Grade Level: 4 Subject: Writing

Trimester 1

Unit: Narrative	**Unit Length: 5 weeks**
Enduring Understanding(s): Writers often write about a seemingly small episode- yet it has big meaning for the writer. Writers often include two and sometimes three small, connected moments so that there is a sense that the stories have a beginning, middle, and end. Writers often tell the story in such a way that the reader can almost experience it from start to finish. The story is written step-by-step. Narratives are focused and contain just the right amount of detail, dialogue, and description.	Essential Question(s):
Common Core Standards	**Common Core en español**
Writing Standards ***Text Type and Purposes*** 3. Write narratives to develop real or imagined experiences or events using effective 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. ***Production and Distribution of Writing*** 4. Produce clear and coherent writing (**including multiple paragraph texts**) in which the development and organization are appropriate to task, purpose, and audience. 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. 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. **Range of Writing** 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Estándares de escritura y redacción ***Tipos de texto y sus propósitos*** 3. Escriben narraciones para desarrollar experiencias o acontecimientos reales o imaginarios, utilizando técnicas eficaces, detalles descriptivos y secuencias claras del evento. a. Orientan al lector al establecer una situación y presentar al narrador y/o a los personajes; organizan una secuencia de eventos que se desarrolla de forma natural. b. Usan el diálogo y descripciones para desarrollar las experiencias y acontecimientos o para mostrar la respuesta de los personajes a las situaciones. c. Usan una variedad de palabras y frases de transición para manejar la secuencia de los eventos. d. Usan palabras y frases concretas y detalles sensoriales para comunicar con precisión las experiencias y eventos. ***Producción y redacción*** e. Ofrecen una declaración o conclusión relacionada con la información o explicación presentada. 4. Hacen escritos claros y coherentes (incluyendo textos de varios párrafos) en los cuales el desarrollo y organización son adecuados a la tarea, propósito y audiencia. 5. Con la orientación y el apoyo de compañeros y adultos, desarrollan y mejoran el escrito según sea necesario mediante la planeación, revisión y corrección. 6. Con algo de orientación y el apoyo de los adultos, usan la tecnología incluyendo el Internet, para crear y publicar escritos así como para interactuar y colaborar con los demás, y demostrar dominio suficiente de las habilidades con el teclado para escribir un mínimo de una página en una sola sesión. ***Rango de escritura y redacción*** 10. Escriben habitualmente durante periodos prolongados (tiempo para investigación, reflexión y revisión) y periodos cortos (una sola sesión o uno o dos días), para una serie de tareas específicas a una disciplina, propósito y audiencia.
Assessment	
Summative: Authentic student work published at the end of the unit scored with a Common Core Aligned Rubric.	Other Formative Assessments: -Anecdotal conferring notes of student's writing progress -Quick writes/Journal samples related to opinion writing

Grade Level: 4 Subject: Writing

Trimester 1

Learning Plan

Mentor Texts for Personal Narrative 3-6

The mentor text list below is not exhaustive; it's intended to serve as a list of recommendations of texts to be read aloud, used for craft study, or to spark writing topics or ideas.

The books listed could also be used to help students generate ideas for the next Narrative unit by thinking about important people and places in their lives that will jumpstart their narrative writing.

English

- The Best Story by Eileen Spinelli
- The Boy Who Loved Words by Roni Schotter
- Fireflies by Julie Brinkloe
- Owl Moon by Jane Yolen
- What Authors Do by Eileen Chrislelow
- The Memory String by Eve Bunting
- Roller Coaster by Marla Frazee
- When I was Little by Jamie Lee Curtis
- The Dot by Peter H. Reynolds
- Ish by Peter H. Reynolds
- Nothing Ever Happens on 90th Street by Roni Schotter
- Amelia's Notebook by Maria Moss
- All the Places to Love by Patricia MacLachlan
- What you Know First by Patricia MacLachlan

Culturally Relevant Texts

- Baseball in April and Other Stories by Gary Soto
- The Leaving Morning by Angela Johnson
- When I am Old with You by Angela Johnson
- My Name is Maria Isabel by Alma Flor Ada
- The Day of Ahmeds Secret by Florence Parry Heide
- The Other Side by Jacqueline Woodson
- In my Family by Carmen Lopez Garza
- My Name is Yoon by Helen Recorvits
- Smoky Night by Eve Bunting
- Googles by Ezra Jack Keats
- Chicken Sunday by Patricia Polacco
- The Name Jar by Yangsook Choi
- One Green Apple by Eve Bunting
- Snapshots from the Wedding by Gary Soto
- A Chair for my Mother by Vera Williams
- Family Pictures by Carmen Lomas Garza
- The Fiesta Of The Tortillas by Jorge Argueta

Español

- En Mi Familia by Carmen Lopez Garza
- Me llamo Yoon by Helen Recorvits
- Cuadros de familia by Carmen Lomas Garza
- La Fiesta De Las Tortillas by Jorge Argueta

Resources

Professional Resources:

Lessons for the Writer's Notebook by Fletcher and Portalupi
Lessons That Change Writers by Nancie Atwell
Nonfiction Craft Lessons by Fletcher and Portalupi
Teaching the Qualities of Writing by Fletcher and Portalupi
Making Revision Matter by Janet Angelillo
Revising after the End by Barry Lane
Writer's Notebook by Aimee Buckner
A Writer's Notebook: Unlocking the Writer Within You by Ralph Fletcher
Breathing In, Breathing Out: Keeping a Writer's Notebook by Ralph Fletcher
Study Driven: A Framework for Planning Units of Study in the Writing Workshop by Katie Wood Ray
Wondrous Words: Writers and Writing in the Elementary Classroom by Katie Wood Ray
Mentor Texts: Teaching Writing Through Children's Literature, K-6 by Lynne R. Dorfman by Rose Cappelli
Nonfiction Mentor Texts: Teaching Informational Writing Through Children's Literature, K-8 by Lynne R. Dorfman by Rose Cappelli
Raising the Quality of Narrative Writing: Grades 3-5 by Lucy Calkins

Lesson Planning Resources available online:

Portland Public Schools/K-5 Writing Units of Study
http://www.pps.k12.or.us/departments/curriculum/2022.htm

Colorado Springs K-5 Writer Units of Study
http://www.d11.org/Instruction/Literacy.LanguageArts/Pages/k-5-Writing-Resources.aspx
Denver Public Schools – Language Literacy and Cultural Studies/ K-5 Units of study
http://curriculum.dpsk12.org/lang_literacy_cultural/literacy/elem_lit/curric_instruc_assess/planning_guides/3/index.shtml

Michigan Association of Intermediate School Administrators (MAISA) Grades 4-6
http://www.oakridgeschools.org/Page/1590
K-5 Writers Workshop Units
http://www.humbleisd.net/Page/28851

Grade Level: 4 Subject: Writing
Trimester 1

Grade Level Standards

Common Core Standards	Common Core en español
Reading Standards 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. 3. 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).	Estándares de lectura 2. Utilizando los detalles en el texto, definen el tema de un obra de teatro, drama o poema; hacen un resumen del texto. 3. Describen en profundidad un personaje, scenario o acontecimiento en un cuento u obra de teatro, basándose en detalles específicos del texto (ejemplo: los pensamientos, palabras o acciones de un personaje).
Speaking & Listening 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. Come to discussions prepared, having read or studied required material; explicity draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agree-upon rules for discussions and carry out assigned roles. c. Pose and repsond 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.	Audición y expresión oral 1. Participan eficazmente en una serie de conversaciones colaborativas (uno-a-uno, en grupos, y dirigidas por el maestro) con diversos interlocutores sobre temas y textos apropiados al cuarto grado, elaborando en las ideas de los demás y expresando las propias con claridad. a. Vienen preparados a las conversaciones, después de haber leído o estudiado el material necesario; se basan explícitamente en esa preparación y otra información conocida sobre el tema para explorar las ideas que se están tratando. b. Siguen las reglas acordadas para participar en las conversaciones y llevar a cabo las funciones asignadas. c. Plantean y contestan preguntas específicas para aclarar o dar seguimiento a la información, y hacen comentarios que contribuyen a la conversación y se enlazan a los comentarios de los demás. d. Revisan las ideas clave expresadas y explican sus propias ideas y comprensión teniendo en cuenta lo previamente hablado.
Language Standards Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use interrogative, relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* ***2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing***. d. Spell grade-appropriate words correctly, consulting references as needed.	Estándares de lenguaje **1. Demuestran dominio de las normativas de la gramática del español y su uso al escribir y al hablar.** b. Usan los pronombres interrogativos, relativos (qué, que; quién, quien; cuál, cual; cuánto, cuanto) y los adverbios relativos (donde, cuando, como, cuanto). g. Forman oraciones completas, reconociendo y corrigiendo los fragmentos inadecuados y corridos o desconectados.* **2. Demuestran dominio de las normativas del español estándar para el uso de las letras mayúsculas, signos de puntuación y ortografía al escribir.** d. Escriben con ortografía correcta, incluyendo el uso del acento escrito, palabras adecuadas al nivel de grado, consultando materiales de referencia según sea necesario.

Grade Level: 4 Subject: Writing

Trimester 1

ELD Standards			
Part 1: Interacting in Meaningful Ways			
	Emerging	Expanding	Bridging
A. Collaborative	***2. Interacting via written English*** Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc.	***2. Interacting via written English*** Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	***2. Interacting via written English*** Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.
B. Interpretive	***6. Reading/viewing closely*** a) Describe ideas, phenomena (e.g., volcanic eruptions), and text elements (main idea, characters, events, etc.) based on close reading of a select set of grade-level texts with substantial support.	***6. Reading/viewing closely*** a) Describe ideas, phenomena (e.g., animal migration), and text elements (main idea, central message, etc.) in greater detail based on close reading of a variety of grade-level texts with moderate support.	***6. Reading/viewing closely*** a) Describe ideas, phenomena (e.g., pollination), and text elements (main idea, character traits, event sequence, etc.) in detail based on close reading of a variety of grade-level texts with light support.
C. Productive	***10. Composing/Writing*** a) Write short literary and informational texts (e.g., a description of a flashlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.	***10. Composing/Writing*** a) Write longer literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization.	***10. Composing/Writing*** a) Write longer and more detailed literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register.
Part 2: Learning About How English Works			
A. Structuring	***1. Understanding text structure*** Apply understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially) to comprehending texts and writing basic texts.	***1. Understanding text structure*** Apply increasing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how an explanation is organized around ideas) to comprehending texts and writing texts with increasing cohesion.	***1. Understanding text structure*** Apply understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are structured logically, grouping related ideas) to comprehending texts and writing cohesive texts.
B. Expanding	***4. Using nouns and noun phrases*** Expand noun phrases in simple ways (e.g., adding an adjective) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.	***4. Using nouns and noun phrases*** Expand noun phrases in a variety of ways (e.g., adding adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.	***4. Using nouns and noun phrases*** Expand noun phrases in an increasing variety of ways (e.g., adding general academic adjectives and adverbs to noun phrases or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.
C. Connecting	***6. Connecting ideas*** Combine clauses in a few basic ways to make connections between and join ideas in sentences (e.g., creating compound sentences using coordinate conjunctions, such as *and, but, so*).	***6. Connecting ideas*** Combine clauses in an increasing variety of ways (e.g., creating complex sentences using familiar subordinate conjunctions) to make connections between and join ideas in sentences, for example. to express cause/effect (e.g., The deer ran because the mountain lion came.) or to make a concession (e.g., She studied all night even though she wasn't feeling well.).	***6. Connecting ideas*** Combine clauses in a wide variety of ways (e.g., creating complex sentences using a variety of subordinate conjunctions) to make connections between and join ideas, for example, to express cause/effect (e.g., *Since the lion was at the waterhole, the deer ran away.*), to make a concession, or to link two ideas that happen at the same time (e.g., *The cubs played while their mother hunted.*).

Grade Level: 4 Subject: Writing
Trimester 1

Student Writing Sample

Appendix C – Narrative