

## Grade 4 English Language Arts Unit 1 Writing

<b>Subject(s)</b>	Writing Language Arts
<b>Unit of Study</b>	Unit 1: Personal Narrative: Character and Author's Message (Correlates with Unit 1 Reading - How Themes Communicate Different Messages)
<b>Pacing</b>	30 days

### Overarching Standards (OS)

CCR.4.W.4 PRODUCE clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CCR.4.W.5 With guidance and support from peers and adults, DEVELOP and Strengthen writing as needed by planning, revising, and editing.

CCR.4.W.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.

CCR.4.W.10 WRITE routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCR.4.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.

CCR.4.L.2 DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCR.4.L.2.a USE correct capitalization.

CCR.4.L.2.d SPELL grade-appropriate words correctly, consulting references as needed.

CCR.4.L.3 USE knowledge of language and its conventions when writing, speaking, reading, or listening.

### Priority and Supporting CCSS

CCR.4.W.3 WRITE narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**CCR.4.W.3.a ORIENT the reader by establishing a situation and introducing a narrator and/or characters; ORGANIZE an event sequence that unfolds naturally.**

CCR.4.W.3.b Use dialogue and description to develop experiences and events or show the responses of characters to situations.

CCR.4.W.3.c USE a variety of transitional words and phrases to manage the sequence of events.

**CCR.4.W.3.d USE concrete words and phrases and sensory details to convey experiences and events precisely.**

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**CCR.4.L.1b FORM and USE** progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.  
**CCR.4.L.1.f PRODUCE** complete sentences, recognizing and correcting inappropriate fragments and run-ons.  
**CCR.4.L.1.g** Correctly **USE** frequently confused words (e.g., to, too, two; there, their).

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
<b>W.3a</b> <ul style="list-style-type: none"> <li>• Topic</li> <li>• Awareness of audience</li> <li>• Characters and how they respond to situations</li> <li>• Narrator</li> <li>• Events</li> <li>• Organizational pattern (e.g., chronological order, flashback)</li> </ul>	<b>W.3a</b> <b>ORIENT</b> (the reader by establishing a situation and introducing a narrator/characters) <b>ORGANIZE</b> (an event sequence that unfolds naturally)	2,3  3,6
<b>W.3d</b> <ul style="list-style-type: none"> <li>• Concrete words and phrases</li> <li>• Sensory images (e.g., figurative language, descriptions of how things, feel, smell, taste sound)</li> </ul>	<b>W.3d</b> <b>SELECT/USE</b> (concrete words, phrases, and sensory details to convey experiences and events)	3
<b>L.1b</b> <ul style="list-style-type: none"> <li>• Progressive verb tenses (e.g., <i>I was walking; I am walking; I will be walking</i>)</li> </ul>	<b>L.1b</b> <b>FORM/USE</b> (progressive verb tenses)	3
<b>L.1f</b> <ul style="list-style-type: none"> <li>• Complete sentences</li> <li>• How to edit inappropriate sentence fragments</li> <li>• How to edit run-on sentences</li> </ul>	<b>L.1f</b> <b>PRODUCE</b> (complete sentences, recognizing and correcting inappropriate fragments and run-ons)	6

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L.1g • Homophones (e.g., to, too, two; there, their)	L.1g <b>USE</b> (frequently confused words appropriately)	3
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Essential Questions	Corresponding Big Ideas
1. How can writers convey their thoughts and ideas so others can understand?	1. Writers use description, complete sentences, and correct spelling when writing.

Standardized Assessment Correlations (State, College and Career)
<b>Expectations for Learning (in development)</b> This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.

Learning Activities
<p><b><u>Focus of Unit</u></b></p> <ul style="list-style-type: none"> <li>• Establishing strong leads by introducing a narrator/characters</li> <li>• Organizing event sequence</li> <li>• Using concrete words and phrases</li> <li>• Using appropriate verb tenses and homophones and recognizing and correcting inappropriate fragments and run-ons</li> </ul> <p><b><u>Activities</u></b></p> <p>Notes:</p> <ol style="list-style-type: none"> <li>1. Follow Scope and Sequence of Sitton Spelling</li> <li>2. The <i>Fundamentals of Writing Unit</i>: How Writers Work will establish the rituals, routines, and resources of writing workshop, and establish a community of writers. Students will learn about themselves as writers by identifying their writing identities. They will learn about where writers get their inspiration for writing, learn different reasons for writing, and learn about a number of different authors. Students will share often and will confer with teacher as needed throughout the unit. <u>Student Performance Checklist: pages 74-75, Where Are My Students in the Writing</u></li> </ol>

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Process (Formative Process): pages 76-77, and Narrative Writing Rubric page 78-79.

3. The Mentor Texts may be used at the beginning of the unit or throughout the unit as models for student work. A list of Mentor Text **Tier II** (words that appear frequently across many domains and are found in many complex texts) and **Tier III** (low frequency technical words that are related to a specific content area) vocabulary words can be found on pages 5-7 of the How Writer's Work writing unit. These words should be incorporated into writing instruction. Teachers may choose to replace mentor texts with alternative titles.
  4. Teachers should follow the writing process during the writing block. A suggested road map for pacing is found on page 11 of the How Writer's Work unit. However, students may work at different stages of the writing process, and therefore, lessons may be adjusted and/or combined based on student needs. ELL and extension activities are noted within each of the lessons. Offer student choice should students want to bring drafts to publication (i.e., handwritten, word template and pictures, slideshow, narrative podcast [audio or video]).
  5. Lessons from *The Fundamentals of Grammar and Conventions Unit 3* will be imbedded into this unit: sentence fluency, comma use, and word choice. Additional grammar mini-lessons can be added when needed. The following lessons from the *CROSSWALK Coach* address the following standards and can also be imbedded throughout the unit:
    - Lesson 18: Writing Narratives, pages 168-173 (W.4.3.a-e)
    - Lesson 21: Verbs and Verb Tenses, pages 200-205 (L.4.1.b)
    - Lesson 25: Sentences, pages 224-229 (L.4.1.f)
    - Lesson 26: Confusing Words, pages 230-235 (L.4.1.g)
- Follow Immersion Lessons from Fundamentals of Writing: How Writers Work Pages 21-38 (Note: Teachers may choose to use alternative texts as mentor texts)
    - *A Reading and Writing Community*: Uses all of the mentor texts to demonstrate and identify ways students will read books as writers, noticing author's craft and thinking about the author's processes and purposes.
    - *The Power and Purpose of a Writer's Notebook*: Students learn about and reflect upon what writers do and the places to do it (Amelia Writes Again by Marissa Moss and A Writer's Notebook by Ralph Fletcher).
    - *Writers' Notebooks: A Place to Collect*: Illustrates how writers look and listen to the world around them, sketching and writing down all they notice and feel (A Desert Scrapbook by Virginia Wright-Frierson).
    - *Read Like a Writer*: Identifies author's craft and contemplates what the author had to do to make his book (Saturdays and Teacakes by Lester Laminack).
    - *Writer's Notebooks: A Place to Celebrate*: shows how writers value and celebrate the little things in their lives (I'm in Charge of Celebrations by Byrd Baylor).

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### Generating Ideas pages 39-45

- *Generating Ideas I: Times We Will Never Forget*
  - Students will write about unforgettable memories using descriptive details to convey experiences.
- *Generating Ideas II: Strategies that Keep Us Going*
  - Students will learn to “write small”, make lists, and use anchor charts from around the room as sources of inspiration.

### Selecting pages 46-48

- *Selecting: Deciding What to Publish*
  - Students will reread their entries and choose one to stick with, thinking about their audience and purpose for writing.

### Collecting pages 49-52

- *Collecting: Sketch to Stretch*
  - Students will sketch and zoom in on small details as a way to develop and explore their seed ideas.

### Drafting pages 53-58 (Note: See Grade 3 Unit 1 Writing for Additional Drafting and Revising Ideas)

- *Drafting: Ideas and Their Order*
  - Students will use the information in their notebooks to timeline a beginning, middle, and end of their stories

**Note:** The following three lessons are from *The Fundamentals of Grammar and Conventions Unit 3*. (As a conclusion to these lessons students will add/change their own narrative pieces based on this new learning)

- *Lesson 1: How Sentences Are Put Together*
  - Students will observe how sentences are built and how sentence lengths impact readers
- *Lesson 2: The Rhythm of Sentences*
  - Students will discover how writers create rhythmic and fluent sentences to present their ideas in a graceful and musical way.
- *Lesson 3: Creating Rhythm With Sentences*
  - Students will understand how good sentence fluency stands out when a piece of writing is read aloud.

**Note:** The following lesson is from *The Fundamentals of Grammar and Conventions*

- *Unit 2: Lessons 1 and 2: pages 26-32*
  - Students will understand how writers can liven up their writing with strong verbs to give readers a sense of

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how the story is progressing and when it takes place.

### Additional Idea for Adding Dialogue

**Try out speech bubbles:** sketch an image and use speech bubbles with dialogue to show what the involved people or characters say to one another.

**Use dialogue tags:** students can work in pairs to create lists of words used to show dialogue (i.e., begged, demanded, mumbled, etc...)

### Revising pages 59-61

- *Revising: Bringing Out Your Voice*
  - Students consider their purposes as they add dialogue and internal thinking to bring out their voices.

### Additional Ideas for Editing

**Editing Symbols:** Create a chart showing the editing symbols that will be used throughout the year.

**Playing with Punctuation:** Using a teacher-selected published piece of text, remove the punctuation concepts related to the grade level. Students can work with a partner or in a small group to add appropriate punctuation. Groups can compare their results with the other groups before looking at the original piece.

**Note:** See Grade 3 Unit 1 Writing for Additional Editing Ideas

### Editing pages 62-65

- *Editing: What is Editing?*
  - Students will use an editing checklist (Cups: **C**apitalization, **U**sage, **P**unctuation, **S**pelling) with a partner to check for proper use of writing conventions.

### Publishing pages 66-70 (Note: Students may choose to publish writing or continue another story during the literacy block)

- *Publishing: What Is Publishing?*
  - Students will prepare a final copy either neatly handwritten or typed and may include illustrations, a Dedication, and/or an Author's Note.

### Evaluating pages 71-73

- *Student Self Reflection*
  - Students will reflect on their own writing processes and strategies to help achieve writing goal.

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Recursive strategies include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling/usage.

**Vocabulary**

**Audience-** the person or group for whom a selection is written or performed

**Character-** a person, thing or animal in a story

**Clause-** a group of words having its own subject and predicate, forming a simple sentence and part of a compound or complex sentence

**Compound sentence-** two sentences joined by a conjunction to create a new sentence

**Conjunction-** a word that joins other words or phrases

**Description-** words that are used to tell or write about something

**Dialogue-** words that characters or people say to each other, which are set off by quotation marks

**Edit-** to correct a written work, checking for grammar, spelling or punctuation errors

**Event-** a happening in a story

**Event sequence-** the order in which events occur

**Fragment-** an incomplete sentence

**Future perfect verb tense-** a perfect tense verb used to describe action that will be completed in the future

**Internal thinking-** thoughts, questions, opinions, or emotions of the writer

**Irregular verb-** a verb that does not follow common patterns in forming the past tense

**Organizational structure-** a logical or orderly framework or arrangement

**Pacing-** the appropriate development of events or ideas in narrative writing

**Plan-** a method for doing something that has been thought out ahead of time

**Progressive verb tense-** a verb tense used to express action that is going on

**Publish-** the final step in the writing process when the writer shares the work with others

**Reflect-** to express carefully considered thoughts

**Revise-** a step in the writing process used to improve the original work

**Run-on sentence-** a sentence in which two or more independent clauses are not properly joined by a semicolon or a conjunction

**Sensory detail-** a description using the five senses

**Sentence-** a group of words that express a clear thought

**Simple Sentence-** a sentence with a subject and verb that creates a complete thought

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**Subject-verb agreement-** the agreement in number of a subject or verb  
**Topic-** the main thought or subject of a written work  
**Verb tense-** a verb that indicates the time in which the action is performed  
**Writer's purpose-** the reason or reasons an author has for writing a selection

Assessment	Performance Task
<p><b>Formal</b>  Student Performance Checklist  Narrative Writing Rubric</p> <p><b>Informal</b>  -Anecdotal Notes and Teacher Observations using Formative Assessment Notes  -Rubrics  -Student Writing from Unit Activities  -Student Self-Reflection</p>	TBD

Instructional Strategies
See Appendix A for Additional Instructional Research Based and Differentiated Strategies

Resources	Technology Resources
<p><b>Instructional</b>  -Student Work  -Language Arts Addendum  -Process Writing Framework  -7 Story Parts  -Core Word List  -<i>Fundamentals of Writing: How Writers Work and Mentor Texts:</i>  <ul style="list-style-type: none"> <li>• <u>Amelia Writes Again</u> by Marissa Moss</li> <li>• <u>A Desert Scrapbook</u> by Virginia Wright-Frierson</li> </ul> </p>	<p><a href="http://www.schoolwide.com">www.schoolwide.com</a></p> <ul style="list-style-type: none"> <li>• Unit Resources Planning tool</li> <li>• Links and Videos for teachers</li> <li>• Explanatory/Informational Writing Rubric aligned to CCSS</li> <li>• Student Benchmark Exemplars</li> <li>• Digital Appendices</li> </ul> <p><a href="http://www.ralphfletcher.com">http://www.ralphfletcher.com</a>  <a href="http://www.marissamoss.com">http://www.marissamoss.com</a>  <a href="http://www.lesterlaminack.com-Lester">http://www.lesterlaminack.com-Lester</a></p>



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<ul style="list-style-type: none"> <li>• <u>I'm In Charge of Celebrations</u> by Byrd Taylor</li> <li>• <u>Saturdays and Teacakes</u> by Lester Laminack</li> <li>• <u>A Writer's Notebook</u> by Ralph Fletcher</li> </ul> <p><i>-Fundamentals of Grammar and Texts:</i></p> <ul style="list-style-type: none"> <li>• <u>Mothers to Tigers</u> by George Ella Lyon</li> <li>• <u>Bedhead</u> by Margie Palatini</li> <li>• <u>Hoops</u> by Robert Burleigh</li> <li>• <u>Miss Rumphius</u> by Barbara Cooney</li> <li>• <u>One Tiny Turtle</u> by Nicola Davies</li> <li>• <u>The Ghost-Eye Tree</u> by Bill Martin Jr. and John Archambault</li> </ul> <p><i>-CROSSWALK Coach</i></p> <p><i>-Writer's Express</i> by Great Source</p> <p><b><u>Teacher</u></b></p> <p><i>-Student Assessment Data</i></p> <p><i>-Fundamentals of Writing: How Writers Work</i></p> <p><i>-Fundamentals of Grammar</i></p> <p><i>-Narrative Writing materials by Empowering Writers</i></p> <p><i>-Writer's Express Teacher's Guide by Great Source</i></p> <p><i>-CRISS Manual</i></p> <p><i>-Guiding Readers and Writers by Fountas and Pinnell</i></p> <p><i>-Sitton Spelling Sourcebook</i></p> <p><i>-CROSSWALK Coach</i></p>	
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### Interdisciplinary Connections

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## Grade Four English Language Arts

### Unit 2 Writing

<b>Subject(s)</b>	Writing Language Arts
<b>Unit of Study</b>	Unit 2: Supporting Ideas with Information (Correlates with Unit 2 Writing – Using Structure to Link Ideas with Information in Text)
<b>Pacing</b>	34 days (30 days instruction; 4 days re-teaching/enrichment) <b>Note:</b> Due to pacing, all 34 days may be used for Instructional Days

#### Overarching Standards (OS)

CCR.4.W.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.)

CCR.4.W.5 With guidance and support from peers and adults, DEVELOP and STRENGTHEN writing as needed by planning, revising, and editing.

CCR.4.W.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.

CCR.4.W.10 WRITE routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCR.4.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.

CCR.4.L.2 DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCR.4.L.2.a USE correct capitalization.

CCR.4.L.2.d SPELL grade-appropriate words correctly, consulting references as needed.

CCR.4.L.3 USE knowledge of language and its conventions when writing, speaking, reading, or listening.

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Priority and Supporting CCSS
<p><b>CCR.4.W.2.a</b> 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>CCR.4.W.2.b</b> DEVELOP the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>CCR.4.W.2.c LINK ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p><b>CCR.4.W.2.d</b> USE precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>CCR.4.W.2.e</b> PROVIDE a concluding statement or section related to the information or explanation presented.</p> <p><b>CCR.4.L.2.c</b> USE a comma before a coordinating conjunction in a compound sentence.</p> <p>CCR.4.L.3.c DIFFERENTIATE between contexts that call for formal English (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p> <p><b>CCR.4.L.4.b</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>

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
W.2a <ul style="list-style-type: none"> <li>• Topic</li> <li>• Awareness of audience</li> <li>• Effective introduction</li> <li>• Illustrations</li> <li>• Formatting devices (e.g., headings, titles, paragraphs)</li> <li>• Multi-media</li> </ul>	<b>W.2a</b> <b>INTRODUCE</b> (a topic clearly) <b>GROUP</b> (related information in paragraphs and sections) <b>INCLUDE</b> (formatting, illustrations and <b>multimedia</b> when useful to aiding comprehension)	2 4 3
W.2b <ul style="list-style-type: none"> <li>• Topic</li> </ul>	<b>W.2b</b> <b>DEVELOP</b> (the topic with facts, definitions, concrete details, quotations, or other information)	3

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<ul style="list-style-type: none"> <li>• Relevant information (e.g., facts, details, definitions, quotations)</li> <li>• Primary sources</li> <li>• Secondary sources</li> </ul>	and examples related to the topic)	
<b>W.2d</b> <ul style="list-style-type: none"> <li>• Word choice</li> <li>• Domain-specific vocabulary</li> </ul>	<b>W.2d</b> <b>USE</b> (precise language and domain-specific vocabulary to inform about or explain the topic)	3
<b>W.2e</b> <ul style="list-style-type: none"> <li>• Concluding statement/section</li> </ul>	<b>W.2e</b> <b>PROVIDE</b> (a concluding statement or section related to the information or explanation presented)	3,6
<b>L.2c</b> <ul style="list-style-type: none"> <li>• Use of comma</li> <li>• Coordinating conjunctions</li> <li>• Compound sentences</li> </ul>	<b>L.2c</b> <b>USE</b> (a comma before a coordinating conjunction in a compound sentence)	3

Essential Questions	Corresponding Big Ideas
1. What is my purpose and how do I develop it? 2. Why do the rules of language matter?	1. Writing should be focused, detailed, organized and sequenced in a way that clearly communicates the ideas to the readers. 2. Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.

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### Unit 2 Writing

#### Standardized Assessment Correlations (State, College and Career)

##### Expectations for Learning (in development)

This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.

#### Learning Activities

##### Focus of Unit

- Introducing a topic clearly and supporting it with relevant information
- Gathering information from various sources and using visuals to enhance meaning
- Using precise language and writing a closing statement/section

##### Activities

1. Follow Scope and Sequence of *Sitton Spelling*.
  2. The *Fundamentals of Writing Unit*: Nonfiction will introduce to students how nonfiction writers think, how they work, the kinds of books nonfiction writers create, and decisions that nonfiction writers make about content, illustration and charts. Students will identify and use common nonfiction text features in writing, understand various ways to organize nonfiction writing and will apply one structure in their writing, explore voice and experience in nonfiction writing, and discover ways to find topics they are interested in writing about.
  3. The following lessons from the *CROSSWALK Coach* address the following standards and can be imbedded throughout the unit:
    - Lesson 17: Writing Informational Text, pages 162-167 (W.4.2.a-e)
    - Lesson 28: Punctuation, pages 242-247 (L.4.2.c)
    - Lesson 31: Root Words and Affixes, pages 260-265 (L.4.4.b)
- Follow Immersion Lessons from *Fundamentals of Writing: Nonfiction (Days 1-5)*
    - *Exploring Nonfiction*: Uses all unit titles to build excitement for the genre study and

##### Teacher Notes

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- sets the stage for discussions about features and characteristics of nonfiction
- *Nonfiction Features*: Students continue to identify and describe common nonfiction features. (The Great Fire by Jim Murphy)
- *Use of Voice*: Identifies how nonfiction authors insert their own unique voice into their writing (If You Decide to Go to the Moon by Faith McNully and A Drop of Water by Walter Wick)
- *Visuals in Nonfiction*: Uses several selections from unit books to examine different options for nonfiction visuals that support and enhance the text
- *Author Connection to Nonfiction Topics*: Explores how authors may have chosen their nonfiction topics. (How to Talk to Your Dog by Jean Craighead George)

#### Generating Ideas (Days 6-8)

- *Generating Ideas I: Exploring Passions and Fascinations*: pages 13-14
  - Students will explore their passions as possible topics for nonfiction writing.
- *Generating Ideas II: Primary Source Inspiration*: pages 15-16
  - Students will generate ideas for nonfiction topics which they have first-hand experience and can do primary source research on.
- *Generating Ideas III: Research Inspiration Rationale*: pages 17-18
  - Students will understand that nonfiction writing requires research and reading secondary source materials, and will generate ideas for topics they are interested in researching and reading more about

#### Selecting (Day 9)

- *Selecting: Ideas for a Topic*: pages 19-20
  - Students will select an idea thoughtfully from their writing notebook in order to write a nonfiction piece.

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#### Collecting (Days 10-14)

- *Collecting I: Questions Lead to Good Research:* pages 21-23
  - Students will identify what they know about their topic and questions they have in order to determine the research they will need to conduct.
- *Collecting II: Planning to Use Primary Sources:* pages 24-25
  - Students will determine how they will gather primary source information for their research (i.e. through observation).
- *Collecting III: Secondary Research:* pages 26-27
  - Students will determine how they will gather secondary source information for their research and begin to plan their research.

#### Drafting (Days 15-18)

- *Drafting I: Purpose and Audience:* pages 28-29
  - Students will begin drafting with their purpose and audience in mind.
- *Drafting II: Structure Possibilities:* pages 30-31
  - Students will analyze different structures for writing nonfiction and will draft with structure in mind.

**Note:** The following three lessons are from *The Fundamentals of Grammar and Conventions* Unit 3

- Lesson 5: *Wavy Words:* pages 67-70 (**Day 19**)
  - Students will notice nonfiction text layout features from a mentor text and will discuss the effects they have on readers.
- Lesson 6: *Using Fonts to Add Emphasis:* pages 71-73 (**Day 20**)
  - Students identify writers' font choices and will notice the impact they have on how a story is read, understood, and enjoyed.
- Lesson 7: *The Impact of Appearance:* pages 74-79 (**Day 21**)
  - Students continue to notice interesting choices for text layout and features and how they impact readers' listening experiences and students will try some of these techniques in their own writing.

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#### Revision (Days 22-24)

- *Revision I: Using Authentic Details:* pages 32-33
  - Students reread drafts, and ensure the use of authentic details, revising as needed to be more accurate or specific.
- *Revision II: Attending to Imagery:* pages 34-36
  - Students revise their drafts to include details and words that add imagery.
- *Revision III: Making the Most Out of Verbs:* pages 37-38
  - Students revise with a focus on verb choice to enhance and clarify their writing.

**Note:** The following two lessons are from *The Fundamentals of Grammar and Conventions* Unit 1

- Lesson 1: *The Many Uses of the Comma:* pages 5-10 **(Day 25)**
  - Students learn about the many uses of the comma and how this punctuation mark can enhance their writing, impact readers, and change the way something is read.
- Lesson 2: *The Quality of Commas:* pages 11-14 **(Day 26)**
  - Students continue to explore the many uses of commas and will recognize the important role they play in how text is read and interpreted.

#### Editing (Days 27-28)

- *Editing I: Capitalization of Nonfiction Features:* pages 39-40
  - Students will correct capitalization of text features such as headings and table of contents
- *Editing II: Punctuating Features of Nonfiction:* pages 41-42
  - Students will correct punctuation of text features such as headings, quotes, captions and glossaries

**Publishing (Days 29-32) Note:** Use additional days for students to rewrite or type final product. As students complete work, allow time for presentation of final products.

- *Publishing: Adding a Dedication and About the Author Page:* pages 43-46
  - Students will craft a Dedication page and an About the Author page to add to their



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finished writing.

#### Evaluation (Days 33-34)

- *Evaluation I: Using a Questionnaire to Think About Writing:* pages 47-48 and *Evaluation II: Teacher Assessment on Student Performance*
  - Students will utilize a self-assessment to understand how they have grown as authors and will be assessed by the teacher.

Recursive strategies include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling/usage.

#### **Vocabulary**

**Audience-** the person or group for whom a selection is written

**Closure-** a bringing to and end; conclusion

**Comma-** a punctuation mark used to separate words or groups of words in sentences

**Conclusion-** the closing or ending to a written selection

**Coordinating conjunction-** a conjunction that joins two independent clauses

**Edit-** to correct a written work, checking for grammar, spelling or punctuation errors

**Fact-** information that can be proven true

**Format-** the organization or arrangement of something

**Multimedia-** the combined use of several media such as sound, video or text

**Organizational structure-** a logical or orderly framework or arrangement

**Paragraph-** a group of sentences that supports a main idea

**Plan-** a method for doing something that has been thought out ahead of time

**Publish-** the final step in the writing process when the writer shares the work with others

**Quotation-** material that is repeated exactly

**Reflect-** to express carefully considered thoughts

## Grade Four English Language Arts

### Unit 2 Writing

**Revise-** a step in the writing process used to improve the original work  
**Sentence-** a group of words that express a clear thought  
**Source-** a person, place or thing that provides information  
**Subject-verb agreement-** the agreement in number of a subject or verb  
**Topic-** the main thought or subject of a written work

Assessment	Performance Task
<b><u>Formal</u></b> -Rubric/Checklist  <b><u>Informal</u></b> -Teacher Observation -Anecdotal Notes -Student Writing Samples from Unit Activities -Student Self-Assessment -Rubric	TBD

Instructional Strategies
See Appendix A for Additional Instructional Research Based and Differentiated Strategies

Resources	Technology Resources
<b><u>Instructional</u></b> -Student Work -Language Arts Addendum	<a href="http://www.schoolwidefundamentals.com">www.schoolwidefundamentals.com</a> <a href="http://jeancraigheadgeorge.com/">http://jeancraigheadgeorge.com/</a> <a href="http://www.brendazquiberson.com/">http://www.brendazquiberson.com/</a>

## Grade Four English Language Arts

### Unit 2 Writing

<ul style="list-style-type: none"><li>-Process Writing Framework</li><li>-Core Word List</li><li>-<i>Fundamentals of Writing</i>: Non-Fiction and Mentor Texts:<ul style="list-style-type: none"><li>• <u>Ape</u> by Martin Jenkins</li><li>• <u>A Drop of Water</u> by Walter Wick</li><li>• <u>Everglades</u> by Jean Craighead George</li><li>• <u>Exploding Ants</u> by Joanne Settel</li><li>• <u>The Great Fire</u> by Jim Murphy</li><li>• <u>How to Talk to Your Dog</u> by Jean Craighead George</li><li>• <u>If You Decide to Go to the Moon</u> by Faith McNully</li><li>• <u>Into the Sea</u> by Brenda Guiberson</li><li>• <u>The Top of the World: Climbing Mount Everest</u> by Steve Jenkins</li><li>• <u>A Walk in the Rainforest</u> by Kristin Joy Pratt</li></ul></li><li>-<i>Fundamentals of Grammar</i></li><li>-CROSSWALK Coach</li><li>-<i>Writer's Express</i> by Great Source</li></ul> <p><b><u>Teacher</u></b></p> <ul style="list-style-type: none"><li>-Student Assessment Data</li><li>-<i>Fundamentals of Writing</i>: Non-Fiction</li><li>-<i>Fundamentals of Grammar</i></li><li>-Narrative Writing materials by <i>Empowering Writers</i></li><li>-<i>Writer's Express</i> Teacher's Guide by Great Source</li><li>-CRISS Manual</li><li>-<i>Guiding Readers and Writers</i> by Fountas and Pinnell</li><li>-<i>Sitton Spelling Sourcebook</i></li><li>-CROSSWALK Coach</li></ul>	<ul style="list-style-type: none"><li><a href="http://www.xyzant.com">http://www.xyzant.com</a></li><li><a href="http://www.walterwick.com">http://www.walterwick.com</a></li></ul>
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## Grade Four English Language Arts

### Unit 2 Writing

Interdisciplinary Connections
Social Studies/Science

DRAFT

## Grade Four English Language Arts

### Unit 3 Writing

<b>Subject(s)</b>	Writing Language Arts
<b>Unit of Study</b>	<u>Sharing an Opinion</u> (Correlates with Unit 3 Reading- Using informational Text to Explore and Support Ideas)
<b>Pacing</b>	34 days

#### Overarching Standards (OS)

CCR.4.W.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.)

CCR.4.W.5 With guidance and support from peers and adults, DEVELOP and STRENGTHEN writing as needed by planning, revising, and editing.

CCR.4.W.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.

CCR.4.W.10 WRITE routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCR.4.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.

CCR.4.L.2 DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCR.4.L.2.a USE correct capitalization.

CCR.4.L.2.d SPELL grade-appropriate words correctly, consulting references as needed.

CCR.4.L.3 USE knowledge of language and its conventions when writing, speaking, reading, or listening.

## Grade Four English Language Arts

### Unit 3 Writing

Priority and Supporting CCSS	
CCR.4.W.1 WRITE opinion pieces on topics or texts, supporting a point of view with reasons and information.	
<b>CCR.4.W.1.a INTRODUCE</b> a topic or text clearly, <b>STATE</b> an opinion, and <b>CREATE</b> an organizational structure in which related ideas are grouped to support the writer's purpose.	
<b>CCR.4.W.1.b PROVIDE</b> reasons that are supported by facts and details.	
CCR.4.W.1.c LINK opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	
<b>CCR.4.W.1.d PROVIDE</b> a concluding statement or section related to the opinion presented.	
CCR.4.L.1.c USE modal auxiliaries (e.g., can, may, must) to convey various conditions.	
<b>CCR.4.L.3.a CHOOSE</b> words and phrases to convey ideas precisely.	
CCR.4.L.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).	

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
W.1a/1b/1d <ul style="list-style-type: none"> <li>• Topic</li> <li>• Awareness of Audience</li> <li>• How to persuade/argue</li> <li>• Organizational structure</li> <li>• Effective Introduction</li> <li>• Opinion/position</li> <li>• Relevant facts, reasons and details</li> <li>• Concluding statement/section</li> </ul>	<b>W.1a</b> <b>INTRODUCE</b> (a topic or text clearly) <b>STATE</b> (an opinion) <b>CREATE</b> (an organizational structure in which related ideas are grouped to support the writer's purpose) <b>W.1b</b> <b>PROVIDE</b> (reasons that are supported by facts and details) <b>W.1d</b> <b>PROVIDE</b> (a concluding statement or section related to the opinion presented)	2 2,3 6   3   3

## Grade Four English Language Arts

### Unit 3 Writing

L.3a <ul style="list-style-type: none"><li>Effective word choice</li></ul>	L.3a <b>CHOOSE</b> (words and phrases to convey ideas precisely)	1,3
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Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"><li>How do I use mentor texts to help me develop a persuasive piece of writing?</li><li>How does author's choice impact audience?</li></ol>	<ol style="list-style-type: none"><li>Persuasive writers address the needs of the audience and build a logical and reasoned case to support a clear position.</li><li>Effective readers, writers and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening.</li></ol>

Standardized Assessment Correlations (State, College and Career)
<b>Expectations for Learning (in development)</b> This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.

Learning Activities
<b>Focus of Unit</b> <ul style="list-style-type: none"><li>Writing opinions that include a strong introduction, clear and relevant support as well as an effective closing</li><li>Using effective word choice</li></ul> <b>Activities</b> <ul style="list-style-type: none"><li>Follow Scope and Sequence of <i>Sitton Spelling</i></li><li>The following lessons from the <i>CROSSWALK Coach</i> address the following standards and can be imbedded</li></ul>

## Grade Four English Language Arts

### Unit 3 Writing

throughout the unit:

- Lesson 16: Writing Opinions, pages 156-161 (W.4.1.a-d)
- Lesson 17: Writing Informational Texts, pages 162-167 (L.4.6)
- Lesson 21: Verbs and Verb Tenses, pages 200-205 (L.4.1.c)
- Lesson 29: Style, Tone, and Word Choice, pages 248-253 (L.4.3.a)
- The **Editorial** portion of the Fundamentals of Writing Unit: *Feature Article with Editorial* will be used to support this unit. Students will explore and share their opinions on issues that directly affect them, as well as other current issues in the world. **Because the focus of this unit is Opinion Writing, students will bring their Editorial writing to final publication and will be assessed using a Grade 4 Opinion Writing Rubric** (pages 185-186 and at [www.schoolwide.com](http://www.schoolwide.com) ). Student Performance Checklist for Editorial can be found on pages 179-180. Formative Assessment Notes can be found on pages 181-182.
- Mentor Texts for Editorial can be found on pages 127-130. A list of Mentor Text **Tier II** (words that appear frequently across many domains and are found in many complex texts) and **Tier III** (low frequency technical words that are related to a specific content area) vocabulary words can be found on page 121 for Editorial. Teachers should select from these words and incorporate into writing instruction.
- Teachers should follow the writing process during the writing block to teach the lessons in the unit. However, students may work at different stages of the writing process. Teachers may also use professional judgment to adjust/combine lessons based on student needs. Ideas for extension activities are noted at the end of each lesson.

**Note:** The following lesson is from *The Fundamentals of Grammar and Conventions* Unit 3 and should be imbedded within this unit.

- Lesson 4: *Well-Built Sentences Lead to Well-Built Paragraphs*: pages 63-66
- Students begin to write paragraphs that include interesting beginnings, varied sentence lengths, creative word order, and transitional phrases.



## Grade Four English Language Arts

### Unit 3 Writing

- Student will write opinions that include a strong introduction, clear and relevant support as well as an effective closing. Students will use effective word choice to connect reasons and opinions.
  - Before beginning the Editorial lessons, make sure students understand the purpose of forming opinions (i.e., *Opinion pieces are written to share a viewpoint or to “make a case” on a given topic, books that they are reading, or from their own life experiences*).
  - Model and provide **multiple** opportunities for students to participate in collaborative conversations where students can practice sharing their opinions about books, characters, and topics/issues relevant to grade 4. Students need to support their opinions with facts and details. For subsequent lessons, consider creating a chart to generate words for expressing opinion:

Literature	Characters/People	Topics/Issues
❖ Funny	❖ important	❖ safe/dangerous
❖ Makes me think	❖ caring	❖ fair/unfair
❖ Page-turner	❖ brave	❖ best/worse
❖ Engaging	❖ imaginative	❖ healthy/unhealthy
❖ sad	❖ kind	❖ important/unimportant

- Move from general conversations to more explicit use of texts such as written editorials (*Storyworks* passages can be found in the supporting materials section of unit 3 writing) that pertain to students' interests and passions. Students can then debate current issues and write, freely, short written responses to these issues. Use the student writing as a pre-assessment and as a means to provide small group instruction during the writing workshop block as students work to create a whole opinion writing piece. Additional resources can be found at:

<http://www.theledger.com/section/COLUMNISTS0304>

<http://www.headlinespot.com/opinion/oped/>

<http://www.thewritesource.com/studentmodels/>

<http://www.timeforkids.com/search/site/debate>

<http://teacher.scholastic.com/scholasticnews/indepth/upfront/debate/index.asp?article=pastdebates>

<http://teacher.scholastic.com/scholasticnews/magazines/junior/votearchive.htm>

## Grade Four English Language Arts

### Unit 3 Writing

- Immersion pages 131-142
  - *What is an Editorial?:* Students will identify the author's opinion, purpose and audience of an editorial piece titled, "End Homework Now".
  - *Features of an Editorial:* Students will analyze another editorial titled, "Video Games Can Be Valuable Learning Tools."
- Generating Ideas Pages 143-147
  - *Hot Topics for Editorials:* Students will create lists of topics they feel strongly about and will form opinions about them.
- Selecting Pages 148-151
  - *My Most Important Issue:* Student will decide on a topic for the best editorial.
- Collecting Pages 152-155
  - *Anticipating Arguments:* Students will consider the counterarguments to their positions and rebut those arguments to make their opinions stronger and more valid.
- Drafting Pages 156-165
  - *Drafting I: Introducing Your Topic:* Students will experiment with topic introductions and express their opinions in order to pull readers into their writing.
  - *Drafting II: Persuasive Writing Signal Words:* Students will use signal and transition words as they continue to draft.
- Revising Pages 166-169
  - *A Persuasive Voice:* Students will use persuasive techniques in order to prepare their readers to accept their arguments or points of view.

## Grade Four English Language Arts

### Unit 3 Writing

- Editing Pages 170-172
  - *A Final Edit*: Students will use an editing checklist to ensure clear meaning and proper usage.
- Publishing Pages 173-178 **Note**: Provide additional time throughout the day for students to work on final products (i.e., typing on computer, PowerPoint, template to mimic newspaper layout, audio recordings and visual displays to enhance points)
  - *Enticing Titles*: Students will create enticing titles that identifies their focus.
- Extended Learning (Link back to initial learning when using the mentor texts)
  - Provide time for students to share published piece in a small group or to the class. Presentations can be video recorded. The audience can then evaluate/critique the author's writing. Teacher may need to model what this looks like prior to sending students off to complete the task independently. Questions for analyzing opinion pieces:
    - *How does the author introduce the piece?*
    - *Does the introduction begin to draw the reader toward the opinion? If not, what else could the author have done?*
    - *What reasons does the author give, or provide, for the opinion?*
    - *Did the author bring his writing to a closure? How?*
  - Additional independent tasks during the remainder of the school year:
    - Interactive word maps can be found at [www.readwritethink.org/files/resources/interactives/persuasion\\_map/](http://www.readwritethink.org/files/resources/interactives/persuasion_map/).
    - Students can write book reviews in the form of a poster, video clip or written narrative (Tone should be more of a formal tone than personal response to literature)
    - Students can write for a personal audience, such as a letter to the teacher telling how they feel about a particular part of classroom life or to a broader audience such as writing to the building principal or to a community member.
    - Students can create a blog that states an opinion about a book and ask classmates to respond with agreement or disagreement. **Note**: <http://edublogs.org>. (This website offers a free system for setting up and implementing the blog process.)

## Grade Four English Language Arts

### Unit 3 Writing

- Create multi-media opinion pieces. Students can work in small groups to generate opinion pieces about a topic and then use photographs with captions to show the reasons behind the opinions. Groups can then compose a written piece, supported by photos.  
(Source: The Common Core Writing Book by Gretchen Owocki)

Recursive strategies include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling/usage.

### Vocabulary

**Audience-** the person or group for whom a selection is written  
**Closure-** a bringing to and end; conclusion  
**Comma-** a punctuation mark used to separate words or groups of words in sentences  
**Conclusion-** the closing or ending to a written selection  
**Counterargument-** a different or opposite position in an argument  
**Debate-** a discussion involving opposing viewpoints  
**Edit-** to correct a written work, checking for grammar, spelling or punctuation errors  
**Format-** the organization or arrangement of something  
**Issue-** the topic in question or a matter that is in dispute  
**Opinion piece-** writing that gives one's beliefs based on thought or feelings rather than on facts  
**Organizational structure-** a logical or orderly framework or arrangement  
**Paragraph-** a group of sentences that supports a main idea  
**Persuade-** to encourage someone to believe something by appealing to reason, emotion or understanding; to convince  
**Plan-** a method for doing something that has been thought out ahead of time  
**Point of View-** an opinion, attitude, or judgment about a particular issue  
**Publish-** the final step in the writing process when the writer shares the work with others  
**Reflect-** to express carefully considered thoughts  
**Revise-** a step in the writing process used to improve the original work

## Grade Four English Language Arts

### Unit 3 Writing

**Sentence-** a group of words that express a clear thought  
**Source-** a person, place or thing that provides information  
**Stance-** an emotional position taken with respect to a topic  
**Topic-** the main thought or subject of a written work  
**Transition/linking word/phrase/clause-** a word, phrase or clause that connects one idea to another

Assessment	Performance Task
<b>Formal</b> -Grade Specific Writing Rubric  <b>Informal</b> -Teacher Observation and Anecdotal Notes using Formative Assessment Notes -Student Writing Samples from Unit Activities -Student Self-Assessment -Student Checklist -Student Presentations	TBD

Instructional Strategies
See Appendix A for Additional Instructional Research Based and Differentiated Strategies

Resources	Technology Resources
-Student Work -Language Arts Addendum -Process Writing Framework -Core Word List	<a href="http://www.schoolwide.com">www.schoolwide.com</a> <ul style="list-style-type: none"> <li>Unit Resources Planning tool</li> <li>Links and Videos for teachers</li> <li>Writing Rubric aligned to CCSS</li> </ul>

## Grade Four English Language Arts

### Unit 3 Writing

<p><i>-Fundamentals of Writing: Feature Article and Mentor Texts:</i></p> <ul style="list-style-type: none"> <li>• <u>And So They Build</u> by Bert Kitchen</li> <li>• <u>Animal Minis! What Kids Really Want to Know About Tiny Animals</u> by Cherie Winner</li> <li>• <u>Basketball in Action</u> by John Crossingham and Sarah Dann</li> <li>• <u>George Washington's Teeth</u> by Deborah Chandra and Madeleine Comora</li> <li>• <u>Ice Bear: In the Steps of the Polar Bear</u> by Nicola Davies</li> <li>• <u>The Life and Times of the Peanut</u> by Charles Micucci</li> <li>• <u>Secrets of the Mummies</u> by Harriet Griffey</li> <li>• <u>SNAP! A Book About Alligators and Crocodiles</u> by Melvin and Gilda Berger</li> <li>• <u>Soccer in Action</u> by Sarah Dann and Niki Walker</li> <li>• <u>The Story of Salt</u> by Mark Kurlansky</li> </ul> <p><i>Editorial Portion Mentor Texts:</i></p> <ul style="list-style-type: none"> <li>• "End Homework Now"</li> <li>• "Video Games Can Be Valuable Learning Tools"</li> <li>• "You Can Make a Difference"</li> </ul> <p><i>-Storyworks Passages</i>  <i>-Fundamentals of Grammar</i>  <i>-CROSSWALK Coach</i>  <i>-Writer's Express</i> by Great Source</p>	<ul style="list-style-type: none"> <li>• Student Benchmark Exemplars</li> <li>• Digital Appendices</li> </ul> <p><a href="http://www.accd.edu/sac/j-p/features.html">http://www.accd.edu/sac/j-p/features.html</a>  <a href="http://jerz.setonhill.edu/writing/journalism/feature.html">http://jerz.setonhill.edu/writing/journalism/feature.html</a>  <a href="http://www.afnews.af.mil/products/primer/corea7a.htm">http://www.afnews.af.mil/products/primer/corea7a.htm</a>  <a href="http://www.kidsdiscover.com/">http://www.kidsdiscover.com/</a>  <a href="http://www.zoobooks.com/">http://www.zoobooks.com/</a>  <a href="http://www.cricketmag.com/shop_magazines.asp">http://www.cricketmag.com/shop_magazines.asp</a>  <a href="http://www.timeforkids.com/TFK/">http://www.timeforkids.com/TFK/</a>  <a href="http://www.kids.nationalgeographic.com">http://www.kids.nationalgeographic.com</a>  <a href="http://www.sikids.com/">http://www.sikids.com/</a>  <a href="http://www.readwritethink.org/files/resources/interactives/persuasion_map/">www.readwritethink.org/files/resources/interactives/persuasion_map/</a>  <a href="http://edublogs.org">http://edublogs.org</a></p>
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## Grade Four English Language Arts

### Unit 3 Writing

<b>Teacher</b> <ul style="list-style-type: none"><li>-Student Assessment Data</li><li>-<i>Fundamentals of Writing</i>: Feature Article</li><li>-<i>Fundamentals of Grammar</i></li><li>-Narrative Writing materials by <i>Empowering Writers</i></li><li>-<i>Writer's Express</i> Teacher's Guide by Great Source</li><li>-<i>CRISS</i> Manual</li><li>-<i>Guiding Readers and Writers</i> by Fountas and Pinnell</li><li>-<i>Sitton Spelling Sourcebook</i></li><li>-<i>CROSSWALK Coach</i></li></ul>	
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Interdisciplinary Connections

## Grade Four English Language Arts

### Unit 4 Writing

<b>Subject(s)</b>	Writing Language Arts
<b>Unit of Study</b>	Unit 4: Other Worlds: Mythology and Fantasy/ <u>Engaging Audiences with Narrative Techniques</u> (Correlates with Unit 4 Reading - Examining Language and Narration in Fiction)
<b>Pacing</b>	29 days (25 days instruction; 4 days re-teaching/enrichment)

#### Overarching Standards (OS)

CCR.4.W.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.)

CCR.4.W.5 With guidance and support from peers and adults, DEVELOP and STRENGTHEN writing as needed by planning, revising, and editing.

CCR.4.W.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.

CCR.4.W.10 WRITE routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCR.4.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.

CCR.4.L.2 DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCR.4.L.2.a USE correct capitalization.

CCR.4.L.2.d SPELL grade-appropriate words correctly, consulting references as needed.

CCR.4.L.3 USE knowledge of language and its conventions when writing, speaking, reading, or listening.



## Grade Four English Language Arts

### Unit 4 Writing

Priority and Supporting CCSS
<p><b>CCR.4.W.3 WRITE</b> narratives to develop real or imagined experiences or events <b>USING</b> effective technique, descriptive details, and clear event sequences</p> <p><b>CCR.4.W.3.a ORIENT</b> the reader by establishing a situation and introducing a narrator and/or characters; <b>ORGANIZE</b> an event sequence that unfolds naturally.</p> <p><b>CCR.4.W.3.b USE</b> dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>CCR.4.W.3.c USE a variety of transitional words and phrases to manage the sequence of events.</p> <p>CCR.4.W.3.d USE concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>CCR.4.L.1.e FORM and USE prepositional phrases</p> <p><b>CCR.4.L.2.b USE</b> commas and quotation marks to mark direct speech and quotations from a text.</p>

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
<p>W.3/3a/3b</p> <ul style="list-style-type: none"> <li>• Topic</li> <li>• Awareness of audience</li> <li>• Narrative writing</li> <li>• Descriptive details</li> <li>• Event Sequence</li> <li>• Characters and how they respond to situations</li> <li>• Narrator</li> <li>• Dialogue</li> <li>• Organizational pattern (e.g., chronological order, flashback)</li> </ul>	<p><b>W.3</b></p> <p><b>WRITE</b> (narratives to develop real or imagined experiences or events)</p> <p><b>USE</b> (effective technique, descriptive details, and clear event sequence)</p> <p><b>W.3a</b></p> <p><b>ORIENT</b> (the reader by establishing a situation and introducing a narrator/characters)</p> <p><b>ORGANIZE</b> (an event sequence that unfolds naturally)</p> <p><b>W.3b</b></p> <p><b>USE</b> (dialogue and description to develop experiences and events or show the responses of characters to situations)</p>	<p>6</p> <p>3</p> <p>2,3</p> <p>3,6</p> <p>3</p>

## Grade Four English Language Arts

### Unit 4 Writing

L.2b <ul style="list-style-type: none"><li>Commas and Quotation marks in dialogue</li><li>How to quote accurately</li></ul>	<b>L.2b</b> <b>USE</b> (commas and quotation marks to mark direct speech and quotations from a text)	3
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Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"><li>What is my purpose and how do I develop it?</li><li>Why do the rules of language matter?</li></ol>	<ol style="list-style-type: none"><li>Writing should be purposefully focused, detailed, organized and sequenced in a way that clearly communicates the ideas to the readers.</li><li>Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.</li></ol>

#### Standardized Assessment Correlations (State, College and Career)

##### Expectations for Learning (in development)

This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.

## Grade Four English Language Arts

### Unit 4 Writing

#### Learning Activities

##### **Focus of Unit**

- Writing narratives including strong leads by introducing a narrator/characters, organizing event sequence and using dialogue and description
- Using concrete words and phrases as well as prepositions and prepositional phrases
- Using commas and quotation marks in dialogue

##### **Notes:**

1. Follow Scope and Sequence of *Sitton Spelling*.
2. The following lessons from the *CROSSWALK Coach* address the following standards and can be imbedded throughout the unit:
  - Lesson 18: Writing Narratives, pages 168-173 (W.4.3.a-e)
  - Lesson 24: Prepositions and Prepositional Phrases, pages 218-224 (L.4.1.e)
  - Lesson 28: Punctuation, pages 242-248 (L.4.2.b)
3. The *Fundamentals of Writing Unit*. Author Study of Cynthia Rylant will teach the purpose of writing and how to form and communicate ideas to different audiences. Students will strengthen their writing craft as learn how to examine leads and as they begin to create movement over time. Finally, students will revise their work for clarity and organization and will edit their work for spelling and verb tenses. Students will bring their writing to final publication and will be assessed using a Grade 4 Narrative Writing Rubric. Students should be introduced to the rubric at the beginning of the unit. Teachers may also use the Student Performance Checklist throughout the unit to measure student achievement (pages 114-116) as well as the Formative Assessment Notes when conferencing with students (pages 117-118).
4. The Immersion Lessons using the Mentor Texts may be completed in the beginning or throughout the unit. A list of Mentor Text **Tier II** (words that appear frequently across many domains and are found in many complex texts) and **Tier III** (low frequency technical words that are related to a specific content area) vocabulary words can be found on 4-5. Teachers should select from these words and incorporate into writing instruction.
5. Teachers should follow the writing process during the writing block to teach the lessons in the unit. However, students may work at different stages of the writing process. **Teachers may also use professional judgment to**

## Grade Four English Language Arts

### Unit 4 Writing

**adjust/combine lessons based on student needs.** Ideas for extension activities are noted at the end of each lesson.

6. Lessons from *The Fundamentals of Grammar and Conventions* are imbedded into this unit to teach students about comma usage. Additional grammar mini-lessons can be added when needed.

- Follow Immersion Lessons from Fundamentals of Writing: Author Study/Cynthia Rylant. Pages 22-42 **Note:** Mentor Text Summaries can be found on pages 19-21.
  - *What Makes Cynthia Rylant a Good Mentor Author?* Students will engage in a range of collaborative conversations as they explore a variety of Cynthia Rylant books.
  - *Motivation and Purposes for Writing:* Students will learn and discuss the author's motivation and purposes for writing. Best Wishes
  - *Effective Techniques That Develop Personal Experiences:* Students will discuss how the author uses effective narrative techniques (i.e., descriptive details, vivid verbs and clear event sequence). The Relatives Came
  - *Approaching Familiar Topics in Similar and Different Ways:* Students will discuss how writers can write about the same topic in different ways. Night in the Country and Long Night Moon
  - *Using Text Evidence to Support Analysis and Reflection:* Students will draw evidence from literary texts to support analysis and reflection in order to better understand common themes and messages. Every Little Thing and Boris.
  - *Wrapping it Up:* Students write letters to Cynthia Rylant telling her about their experiences with her writing. **Note:** This lesson is optional. Other ways to implement it would be as a homework assignment, class letter or as student choice.

#### Generating Ideas Pages 43-59

- *Generating Ideas I: Reflecting on the Past:*
  - Students will generate ideas for writing by recalling significant moments/events from their own lives.
- *Generating Ideas II: Writers Write About Places They Love:*
  - Students will use specific details to describe special places connected to experiences in their lives.

## Grade Four English Language Arts

### Unit 4 Writing

- *Generating Ideas III: Habits of Mind Help Writers Find Topics*
  - Students will free-write topics.
- *Generating Ideas IV: Passions and Longings:*
  - Students will examine their own passions and longings to possibly write about.
- *Generating Ideas V: Inspired by Symbols:*
  - Students will explore symbols used in writing.

#### Selecting Pages 60-63

- *Selecting I: Writers Reread Their Work to Select Ideas:*
  - Students will organize ideas generated so far, by common topics or themes and will share ideas to narrow down to two writing ideas.

#### Collecting Pages 64-77

- *Collecting I: Writers Think About Their Purposes:*
  - Students will develop purpose for writing and how the information will affect their stories.
- *Collecting II: Envisioning Events and Conversations:*
  - Students will add sensory details to their writing.
- *Collecting III: Personification:*
  - Students will use concrete words and personification to convey their experiences precisely.
- *Collecting IV: How to Create Movement Over Time:*
  - Students will develop their experiences and organize event sequence to unfold naturally.

**Note to Teachers:** Allow several days for students to **draft** and **revise** their writing. Teachers should use professional judgment when pacing the drafting and revision lessons. Additional writing time may be provided throughout the day.

#### Drafting Pages 78-85

- *Drafting 1: Narrative Text Structure:*
  - Students will use a narrative text structure when writing their drafts.

## Grade Four English Language Arts

### Unit 4 Writing

- *Drafting II: Endings with a Purpose:*
  - Students will explore ways to close their pieces of writing.

#### Revision Pages 86-100

- Revision I: Show, Don't Tell What Your Character Is Feeling
  - Students will revise their writing using descriptive details and dialogue to develop the thoughts, feelings and responses of their characters.
- *Revision II: Revising the Lead:*
  - Students will revise their leads to draw readers into their writing.
- *Revision III: Sentence Fluency:*
  - Students will revise their sentence lengths to add rhythm and interest to their pieces.
- *Revising IV: Revising for Clarity and Organization:*
  - Students will revise their work for their narratives to be sure they are clear and well organized.

#### Editing Pages 101-106

- *Editing I: Correct Spelling:*
  - Students will apply spelling strategies (i.e., drop "e" add "ing", doubling consonants).
- *Editing II: Editing Verbs:*
  - Students will examine their drafts for subjects and verb tense to help convey mood and meaning.

**Note:** The following lesson is from the *Fundamentals of Grammar and Conventions* Unit 1

- Lesson 3: *Using Commas in Dialogue:* page 15
  - Students will learn proper use of commas to enable readers to follow dialogue and know who is speaking as they read.

**Note:** Provide **student choice** for format of published piece. Allow for additional time throughout the day for students to work on the final products.

## Grade Four English Language Arts

### Unit 4 Writing

#### Publishing Pages 107- 109

- *Publishing: Writing an Author's Note:*
  - Students will write an author's note reflecting on their growth as a writer through the process.

#### Evaluation (110-113)

- *Student Self-Assessment:*
  - Students will reflect on the entire writing process, new strategies tried, and accomplishments as a writer.

Recursive strategies include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling/usage.

#### **Vocabulary**

**Audience-** the person or group for whom a selection is written or performed

**Character-** a person, thing or animal in a story

**Comma-**

**Description-** words that are used to tell or write about something

**Edit-** to correct a written work, checking for grammar, spelling or punctuation errors

**Event-** a happening in a story

**Event sequence-** the order in which events occur

**Organizational structure-** a logical or orderly framework or arrangement

**Pacing-** the appropriate development of events or ideas in narrative writing

**Plan-** a method for doing something that has been thought out ahead of time

**Publish-** the final step in the writing process when the writer shares the work with others

**Preposition-** a word that shows relationship in time or space

**Prepositional Phrase-** a phrase that begins with a preposition and ends with a noun or pronoun; can act as an adjective or adverb

**Reflect-** to express carefully considered thoughts

## Grade Four English Language Arts

### Unit 4 Writing

**Revise-** a step in the writing process used to improve the original work  
**Sensory detail-** a description using the five senses  
**Sentence-** a group of words that express a clear thought  
**Topic-** the main thought or subject of a written work  
**Writer's purpose-** the reason or reasons an author has for writing a selection  
**Verb tense-** a verb that indicates the time in which the action is performed

Assessment	Performance Task
<b><u>Formal</u></b> -Grade Specific Writing Rubric  <b><u>Informal</u></b> -Teacher Observation and Anecdotal Notes using Formative Assessment Notes -Student Writing Samples from Unit Activities -Student Self-Assessment -Student Checklist	TBD

Instructional Strategies
See Appendix A for Additional Instructional Research Based and Differentiated Strategies

Resources	Technology Resources
<b><u>Instructional</u></b> -Student Work -Language Arts Addendum -Process Writing Framework	<a href="http://www.schoolwide.com">www.schoolwide.com</a> <ul style="list-style-type: none"> <li>Unit Resources Planning tool</li> <li>Links and Videos for teachers</li> <li>Writing Rubric aligned to CCSS</li> </ul>



## Grade Four English Language Arts

### Unit 4 Writing

<ul style="list-style-type: none"><li>-Core Word List</li><li>-<i>Fundamentals of Writing</i>: Cynthia Rylant Author Study and Mentor Texts:<ul style="list-style-type: none"><li>• <u>An Angel for Solomon Singer</u></li><li>• <u>Appalachia: The Voices of Sleeping Birds</u></li><li>• <u>Best Wishes</u></li><li>• <u>Boris</u></li><li>• <u>Every Little Thing</u></li><li>• <u>Long Night Moon</u></li><li>• <u>Missing May</u></li><li>• <u>Night in the Country</u></li><li>• <u>The Relatives Came</u></li><li>• <u>Scarecrow</u></li></ul></li><li>-<i>Fundamentals of Grammar</i> and Mentor Texts<ul style="list-style-type: none"><li>• <u>Mothers to Tigers</u> by George Ella Lyon</li></ul></li><li>-<i>CROSSWALK Coach</i></li><li>-<i>Writer's Express</i> by Great Source</li></ul> <p><b><u>Teacher</u></b></p> <ul style="list-style-type: none"><li>-Student Assessment Data</li><li>-<i>Fundamentals of Writing</i>: Cynthia Rylant</li><li>-<i>Fundamentals of Grammar and Conventions</i></li><li>-Narrative Writing materials by <i>Empowering Writers</i></li><li>-<i>Writer's Express</i> Teacher's Guide by Great Source</li><li>-<i>CRISS</i> Manual</li><li>-<i>Guiding Readers and Writers</i> by Fountas and Pinnell</li><li>-<i>Sitton Spelling Sourcebook</i></li><li>-<i>CROSSWALK Coach</i></li></ul>	<ul style="list-style-type: none"><li>• Student Benchmark Exemplars</li><li>• Digital Appendices</li></ul> <p><a href="http://Rylant.com">http://Rylant.com</a></p> <p><a href="http://www.emints.org/ethemes/resources/S00001654.shtml">http://www.emints.org/ethemes/resources/S00001654.shtml</a></p> <p><a href="http://www.wvwc.edu/lib/wv_authors/authors/a_rylant.htm">http://www.wvwc.edu/lib/wv_authors/authors/a_rylant.htm</a></p>
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## Grade Four English Language Arts

### Unit 4 Writing

Interdisciplinary Connections

## Grade Four English Language Arts

### Unit 5 Writing

<b>Subject(s)</b>	Writing Language Arts
<b>Unit of Study</b>	Unit 5: Performance, Poetry, and Drama (Correlates with Unit 5 Reading - A Closer Look at Story Elements and Structure in Multiple Genres)
<b>Pacing</b>	24 days (20 days instruction; 4 days re-teaching/enrichment) <b>Note:</b> Due to pacing, all 24 days may be used for Instructional Days.

#### Overarching Standards (OS)

CCR.4.W.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.)

CCR.4.W.5 With guidance and support from peers and adults, DEVELOP and STRENGTHEN writing as needed by planning, revising, and editing.

CCR.4.W.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.

CCR.4.W.10 WRITE routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCR.4.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.

CCR.4.L.2 DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCR.4.L.2.a USE correct capitalization.

CCR.4.L.2.d SPELL grade-appropriate words correctly, consulting references as needed.

CCR.4.L.3 USE knowledge of language and its conventions when writing, speaking, reading, or listening.

## Grade Four English Language Arts

### Unit 5 Writing

Priority and Supporting CCSS
<p><b>CCR.4.W.3 WRITE narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b></p> <p><b>CCR.4.W.3.a</b> ORIENT the reader by establishing a situation and introducing a narrator and/or characters; ORGANIZE an event sequence that unfolds naturally.</p> <p>CCR.4.W.3.b USE dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p><b>CCR.4.W.3.d USE concrete words and phrases and sensory details to convey experiences and events precisely.</b></p> <p>CCR.4.W.3.e PROVIDE a conclusion that follows from the narrated experiences or events.</p> <p>CCR.4.L.1.d ORDER adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p><b>CCR.4.L.3.b CHOOSE punctuation for effect.</b></p> <p>CCR.4.L.5 DEMONSTRATE understanding of figurative language, word relationships, and nuances in word meanings.</p>

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
<p>W.3/3.d</p> <ul style="list-style-type: none"> <li>Narrative writing</li> <li>Topic</li> <li>Event sequence</li> <li>Description</li> <li>Organizational pattern</li> <li>Sensory images (e.g., figurative language, descriptions of how things look, feel, smell, taste, sound)</li> </ul>	<p><b>W.3</b> <b>WRITE</b> (narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences)</p> <p><b>W.3d</b> <b>USE</b> (concrete words and phrases and sensory details to convey experiences and events precisely)</p>	<p>6</p>
<p>L.3b</p> <ul style="list-style-type: none"> <li>Punctuation</li> </ul>	<p><b>L.3b</b> <b>CHOOSE</b> (punctuation for effect)</p>	<p>1</p>

## Grade Four English Language Arts

### Unit 5 Writing

Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"><li>1. What is my purpose and how do I develop it?</li><li>2. How does author's choice impact an audience?</li></ol>	<ol style="list-style-type: none"><li>1. Writing should be focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</li><li>2. Effective readers, writers, and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening.</li></ol>

#### Standardized Assessment Correlations (State, College and Career)

##### **Expectations for Learning (in development)**

This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.

## Grade Four English Language Arts

### Unit 5 Writing

Learning Activities	
<p><b><u>Focus of Unit</u></b></p> <ul style="list-style-type: none"> <li>• Writing narratives (with a focus of poetry) using effective technique, sensory and descriptive details and sequence</li> <li>• Choosing punctuation for effect</li> </ul> <p><b><u>Activities</u></b></p> <p><b><u>Notes:</u></b></p> <ol style="list-style-type: none"> <li>1. Follow Sitton Spelling</li> <li>2. The <i>Fundamentals of Writing: Poetry</i> Unit will be used in this unit. This unit introduces students to the fundamental qualities of poetry. Students will listen to and read poems aloud, identify the features of poetry, gain an appreciation for the form and function of poetry and begin to gather favorite poets and poetry. Students will share often and will confer with teacher as needed throughout the unit. The mentor texts used in the Immersion Lessons will be used throughout the unit. Ideas for extension activities are noted at the end of each lesson. Finally, pacing for lessons is noted but may be adjusted based on student needs. Lessons from <i>The Fundamentals of Grammar and Conventions</i> will be imbedded into this unit. Additional grammar mini-lessons can be added when needed.</li> <li>3. The following lessons from the <i>CROSSWALK Coach</i> address the following standards and can be imbedded throughout the unit: <ul style="list-style-type: none"> <li>➤ Lesson 18, pages 168-173 (W.4.3.a-e)</li> <li>➤ Lesson 22, pages 206-211 (L.4.1.d)</li> <li>➤ Lesson 28, pages 242-247 (L.4.3.b)</li> <li>➤ Lesson 29, pages 248-253 (L.4.3.a)</li> <li>➤ Lesson 33, pages 272-277 (L.4.5.a)</li> </ul> </li> </ol> <ul style="list-style-type: none"> <li>• Follow Immersion Lessons from <i>Fundamentals of Writing: Poetry</i>. <b>(Days 1-5)</b> <ul style="list-style-type: none"> <li>○ <i>The Art of Reading Poetry Aloud</i>: Introduces students to the rich oral tradition of poetry and that it is meant to be read aloud. (<i>Reflections on a Gift of a Watermelon Pickle...</i> by</li> </ul> </li> </ul>	<p><b><u>Teacher Notes</u></b></p>

## Grade Four English Language Arts

### Unit 5 Writing

Dunning, Leuders, and Smith).

- *The Art of Reading Poetry Aloud (continued)*: Uses several selections from the unit books to explore how choral readings are an excellent way to teach important read-aloud skills and to notice effects of voice, tone, volume, and pace.
- *Imagery*: Students examine how poetry inspires strong images in its readers' minds (Seeing the Blue Between by Paul Janeczko and Knock at a Star by X.J. Kennedy)
- *Universal Appeal*: Students explore the power that poetry has to connect to readers and help us understand one another (Seeing the Blue Between by Paul Janeczko and Baseball, Snakes, and Summer Squash by Donald Graves)
- *A Poet's Dictionary*: uses all unit books in an interactive exercise that helps further students' understanding of the tools and words poets use.

#### Generating Ideas (Days 6-9)

- *Generating Ideas I: Poems Tell Our Stories* pages 12-13
  - Students will understand that poets use poetry to tell the story of their lives (memoir) to generate ideas for writing and will start writing some drafts of poems.
- *Generating Ideas II: Poems Capture Moments*: pages 14-15
  - Students will examine how poets capture ordinary and remarkable moments to generate ideas for writing and will continue drafting poems.
- *Generating Ideas III: Poems Celebrate What We Love*: pages 16-17
  - Students will use poetry to celebrate their passions and will draft poems in their journals.
- *Generating Ideas IV: Poems are Reflective*: pages 18-19
  - Students will take a reflective stance to generate ideas for writing and draft poems in journals.

#### Selecting (Day 10)

- *Selecting Poems to Publish*: pages 20-21
  - Students will consider audience, purpose, and expectations as they prepare to publish their poems.

## Grade Four English Language Arts

### Unit 5 Writing

#### Collecting (Days 11-13)

- *Collecting I: Writing What We See, Feel, Hear*: pages 22-23
  - Students will include sensory images in their writing.
- *Collecting II: Finding Mystery, Finding the Truth*: pages 24-25
  - Students will dig beneath the surface of their subject to find depth and unexpected ideas.
- *Collecting III: Finding the Heart of a Poem*: pages 26-27
  - Students will understand that the best poetry makes the reader and writer feel, and will explore poems to find the heart of what the poet is trying to say.

#### Drafting (Day 14)

- *Drafting: Line Breaks, Form, Shape and Sound* : pages 28-29
  - Students will consider form when writing poems, and will learn that line breaks determine the form, shape and sound of a poem.

#### Revision (Day 15-17)

- *Revision I: The Gift of Revision*: pages 30-31
  - Students will understand that revision is a crucial stage of the writing process, and that it is an opportunity to strengthen their craft.
- *Revision II: Two-Column Poem*: pages 32-33
  - Students will look carefully at word choice and details using a two column organizer.
- *Revision III: Poetic Devices*: pages 34-36
  - Students will revise their poems for poetic devices using a checklist.

**Note:** The following two lessons are from *The Fundamentals of Grammar and Conventions* Unit 2. See Unit 1 to review punctuation conventions (ending punctuation, comma, ellipses, etc.)

- Lesson 5: *Careful Capitalization*: pages 41-44 (**Day 18**)
  - Students learn that months of the year and geographic places, including the abbreviations for states should be capitalized.



## Grade Four English Language Arts

### Unit 5 Writing

- Lesson 6: *Continued Care With Capitalization: pages 45-49 (Day 19)*
  - Students continue learning conventions for capitalization, including understanding where one sentence ends and another begins to know where to capitalize.

#### Editing (Days 20-21)

- *Editing I: Capitalization: pages 37-38*
  - Students will understand that poets play with conventions. They will understand the rules and proper use of conventions, and that breaking the rules of conventions is a feature of poetry.
- *Editing II: Punctuating Poetry: pages 39-40*  
Students will explore the use of punctuation and white space in poetry.

Publishing (Days 22-23) **Note:** Additional time may be used for students to rewrite or type final product.

- *Publishing: Reading Aloud: pages 41-42*
  - Students will rehearse reading aloud their poems for a read-aloud poetry presentation.

#### Evaluation (Day 24)

- *Evaluation I: Assessment-Self-Reflection: pages 67-68 (Day 20)* and *Teacher Evaluation*
  - Students will utilize a self-assessment to understand how they have grown as writers and poets.

Recursive strategies include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling/usage.

## Grade Four English Language Arts

### Unit 5 Writing

#### Vocabulary

**Description-** descriptive words that help to paint a picture in the reader's mind  
**Edit-** to correct a written work, checking for grammar, spelling or punctuation errors  
**Effect-** a result of a cause  
**Figurative language-** language that does not mean exactly what it says  
**Plan-** a method for doing something that has been thought out ahead of time  
**Poetry-** a genre of writing that is separated into lines and stanzas, in which the author uses sound devices such as rhyme and rhythm to create meaning and evoke emotion in the reader  
**Publish-** the final step in the writing process when the writer shares the work with others  
**Punctuation-** the symbols used to organize sentences  
**Reflect-** to express carefully considered thoughts  
**Revise-** a step in the writing process used to improve the original work  
**Rhyme-** words that end with the same sound  
**Rhythm-** the pattern of stressed and unstressed syllables in a poem  
**Sensory detail-** a description using the five senses  
**Stanza-** a group of lines in a poem  
**Word choice-** the words a writer chooses to convey his or her ideas  
**Writer's purpose-** the reason or reasons an author has for writing a selection

Assessment	Performance Task
<b><u>Formal</u></b> -Rubric/Checklist  <b><u>Informal</u></b> -Teacher Observation -Anecdotal Notes -Student Writing Samples from Unit Activities -Student Self-Assessment -Rubric	TBD

## Grade Four English Language Arts

### Unit 5 Writing

#### Instructional Strategies

See Appendix A for Additional Instructional Research Based and Differentiated Strategies

#### Resources

##### **Instructional**

- Student Work
- Language Arts Addendum
- Fundamentals of Writing: Poetry 4-5 and Mentor Texts:*
  - Baseball, Snakes, and Summer Squash by Donald Graves
  - Becoming Joe DiMaggio by Maria Testa
  - Song of the Water Boatman & Other Pond Poems by Joyce Kilmer
  - Come With Me: Poems for a Journey by Naomi Shihab Nye
  - Joyful Noise by Paul Fleischman
  - Knock at a Star by X.J. Kennedy
  - Poetry Matters by Ralph Fletcher
  - Reflections on a Gift of Watermelon Pickle... collected by Dunning, Leuders, and Smith
  - Seeing the Blue Between by Paul Janeczko
  - A Writing Kind of Day by Ralph Fletcher
- Fundamentals of Grammar and Conventions* and Mentor Texts:

#### Technology Resources

[www.schoolwidefundamentals.com](http://www.schoolwidefundamentals.com)  
<http://www.favoritepoem.org>  
<http://www.kristinegeorge.com>  
<http://poetry4kids.com/links.html>  
<http://www.ralphfletcher.com>

## Grade Four English Language Arts

### Unit 5 Writing

<ul style="list-style-type: none"><li>• <u>The Journey of Oliver K. Woodman</u> by Darcy Pattison</li><li>• <u>Eats, Shoots, and Leaves</u> by Lynne Truss</li><li>• <u>Mothers to Tigers</u> by George Ella Lyon</li><li>• <u>The Ghost-Eye Tree</u> by Bill Martin Jr. and John Archambault</li></ul> <p>-<i>CROSSWALK Coach</i> -<i>Writer's Express</i> by Great Source</p> <p><b><u>Teacher</u></b> -Student Assessment Data -<i>Fundamentals of Writing: Poetry 4-5</i> -<i>Fundamentals of Grammar</i> -Writer's Express Teacher's Guide by Great Source -CRISS Manual -Guiding Readers and Writers by Fountas and Pinnell -<i>Sitton Spelling Sourcebook</i> -<i>CROSSWALK Coach</i></p>	
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### Interdisciplinary Connections

Music and Art
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