

## Unit Focus

Students will gather as writers to explore topics that are important to them. To encourage volume and stamina, children will draw, scrapbook, write and plan as they reflect, observe and notice ideas, moments, people and places that are important to them.

In this unit, students will reflect on a previously written narrative piece to set goals for themselves when they write new narratives.

At the end of the unit, students will reflect on their notebooks and best work in order to reflect on success and set new writing goals.

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p><b>Common Core</b> <i>English Language Arts: 4</i></p> <ul style="list-style-type: none"> <li>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <i>(CCSS.ELA-LITERACY.W.4.3)</i> <ul style="list-style-type: none"> <li>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. <i>(CCSS.ELA-LITERACY.W.4.3.A)</i></li> <li>Use dialogue and description to develop experiences and events or show the responses of characters to situations. <i>(CCSS.ELA-LITERACY.W.4.3.B)</i></li> </ul> </li> <li>Writing           <ul style="list-style-type: none"> <li>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.) <i>(CCSS.ELA-LITERACY.W.4.4)</i></li> <li>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. <i>(CCSS.ELA-LITERACY.W.4.5)</i></li> </ul> </li> </ul>	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Evaluate writing to identify areas of strength and set goals for future development (Reflection)</p> <p>T2 Generate and capture ideas (e.g., from mentor authors, personal experiences) to pursue in future writing (Imagining)</p>	
	<b>Meaning</b>	
	<b>Understanding(s)</b>	<b>Essential Question(s)</b>
	<p><i>Students will understand that...</i></p> <p>U1 Writers explore ideas that are important to them for a variety of audiences, purposes, and messages.</p> <p>U2 Writers use a cyclical process of planning, drafting, revising, editing, publishing and reflecting to make their writing better.</p>	<p><i>Students will keep considering...</i></p> <p>Q1 In what areas do I need to grow as a writer? How can I take action (e.g., goal-setting, topic generation)?</p> <p>Q2 How do I capture ideas that are important to me? What ideas are worth growing? How do I do that in my writing?</p>
	<b>Acquisition of Knowledge and Skill</b>	
	<b>Knowledge</b>	<b>Skill(s)</b>
<p><i>Students will know...</i></p> <p>K1 Writers gather and try new things in their notebooks.</p> <p>K2 Writers talk about their stories before they write them</p> <p>K3 Vocabulary: Plan, Draft, Revise, Edit, Reflect,</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Gathering and exploring topics in a notebook.</p> <p>S2 Using accountable talk moves to partner with writer to give and receive feedback about writing process and products.</p> <p>S3 Organizing topics into territories.</p>	

## Stage 1: Desired Results - Key Understandings

- 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. *(CCSS.ELA-LITERACY.SL.4.1)*
  - 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. *(CCSS.ELA-LITERACY.SL.4.1.C)*
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. *(CCSS.ELA-LITERACY.L.4.1)*
  - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\* *(CCSS.ELA-LITERACY.L.4.1.F)*
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. *(CCSS.ELA-LITERACY.L.4.2)*
  - Use correct capitalization. *(CCSS.ELA-LITERACY.L.4.2.A)*
- Use knowledge of language and its conventions when writing, speaking, reading, or listening. *(CCSS.ELA-LITERACY.L.4.3)*
  - Choose punctuation for effect.\* *(CCSS.ELA-LITERACY.L.4.3.B)*

**Student Growth and Development 21st Century Capacities Matrix**

*Creative Thinking*

- Imagining: Students will be able to conceive of a novel approach to create a text, performance, solution, application, or inquiry. *MM.2.2*

*Self-Direction*

- Reflection: Students will be able to analyze their performance to evaluate progress toward learning goals in order to determine next step(s). *MM.4.1*

Narrative, Informational/Expository, Sensory Details, Lead/Beginning, Paragraph, Transition, Reflection, Territories, Small Moments/Snapshots/Scenes, Writing Partner, Write Long, complete sentences, fragments, and run-ons, capitalization, punctuation for effect

- S4 Writing long.
- S5 Sharing stories orally with a writing partner to rehearse and plan.
- S6 Choosing and developing seeds from a notebook entry.
- S7 Using resources to edit spelling
- S8 Generating topics to write about.
- S9 Reflecting on product and process and setting goals for future work.
- S10 Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
- S11 Use correct capitalization
- S12 Choose punctuation for effect