

# Unit 1: Inspired Writers

## 4<sup>th</sup> Grade ELA

49 Class Meetings

Written July 2024

### Essential Questions

- What inspires writers to write?
- How do authors employ literary devices to convey ideas through a poem?

### Enduring Understandings with Unit Goals

**EU 1:** Authors use voice and perspective to connect with readers and to provide insight into characters' thoughts and feelings.

- Students will understand that personal experiences and emotions can be reflected in literature, allowing readers to form meaningful connections with the text.
- Students will be able to identify the voice and perspective of the narrator and explain how these elements contribute to the reader's understanding of the story.
- Students will explore how a perspective influences the way the story is told and how it affects the reader's connection to the characters and events.
- Students will experiment with using different voices and perspectives in their own writing to create characters that are relatable and expressive.

**EU 2:** Literary devices such as imagery, similes, metaphors, and repetition enhance the meaning and emotional impact of a story or poem.

- Students will be able to identify literary devices such as imagery, similes, metaphors, and repetition in the poems
- Students will analyze how the use of literary devices contributes to the meaning and emotional impact of the poems and enhances the reader's experience.
- Students will write their own poems incorporating literary devices to convey emotions and ideas effectively.

**EU 3:** Poetry can express emotions, tell stories, and convey ideas in unique and powerful ways.

- Students will explore how poetry can be used to express emotions, tell stories, and convey ideas, and discuss what makes poetry a unique form of expression.
- Students will identify themes and messages in poems and discuss how these themes are expressed through the structure and language of the poems.
- Students will interpret the language and imagery used in poems to understand how poets convey complex ideas and emotions succinctly and powerfully.

### Standards

#### Common Core State Standards:

- **CCSS.ELA-Literacy.RL.4.1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **CCSS.ELA-Literacy.RL.4.2:** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- **CCSS.ELA-Literacy.RL.4.3:** 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).
- **CCSS.ELA-Literacy.RL.4.4:** 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).

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- **CCSS.ELA-Literacy.RL.4.5:** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- **CCSS.ELA-Literacy.RL.4.10:** 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.
- **CCSS.ELA-Literacy.RI.4.1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **CCSS.ELA-Literacy.RI.4.2:** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- **CCSS.ELA-Literacy.RI.4.4:** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
- **CCSS.ELA-Literacy.RI.4.5:** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- **CCSS.ELA-Literacy.RI.4.9:** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- **CCSS.ELA-Literacy.W.4.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **CCSS.ELA-Literacy.W.4.2.a:** Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- **CCSS.ELA-Literacy.W.4.2.b:** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- **CCSS.ELA-Literacy.W.4.2.c:** Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
- **CCSS.ELA-Literacy.W.4.2.d:** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **CCSS.ELA-Literacy.W.4.2.e:** Provide a concluding statement or section related to the information or explanation presented.
- **CCSS.ELA-Literacy.W.4.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience
- **CCSS.ELA-Literacy.W.4.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **CCSS.ELA-Literacy.W.4.6:** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- **CCSS.ELA-Literacy.W.4.7:** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **CCSS.ELA-Literacy.W.4.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.
- **CCSS.ELA-Literacy.W.4.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

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- **CCSS.ELA-Literacy.SL.4.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
- **CCSS.ELA-Literacy.SL.4.1.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.
- **CCSS.ELA-Literacy.SL.4.1.b:** Follow agreed-upon rules for discussions and carry out assigned roles.
- **CCSS.ELA-Literacy.SL.4.1.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.
- **CCSS.ELA-Literacy.SL.4.1.d:** Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- **CCSS.ELA-Literacy.SL.4.2:** Paraphrase portions of a text read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **CCSS.ELA-Literacy.SL.4.3:** Identify the reasons and evidence a speaker provides to support particular points.
- **CCSS.ELA-Literacy.SL.4.4:** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

### ISAAC Vision of the Graduate Competencies

**Competency 1:** Write effectively for a variety of purposes.

**Competency 2:** Speak to diverse audiences in an accountable manner.

**Competency 3:** Develop the behaviors needed to interact and contribute with others on a team.

**Competency 4:** Analyze and solve problems independently and collaboratively.

**Competency 5:** Be responsible, creative, and empathetic members of the community.

### Unit Content Overview

- 1. Character's thoughts and feelings as presented through the author's voice and perspective**
  - Recognize the narrator's voice in "Love That Dog" and discuss how it influences the story.
  - Analyze Jack's perspective and emotions throughout the novel.
  - Identify and discuss the themes and messages in "Love That Dog".
- 2. Literary devices and the emotional impact of a story or poem**
  - Define and identify basic literary devices such as simile, metaphor, and imagery in poems.
  - Assess the impact that literary devices make on various poems
- 3. Poetry as a story and as writing**
  - Identify the characteristics of poetry and differentiate between poetry and prose.
  - Write poems using various literary devices to express emotions or tell a story.

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**Vocabulary and Key Terms:** poetry, verse, stanza, rhyme, rhythm, imagery, simile, metaphor, repetition, narrator, perspective, voice, theme, free verse, mood, tone, symbol, alliteration, onomatopoeia, personification, literary device, hyperbole, symbolism, irony, foreshadowing, flashback, oxymoron, idiom, pun

**Interdisciplinary Connection:**

- Humanities

### Daily Learning Objectives with TWPS

**Students will be able to...**

- Identify the characteristics of poetry and differentiate between poetry and prose.
  - *What makes poetry different from other types of writing?*
  - *What are some examples of poems you've read before?*
- Recognize the narrator's voice in "Love That Dog" and discuss how it influences the story.
  - *What words or phrases does Jack use that show his personality?*
  - *How does Jack's voice change as the story progresses?*
  - *How does his voice sound like someone your age might speak or think?*
  - *What details does Jack share that help you connect with his experiences?*
  - *How does his voice reflect his changing relationship with his teacher?*
  - *What parts of the story show how Miss Stretchberry encourages Jack?*
- Define and identify basic literary devices such as simile, metaphor, and imagery in poems.
  - *Can you find examples of imagery, repetition, or other devices in Jack's poems?*
  - *How do these devices contribute to the mood or meaning of his poems?*
  - *Why do you think poets use similes in their writing?*
- Read and respond to poems featured in "Love That Dog," expressing their interpretations and personal connections.
  - *What emotions do you feel when reading a particular poem?*
  - *How can a poet convey feelings through word choice and structure?*
- Analyze Jack's perspective and emotions in the novel, citing evidence from the text.
  - *How does Jack feel about poetry at the beginning of the book?*
  - *Why do you think Jack is hesitant to share his poems?*
  - *What events or experiences influence Jack's feelings about poetry?*
  - *Can you find a specific poem or moment in the book that shows this change?*
- Identify imagery in selected poems from the book and explain how it enhances emotional expression.
  - *What images come to mind when you read a descriptive poem?*
  - *How do poets create pictures in your mind with words?*
- Locate similes and metaphors in the text and discuss how they contribute to the meaning of the poems.
  - *How does a metaphor deepen your understanding of the poem's theme?*
  - *How do similes help us picture what the poet is talking about?*
  - *How do similes add emotion or excitement to a poem?*
- Analyze how repetition and rhythm create mood and emphasis in poetry.
  - *Can you think of a poem or song that uses rhyme? How does it sound?*
  - *How does rhythm affect the way we read or hear a poem?*
- Write their own poems using similes, metaphors, and imagery to express emotions or tell a story.

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- *What are some reasons poets might choose to write in this form?*
  - *How can poetry be used to tell stories or share personal experiences?*
- Identify and discuss the themes and messages in "Love That Dog," supporting their ideas with examples from the text.
  - *What important evidence did you find in the reading passage today?*
  - *How does Jack learn to express himself through poetry?*
  - *Why is self-expression important for Jack, and how does it help him grow?*
- Make personal connections to the poems in the book, reflecting on how the themes relate to their own lives.
  - *How can the mood of a poem change how you feel about what is being described?*
  - *In what ways might a poem be more intense or emotional than a prose story?*
  - *What lessons can we learn from Jack's journey about trying new things?*
  - *How might Jack's experiences inspire you to express yourself in new ways?*
- Analyze how Jack's character develops through his poetry and experiences.
  - *How does Miss Stretchberry influence Jack's development as a poet?*
  - *What lessons does Jack learn from her encouragement and support?*
- Compare different poetic styles and techniques used by various poets mentioned in the novel.
  - *What do you notice about the way poems look on the page?*
  - *How do poets use line breaks and stanzas to organize their writing?*
- Reflect on their own writing process and share their poems with the class, discussing the choices they made.
  - *Are there any parts of writing that are difficult for you?*
  - *How do you overcome these challenges and keep writing?*
  - *Have you used similes, metaphors, or imagery in your writing? How?*
  - *How do these devices help enhance your writing?*
- Work in groups to create a collaborative poetry project, demonstrating their understanding of poetic techniques and themes.
  - *What do you think might be fun about writing a poem?*
  - *What might be difficult about writing a poem compared to writing a story?*
- Present their chosen poems to the class, demonstrating expressive reading and interpretation skills.
  - *What qualities do you look for in a poem when deciding which one to share?*
  - *What elements, such as tone and pacing, do you focus on during preparation?*
- Participate in a review game to reinforce their understanding of literary devices learned throughout the unit.
  - *How do literary devices help make stories and poems more interesting?*
  - *Can you give an example of a literary device you've noticed in a book or poem?*
- Complete an assessment to demonstrate their understanding of key concepts, themes, and literary devices in "Love That Dog."
  - *What do you think the book is mainly about?*
  - *What do you think is special about the way the book is written?*
  - *How does the title reflect the main themes of the story?*

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### Instructional Strategies/Differentiated Instruction

- Whole group instruction
- Paragraph frames and sentence starters
- Teacher modeling
- Think-write-pair-share and small-group discussions
- Graphic organizers
- Accountable talk
- Homework
- Word walls with visuals (Venn Diagrams)
- Small group instruction
- Visual exemplars with teacher and student critiques
- Text and video chunking
- Spiraling back to guiding questions
- Multiple CFUs
- Close reading with text-dependent questions

#### EL Differentiation Strategies

- Word Banks and Word Walls with visuals
- TWPS (Think, write, pair, share)
- Pre-reading strategies
- Culturally responsive teaching
- Explicit teacher modeling
- Key vocabulary
- Graphic organizers
- Strategic Grouping
- Non-verbal assessments

### Assessments

#### FORMATIVE ASSESSMENTS:

- Do Now
- Academic Discourse
- Exit Slips
- Accountable Talk Discussions
- Completed notes
- Completed graphic organizers
- Homework
- Performance Task -- “Jack’s Inspiration” Persuasive Stance
  - Teacher’s rubric/scoring guide

#### SUMMATIVE ASSESSMENTS:

- Quiz: Literary Devices and Comprehension (EU1, EU2, and EU3)
- IAB
- Unit Task: “Jack’s Inspiration” Persuasive Stance (EU1, EU2 and EU3)

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#### Unit Task

**Unit Task Name:** “Jack’s Inspiration” Persuasive Stance

**Description:** Upon completing the novel *Love That Dog*, students will choose whom they believe was Jack’s biggest inspiration when it came to writing his poetry (EU1 and EU3). They will then write a persuasive piece to present in a court style debate. Students must interpret literary devices, author’s perspective, and theme to write a well composed piece (EU1 and EU2). Students will be grouped in debate style teams to combine their writing to make a persuasive argument with three strong points and then present to a “judge”.

**Evaluation:** Teacher’s Scoring Guide

#### Unit Resources

- Immigrant Narrative Description and Exemplars (developed and refined with class)
- Google Classroom
- Historical Fiction Book Read Aloud
- Community Faces – Student Work (Primary and Secondary Sources Included)
- Climate and Geographical Resources - Teacher Google Slides
- Central and South American Map
- Push / Pull Factors Article
- Immigrant Stereotypes Reading
- Fact, Reasoned Opinion, Stereotype Graphic Organizer
- Reflection Form Template
- Peer Critique / Revision Form Template