Grade Level: 4 Subject: Writing

Trimester 1

Unit: Opinion/ Writing About Reading	**Unit Length: 5 weeks**
Enduring Understanding(s): Essayists read texts closely and respond to them in writing. Writers present their claim in an essay with examples from the text that serve as evidence. They make decisions about which types of evidence and organization best support their claim. Writers write about their reading in meaningful ways in order to explore important ideas and find and test a thesis. Literary essayists study characters in stories, identifying themes, and make connections to their own lives.	Essential Question(s):

Common Core Standards	**Common Core en español**
Writing Standards 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 and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented. ***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. (Grade-specific expectations for writing types are defined in standards 1–3.) 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** 1.Escriben propuestas de opinión sobre temas o textos, apoyando un punto de vista con razones e información. a. Presentan un tema o texto con claridad, expresan su opinión, y elaboran una estructura organizativa en la que se agrupan las ideas relacionadas con el mismo para apoyar el propósito del escritor. b. Ofrecen razones que están sustentadas por hechos y detalles. c. Enlazan la opinión y las razones utilizando palabras y frases (ejemplo: a fin de, asimismo). d. Ofrecen una declaración o conclusión relacionada con la opinión presentada. ***Producción y redacción*** 4. Hacen escritos claros y coherentes (incluyendotextos de varios párrafos) en los cuales el desarrollo y organización son adecuados a la tarea, propósito yaudiencia. 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. (La corrección debe demostrar el dominio de los estándares de Lenguaje 1-3, incluyendo el cuarto grado, en las páginas 18-19 y 20-21.) 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: This assessment will be an on-demand – that is, it aims to assess kids' ability to independently read a text and construct an insightful response to literature. The test will mirror the format and expectations of the fourth grade writing test administered in annually in March to all fourth grade students in the state of California. Directions for administrations, student testing booklet, and CST aligned writing rubrics will be provided by the district.	**Other Formative Assessments:** Anecdotal conferring notes of student's writing progress Quick writes/Journal samples related to opinion writing

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Learning Plan

Mentor Texts for Literary Essays

The list below is not exhaustive, it's intended to serve as a list of recommendations of texts to be read aloud during the unit or possibly used to introduce writing craft . The Read Alouds are "character rich" so they would be useful in terms of helping students develop a habit of mind around responding to literature.

English

Fables by Arnold Lobel
Fleischman, Paul. *Westlandia.* Candlewich, 1999.
Giovanni, N. *Rosa.* Holt, 2005.
Henkes, Kevin. *Chrysanthemum.* Greenwillow, 1991.
Laminack, Lester. *Saturday and Teacakes.* Scholastic, 2006
Lovell, Patti. *Stand Tall Molly Lou Melon.* Putnam, 2001
Munson, Derek. *Enemy Pie.* Chronicle Books, 2000.
O'Neill, Alexis. *The Recess Queen.* Scholastic, 2002
Dr. Seuss. *Horton Hatches the Egg.* Random House, 1966.
Steig, William. *Doctor DeSoto.* Farrar, Straus and Giroux, 1982.
Waber, Bernard. *Ira Sleeps Over.* Scholastic, 1975.

Culturally Relevant Texts

Hoffman, Mary. *Amazing Grace.* Dial, 1991.
Hest, Amy. *Mr. George Baker.* Candlewick, 2007
Woodson, Jacqueline. *The Other Side.* Putnam, 2001.
Zolotow, C. *William's Doll.* Harper, 1985.
Soto, Gary. *Too Many Tamales.* Putnam, 1993.
Polacco, Patricia. *Chicken Sunday.* Philomel, 1992.
Mrs. Katz and Tush. Bantam, l992
Baseball Saved Us by Ken Mochuzuki
A Day's Work by Eve Bunting

Short Stories

These texts could be copied and used for response to literature activities during this unit.

"The Marble Champ," Gary Soto
"Slower Than the Rest**,"** Cynthia Rylant
"Spaghetti" by Cynthia Rylant
"To Sleep Under the Stars" by Carol Shaw Graham
"Eleven" by Sandra Cisneros
"Alone" by Arnold Lobel
"Papa's Parrot" by Cynthia Rylant
The Race" from Chicken Soup for the Kid's Soul ***2***

Collection of short stories

Baseball in April and Other Stories, Gary Soto
Every Living Thing, Cynthia Rylant

Español

Texts by Alma Flor Ada
La moneda de oro
La lagartija y el sol
La sorpresa de Mama Conejo
La jaula dorado
Querido Pedrin
Ratoncito Perez, Cartero
Me llamo Maria Isabel
Me encantan los Saturdays y domingos

Resources

Professional Resources:

Nonfiction Craft Lessons by Fletcher and Portalupi
Teaching the Qualities of Writing by Fletcher and Portalupi
Making Revision Matter by Janet Angelillo
The Revisers Toolbox by Barry Lane
Writer's Notebook by Aimee Buckner
Lessons for the Writer's Notebook by Fletcher and Portalupi
Lessons That Change Writers by Nancie Atwell
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 Author, Mentor Texts by Ralph Fletcher

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I Can Write Like That!: A Guide to Mentor Texts and Craft Studies for Writers' Workshop, K-6 by Susan Ehman and Kellyann Gayer
Mentor Texts: Teaching Writing Through Children's Literature, K-6 byLynne R. Dorfman by Rose Cappelli
Nonfiction Mentor Texts: Teaching Informational Writing Through Children's Literature, K-8 by Lynne R. Dorfman by Rose Cappelli

Units of Study for Teaching Writing Grades 3-5 Literary Essays: Writing About Reading by Lucy Calkins

Lesson Planning Resources available online:
Literary Essays /Maisa Writing Workshop Units
http://www.oakridgeschools.org/Page/1590

Denver Public Schools – Language Literacy and Cultural Studies/ K-5 Units of study
See Grade 3 Unit 7 and Grade 5
http://curriculum.dpsk12.org/lang_literacy_cultural/literacy/elem_lit/curric_instruc_assess/planning_guides/3/index.shtml

Portland Public Schools Writing Resources
Literary Analysis – Grade 4
Character Analysis - Grade 3
http://www.pps.k12.or.us/departments/curriculum/2075.htm

Jefferson County Public Schools/Literary Analysis Unit – Grades 4-5
http://www.jefferson.kyschools.us/Departments/Gheens/LiteracyCloset/Writing%20Workshop%20Instructional%20Materials.html

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Grade Level Standards

Common Core Standards	Common Core en español
Reading Standards 8. Explain how an author uses reasons and evidence to support particular points in a text.	**Estándares de lectura** 8. Explican cómo el autor utiliza las razones y evidencia para apoyar determinados puntos de un texto.
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.	**Estándares de audición y expression 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 **Language** ***1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*** 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***. a. Use correct capitalization c. Use a comma before a coordinating conjunction in a compound sentence. 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 escribirlo o hablarlo.** g. Forman oraciones completas, reconociendo y corrigiendo los fragmentos inadecuados y corridos o desconectados.* 2. **Demuestran domino de las normativas del español estándar para el uso de las letras mayúsculas, signos de puntuación y ortografía al escribir.** **a.** Emplean correctamente las letras mayúsculas. c. Usan una coma antes de una conjunción coordinante en una oración compuesta. d. Escriben con ortografía correcta, incluyendo el uso del acento escrito, palabras adecuadas al nivel de grado, consultando materiales de referencia según sea necesario.

Common Core Unit Map

Grade Level: 4
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Subject: Writing

ELD Standards			
Part 1: Interacting in Meaningful Ways			
	Emerging	Expanding	Bridging
A. Collaborative	***3. Offering opinions*** Negotiate with or persuade others in conversations using basic learned phrases (e.g., *I think . . .*), as well as open responses, in order to gain and/or hold the floor.	**3. Offering opinions** Negotiate with or persuade others in conversations using an expanded set of learned phrases (e.g., I agree with X, but . . .), as well as open responses, in order to gain and/or hold the floor, provide counter]arguments, etc.	***3. Offering opinions*** Negotiate with or persuade others in conversations using a variety of learned phrases (e.g., *That's a good idea. However . . .*), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc.
B. Interpretive	***7. Evaluating language choices*** Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence) with prompting and substantial support.	**7. Evaluating language choices** Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary or phrasing used to provide evidence is strong enough) with prompting and moderate support.	***7. Evaluating language choices*** Describe how well writers and speakers use specific language resources to support an opinion or present an idea (e.g., the clarity or appealing nature of language used to present evidence) with prompting and light support.
C. Productive	***10. 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. ***11. Supporting opinions*** a) Support opinions by expressing appropriate/accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content with substantial support. b) Express ideas and opinions or temper statements using basic modal expressions (e.g., *can, will, maybe*).	***10. 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. ***11. Supporting opinions*** a) Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence (e.g., paraphrasing facts) or relevant background knowledge about content with moderate support. b) Express attitude and opinions or temper statements with familiar modal expressions (e.g., *maybe/probably, can/must*).	***10. 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. ***11. Supporting opinions*** a) Support opinions or persuade others by expressing appropriate/accurate reasons using detailed textual evidence (e.g., quotations or specific events from text) or relevant background knowledge about content with light support. b) Express attitude and opinions or temper statements with nuanced modal expressions (e.g., *probably/certainly, should/would*) and phrasing (e.g., *In my opinion . . .*).
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.*).

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Student Writing Samples

Samples taken from the California Department of Education