



English Language Arts and Literacy Curriculum-Writing

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Wayne School District
ELA: Writing Curriculum

Content Area/ Grade Level/ Course:	ELA Grade 4 Writing
Unit Plan Title:	Unit 1, Launch: How Writers Work
Time Frame	4 Weeks
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	
<p><u>Anchor Standards for Writing</u></p> <ul style="list-style-type: none"> ● <i>Text Types and Purposes:</i> NJLSA.W1. NJLSA.W2. NJLSA.W3. ● <i>Production and Distribution of Writing:</i> NJLSA.W4. NJLSA.W5. NJLSA.W6. ● <i>Research to Build and Present Knowledge:</i> NJLSA.W7. NJLSA.W8. NJLSA.W9. ● <i>Range of Writing:</i> NJLSA.W10. <p><u>Anchor Standards: Speaking and Listening</u></p> <ul style="list-style-type: none"> ● <i>Comprehension and Collaboration:</i> NJLSA.SL1. NJLSA.SL2. NJLSA.SL3. ● <i>Presentation of Knowledge and Ideas:</i> NJLSA.SL4. NJLSA.SL5. NJLSA.SL6. <p><u>Anchor Standards: Language</u></p> <ul style="list-style-type: none"> ● <i>Conventions of Standard English:</i> NJLSA.L1. NJLSA.L2. ● <i>Knowledge of Language:</i> NJLSA.L3. ● <i>Vocabulary Acquisition and Use:</i> NJLSA.L4. NJLSA.L5. NJLSA.L6. <p><u>Career Readiness, Life Literacies and Key Skills</u></p> <ul style="list-style-type: none"> ● <i>Technology Literacy</i> <p><u>WIDA ELD Standards</u></p> <ul style="list-style-type: none"> ● <i>Social and Instructional Language:</i> ELD Standard 1 ● <i>The Language of Language Arts:</i> ELD Standard 2 	
Unit Summary	
<p>In this beginning unit, students will acclimate once again to the classroom routines and rituals of writing workshop. Students will learn how to be part of a classroom community which is a safe place to listen and share and respond to writing. Writers will continue to learn how to effectively use their writing notebook to gather ideas, create entries and practice writing techniques. Students will be exposed to mentor texts to examine various tools writers commonly used when composing text to utilize their time productively. Students will learn to work collaboratively and independently during writing and conferencing time. During the editing and revising stages, fourth graders will realize that struggles may arise, but their successes should be celebrated because writing is a process. At the end of the unit, students will publish and celebrate their text with their writing community.</p>	
Standard Number(s)	
<p>NJSL ELA Standards Career Readiness, Life Literacies and Key Skills</p>	

WIDA ELD Standards

Writing Standards

- W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
 - B. Provide reasons that are supported by facts from texts and/or other sources.
 - D. Provide a conclusion related to the opinion presented.
- W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
 - B. Develop the topic with facts, definitions, concrete details, text evidence , or other information and examples related to the topic.
 - C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Provide a conclusion related to the information or explanation presented.
- W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
 - A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - C. Use a variety of transitional words and phrases to manage the sequence of events.
 - D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - E. Provide a conclusion that follows from the narrated experiences or events.
- W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.4.6. With some guidance and support from adults, use technology, including the Internet, 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.
- W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - A. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
 - B. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
- W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards

- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.
- SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Language Standards

- L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
 - B. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
 - C. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
 - D. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
 - E. Form and use prepositional phrases.
 - F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
 - G. Correctly use frequently confused words (e.g., to, too, two; there, their).
- L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Use correct capitalization.
 - B. Use commas and quotation marks to mark direct speech and quotations from a text.
 - C. Use a comma before a coordinating conjunction in a compound sentence.
 - D. Spell grade-appropriate words correctly, consulting references as needed.
- L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Choose words and phrases to convey ideas precisely.
 - B. Choose punctuation for effect.
- L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
 - A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
 - C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
 - B. Recognize and explain the meaning of common idioms, adages, and proverbs.

C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

- L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Career Readiness Practices

- CRP1. Act as a responsible and contributing community member and employee.
- CRP8. Use technology to enhance productivity, increase collaboration and communicate effectively.

Essential Question(s)

- How does learning about our writing styles and that of others help a writer fully participate in a writing community?
- Why do writers study the work of other authors?
- How can keeping a writing notebook help a writer improve their writing skills for multiple genres?

Enduring Understandings

- Writers work with others to share ideas and provide viable feedback to improve writing.
- Writers use sequencing to provide order and structure to their stories.
- Writer’s use their knowledge of language and conventions to punctuate correctly and include craft elements.

Interdisciplinary Connections

How Writers Work lends itself to interdisciplinary connections in the content areas of Career Readiness, Life Literacies and Key Skills:

- Technology Literacy, 9.4.5.TL.3: Students can use their computer device to create and enhance a document.

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21st Century Themes		<i>Check all that apply.</i> 21st Century Skills	
<input type="checkbox"/>	Global Awareness	<input type="checkbox"/>	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/>	Communication
<input type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/>	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

Students will understand:

- the following terms as they relate to this unit
 - Author’s Note
 - chronological
 - dedicates/Dedication
 - drafting, revising, and editing
 - figurative language

- narrative
- sensory details
- schema
- tone
- voice
- how to function in a writing workshop setting and follow classroom routines
- the importance of writing routinely over time to develop sustainability
- the basic characteristics of narrative and other genres
- the writing process consists of immersion, generating ideas, selecting a piece, collecting additional details, drafting, revising, editing and publishing
- the purpose and importance of using a writing notebook to record thoughts, ideas, and sketches
- how to ‘read like a writer’ to appreciate mentor texts
- appreciating small moments and experiences as potential idea for further elaboration
- the importance of selecting and developing the most ‘meaningful’ small moment for drafting
- when drafting:
 - considering precise language for verbs and adjectives contributes to the interest of the story (**see Grammar Binder, Parts of Speech, Lessons 1-2**)
 - writers need to keep verb tenses consistent throughout the story to provide a clear picture of time elapsing (**see Grammar Binder, Parts of Speech, Lesson 3**)
 - use a chronological structure
- following drafting, they revise to improve and clarify their writing
 - use structure and voice/tone to add personal influence
 - use craft techniques such as dialogue, descriptions and precise language to make their stories come alive
- to be ‘done’ writing means to edit for errors
 - paying attention to capitals (**loosely reference Grammar Binder, Capitalization, Lessons 1-2**)
 - consider verb tense and select the appropriate one (**see Grammar Binder, Parts of Speech, Lessons 3-4**)
- how to engage in feedback activities
 - provide specific feedback (This part makes sense because.../This part is unclear....)
 - thoughtfully consider peer and/or teacher comments
 - apply revision strategies as appropriate
- the structure and purpose of a Dedication Page or Author’s Note
- how to reflect thoughtfully on their own writing
- the value of publishing and celebrating their piece

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

Assessments (some assessments can be in more than one category):

- *Formative:* Observations, notebooks, class participation, shared writing, independent writing, conferring, reflections, SchoolWide grammar assignments
- *Summative:* SchoolWide writing assessments and teacher created assignments
- *Benchmark:* *Publish a narrative story, Pre/post writing assignments
- *Alternative:* Options may include graphic organizers, SchoolWide Appendix pages/checklists, and additional teacher created assignments

Teaching and Learning Activities

Activities

Writing Workshop routines and pedagogy

	<p>Routinely write to develop stamina and persistence for independent writing time</p> <p>Whole class read-aloud lessons</p> <p>Mini-lessons to support all aspects of the writing process</p> <p>Use writing notebook to try newly learned strategies and collect ideas</p> <p>Opportunities to engage in shared writing experiences and independent writing time</p> <p>Confer with teachers</p> <p>Collaboration with a writing partner or group</p> <p>Participate in publishing celebrations</p>
<p><i>Differentiation Strategies</i></p>	<p>Strategy and flexible groups based on formative assessment or student choice</p> <p>Provide a variety of appropriate graphic organizers for the genre</p> <p>One:One conferring with teacher</p> <p>Choice of narrative</p> <p>Differentiated checklists and rubrics (if appropriate)</p> <p>Student selected goals for writing</p> <p>Level of independence</p> <p>Examine and compose additional leads and endings for mentor texts</p> <p>Consult mentor texts to support writing</p> <p>ELL Supports and Extension activities are included with each lesson</p> <p>Differentiation Strategies for Special Education Students</p> <p>Differentiation Strategies for Gifted and Talented Students</p> <p>Differentiation Strategies for ELL Students</p> <p>Differentiation Strategies for At Risk Students</p> <p>Differentiation Strategies for Students with a 504</p>

Resources

- [Grade 4 Writing Resources](#)
- SchoolWide *How Writers Work* binder mentor texts
 - *Amelia Writes Again*, Moss
 - *A Desert Scrapbook*, Wright-Frierson
 - *I'm in Charge of Celebrations*, Baylor
 - *Saturdays and Teacakes*, Laminack
 - *A Writer's Notebook*, Fletcher
- SchoolWide *Grammar* binder mentor texts
 - *Bedhead*, Palatini
 - *Eats, Shoots & Leaves: Why, Commas Really Do Make a Difference!*, Truss
 - *The Ghost-eye Tree*, Martin, Jr. and Archambault
 - *Hoops*, Burleigh
 - *I and You and don't Forget Who: What Is a Pronoun?*, Cleary
 - *The Journey of Oliver K. Woodman*, Pattison
 - *Miss Rumphius*, Cooney
 - *Mother to Tigers*, Lyon
 - *One Tiny Turtle*, Davies
 - *Walk with a Wolf*, Howker
- SchoolWide *Grammar* binder lessons
 - Parts of Speech, Lessons and Mini-lessons 1-3
 - Capitalization, Lesson and Mini-lessons 1-2

Wayne School District
ELA: Writing Curriculum

Content Area/ Grade Level/ Course:	ELA Grade 4 Writing
Unit Plan Title:	Unit 2, Author Study: Narrative
Time Frame	9 Weeks

Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10

Anchor Standards for Writing

- *Text Types and Purposes:* NJSLSA.W3.
- *Production and Distribution of Writing:* NJSLSA.W4. NJSLSA.W5. NJSLSA.W6.
- *Research to Build and Present Knowledge:* NJSLSA.W8. NJSLSA.W9.
- *Range of Writing:* NJSLSA.W10.

Anchor Standards: Speaking and Listening

- *Comprehension and Collaboration:* NJSLSA.SL1. NJSLSA.SL2. NJSLSA.SL3.
- *Presentation of Knowledge and Ideas:* NJSLSA.SL4. NJSLSA.SL5. NJSLSA.SL6.

Anchor Standards: Language

- *Conventions of Standard English:* NJSLSA.L1. NJSLSA.L2.
- *Knowledge of Language:* NJSLSA.L3.
- *Vocabulary Acquisition and Use:* NJSLSA.L4. NJSLSA.L6.

Career Readiness, Life Literacies and Key Skills

- *Technology Literacy*

Social Studies

- *History, Culture, and Perspectives: Understanding Perspectives*

WIDA ELD Standards

- *Social and Instructional Language:* ELD Standard 1
- *The Language of Language Arts:* ELD Standard 2

Unit Summary

During this unit, students will be exposed to and explore the writings and craft of Cynthia Rylant. Students will write narratives about inspirational experiences or events from their lives. Modeling the writing of Cynthia Rylant, students can use circular stories, stories over time, or small moments. Students will experiment with sentence variety, description, interesting verbs, rhythm, and personification in their personal writing. Teachers will use Rylant’s writing as a foundation for writers to emulate her style and provide moments for students to express their thinking.

Standard Number(s)

[NJSLA ELA Standards](#)

[Career Readiness, Life Literacies and Key Skills](#)

NJSLS Social Studies Standards

WIDA ELD Standards

Writing Standards

- W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
 - A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - C. Use a variety of transitional words and phrases to manage the sequence of events.
 - D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - E. Provide a conclusion that follows from the narrated experiences or events.
- W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.4.6. With some guidance and support from adults, use technology, including the Internet, 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.
- W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - A. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
 - B. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
- W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards

- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.
- SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

- SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Language Standards

- L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
 - B. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
 - F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Use correct capitalization.
 - B. Use commas and quotation marks to mark direct speech and quotations from a text.
 - C. Use a comma before a coordinating conjunction in a compound sentence.
 - D. Spell grade-appropriate words correctly, consulting references as needed.
- L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - B. Choose punctuation for effect.
- L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
 - C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Career Readiness Practices

- CRP1. Act as a responsible and contributing community member and employee.
- CRP4. Demonstrate creativity and innovation.
- CRP8. Use technology to enhance productivity, increase collaboration and communicate effectively.

Essential Question(s)

- How does gathering personal ideas and/or creating imaginative ideas support the development of an original narrative?
- How does developing characters using description, actions, and dialogue contribute to an effective narrative?
- How does planning, revising, and editing ideas support the development of an effective narrative?

Enduring Understandings

- Writers study the work of successful authors to gain insight into composing stories with meaning, craft and interest.
- There are many stylistic craft moves authors can use to express voice and tone.
- Writers consider the impact of language conventions, grammar and word choice for their stories.
- Narrative writing has typical genre elements that the reader uses to make sense of the story.

Interdisciplinary Connections

The Narrative Writing Unit lends itself to interdisciplinary connections in the content areas of Career Readiness, Life Literacies and Key Skills and Social Studies:

Career Readiness, Life Literacies and Key Skills

- Technology Literacy, 9.4.5.TL.3: Students can use their computer device to create and enhance a document.

Social Studies

- History, Culture, and Perspectives: Understanding Perspectives, 6.1.5.HistoryUP.6: Learn about how life can/did differ in other parts of the United States.

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21st Century Themes		<i>Check all that apply.</i> 21st Century Skills	
<input type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/>	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/>	Communication
<input type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/>	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

Students will understand:

- the following terms as they relate to this unit
 - author's purpose
 - conventions
 - craft
 - dialogue
 - generating ideas
 - genre
 - inspiration
 - mood
 - narrative
 - personification
 - rhythm
 - sensory detail
 - tone/voice
- writers 'read like a writer' to appreciate Cynthia Rylant's books
- writers identify effective writing techniques (descriptive details, vivid verbs, and a clear event sequence)
- writers draw evidence to support analysis and reflection in order to better understand author's messages or themes
- generating ideas come from inspirational/meaningful events or passions
- selecting and developing ideas uses the most inspirational idea
- collecting a variety of ideas will enhance and bring interest to stories
 - think about inner and outer purposes when selecting a piece

- observe the environment
- use concrete words and personification to convey experiences precisely
- create sequence that unfolds naturally
- drafting narrative text requires structure and organization
 - clear focus with a beginning, middle, end
 - introduce narrator or characters
 - transition words and/or phrases **(see Grammar Binder, Punctuation, Lessons 4-5)**
 - problem and solution
 - conclusion that follows the narrated experience or events
- writers revise for craft techniques
 - dialogue, descriptions, and precise language to develop and show the thoughts, feelings, and responses of their characters **(see Grammar Binder, Punctuation, Lesson 3)**
 - develop leads that draw the reader in
 - use concrete words and details to effectively develop experiences and events
 - add interest to narrative writing through sentence variety, rhythm, and fluency **(see Grammar Binder, Punctuation, Lessons 1-2)**
 - rereading during revision to be sure the narrative is clear and well organized
- editing is necessary for the reader to understand the mean of what is written
 - apply strategies to improve spelling in context by consulting reference materials
 - convey mood and meaning through verb tenses with appropriate subject/verb agreement
- writers reflect on their growth through an Author’s Note for a published piece

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

Assessments (some assessments can be in more than one category):

- *Formative:* Observations, notebooks, class participation, shared writing, independent writing, conferring, reflections, SchoolWide grammar assignments
- *Summative:* SchoolWide writing assessments and teacher created assignments
- *Benchmark:* *Publish a narrative story with an Author’s Note, Pre/post writing assignments
- *Alternative:* Options may include graphic organizers, SchoolWide Appendix pages/checklists, and additional teacher created assignments

Teaching and Learning Activities

<i>Activities</i>	Writing Workshop routines and pedagogy Routinely write to develop stamina and persistence for independent writing time Whole class read-aloud lessons Mini-lessons to support all aspects of the writing process Use writing notebook to try newly learned strategies and collect ideas Opportunities to engage in shared writing experiences and independent writing time Confer with teachers Collaboration with a writing partner or group Participate in publishing celebrations
<i>Differentiation Strategies</i>	Strategy and flexible groups based on formative assessment or student choice Provide a variety of appropriate graphic organizers for the genre One:One conferring with teacher Choice of narrative or persuasive text composition Differentiated checklists and rubrics (if appropriate)

Student selected goals for writing
Level of independence
Craft additional leads and endings for mentor texts
Consult mentor texts to support writing
ELL Supports and Extension activities are included with each lesson
[Differentiation Strategies for Special Education Students](#)
[Differentiation Strategies for Gifted and Talented Students](#)
[Differentiation Strategies for ELL Students](#)
[Differentiation Strategies for At Risk Students](#)
[Differentiation Strategies for Students with a 504](#)

Resources

- [Grade 4 Writing Resources](#)
- SchoolWide *Author Study Writing* binder and mentor texts all authored by Cynthia Rylant
 - *Every Living Thing*
 - *Long Night Moon*
 - *Missing May*
 - *Night in the Country*
 - *The Relatives Came*
 - *Scarecrow*
- SchoolWide *Grammar* binder and mentor texts
 - *Bedhead*, Palatini
 - *Eats, Shoots & Leaves: Why, Commas Really Do Make a Difference!*, Truss
 - *The Ghost-eye Tree*, Martin, Jr. and Archambault
 - *Hoops*, Burleigh
 - *I and You and don't Forget Who: What Is a Pronoun?*, Cleary
 - *The Journey of Oliver K. Woodman*, Pattison
 - *Miss Rumphius*, Cooney
 - *Mother to Tigers*, Lyon
 - *One Tiny Turtle*, Davies
 - *Walk with a Wolf*, Howker
- SchoolWide *Grammar* binder lessons
 - Punctuation, Lessons and Mini-lessons 1-5

Wayne School District
ELA: Writing Curriculum

Content Area/ Grade Level/ Course:	ELA Grade 4 Writing
Unit Plan Title:	Unit 3, Non-Fiction: Informative/Explanatory
Time Frame	8 Weeks

Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10

Anchor Standards for Writing

- *Text Types and Purposes:* NJSLA.W2.
- *Production and Distribution of Writing:* NJSLA.W4. NJSLA.W5. NJSLA.W6.
- *Research to Build and Present Knowledge:* NJSLA.W7. NJSLA.W8.
- *Range of Writing:* NJSLA.W10.

Anchor Standards: Speaking and Listening

- *Comprehension and Collaboration:* NJSLA.SL1. NJSLA.SL2. NJSLA.SL3.
- *Presentation of Knowledge and Ideas:* NJSLA.SL4. NJSLA.SL5. NJSLA.SL6.

Anchor Standards: Language

- *Conventions of Standard English:* NJSLA.L1. NJSLA.L2.
- *Knowledge of Language:* NJSLA.L3.
- *Vocabulary Acquisition and Use:* NJSLA.L4. NJSLA.L5. NJSLA.L6.

Career Readiness, Life Literacies and Key Skills

- *Creativity and Innovation*
- *Digital Citizenship*
- *Global and Cultural Awareness*
- *Information and Media Literacy*
- *Technology Literacy*

Science Standards

- *Waves and Their Applications in Technologies for Information Transfer*

WIDA ELD Standards

- *Social and Instructional Language:* ELD Standard 1
- *The Language of Language Arts:* ELD Standard 2

Unit Summary

In this nonfiction unit, students will examine subjects and topics as they begin to learn more about them through studying and writing nonfiction. Students blend craft and facts to produce engaging and informative texts. They become experts on a topic to teach an audience. The engaging mentor texts will inspire students to use writing to connect with

their readers. Students have the opportunity to examine informational text structures and features that they will utilize in their own informational, nonfiction writing. The unit demonstrates how nonfiction writers think, research, and convey ideas and information clearly with precise language. Students will understand the kinds of texts nonfiction writers create and the decisions that writers make regarding content, structure, language, and visuals. Students recognize that writing informative texts begins with selecting a topic, uncovering the answers to questions, and choosing the best structure to share your learning.

Standard Number(s)

[NJSLA ELA Standards](#)

[Career Readiness, Life Literacies and Key Skills](#)

[NJSLA Science Standards](#)

[WIDA ELD Standards](#)

Writing Standards

- W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
 - B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
 - C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Provide a conclusion related to the information or explanation presented.
- W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.4.6. With some guidance and support from adults, use technology, including the Internet, 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.
- W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards

- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.

- SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Language Standards

- L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
 - B. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
 - C. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
 - D. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
 - E. Form and use prepositional phrases.
 - F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
 - G. Correctly use frequently confused words (e.g., to, too, two; there, their).
- L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Use correct capitalization.
 - B. Use commas and quotation marks to mark direct speech and quotations from a text.
 - C. Use a comma before a coordinating conjunction in a compound sentence.
 - D. Spell grade-appropriate words correctly, consulting references as needed.
- L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Choose words and phrases to convey ideas precisely.
 - B. Choose punctuation for effect.
- L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
 - A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
 - C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
 - B. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Career Readiness Practices

- CRP1. Act as a responsible and contributing community member and employee.
- CRP3. Consider the environmental, social and economic impacts of decisions.

- CRP8. Use technology to enhance productivity, increase collaboration and communicate effectively.
- CRP9. Work productively in teams while using cultural/global competence.

Essential Question(s)

- How do writers use reading and writing to learn, inform, or explain topics to others?
- How do readers think about what is similar and different in and across texts to compose their own accurate text?
- How do authors use reasons and evidence to support particular points in the text?

Enduring Understandings

- Writers use valid primary and secondary sources to conduct research on topics before writing.
- Writers consider text features and layout of non-fiction text to give their work organization.
- Writers compose text with a purpose and audience in mind.
- Writers use knowledge of language and conventions to clarify meaning.

Interdisciplinary Connections

The Non-Fiction Writing Unit lends itself to interdisciplinary connections in the content areas of Career Readiness, Life Literacies and Key Skills and Science:

Career Readiness, Life Literacies and Key Skills: The following standards are addressed in research

- Creativity and Innovation, 9.4.5.CI.2: Use *Into the Sea* to research how climate change is affecting the sea turtle population.
- Digital Citizenship, 9.4.5.DC.2, 9.4.5.DC.3: Provide attributions and citations to texts and images
- Information and Media Literacy, 9.4.5.IML.1, 9.4.5.IML.6: Evaluate and use appropriate resources.
- Technology Literacy, 9.4.5.TL.3: Create and enhance a document.

Science

- Waves and their Applications in Technologies for Information Transfer, 4-PS4-2: *A Drop of Water*

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply. 21 st Century Themes		Check all that apply. 21 st Century Skills	
<input type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/>	Creativity and Innovation
<input checked="" type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/>	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/>	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

Students will understand:

- the following terms as they relate to this unit
 - audience
 - authentic details
 - bibliography/sources
 - domain-specific
 - first hand experience
 - formal

- introduction, concluding section
- nonfiction features: caption, charts, glossary, heading/subheading, index, sidebars, table of contents, visuals, etc.
- nonfiction structures: chapter/section, circular, journey/narrative, question and answer
- observe/observations
- primary/secondary source
- writers ‘read like a writer’ using a variety of mentor texts to contemplate the author’s process used to create the published piece
- informational text includes a variety of structures, features, and craft
- writers generate ideas of interest, passion, and/or curiosity
 - explaining first hand experience
 - using primary sources
 - reading secondary source materials
- selecting topics is based on research and thoughtfully decide which topic to develop and craft for an audience
- collecting information is necessary to develop a topic with facts, definitions, and concrete details
 - use good questions to guide research
 - how to find answers to the questions
 - conduct research using a variety of sources
 - give consideration to audience and purpose
- drafting an information writing piece is done with purpose and audience in mind
 - introduce a topic clearly
 - group related information into paragraphs or sections with appropriate sentence structure
 - Use domain specific language to convey meaning
 - Use appropriate words and phrases (**see Grammar Binder, Parts of Speech, Lessons 4-5**)
 - develop a concluding statement or section modeled after a mentor text that relates to information presented
- writers strengthen writing during revision using authentic and concrete details, transitions, and imagery (**see Grammar Binder, Parts of Speech, Lessons 6-7**)
- writers edit to appropriately punctuate nonfiction features (**see Grammar Binder, Text Layout, Lessons 1-3**)
- writers publish pieces and may include a Dedication and About the Author page to enhance published piece

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

Assessments (some assessments can be in more than one category):

- *Formative*: Observations, notebooks, class participation, shared writing, independent writing, conferring, reflections, SchoolWide grammar assignments
- *Summative*: SchoolWide writing assessments and teacher created assignments
- *Benchmark*: *Publish an informational text with a Dedication and an About the Author Page, Pre/post writing assignments
- *Alternative*: Options may include graphic organizers, SchoolWide Appendix pages/checklists, and additional teacher created assignments

Teaching and Learning Activities

Activities

Writing Workshop routines and pedagogy
 Routinely write to develop stamina and persistence for independent writing time
 Whole class read-aloud lessons
 Mini-lessons to support all aspects of the writing process
 Use writing notebook to try newly learned strategies and collect ideas

	<p>Opportunities to engage in shared writing experiences and independent writing time</p> <p>Confer with teachers</p> <p>Collaboration with a writing partner or group</p> <p>Participate in publishing celebrations</p>
<i>Differentiation Strategies</i>	<p>Strategy and flexible groups based on formative assessment or student choice</p> <p>Provide a variety of appropriate graphic organizers for the genre</p> <p>One:One conferring with teacher</p> <p>Choice of nonfiction text structure</p> <p>Differentiated checklists and rubrics (if appropriate)</p> <p>Student selected goals for writing</p> <p>Level of independence</p> <p>Rewrite text in alternate structure modeling mentor texts</p> <p>Consult mentor texts to support writing</p> <p>ELL Supports and Extension activities are included with each lesson</p> <p>Differentiation Strategies for Special Education Students</p> <p>Differentiation Strategies for Gifted and Talented Students</p> <p>Differentiation Strategies for ELL Students</p> <p>Differentiation Strategies for At Risk Students</p> <p>Differentiation Strategies for Students with a 504</p>

Resources

- [Grade 4 Writing Resources](#)
- School Wide *Non-Fiction Writing* binder mentor texts
 - *Ape*, Jenkins
 - *A Drop of Water*, Wick
 - *Everglades*, George
 - *Exploding Ants*, Settel
 - *The Great Fire*, Murphy
 - *How to Talk to Your Dog*, Craighead
 - *If You Decide to Go to the Moon*, McNulty
 - *Into the Sea*, Guiberson
 - *The Top of the World: Climbing Mount Everest*, Jenkins
 - *A Walk in the Rainforest*, Pratt
- SchoolWide *Grammar* binder mentor texts
 - *Bedhead*, Palatini
 - *Eats, Shoots & Leaves: Why, Commas Really Do Make a Difference!*, Truss
 - *The Ghost-eye Tree*, Martin, Jr. and Archambault
 - *Hoops*, Burleigh
 - *I and You and don't Forget Who: What Is a Pronoun?*, Cleary
 - *The Journey of Oliver K. Woodman*, Pattison
 - *Miss Rumphius*, Cooney
 - *Mother to Tigers*, Lyon
 - *One Tiny Turtle*, Davies
 - *Walk with a Wolf*, Howker
- School Wide *Grammar* binder lessons
 - Text Layout, Lessons and Mini-lessons 1-3

Wayne School District
ELA: Writing Curriculum

Content Area/ Grade Level/ Course:	ELA Grade 4 Writing
Unit Plan Title:	Unit 4, Editorial: Opinion
Time Frame	8 Weeks

Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10

Anchor Standards for Writing

- *Text Types and Purposes:* NJSLSA.W1. NJSLSA.W2.
- *Production and Distribution of Writing:* NJSLSA.W4. NJSLSA.W5. NJSLSA.W6.
- *Research to Build and Present Knowledge:* NJSLSA.W7. NJSLSA.W8.
- *Range of Writing:* NJSLSA.W10.

Anchor Standards: Speaking and Listening

- *Comprehension and Collaboration:* NJSLSA.SL1. NJSLSA.SL2. NJSLSA.SL3.
- *Presentation of Knowledge and Ideas:* NJSLSA.SL4. NJSLSA.SL5. NJSLSA.SL6.

Anchor Standards: Language

- *Conventions of Standard English:* NJSLSA.L1. NJSLSA.L2.
- *Knowledge of Language:* NJSLSA.L3.
- *Vocabulary Acquisition and Use:* NJSLSA.L4. NJSLSA.L5. NJSLSA.L6.

Career Readiness, Life Literacies and Key Skills

- *Digital Citizenship*
- *Information and Media Literacy*
- *Technology Literacy*

Social Studies Standards

- *Civics, Government, and Human Rights: Human and Civil Rights*
- *Amistad Mandate*

WIDA ELD Standards

- *Social and Instructional Language:* ELD Standard 1
- *The Language of Language Arts:* ELD Standard 2

Unit Summary

In this unit, students will develop the understanding that an editorial is a short persuasive essay that expresses a writer’s opinion or reaction to an issue. Issues can face a community, state, country, or the world. Editorials influence public opinion, and bring current issues to readers’ attention. Students have an opportunity to express their opinions and

support them with evidence. Opinions will be shared verbally and in thoughtful, persuasive writing. Through writing editorials, students will explore and share their opinions on issues that directly affect them, as well as other current issues in the world with power and purpose. *NOTE: Some lessons from the Feature Article Unit are necessary and will be used during the collecting and drafting stages of the Editorial Unit.

Standard Number(s)

[NJSLs ELA Standards](#)

[Career Readiness, Life Literacies and Key Skills](#)

[NJSLs Social Studies Standards](#)

[WIDA ELD Standards](#)

Writing Standards

- W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
 - B. Provide reasons that are supported by facts from texts and/or other sources.
 - C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
 - D. Provide a conclusion related to the opinion presented.
- W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
 - C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Provide a conclusion related to the information or explanation presented.
- W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.4.6. With some guidance and support from adults, use technology, including the Internet, 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.
- W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards

- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions to clarify or follow up on information, and make comments that

contribute to the discussion and link to the remarks of others.

D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

- SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.
- SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Language Standards

- L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
 - B. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
 - C. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
 - D. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
 - E. Form and use prepositional phrases.
 - F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
 - G. Correctly use frequently confused words (e.g., to, too, two; there, their).
- L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Use correct capitalization.
 - B. Use commas and quotation marks to mark direct speech and quotations from a text.
 - C. Use a comma before a coordinating conjunction in a compound sentence.
 - D. Spell grade-appropriate words correctly, consulting references as needed.
- L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Choose words and phrases to convey ideas precisely.
 - B. Choose punctuation for effect.
- L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
 - A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
 - C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
 - B. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and

that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Career Readiness Practices

- CRP1. Act as a responsible and contributing community member and employee.
- CRP8. Use technology to enhance productivity, increase collaboration and communicate effectively.

Essential Question(s)

- How can an opinion writing piece be effective?
- How can writing convince others to agree with our argument?
- Why is it important for writers to explain and express their point of view?

Enduring Understandings

- Amistad Curriculum Mandate: While legal sanction for segregation and other forms of discrimination were established during this time, activists from the African American and immigrant communities searched for ways to challenge these obstacles.
- Editorial writing characteristics include: introducing a topic, stating an argument and using appropriate traits and characteristics of the genre that groups the ideas to support the text.
- Editorial writers formulate questions, engage in purposeful dialogue with peers/adults, share ideas and consider alternative viewpoints.
- Writers develop and strengthen their argument writing by planning, revising, and editing, building on the personal ideas.

Interdisciplinary Connections

The Editorial Unit for writing lends itself to interdisciplinary connections in the content areas of Career Readiness, Life Literacies and Key Skills and Science:

Career Readiness, Life Literacies and Key Skills: The following standards are addressed in research

- Digital Citizenship, 9.4.5.DC.2, 9.4.5.DC.3: Provide attributions and citations to texts and images
- Information and Media Literacy, 9.4.5.IML.1, 9.4.5.IML.6: Evaluate and use appropriate resources.
- Technology Literacy, 9.4.5.TL.3: Create and enhance a document.

Social Studies

- Civics, Government, and Human Rights: Human and Civil Rights, 6.1.5.CivicsHR.2, 6.1.5.CivicsHR.4: Learn about how Martin Luther King sought to address issues of discrimination through peaceful actions.
- Amistad Mandate: *Martin’s Big Words: The Life of Dr. Martin Luther King*

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply. 21st Century Themes		Check all that apply. 21st Century Skills	
<input type="checkbox"/>	Global Awareness	<input type="checkbox"/>	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/>	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/>	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

(*SKIP Feature Article, start on pg. 119 for Editorial Unit, some lessons from the Feature Article will be used in the Editorial Unit)

Students will understand:

- the following terms as they relate to this unit
 - clarify
 - convince
 - counterargument
 - editor/editing
 - editorial
 - emotive language
 - favor
 - hot topics
 - interview
 - issues
 - position/point of view
 - prove
 - reaction
 - rebut/refute
 - self-reflection
 - thesis
- the purpose and features of editorials through engaging collaborative discussions
- writers generate ideas about topics or issues about which they feel very strongly
- writers select topics to write about their based on those reflecting their passions and enthusiasm
- writers collect evidence prior to drafting to support an opinion
 - writers use a variety of sources to gather information (*see Feature Article Unit, Collecting I: Research or Gathering Information From Various Sources*)
 - writers justify opinions with evidence (*see Feature Article Unit, Collecting III: Supporting Opinions With Facts and Details*)
 - writers organize research to ensure that the facts appropriately support opinion (*see Feature Article Unit, Collecting IV: Organizing Research Efforts*)
 - writers use counterarguments and opposing opinions to defend their own position
 - writers need to rebut the counterargument to make opinions stronger (*see Grammar Binder, Sentence Structure, Lessons 1*)
- writers use evidence, research, and counterarguments to draft editorials
 - a strong thesis beginning to convey their position from the start (*see Grammar Binder, Sentence Structure, Lessons 2, 5*)
 - good paragraphs contain clear topic sentences including an idea and supporting details (*see Feature Article Unit, Drafting III: Composing Paragraphs*)
 - signal words and phrases show how ideas are connected (*see Grammar Binder, Sentence Structure, Lessons 3*)
 - signal words and phrases can be used to write an effective conclusion (*see Grammar Binder, Sentence Structure, Lessons 4*)
 - strong conclusions wrap up an editorial in a satisfying way (*see Feature Article Unit, Drafting IV: Wrapping It Up- The Conclusion*)

- writers revise editorials for strong language, persuasive voice, and precise details to convince their readers of their position
- writers use editing checklists to ensure the mechanics of a piece conveys clear meaning and proper usage
- an enticing title attracts their readers' attention and establishes the focus of the piece for publishing

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

Assessments (some assessments can be in more than one category):

- *Formative:* Observations, notebooks, class participation, shared writing, independent writing, conferring, reflections, SchoolWide grammar assignments
- *Summative:* SchoolWide writing assessments and teacher created assignments
- *Benchmark:* *Publish an opinion piece with an enticing title , Pre/post writing assignments
- *Alternative:* Options may include graphic organizers, SchoolWide Appendix pages/checklists, and additional teacher created assignments

Teaching and Learning Activities

<p><i>Activities</i></p>	<p>Writing Workshop routines and pedagogy Routinely write to develop stamina and persistence for independent writing time Whole class read-aloud lessons Mini-lessons to support all aspects of the writing process Use writing notebook to try newly learned strategies and collect ideas Opportunities to engage in shared writing experiences and independent writing time Confer with teachers Collaboration with a writing partner or group Participate in publishing celebrations</p>
<p><i>Differentiation Strategies</i></p>	<p>Strategy and flexible groups based on formative assessment or student choice Provide a variety of appropriate graphic organizers for the genre One:One conferring with teacher Craft an opinion piece from the opposing point of view. Differentiated checklists and rubrics (if appropriate) Student selected goals for writing Level of independence Craft additional leads and endings for mentor texts Consult mentor texts to support writing ELL Supports and Extension activities are included with each lesson Differentiation Strategies for Special Education Students Differentiation Strategies for Gifted and Talented Students Differentiation Strategies for ELL Students Differentiation Strategies for At Risk Students Differentiation Strategies for Students with a 504</p>

Resources

- [Grade 4 Writing Resources](#)
- School Wide *Essay Writing* binder mentor texts
 - *And So They Build*, Kitchen

- *Animal Minis! What Kids Really Want to Know About Tiny Animals*, Winner
- *Basketball in Action*, Crossingham and Dann
- *George Washington's Teeth*, Chandra and Comora
- *Ice Bear: In the Steps of the Polar Bear*, Davies
- *The Life and Times of the Peanut*, Micucci
- *Martin's Big Words: The Life of Dr. Martin Luther King, Jr*, Rappaport
- *Secrets of the Mummies*, Griffey
- *Soccer in Action*, Dann and Walker
- *The Story of Salt*, Kurlansky
- SchoolWide Grammar binder mentor texts
 - *Bedhead*, Palatini
 - *Eats, Shoots & Leaves: Why, Commas Really Do Make a Difference!*, Truss
 - *The Ghost-eye Tree*, Martin, Jr. and Archambault
 - *Hoops*, Burleigh
 - *I and You and don't Forget Who: What Is a Pronoun?*, Cleary
 - *The Journey of Oliver K. Woodman*, Pattison
 - *Miss Rumphius*, Cooney
 - *Mother to Tigers*, Lyon
 - *One Tiny Turtle*, Davies
 - *Walk with a Wolf*, Howker
- School Wide Grammar binder lessons
 - Sentence Structure, Lessons and Mini-lessons 1-5

Wayne School District
ELA: Writing Curriculum

Content Area/ Grade Level/ Course:	ELA Grade 4 Writing
Unit Plan Title:	Unit 5: Cracking Open Content Areas, Colonial America
Time Frame	3 Weeks Writing shared with 5 Weeks of Reading

See Grade 4, Reading Unit 5: [Cracking Open Content Areas, Colonial America](#) for Writing.