 2008.

Interdisciplinary Connections

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says and when drawing inferences from the text.

Integration of 21st Century Skills and Life and Career Standard

CRP1, 2, 4, 6, 8, 11

Integration of the Technology Standard

NJSLS.8.1

Grade 4 Unit 7: Literary Essay (based on Historical Fiction book club unit)

Stage 1: Desired Results

Unit Goals:

- Writers will become stronger readers by writing in-depth responses about the historical time period they are reading about.
- Writers will use their own reading responses to construct a thesis statement for their literary essays.
- Writers will support their thesis statements with evidence from their historical fiction novels.

Essential Questions:

- How does the time period impact the development of the characters and their interactions?
- How can historical fiction stories teach us about history?
- How do writers construct a thesis statement within the context of a historical fiction novel?

Skills/Knowledge:

- Students will be able to write in-depth responses about their historical fiction novels.
- Students will be able to uncover what the story is *really* about through writing.
- Students will be able to generate a thesis by reviewing their written responses.
- Students will be able to revise their thesis to prevent structural problems in their essays.
- Students will be able to collect a wide variety of textual evidence (mini stories, text quotes) from their historical fiction novels to support their thesis.
- Students will be able to unpack the examples that they use to make their essays more logical.
- Students will be able to craft introductions that set their essays within larger, more global, contexts.
- Students will be able to craft conclusions that leave readers with something to ponder.
- Students will respond to on-demand writing tasks using skills learned throughout the unit.

New Jersey Student Learning Standards for ELA:

NJSLSA.W.4.1.A, B, C, D; W.4.4; W.4.5; W.4.6; W.4.9.A, B, W.4.10

NJSLSA.SL.4.1.A, B, C, D; SL.4.3

NJSLSA.L.4.1; L.4.2; L.4.3; L.4.4; L.4.5; L.4.6

Stage 2-Assessment

Assessment:

- o Formative - Observations, Writing Conferences
- o Summative Assessment - Writing Responses, Published Pieces
- o Benchmark Assessment - District Writing Tasks (Using PARCC rubric)

Stage 3- Learning Plan

Teaching Points:

Bend 1: Writing about Reading: Literary Essay / Bend 2: Raising the Quality of Literary Essays (Model with historical fiction novel):

1. Writers close read to generate ideas about a historical fiction text. (use Lucy Calkins Lesson 1 from Literary Essay resource as a guide, but model with historical fiction book)
2. Writers gather writing by studying characters and elaborate on written ideas using prompts (thinking stems). (Use Lucy Calkins Lesson 2 & 3 from Literary Essay resource as a guide, but model with historical fiction book)
3. Writers find and test a thesis based on various teacher-provided prompts (Use Lucy Calkins Lesson 4 from Literary Essay resource as a guide, but model with historical fiction book. Possible avenues for thesis ideas can be found in the link to the reading unit below.)
4. Writers use stories as evidence. (Lesson 5)
5. Writers use direct quotes to support their claims about their text. (Lesson 6)
6. Writers create drafts out of collections of evidence. (Lesson 8)
7. Writers think carefully about their introductions and conclusions, giving readers the larger context for their claim in their introduction (global generalizations) and leaving their readers with something to think about in their conclusion. (Lesson 12)
8. Using an editing checklist, students edit their essays with various lenses. (Lesson 19)
9. Writers have opportunities to see their work published in essay form and share those with other people. (Lesson 20)
10. After teacher-modeling, writers will demonstrate proficiency in timed on-demand literary analysis, research simulation, and narrative tasks.

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- The unit includes presentation of material through multiple modalities such as visual, auditory, kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- The teacher will individually conference with each student to address specific needs of the reader.
- The teacher will provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning.

List of Core Instructional and Supplemental Materials (Various Mentor Texts):

Strategic Writing Conferences; *Smart Conversations that Move Young Writers Forward*, Carl Anderson, 2008.

The Literary Essay; Writing About Fiction, Lucy Calkins, Kathleen Tolan, Alexandra Marron, Heinemann, 2013.

Bringing History to Life, Lucy Calkins, Anna Gratz Cockerille, Heinemann, 2013.

[Reading Historical Fiction Learning Plan](#)

Interdisciplinary Connections

MP.2 Reason abstractly and qualitatively.

MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning.

Integration of 21st Century Skills and Life and Career Standard

CRP1, 2, 4, 6, 8, 11

Integration of the Technology Standard

NJSLS.8.1

Pacing Guide

<u>Unit</u>	<u>NJSLS</u>	<u>Duration (Months)</u>	<u>Unit</u>	<u>Assessment</u>
1	NJSLSA.W10; W5; W.6 NJSLSA.L4; L5 NJSLSA.4.1.A, B, C, D NJSLSA.RL.4.1; RL.4.2; RL.4.4; RL.4.5	September	Poetry / Descriptive Writing	Published book of poetry and descriptive writing
2	NJSLSA.W.3. A, B, C, D, E; W.4; W.5; W.6; W.10 NJSLSA SL.4.1.A, B, C, D; SL.4.3 NJSLSA L.4.1; L.4.2; L.4.3; L.4.4; L.4.5; L.4.6	October - November	Realistic Fiction	Published realistic fiction story
3	NJSLSA.W.4.2.A, B, C, D, E; W.4.4; W.4.5; W.4.6; W.4.7; W.4.8; W.4.10 NJSLSA SL.4.1.A, B, C, D; SL.4.3, SL.4.4, SL.4.5, SL.4.6 NJSLSA L.4.1; L.4.2; L.4.3; L.4.4; L.4.5; L.4.6	December - January	Information/ Explanatory	Published Nonfiction Newspaper
4	NJSLSA.W.4.1.A, B, C, D; W.4.4; W.4.5; W.4.6; W.4.9.A, B, W.4.10 NJSLSA.SL.4.1.A, B, C, D; SL.4.3 NJSLSA.L.4.1; L.4.2; L.4.3; L.4.4; L.4.5; L.4.6	January - February	Opinion/ Literary Essay	Published essay comparing two literary pieces
5	NJSLSA W.4.2, A, B, C, D, E; W.4.4, W.4.5; W.4.6; W.4.7; W.4.8; W.4.9; W.10 NJSLSA SL.4.1 A, B, C, D; SL.4.2; SL.4.3; SL.4.4 NJSLSA L.4.1 A, B, C, D, E, F, G; L.4.2 A,B,C,D; L.4.3; L.4.4; L.4.5 A,B,C; L.4.6	February - March	Narrative Nonfiction	Biography Scrapbook Project
6	NJSLSA.W.4.1.A, B, C, D; W.4.2.A, B, C, D, E; W.4.3. A, B, C, D, E; W.4.4; W.4.5; W.4.6; W.4.9.A, B; W.4.10 NJSLSA.SL.4.1.A, B, C, D; SL.4.3	March - April	Test-Taking Strategies	Performance based assessments

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	NJSLSA.L.4.1; L.4.2; L.4.3; L.4.4; L.4.5; L.4.6			
7	NJSLSA.W.4.1.A, B, C, D; W.4.4; W.4.5; W.4.6; W.4.9.A, B, W.4.10 NJSLSA.SL.4.1.A, B, C, D; SL.4.3 NJSLSA.L.4.1; L.4.2; L.4.3; L.4.4; L.4.5; L.4.6	May - June	Literary Essay	Published literary essay based on a historical fiction novel