

## Fourth Grade Writing

<b>Curriculum/Content Area:</b> Writing	<b>Course Length:</b> One Year
<b>Course Title:</b> Fourth Grade Literacy	<b>Date last reviewed:</b> 2013
<b>Prerequisites:</b> N/A	<b>Board approval date:</b>
<b>Primary Resource:</b> Teachers College Readers and Writers Project <i>***Note: Textual materials can provide important resources for teachers. However, it is not a teacher's job to cover a book page-by-page. A textbook should be viewed as a guide, not the curriculum. A teacher's job is to teach to established standards using the textbook and other resources in support of student learning.</i>	

## Desired Results

**Course description and purpose:** Written for children on the cusp of writing more academic texts, the fourth-grade Through these units, students will be familiarized with the genres they will regularly encounter throughout school—thesis-driven persuasive essays, literary essays, and research reports. Each of the units begins where children are and then provides a progression of instruction that brings students step by step toward increasing proficiency. Students will learn that the lenses they bring to reading fiction can also be brought to writing fiction, as they develop believable characters with struggles and motivations and rich stories to tell. Students learn the value of organization and form as they gather evidence to support and express an opinion on topics they know well. Students will collect evidence and use details to vividly describe people and events long ago and far away. Students will also build on their learning of essay writing and apply it with increasing sophistication to a unit on literary essays—that is, writing about fiction.

### Priority Standards - Anchor Standards

#### Wisconsin Standards for English Language Arts

**WI.ELA.R1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. *K-12*

**WI.ELA.R4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. *K-12*

**WI.ELA.R10:** Read and comprehend complex literary and informational texts independently and proficiently. *K-5*

**WI.ELA.W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Includes W.1-3). *K-5*

**WI.ELA.SL1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. *K-12*

**WI.ELA.L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. *K-12*

**WI.ELA.F1-Print Concepts:** Demonstrate understanding of the organization and basic features of print *K-1*

**WI.ELA.F2-Phonological Awareness:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes) *K-1*

**WI.ELA.F3-Phonics and Word Recognition:** Know and apply grade-level phonics and word analysis skills in decoding words. *K-5*

**WI.ELA.F4-Fluency:** Read with sufficient accuracy and fluency to support comprehension. *2-5*

## Priority Standards - Fourth Grade

### Wisconsin Standards for English Language Arts

**WI.ELA.R1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**WI.ELA.R4:** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

**WI.ELA.R10:** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**WI.ELA.W4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**WI.ELA.SL1:** 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. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation 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.

**WI.ELA.L1:** 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).\*

**WI.ELA.F3:** Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**WI.ELA.F4:** Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as

necessary.

## Writing Unit 1 - The Arc of a Story: Writing Realistic Fiction

### Enduring Understandings

1. Using strategies to develop real or imagined experiences or events will help them write narrative text.
2. Writers consider task, purpose and audience in order to write clearly.
3. Planning, revising, editing and rewriting will strengthen writing.
4. We can use technology to produce and publish writing to communicate a message.
5. How to draw evidence from text to support their thinking.
6. How to approach varied writing tasks.

### Essential Questions

1. How can I raise the level of my fiction writing, in particular by working on structure, development and language conventions?
2. How can I learn to use my writer's notebook to try out possible story arcs, and to develop a plot and character?
3. How can I draw on everything I know about narrative craft in order to help my readers get lost in my story?
4. How can I do lots of large scale revision to explore ways in which I can improve my writing by using things like dialogue, setting, syntax, and literary devices to bring out my theme?
5. How can I draw on everything I have learned about fiction writing and about the writing process to plan and execute a story?

### Standards:

#### **Wisconsin Standards for English Language Arts**

**WI.ELA.R4:** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

**WI.ELA.W4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**WI.ELA.SL1:** 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. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation 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.

**WI.ELA.L1:** 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).\*

### Learning Targets:

I can explain the author's goal when using words or phrases that stand out. (R.4.4)

- *Bend 3, Session 13 Midworkshop: Naming an Author's Techniques*
- *Bend 4, Session 18, Mining the Connections between Reading and Writing Fiction*

I can orient the reader by establishing a situation and introducing a narrator and/or characters. (W.4.4)

- *Bend 1, Session 1, Imagining Stories from Ordinary Moments*
- *Bend 1, Session 2, Imagining Stories we wish existed in the World*
- *Bend 1, Session 5, Plotting with a Story Arc*
- *Bend 2, Session 8, Studying Published Texts to Write Leads*
- *Bend 2, Session 9, Orienting Readers with Setting*
- *Bend 3, Session 11, Revision*
- *Bend 3, Session 13, Using Mentor Texts to Flesh Out Characters*
- *Bend 4, Session 19, Focusing the Reader's Gaze*
- *Bend 4, Session 19, Midworkshop: Creating Leads that Move Quickly into action and don't just give background information*

I can provide a conclusion that follows from the narrated experiences or events. (W.4.4)

- *Bend 2, Session 10, Writing Powerful Endings*

I can use dialogue and description to develop experiences and events or show the responses of characters to situations. (W.4.4)

- *Bend 1, Session 3, Developing Believable Characters*
- *Bend 1, Session 4, Giving Characters Struggles and Motivations*
- *Bend 1, Session 5, Plotting with a Story Arc*
- *Bend 2, Session 6, Show, Don't Tell*
- *Bend 2, Session 7, Feeling and Drafting the Heart of Your Story*
- *Bend 3, Session 11, Revision*
- *Bend 2, Session 8, Midworkshop, Using Dialogue Deliberately*
- *Bend 3, Session 13, Using Mentor Texts to Flesh Out Characters*
- *Bend 4, Session 19, Focusing the Reader's Gaze*

I can use concrete words and phrases and sensory details to convey experiences and events precisely. (W.4.4)

- *Bend 2, Session 6, Show, Don't Tell*

I can produce clear and coherent writing that is appropriate to the task, purpose, and/or audience. (W.4.4)

- *All Sessions in Unit 1*

I can be a respectful participant in conversation by being responsible for contributing to my group. (SL.4.1)

- *Bend 4, Session 18, Midworkshop, Learning to Support other Writers*

I can ask questions to help my group stay on topic, clarify understanding, and connect ideas together. (SL.4.1)

- *Bend 4, Session 18, Midworkshop, Learning to Support other Writers*

I can form and use prepositional phrases. (L.4.1e)

- *Bend 3, Session 12, Midworkshop, Using Prepositional Phrases to Communicate Complexity*

I can produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\* (L.4.1f)

- *Bend 3, Session 14, Editing with Various Lenses*
- *Bend 4, Session 20, Choosing Punctuation for Effect*
- *Bend 4, Session 20, Midworkshop, Fixing Run-on sentences*

I can correctly use frequently confused words (e.g., to, too, two; there, their).\* (L.4.1g)

- *Bend 3, Session 14, Editing with Various Lenses*

### Assessment Evidence

#### Performance Assessment Options

*May include, but are not limited to the following:*

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#### Other assessment options

*May include, but are not limited to the following:*

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### Digital Tools & Supplementary Resources

#### Recommended Reading Mentor Texts:

- *Fireflies!* By Julie Brinkloe
- *Pecan Pie Baby* by Jacqueline Woodson

### Writing Unit 2 - Boxes and Bullets: Personal and Persuasive Essays

#### Enduring Understandings

1. Using valid reasoning and sufficient evidence will help them write convincing arguments.
2. Using strategies to develop real or imagined experiences or events will help them write narrative text.
3. Writers consider task, purpose and audience in order to write clearly.
4. Planning, revising, editing and rewriting will strengthen writing.
5. Conducting research projects based on focused questions allows them to demonstrate their understanding of a subject.
6. How to gather relevant and credible information from print and digital sources without plagiarizing.
7. How to draw evidence from text to

#### Essential Questions

1. How can I learn to write literary essays that not only have a thesis that is based on close reading of the text but that also contain passages from the text (quoted and paraphrased) to support the thesis?
2. Can I write these essays about characters and also about themes, sometimes even writing about two texts in one essay?
3. How can I read texts closely, grow an idea about the text and then write a quick essay which is structured and full of evidence from the text?
4. How can I develop more complex interpretations of the text and support those interpretations with attention to craft moves that the author has made?
5. How do authors of literary essays utilize elements of compare/contrast to discuss how

support their thinking.  
8. How to approach varied writing tasks.

two texts address the same theme similarly and differently?

## Standards

### **Wisconsin Standards for English Language Arts**

**WI.ELA.R10:** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**WI.ELA.W4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**WI.ELA.SL1:** 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.

- e. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- f. Follow agreed-upon rules for discussions and carry out assigned roles.
- g. 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.
- h. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**WI.ELA.L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- h. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- i. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
- j. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
- k. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- l. Form and use prepositional phrases.
- m. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\*
- n. Correctly use frequently confused words (e.g., to, too, two; there, their).\*

### **Supporting Standards:**

**WI.ELA.W8:** 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.

## Learning Targets

I can introduce a topic or text clearly (W.4.4)

- *Bend 1, Session 5, Share, Developing a Seed Idea into a Thesis Statement*
- *Bend 1, Session 6,, Boxes and Bullets (Framing Essays)*
- *Bend 1, Session 8, Midworkshop, Angling Stories to Support Thesis Statements*
- *Bend 1, Session 13, Writing Introductions and Conclusions*

I can state an opinion (W.4.4)

- *Bend 1, Session 2, Collecting Ideas as Essayists*
- *Bend 1, Session 5, Mining our Writing*
- *Bend 3, Session 16, Moving from Personal to Persuasive*
- *Bend 3, Session 17, Inquiry into Persuasive Essay*

I can create an organizational structure in which related ideas are grouped to support my purpose (W.4.4)

- *Bend 1, Session 1, Essay Structure Boot Camp*
- *Bend 1, Session 6, Boxes and Bullets (Framing Essays)*
- *Bend 1, Session 7, Return to Boot Camp*
- *Bend 2, Session 8, Composing and Sorting Mini-Stories*
- *Bend 2, Session 10, Organizing for Drafting*
- *Bend 2, Session 11, Building a Cohesive Draft*
- *Bend 2, Session 12, Becoming our own Job Captains*
- *Bend 3, Session 18, Broader Evidence*
- *Bend 3, Session 19, Connecting Evidence, Reason and Thesis*

I can link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition) (W.4.4)

- *Bend 1, Session 4, Using Elaboration Prompts to Grow Ideas*
- *Bend 2, Session 11, Building a Cohesive Draft*
- *Bend 3, Session 19, Connecting Evidence, Reason and Thesis*

I can provide a concluding statement or section related to the opinion presented (W.4.4)

- *Bend 1, Session 13, Writing Introductions and Conclusions*

I can use concrete words and phrases and sensory details to convey experiences and events precisely. (W.4.4)

- *Bend 1, Session 3, Writing to Learns*
- *Bend 2, Session 9, Creating Parallelism in Lists*
- *Bend 2, Session 11, Building a Cohesive Draft*

I can produce clear and coherent writing that is appropriate to the task, purpose, and/or audience. (W.4.4)

- *All lessons in unit*

I can take notes from sources, sort my notes into categories, and provide a list of sources I have used. (W.4.8)

- *Bend 2, Session 10, organizing for Drafting*
- *Bend 2, Session 11, Building a Cohesive Draft*
- *All sessions in Bend 3, Personal to Persuasive*

I can be a respectful participant in conversation by being responsible for contributing to my group. (SL.4.1)

- *All lessons in unit*

I can produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\* (L.4.1f)

- *Bend 2, Session 15, Correcting Run-On Sentences and Sentence Fragments*
- *Bend 3, Session 20, Getting Ready to Put Our Opinions into the World*

I can correctly use frequently confused words (e.g., to, too, two; there, their).\* (L.4.1g)

- *Bend 3, Session 20, Getting Ready to Put Our Opinions into the World*

### Assessment Evidence

#### Performance Assessment Options

May include, but are not limited to the following:

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#### Other assessment options

May include, but are not limited to the following:

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### Digital Tools & Supplementary Resources

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<b>Unit 3 - Poetry Anthologies</b>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ol style="list-style-type: none"><li>1. Writers consider task, purpose and audience in order to write clearly.</li><li>2. Planning, revising, editing and rewriting will strengthen writing.</li><li>3. How to approach varied writing tasks.</li><li>4. Using strategies to develop real or imagined experiences or events will help them write narrative text</li></ol>	<ol style="list-style-type: none"><li>1. How can I help students use word choice, figurative language, line space and other narrative techniques learned from mentors to write poems about one topic, but highlighting a variety of themes?</li><li>2. How can I teach students to take on different perspectives and approaches within the same topic through the creation of a shared, class anthology of poems?</li><li>3. How can I help students see that drafting and revision go hand-in-hand when writing poetry, ushering them to draft, revise, and draft again?</li><li>4. How can I teach students revision strategies that will help them to zoom in on what their poem is really about and bring out a theme?</li><li>5. How can I teach students to publish in meaningful ways, editing and publishing to highlight the messages and themes they want to bring forth?</li></ol>
<b>Standards</b>	
<p><b>Wisconsin Standards for English Language Arts</b></p> <p><b>WI.ELA.R10:</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>WI.ELA.W4:</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p><b>WI.ELA.SL1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"><li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li><li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li><li>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.</li><li>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li></ol>	
<b>Supporting Standards:</b>	

**WI.ELA.W5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

**Learning Targets:**

I can use a variety of transitional words and phrases to manage the sequence of events. (W.4.4)

- *Bend 3, Session 14, Poets experiment with line breaks in order to get their reader to think or feel a certain way about their poem.*
- *Bend 3, Session 15, Poets experiment with line breaks by thinking about meter--the number of beats/syllables in a certain line to create a specific tone or mood.)*

I can provide a conclusion that follows from the narrated experiences or events. (W.4.4)

- *Bend 3, Session 18, Poets craft a powerful ending by thinking about the meaning they want to leave with their reader and ending with a special image to reveal the main idea or perspective.*

I can use dialogue and description to develop experiences and events or show the responses of characters to situations. (W.4.4)

- *Bend 1, Session 2, Poets use all they know about writing by using dialogue, internal thinking, descriptive details and other craft moves so that they can make their poems stronger and more purposeful.*
- *Bend 1, Session 3, Poets take on the voice, or persona, of someone/thing else by stepping into the shoes of that character or object so that they can write from various perspectives.*
- *Bend 2, Session 9, Poets can choose a previously written poem or entry to write a new poem by changing a word here and there or changing the perspective, so that they can write with volume.*

I can use concrete words and phrases and sensory details to convey experiences and events precisely. (W.4.4)

- *Bend 1, Session 2, Poets use all they know about writing by using dialogue, internal thinking, descriptive details and other craft moves so that they can make their poems stronger and more purposeful.*
- *Bend 2, Session 10, Poets can continually revise their poems by adding an image from the setting or a detail about an object, so that they can transform their poem.*
- *Bend 2, Session 11, Poets add details to their poems by including surprising details or emotions in order to transform their entire poem.*
- *Bend 3, Session 16, Poets consider how their poem looks visually considering craft like white space, capitalization, length of lines, and punctuation and how those contribute to the tone, mood, or meaning of the poem.*
- *Bend 3, Session 17, Poets carefully consider their word choice and make deliberate decisions in order to convey meaning through imagery and the way words sound.*

I can produce clear and coherent writing that is appropriate to the task, purpose, and/or audience. (W.4.4)

- *All sessions in unit*

I can plan, revise and edit my writing. (W.4.5)

- *Bend 1, Session 1, Poets choose a topic that means something to them by imagining the various themes and messages they can convey about their topic to their reader*
- *Bend 2, Session 4, Poets can collect ideas by observing, listening to others and reading mentor text, so that they can write long to “explore it” or write a “first try” poem.*
- *Bend 2, Session 6, Poets can gather ideas by combing through previous notebook entries that might evoke inspiration, so that they can turn them into poems*
- *Bend 2, Session 7, Poets can write down what they think or feel by making observations, so that they can find new ideas and write new poems.*
- *Bend 2, Session 8, Poets can generate ideas by listening to and reading song lyrics, so that a catchy phrase or lyrical line can play in a poet's head and eventually spur bigger ideas to write about.*
- *Bend 3, Session 13, Poets aim for meaning and find a way to describe what matters by taking prose*

*they've written and turning it into poetry.*

- *Bend 4, Session 19, Poets make purposeful choices about grammar, spelling, and punctuation by choosing rules and sticking to those rules throughout so that their readers understand what they are trying to say.*
- *Bend 4, Session 20, Poets choose poems to use in their anthologies by revisiting their best work or poems they would group together so their anthologies convey the message they intend.*
- *Bend 4, Session 21, Poets order their anthologies by learning from and emulating mentor texts so the order of their poems helps to create the meaning of the anthology.*
- *Bend 4, Session 22, Poets reflect on their poetry skills by celebrating their anthologies so that they can see all that they have learned in this unit.*
- *Bend 4, Session 23, Poets discover their writing strengths by reflecting on their anthologies and past writing pieces so they can see all they have learned as a writer.*

I can think about all the ideas shared in a conversation and use them to grow a new idea about the topic. (SL.4.1)

- *Bend 2, Session 5, Poets can come up with ideas by reading poetry and talking about it with a partner, so that they can write fast and furious original poems.*
- *Bend 3, Session 12, Poets talk to partners about their entries so that they can uncover the deeper, connected meaning in their poems in order to begin to plan for a collection of poems that shows different sides of their chosen topic of them.*

### Assessment Evidence

#### Performance Assessment Options

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#### Other assessment options

*May include, but are not limited to the following:*

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### Digital Tools & Supplementary Resources

Recommended Mentor Texts:

***Maggie and Milly and Molly and May*** by E. E. Cummings

***Jabberwocky*** by Lewis Carroll

## Unit 4 - Literary Essay: Writing About Fiction

### Enduring Understandings

1. Using valid reasoning and sufficient evidence will help them write convincing arguments.
2. Using strategies to develop real or imagined experiences or events will help them write narrative text.
3. Writers consider task, purpose and audience in order to write clearly.
4. Planning, revising, editing and rewriting will strengthen writing.
5. Conducting research projects based on focused questions allows them to

### Essential Questions

1. How can I learn to write literary essays that not only have a thesis that is based on close reading of the text but that also contain passages from the text (quoted and paraphrased) to support the thesis?
2. Can I write these essays about characters and also about themes, sometimes even writing about two texts in one essay?
3. How can I read texts closely, grow an idea about the text and then write a quick essay which is structured and full of evidence from the text?

<p>demonstrate their understanding of a subject.</p> <ol style="list-style-type: none"> <li>6. How to gather relevant and credible information from print and digital sources without plagiarizing.</li> <li>7. How to draw evidence from text to support their thinking.</li> <li>8. How to approach varied writing tasks.</li> </ol>	<ol style="list-style-type: none"> <li>4. How can I develop more complex interpretations of the text and support those interpretations with attention to craft moves that the author has made?</li> <li>5. How do authors of literary essays utilize elements of compare/contrast to discuss how two texts address the same theme similarly and differently?</li> </ol>
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**Standards**

**Wisconsin Standards for English Language Arts**

**WI.ELA.R1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**WI.ELA.R4:** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

**WI.ELA.W4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

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- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation 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.

**WI.ELA.L1:** 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).\*

**Supporting Standards:**

**WI.ELA.W9:** 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))

**Learning Targets**

I can explain what the text actually says by referring to details and examples. (R.4.1)

- *Bend 1, Session 2, Gathering Writing by Studying Characters*
- *Bend 1, Session 4, Finding and Testing a Thesis*
- *Bend 1, Session 5, Using Stories as Evidence*
- *Bend 1, Session 6, Citing Textual Evidence*
- *Bend 1, Session 7 Midworkshop, Deciding on the Weak Spots in an Argument and Collecting to Strengthen those Spots*
- *Bend 1, Session 8, Putting it All Together*

I can make an inference from the text, referring to details and examples. (R.4.1)

- *Bend 1, Session 1, Close Reading to Generate Ideas about Text*
- *Bend 1, Session 2 Midworkshop, Revising Theories about Characters*
- *Bend 1, Session 4, Finding and Testing a Thesis*
- *Bend 1, Session 4 Midworkshop, Deciding on Your Boxes and Bullets for an Essay*
- *Bend 1, Session 6, Citing Textual Evidence*
- *Bend 1, Session 7 Midworkshop, Deciding on the Weak Spots in an Argument and Collecting to Strengthen those Spots*
- *Bend 2, Session 9, Writing to Discover What a Story is Really About*
- *Bend 2, Session 10, Adding Complexity to Our Ideas*
- *Bend 3, Session 16, Comparing and Contrasting Familiar Texts*

I can explain the author's goal when using words or phrases that stand out. (R.4.4)

- *Bend 2, Session 13, Using Descriptions of an Author's Craft as Evidence*

I can introduce a topic or text clearly (W.4.4)

- *Bend 2, Session 12, Beginnings and Endings*

I can state an opinion (W.4.4)

- *Bend 1, Session 1, Close Reading to Generate Ideas about Text*
- *Bend 1, Session 3 Midworkshop, Developing Powerful Thought*
- *Bend 1, Session 4, Finding and Testing a Thesis*
- *Bend 2, Session 10 Share, Developing Ideas and Supports*
- *Bend 3, Session 18, Developing Distinct Lines of Thought*

I can create an organizational structure in which related ideas are grouped to support my purpose (W.4.4)

- *Bend 1, Session 4, Finding and Testing a Thesis*
- *Bend 2, Session 11, Flash Drafting Literary Essays*
- *Bend 3, Session 15, Building the Muscles to Compare and Contrast*
- *Bend 3, Session 16 Midworkshop, Using Templates to Craft Comparative Essays*
- *Bend 3, Session 17, Using Yesterday's Learning, Today and Always*

I can link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition) (W.4.4)

- *Bend 1, Session 5 Midworkshop, Using Precise Words*
- *Bend 1, Session 6 Share, Transitional Phrases for Introducing Quotes*
- *Bend 1, Session 7, Using Lists as Evidence*
- *Bend 2, Session 12 Midworkshop, Using the Language of Literary Scholars*

I can provide a concluding statement or section related to the opinion presented (W.4.4)

- *Bend 2, Session 12, Beginnings and Endings*
- *Bend 2, Session 12 Share, Writing Conclusions*

I can use dialogue and description to develop experiences and events or show the responses of characters to situations. (W.4.4)

- *Bend 1, Session 2 Share, Writing to Know Characters*
- *Bend 1, Session 3, Elaborating on Written Ideas using Prompts*
- *Bend 1, Session 5, Using Stories as Evidence*

I can use concrete words and phrases and sensory details to convey experiences and events precisely. (W.4.4)

- *Bend 1, Session 5 Midworkshop, Using Precise Words*
- *Bend 1, Session 7, Using Lists as Evidence*
- *Bend 2, Session 10 Midworkshop, Simple Words that Set Us on New Paths of Thought*

I can produce clear and coherent writing that is appropriate to the task, purpose, and/or audience. (W.4.4)

- *All Sessions in this Unit*

I can use evidence from text to build and support my thinking. (W.4.9)

- *All Sessions in this Unit*

I can be a respectful participant in conversation by being responsible for contributing to my group. (SL.4.1)

- *All Sessions in this Unit*

I can think about all the ideas shared in a conversation and use them to grow a new idea about the topic. (SL.4.1)

- *Bend 1, Session 1 Midworkshop, Developing the Eyes to See and the Language to Discuss what Others Overlook*

I can form and use the progressive verb tenses. (e.g., I was walking; I am walking; I will be walking) (L.4.1b)

- *Bend 2, Session 14, Editing*

I can produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\* (L.4.1f)

- *Bend 2, Session 14, Editing*
- *Bend 3, Session 19, Exploring Commas*

### Assessment Evidence

#### Performance Assessment Options

May include, but are not limited to the following:

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#### Other assessment options

May include, but are not limited to the following:

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### Digital Tools & Supplementary Resources

#### Recommended Reading Mentor Texts:

- *Fox* by Margaret and Ron Brooks

### Writing Unit 5 - Bringing History to Life

#### Enduring Understandings

1. Using valid reasoning and sufficient evidence will help them write convincing arguments.

#### Essential Questions

1. How can I learn to write literary essays that not only have a thesis that is based on close reading of the text but that also

2. Using strategies to develop real or imagined experiences or events will help them write narrative text.
3. Writers consider task, purpose and audience in order to write clearly.
4. Planning, revising, editing and rewriting will strengthen writing.
5. Conducting research projects based on focused questions allows them to demonstrate their understanding of a subject.
6. How to gather relevant and credible information from print and digital sources without plagiarizing.
7. How to draw evidence from text to support their thinking.
8. How to approach varied writing tasks.

- contain passages from the text (quoted and paraphrased) to support the thesis?
2. Can I write these essays about characters and also about themes, sometimes even writing about two texts in one essay?
  3. How can I read texts closely, grow an idea about the text and then write a quick essay which is structured and full of evidence from the text?
  4. How can I develop more complex interpretations of the text and support those interpretations with attention to craft moves that the author has made?
  5. How do authors of literary essays utilize elements of compare/contrast to discuss how two texts address the same theme similarly and differently?

## Standards

### Wisconsin Standards for English Language Arts

**WI.ELA.R4:** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

**WI.ELA.W4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**WI.ELA.SL1:** 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.

- e. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- f. Follow agreed-upon rules for discussions and carry out assigned roles.
- g. 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.
- h. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**WI.ELA.L1:** 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).\*

### Supporting Standards:

**WI.ELA.W4.7:** Conduct short research projects that build knowledge through investigation of different aspects of a topic.

**WI.ELA.W4.8:** 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.

### Learning Targets

I can explain the author's goal when using words or phrases that stand out. (R.4.4)

- *Bend 1, Session 3, Planning and Writing with Greater Independence*
- *Bend 2, Session 15, Using all we know to craft essay and narrative sections*
- *Bend 3, Session 19, Digging Deeper*

I can introduce a topic clearly and group related information in paragraphs and sections (W.4.4)

- *Bend 1, Session 1, Getting the Sense of Informational Books*
- *Bend 1, Session 2, Planning the Structure of Writing*
- *Bend 1, Session 7, Essays within Information Texts*
- *Bend 1, Session 8, Taking Stock and Setting Goals*
- *Bend 2, Session 9, Writers Plan for Their Research*
- *Bend 2, Session 11, Drafting is like Tobogganing*
- *Bend 2, Session 12, Developing a Logical Structure Using Introductions and Transitions*

I can include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension (W.4.4)

- *Bend 1, Session 1 Midworkshop, Making an Overall Plan and Organizing Note-Taking*
- *Bend 2, Session 9, Writers Plan for Their Research*
- *Bend 2, Session 11, Drafting is like Tobogganing*
- *Bend 2, Session 13, Text Features*
- *Bend 2, Session 14, Quotations Accentuate Importance*

I can link ideas within categories of information using words and phrases (e.g., another, for example, also, because) (W.4.4)

- *Bend 1, Session 2 Share, Checking Writing for Breadth and Transition Words*
- *Bend 1, Session 7 Midworkshop, The Glue that links claims, reasons, and evidence: transition words*
- *Bend 2, Session 12, Developing a Logical Structure Using Introductions and Transitions*

I can provide a concluding statement or section related to the information or explanation presented. (W.4.4)

- *Bend 2, Session 11, Drafting is like Tobogganing*
- *Bend 2, Session 12 Share, Writing Conclusions*

I can provide reasons that are supported by facts and details. (W.4.4)

- *Bend 1, Session 5, Elaboration*
- *Bend 2, Session 9, Writers Plan for Their Research*
- *Bend 2, Session 10, The Intense Mind-Work of Note-Taking*
- *Bend 2, Session 11, Drafting is like Tobogganing*
- *Bend 2, Session 16, The Other Side of the Story*
- *Bend 3, Information Writing Gives Way to Idea Writing*
- *Bend 3, Session 20, Using Confusions to Guide Research*

I can use concrete words and phrases and sensory details to convey experiences and events precisely. (W.4.4)

- *Bend 2, Session 11, Drafting is like Tobogganing*

I can produce clear and coherent writing that is appropriate to the task, purpose, and/or audience. (W.4.4)

- *All Sessions in this Unit*

I can orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (W.4.4)

- *Bend 1, Session 6, Bringing Information Alive*
- *Bend 1, Session 6 Midworkshop, Adding Historical Details to Stories*

I can conduct research projects to build my knowledge on a topic. (W.4.7)

- *Bend 1, Session 1, Gathering the Sense of Informational Books*
- *Bend 1, Session 2, Planning the Structure of Writing*
- *Bend 1, Session 3, Planning and Writing with Greater Independence*
- *Bend 2, Session 10, The Intense Mind-Work of Note-Taking*
- *Bend 2, Session 14, Quotations Accentuate Importance: Voices Chime in to Make a Point*
- *Bend 3, Session 18, Information Writing Gives Way to Idea Writing*
- *Bend 3, Session 20, Using Confusions to Guide Research*
- *Bend 3, Session 21, Questions without a Ready Answer*

I can recall important information from experiences or gather information from print and digital resources.(W4.8)

- *Bend 1, Session 1, Gathering the Sense of Informational Books*
- *Bend 1, Session 2, Planning the Structure of Writing*
- *Bend 1, Session 3, Planning and Writing with Greater Independence*
- *Bend 2, Session 10, The Intense Mind-Work of Note-Taking*
- *Bend 2, Session 14, Quotations Accentuate Importance: Voices Chime in to Make a Point*
- *Bend 3, Session 18, Information Writing Gives Way to Idea Writing*
- *Bend 3, Session 20, Using Confusions to Guide Research*
- *Bend 3, Session 21, Questions without a Ready Answer*

I can think about all the ideas shared in a conversation and use them to grow a new idea about the topic. (SL.4.1)

- *Bend 3, Session 23, A Final Celebration, An Expert Fair*

I can produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\* (L.4.1f)

- *Bend 3, Session 22, Editing*

I can correctly use frequently confused words (e.g., to, too, two; there, their).\* (L.4.1g)

- *Bend 3, Session 22, Editing*

### Assessment Evidence

#### Performance Assessment Options

May include, but are not limited to the following:

- 

#### Other assessment options

May include, but are not limited to the following:

- 

### Digital Tools & Supplementary Resources

#### Recommended Reading Mentor Texts:

- *Liberty! How the Revolutionary War Began* by Lucille Recht Penner
- *The Revolutionary War* (Cornerstones of Freedom series) by Josh Gregory

Unit 6: Historical Fiction: Tackling Complex Texts	
Enduring Understandings	Essential Questions
<ol style="list-style-type: none"> <li>1. Understand that using strategies to develop real or imagined experiences or events will help them write narrative text.</li> <li>2. Understand that writers consider task, purpose and audience in order to write clearly.</li> <li>3. Understand that planning, revising, editing and rewriting will strengthen writing.</li> <li>4. Understand that they can use technology to produce and publish writing to communicate a message.</li> <li>5. Understand how to gather relevant and credible information from print and digital sources without plagiarizing.</li> <li>6. Understand how to approach varied writing tasks that require different levels of stamina.</li> </ol>	<ol style="list-style-type: none"> <li>1. How can I generate a writing idea by considering historical contexts, research, and personal experiences?</li> <li>2. How can I create a cohesive, focused plot with believable, interesting characters?</li> <li>3. How can use the writing process to craft a story that includes accurate historical details and meaning?</li> <li>4. How can I edit and publish to prepare a historical fiction story for readers?</li> </ol>
Standards	
<p><b>Wisconsin Standards for English Language Arts</b></p> <p><b>WI.ELA.R1:</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>WI.ELA.R4:</b> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p><b>WI.ELA.W4:</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p><b>WI.ELA.SL1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>e. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>f. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>g. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> <li>h. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ol> <p><b>Supporting Standards:</b></p> <p><b>WI.ELA.W5:</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>	
Learning Targets	
<p>I can explain what the text actually says by referring to details and examples. (R.4.1)</p>	

- Bend 1, Session 5, Testing Story Ideas for Historical Accuracy
- Bend 2, Session 13, Showing Historical Details Instead of Telling Them
- Bend 3, Session 17, Researching Daily Life From the Historical Period
- Bend 3, Session 19, Matching Dialogue to Historical Period
- Bend 3, Session 22, Revising New Story for Historical Accuracy

I can figure out the meaning of an unknown word or phrase. (In increasingly more complex text) (R.4.4)

- Bend 3, Session 20, Using “Expert” Vocabulary

I can explain the author's goal when using words or phrases that stand out. (R.4.4)

- Bend 3, Session 18, Using Setting to Convey Mood
- Bend 3, Session 19, Matching Dialogue to Historical Period

I can orient the reader by establishing a situation and introducing a narrator and/or characters. (W.4.4)

- Bend 1, Session 1, Generating Ideas for Stories Through Research
- Bend 1, Session 2, Generating Ideas by Thinking of My Own Life
- Bend 1, Session 3, Generating Ideas by Considering Historical Contexts
- Bend 1, Session 4, Trying Out Leads and Drafting Scenes Introducing Setting and Problem
- Bend 3, Session 16, Choosing a Second Story Idea
- Bend 3, Session 17, Researching Daily Life From the Historical Period
- Bend 3, Session 18, Using Setting to Convey Mood
- Bend 3, Session 19, Matching Dialogue to Historical Period
- Bend 3, Session 21, Basing Characters on Real People

I can organize an event sequence that unfolds naturally. (W.4.4)

- Bend 1, Session 4, Trying Out Leads and Drafting Scenes Introducing Setting and Problem
- Bend 1, Session 7, Applying Skills From Previous Narrative Writing Units to Historical Fiction Writing
- Bend 2, Session 8, Planning a Sequence of Events
- Bend 2, Session 11, Writing Flash-Drafts About Small Moments
- Bend 2, Session 12, Studying Opening Scenes of Mentor Texts
- Bend 4, Session 24, Using Editing Checklists to Revise
- Bend 4, Session 25, Working with Partners to Edit

I can use a variety of transitional words and phrases to manage the sequence of events. (W.4.4)

- Bend 1, Session 7, Applying Skills From Previous Narrative Writing Units to Historical Fiction Writing
- Bend 4, Session 24, Using Editing Checklists to Revise

I can provide a conclusion that follows from the narrated experiences or events. (W.4.4)

- Bend 2, Session 14, Drafting Realistic Endings
- Bend 3, Session 23, Thinking Critically about Story Endings

I can use dialogue and description to develop experiences and events or show the responses of characters to situations. (W.4.4)

- Bend 1, Session 6, Creating Believable Characters and Problems
- Bend 2, Session 10, Developing Characters (Outside Traits and Inside Traits)
- Bend 2, Session 11, Writing Flash-Drafts About Small Moments
- Bend 2, Session 15, Considering Heart of the Story (Characters’ Internal Story) When Revising
- Bend 3, Session 19, Matching Dialogue to Historical Period
- Bend 3, Session 21, Basing Characters on Real People

I can use concrete words, phrases, and sensory details to convey experiences and events precisely. (W.4.4)

- Bend 1, Session 4, Trying Out Leads and Drafting Scenes Introducing Setting and Problem
- Bend 2, Session 9, Storytelling Instead of Summarizing
- Bend 2, Session 12, Studying Opening Scenes of Mentor Texts
- Bend 2, Session 13, Showing Historical Details Instead of Telling Them
- Bend 3, Session 17, Researching Daily Life From the Historical Period
- Bend 3, Session 19, Matching Dialogue to Historical Period
- Bend 3, Session 20, Using “Expert” Vocabulary

I can think about all the ideas shared in a conversation and use them to grow a new idea about the topic. (SL.4.1)

- Bend 1, Session 1, Generating Ideas for Stories Through Research
- Bend 1, Session 2, Generating Ideas by Thinking of My Own Life
- Bend 1, Session 3, Generating Ideas by Considering Historical Contexts
- Bend 3, Session 16, Choosing a Second Story Idea

I can plan, revise and edit my writing. (W.4.5)

- All Sessions in Unit

### Assessment Evidence

#### Performance Assessment Options

*May include, but are not limited to the following:*

#### Other assessment options

*May include, but are not limited to the following:*

### Digital Tools & Supplementary Resources