READINGTON PUBLIC SCHOOL DISTRICT

Fourth Grade English Language Arts Curriculum 2025

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I. Purpose and Overview

The Readington School District literacy program provides a balanced instructional approach which includes four main categories: (1) reading, (2) writing, (3) word study, and (3) speaking and listening. The fourth grade curriculum is designed to build on the curriculum from previous grades, standing on the shoulders of the instruction that occurred in second and third grade. It helps students move forward in their proficiency as independent readers and writers and capitalizes upon the students' command of the basic processes of reading and writing to lead them to a deeper understanding of text and richer, more thoughtful writing. A combination of fiction and nonfiction texts are used in a variety of instructional settings to help students think deeply about text.

The fourth grade literacy program is designed to provide a developmentally appropriate learning guide for reading, writing, speaking and listening, and word study. The curriculum reflects current educational research through its focus on fostering motivation and independence, developing oral language competence, reading for understanding, word study, and opportunities to express thoughts in writing.

Our curriculum is designed to be responsive to developmental stages. A differentiated approach allows students to be engaged with reading and writing experiences appropriate to their point in development, and our teachers assess students at regular intervals to inform their instructional decisions. Instruction focuses on assisting students to build independence as readers, writers, speakers, listeners, and language users.

II. Goals

This curriculum is linked to the 2023 New Jersey Student Learning Standards for English Language Arts. Each unit is connected directly to the Anchor Standards, Strands, and Progress Indicators outlined in the document. Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

III. Assessment

Student learning will be assessed through
- Student/teacher conferences
- Running Record Assessments
- Benchmark Assessments for Student Writing in Narrative, Opinion, and Information
- Writing samples and student writing portfolios
- Student presentations
- Writers Notebooks
- Readers Notebooks
- Student Performance Checklists for Writing
- Standards Based Writing Rubrics
- Writing Pathways Performance Assessments
- Learning Progressions
- Rubrics
- Word Study unit assessments
- Universal Screener
- Diagnostic Assessments

Accommodations and modifications are available for those students who demonstrate a need and can be located on the curriculum page of the district website.

IV. Pacing Guide

	Reading	Writing
Unit 1 Sept./Oct. 5 weeks	Up the Ladder Reading: Nonfiction (Independent Choice) **Key Skills:** ● Choosing just-right nonfiction ● Reading flexibly ● Text features ● Multiple main ideas ● Inferencing ● Narrative nonfiction	Up the Ladder: Information **Key Skills:** ● Write information texts on topics of personal experience ● Envision the larger topic of an information text as being comprised of smaller subtopics ● Planning and revision strategies
Unit 2 Oct./Nov. 4 weeks	Interpreting Characters: The Heart of the Story (Unit 1) (Independent Choice) **Key Skills:** ● Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. ● Determine a theme of a story, drama, or poem from details in the text; summarize the text. ● 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). ● 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.	The Arc of the Story: Writing Realistic Fiction (Narrative) (Unit 1) **Key Skills:** ● Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. ● Use dialogue and description to develop experiences and events or show the responses of characters to situations. ● Use a variety of transitional words and phrases to manage the sequence of events. ● Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
Unit 3 Dec./Jan. 6 weeks	Reading the Weather, Reading the World Nonfiction Reading (Unit 2) (Independent Choice Text Sets & Research Teams) **Key Skills:** ● Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it	Boxes and Bullets: Personal and Persuasive Essays (Opinion Writing) (Unit 2) **Key Skills:** ● Write opinion pieces on topics or texts, supporting a point of view with reasons and information. ● 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.

	appears. ● Determine the main idea of a text and explain how it is supported by key details; summarize the text. ● Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why based on specific information in the text. ● Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	● Provide reasons that are supported by facts from texts and/or other sources. ● Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
Unit 4 Feb./Mar. 7 weeks	Social Issues Book Clubs: Applying Analytical Lenses Across Literature and Informational Texts (If… Then…Curriculum) (Book Clubs) **Key Skills:** ● Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. ● 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. ● Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	The Literary Essay: Writing About Fiction (Opinion Writing) (Unit 4) **Key Skills:** ● Draw evidence from literary or informational texts to support analysis, reflection, and research. ● Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Unit 5 March/ April/May 6 weeks	Historical Fiction Clubs (Unit 4) (Book Clubs) **Key Skills:** ● 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. ● Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. ● Refer to details and examples in a text and make relevant connections when explaining what the text	Informational Writing: Writing about Topics of Personal Expertise (If… Then… Curriculum) **Key Skills:** ● Write informative/explanatory texts to examine a topic and convey ideas and information clearly. ● 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.

	says explicitly and when drawing inferences from the text.	• Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. • Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
Unit 6 May/June 3 weeks	Little Things Are Big: Making Meaning from Poems and Poetic Craft in Literature (If...Then Curriculum) (Independent Choice) **Key Skills:** • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. • Recognize and explain the meaning of common idioms, adages, and proverbs.	Poetry Anthology: Writing, Thinking, and Seeing More (If... Then... Curriculum) **Key Skills:** 1. Use ideas and notebook entries to draft poems using proper poetry elements (rhythm, structure, imagery, figurative language). 2. Revise for sound, tone, word choice, and endings for a powerful poem. 3. Use mentor texts to analyze the structure and elements to guide students in their own writing and thinking.

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4th GRADE READING
Reading

Reading Unit 1:
Up the Ladder Reading: Nonfiction

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Enduring Understandings
The skills of monitoring for sense, reading with fluency, and the cycle of predicting, revising, and confirming are the foundation for nonfiction reading.
Goals
L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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. L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension. 　A. Read grade-level text with purpose and understanding. 　B. Read grade-level text orally with accuracy, appropriate rate, and expression. 　C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. L.WF.4.2 Demonstrate command of the conventions of encoding and spelling. 　A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes. 　B. Write affixed words that involve a sound or spelling change in the base word. 　C. Spell grade-appropriate words correctly, consulting references as needed.

D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.
A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

RI.CI.4.2. Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.

SL.PE.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.
A. Explicitly draw on previously read text or material 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.

SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.ES.4.3. Identify the reasons and evidence a speaker provides to support particular points.

SL.PI.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.

SL.UM.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL.AS.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Teaching Points:	Core Materials:
Bend 1: Building a nonfiction reading life	Units of Study for Reading
1. Reading to be fascinated	*Up the Ladder Reading: Nonfiction, Grades* by Heinemann
2. Readers notice details and ask questions	
3. Choosing just-right nonfiction	**Supporting Materials & Teacher Resources:**
4. Reading Flexibly	Leveled Bookroom
5. Taking action to clear up confusion	Classroom Libraries
5a. Mid-workshop teaching: Reread to improve understanding	*When Kids Can't Read: What Teachers Can Do* by Kylene Beers
5b. CG: Using context clues to determine meaning	*The Continuum of Literacy Learning Grades PreK-8*
5c. CG: Use affixes and roots as clues to meaning	
5d. CG: When text features and context clues aren't	

enough, consult reference materials
6. Taking stock and setting goals

Bend 2: Figuring out main ideas
7. Introductions and text feature are clues to main ideas
7a. Mid-workshop teaching: Preparing to share main idea thinking with a partner
8. Repeated parts can be clues to main idea
8a. Mid-workshop teaching: Places to pause briefly to think in nonfiction
9. Multiple main ideas
10. Rereading differently for different purposes
11. Thinking in response to what you learn
12. Writing about reading

Bend 3: Reading narrative nonfiction
13. Getting a grip on narrative nonfiction by first focusing on elements of story
14. Reading nonfiction with filters
15. Studying character in narrative nonfiction to make interpretations
16. Envisioning narrative nonfiction texts in richer ways by including information
17. Inferring to gain insights about subjects and information
18. Preparing to present the mini-project: Is this formal or informal? Clues for knowing how to match your language to the situation
18a. Nonfiction readers teach others what they've learned

Word Study:
- VALE Units 1-3
- Compound Words
- Synonyms and Antonyms (VALE Unit 3)
- Syllables (VALE Unit 1)

A Guide to Teaching Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann
Daily Café by Gail Boushey and Joan Moser
Conferring with Readers by Jennifer Serravallo
Reading with Meaning Teaching Comprehension in the Primary Grades by Debbie Miller
Word Journeys: Assessment Guided Phonics, Spelling, and Vocabulary Instruction by Kathy Ganske
Strategies That Work by Anne Goudvis and Stephanie Harvey
Reading Strategies Book by Jennifer Serravallo
A Teacher's Guide to Mentor Texts by Carl Anderson
Reading Above the Fray: Reliable, Research-Based Routines for Developing Decoding Skills by Julia Lindsey
The Megabook of Fluency by Rasinski & Smith
Micro Mentor Texts by Penny Kittle
Comprehension Connections: *Bridges to Strategic Reading* by Tammy McGregor
The Artful Read-Aloud by Rebecca Bellingham
Teaching Interpretation UsingText-Based Evidence to Construct Meaning by Cherry-Paul & Johansen
A Teacher's Guide to Reading Conferences by Jennifer Serravallo
Teaching Reading in Small Groups by Jennifer Serravallo
Phonics & Word Study: Activities for intermediate grades by Wiley Blevins
Shifting the Balance (Grades 3-5): 6 ways to bring the science of reading into the upper elementary classroom by Burkins & Yates
Teaching for Deeper Learning: Tools to engage students in meaning making by McTighe & Silver
VALE Units

Mentor Texts (Instructional Read Aloud):
Mummies by Elizabeth Carney
Beastly Tales by Malcolm Yorke
Nubbs: The True Story of a Mutt, a Marine & a Miracle by Major Brian Dennis
Toilet: How it Works by David Macaulay
Teacher selected texts

Technology:
Google Classroom
Document camera
Google Docs
Online texts

Assessments:
Formative:
Reader's notebook responses
Student/teacher conferences
Student discussions
Teacher observation
Learning Progressions

Summative:
Rubrics

Benchmark:
Running Record
Reading Rate
90-125 words per minute

Alternative:
Nonfiction oral presentation

Interdisciplinary Connections

Social Studies: 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events. Activity: In small groups, compare and contrast themes across texts written by the same author or by different authors.

Visual and Performing Arts: 1.2.5.Cn10b: Identify, examine and show how media artworks form meanings, situations and cultural experiences, such as news and cultural events. Activity: Discuss ways in which individuals may disagree about the effectiveness of artistic choices in the creation and performance of works of art and then apply this concept to the evaluation of written work by an author.

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices: Plan education and career paths aligned to personal goals. 9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences. 9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a). 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each. Activity: Reflect on reading experiences and set personal goals for reading next year. Discuss authors and what influences they have had on personal reading growth and how authors promote their books.

9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. Activity: Students will research an author and his/her career path. Students will be able to present information to the class about the author and his/her career.

Computer Science & Design Thinking

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users. **Activity:** Students will be able to research their author in order to learn more about him/her. Students will be able to include this information in their Author Study. Students will discuss the resources and searches they used to find valuable information that was credible and the technology they used.

Unit 2: Interpreting Characters: The Heart of the Story

Enduring Understandings
Good readers establish and maintain a quality reading life for learning and enjoyment.   Appropriate self-selection of books and monitoring of comprehension are skills good readers have.
Goals

L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.
 L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
     A. Read grade-level text with purpose and understanding.
     B. Read grade-level text orally with accuracy, appropriate rate, and expression.
     C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
 L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.
     A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
     B. Write affixed words that involve a sound or spelling change in the base word.
     C. Spell grade-appropriate words correctly, consulting references as needed.
     D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
 L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.
     A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
     D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
 L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
     A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
     B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
 RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
 RL.CI.4.2. Summarize a literary text and interpret the author's theme citing key details from the text.
 RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
 RL.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
 SL.PE.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.
     A. Explicitly draw on previously read text or material 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.

SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.ES.4.3. Identify the reasons and evidence a speaker provides to support particular points.

SL.PI.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.

SL.UM.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL.AS.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Teaching Points:	Core Materials:
Bend 1: Establishing a Reading Life	Units of Study for Reading
1. Read intensely to build a foundation to grow substantial ideas	*Unit 2: Interpreting Characters: The Heart of the Story* published by Heinemann
2. Taking responsibility for reading lots of with-in reach books	
3. Omit	**Supporting Materials & Teacher Resources:**
4. Retell and synthesize to build comprehension	Leveled Bookroom
5. Use envisionment strategies	Classroom Libraries
6. Using partnerships and learning progressions to lift the level of your work	*When Kids Can't Read: What Teachers Can Do* by Kylene Beers
	The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann
Bend 2: Thinking Deeply About Characters	
7. Read to develop defensible ideas about characters	*Daily Café* by Gail Boushey and Joan Moser
8. Using the tory arc to notice important details about characters	*Conferring with Readers* by Jennifer Serravallo
9. Growing grounded significant ideas by noticing author's craft: Find meaning in repeated details in the text (Notice and Note Signpost: Again and Again)	*Reading with Meaning Teaching Comprehension in the Primary Grades* by Debbie Miller
	Word Journeys: Assessment Guided Phonics, Spelling, and Vocabulary Instruction by Kathy Ganske
10. Improve character theories by using precise academic language	*Strategies That Work* by Anne Goudvis and Stephanie Harvey
11. Recognize complexity of characters	*Reading Strategies Book* by Jennifer Serravallo
12. Debate viewpoints, including evidence in book partnerships	*A Teacher's Guide to Mentor Texts* by Carl Anderson
13. Grounding evidence back in the text	*Reading Above the Fray: Reliable, Research-Based Routines for Developing Decoding Skills* by Julia Lindsey
Bend 3: Building Interpretations	*The Megabook of Fluency* by Rasinski & Smith
14. Study story elements to grow ideas about characters	*Micro Mentor Texts* by Penny Kittle
15. Think across the whole book	Comprehension Connections: *Bridges to Strategic Reading* by Tammy McGregor
16. Find patterns and make connections to push deeper thinking	*The Artful Read-Aloud* by Rebecca Bellingham
16a. Notice and Note Signpost: Contrasts and Contradictions	*Teaching Interpretation UsingText-Based Evidence to Construct Meaning* by Cherry-Paul & Johansen
17. A method for crystalizing central interpretations	

18. Recognize recurring images, objects, and details to develop complex interpretations (Notice and Note Signpost: Again and Again)
19. Notice and Note Signpost: Aha Moment
20. Notice and Note Signpost: Tough Questions
21. Notice and Note Signpost: Words of the Wiser
22. Notice and Note Signpost: Memory Moment

Word Study:
1. VALE Units 4-6
   a. Plurals (VALE Unit 4)

Integrate test prep into instruction: Incorporate standardized test formats into chapter and unit tests

1. Require students to show their work and use test-taking skills during everyday activities
2. Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying
3. Highlight test taking skills
4. Review test taking vocabulary

A Teacher's Guide to Reading Conferences by Jennifer Serravallo
Teaching Reading in Small Groups by Jennifer Serravallo
Phonics & Word Study: Activities for intermediate grades by Wiley Blevins
Shifting the Balance (Grades 3-5): 6 ways to bring the science of reading into the upper elementary classroom by Burkins & Yates
Teaching for Deeper Learning: Tools to engage students in meaning making by McTighe & Silver
Disrupting Thinking by Kylene Beers and Robert E. Probst
What Really Matters For Struggling Readers by Richard Allington
The Book Whisperer by Donalyn Miller
VALE Units

Mentor Texts (Instructional Read Aloud):
The Tiger Rising by Kate DiCamillo
Stone Fox by John Reynolds Gardiner
Fly Away Home by Eve Bunting (Tough Questions, Again and Again)
Ish by Peter Reynolds (Aha Moment)
The Day the Crayons Quit by Drew Daywalt (Memory Moment)
Mr. Lincoln's Way by Patricia Polacco (Words of the Wiser)
Pog by Lyn Lee (Contrasts and Contradictions)
Teacher selected texts

Technology:
Google Classroom
Document camera
Google Docs
Online texts

Assessments:
Formative:
Reader's notebook responses
Student/teacher conferences
Student discussions
Teacher observation

Summative:
Learning Progressions
Rubrics
Spelling tests

Alternative:

	Students will present opposite points of view of a given situation in *Tiger Rising*

Social Studies: 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. Activity: Complete a graphic organizer with evidence of different character perspectives in the novel.

Visual and Performing Arts: 1.5.5.Pr6a: Discuss how exhibits and museums provide information and in person experiences about concepts and topics. Activity: Discuss how a piece of visual or performing art (music, visual art, dance, etc.) represents the personal and social values found in the novel.

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices: Consider the environmental, social and economic impacts of decisions. 9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1). 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM.IPRET.5). 9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a). Activity: Discuss in small groups the environmental, social, and economic impacts of the character's decisions.

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. Activity: Students will be able to reflect on the job that Rob's father has in *Tiger Rising*. Students will use what they know about this character and everything that has happened in his life to answer the following question, "Why do you think Rob's father works at the motel? Do you think he is happy working there? What evidence can you give from the text that would support your answer?"

Computer Science & Design Thinking

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data. Activity: Students will use the Notetaker graphic organizer on www.ReadWriteThink.org to organize ideas about the main characters of *Tiger Rising*.

Reading
Unit 3: Reading the Weather: Reading the World

Enduring Understandings

Good readers use text structures to tackle increasingly difficult nonfiction texts.
Research partnerships can help readers gain an understanding of how to research a given topic.
Good researchers look for patterns and relationships within and between topics.

Goals

L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.
L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
   A. Read grade-level text with purpose and understanding.
   B. Read grade-level text orally with accuracy, appropriate rate, and expression.
   C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.
   A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
   B. Write affixed words that involve a sound or spelling change in the base word.
   C. Spell grade-appropriate words correctly, consulting references as needed.
   D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.
   A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
   D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
   A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
   B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   C. Recognize and explain the meaning of common idioms, adages, and proverbs.
RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
RI.CI.4.2. Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
RI.TS.4.4. 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.
RI.PP.4.5. Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in in the point of view they represent.
RI.AA.4.7. Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
RI.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.
SL.PE.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.
   A. Explicitly draw on previously read text or material 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.
SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
SL.ES.4.3. Identify the reasons and evidence a speaker provides to support particular points.
SL.PI.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.

SL.UM.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
SL.AS.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Teaching Points:

Bend 1: Learning from Texts
1. Read and learn nonfiction with intensity
2. To learn from nonfiction, readers get their mental arms around the text, by previewing and using what they know to predict
3. Text structures help accentuate what matters
4. Embracing the challenge of nonfiction reading: Interpret information presented visually, orally, or quantitatively and determine its importance
4a. Notice and Note Signpost: Numbers and Stats
5. Challenges that are posed by texts that are structured as hybrids
5a. Notice text structures and overall structures (chronology, comparison, cause/effect, problem/solution) and determine their importance
6. Tacking tricky vocabulary through reading, note-taking, and conversation
6a. Mid-workshop teaching: Reading with alertness to idioms and figurative language
6b. CG: Using context, word study, or reference materials to figuring out the meaning of unknown words
7. Summarize using key details and main ideas explaining what happened and why, Day 1
7a. Summarize using key details and main ideas explaining what happened and why, Day 2
7b. Identify reasons and evidence to support particular points in a text explaining what happened and why

Bend 2: Launching a Whole Class Research project
8. In research teams, organize and plan research
9. Read a variety of texts to synthesize information
10. Skip
11. Writing to grow research-based ideas
12. Don't skip the hard stuff: Read texts closely to tackle the hard parts
13. Present information gathered on research topic

Bend 3: Tackling a Second Research Project
14. Research a second topic, organize, and plan

Core Materials:
Units of Study for Reading
Reading the Weather: Reading the World published by Heinemann

Supporting Materials & Teacher Resources:
Leveled Bookroom
Classroom Libraries
When Kids Can't Read: What Teachers Can Do by Kylene Beers
The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann
Daily Café by Gail Boushey and Joan Moser
Conferring with Readers by Jennifer Serravallo
Reading with Meaning Teaching Comprehension in the Primary Grades by Debbie Miller
Word Journeys: Assessment Guided Phonics, Spelling, and Vocabulary Instruction by Kathy Ganske
Strategies That Work by Anne Goudvis and Stephanie Harvey
Reading Strategies Book by Jennifer Serravallo
A Teacher's Guide to Mentor Texts by Carl Anderson
Reading Above the Fray: Reliable, Research-Based Routines for Developing Decoding Skills by Julia Lindsey
The Megabook of Fluency by Rasinski & Smith
Micro Mentor Texts by Penny Kittle
Comprehension Connections: *Bridges to Strategic Reading* by Tammy McGregor
The Artful Read-Aloud by Rebecca Bellingham
Teaching Interpretation Using Text-Based Evidence to Construct Meaning by Cherry-Paul & Johansen
A Teacher's Guide to Reading Conferences by Jennifer Serravallo
Teaching Reading in Small Groups by Jennifer Serravallo
Phonics & Word Study: Activities for intermediate grades by Wiley Blevins
Shifting the Balance (Grades 3-5): 6 ways to bring the science of reading into the upper elementary

15. Reading and thinking across two topics: look for patterns and relationships between topics comparing and contrasting
15a. Notice and Note Signpost: Contrasts and Contradictions
15b. Notice and Note Signpost: Quoted Words
15c. Compare and contrast multiple first and secondhand accounts of the same event, identifying point of view
16. Skip
17. Readers come to texts with their own agenda
18. Evaluating sources
18a. Mid-workshop teaching: Considering author's point of view when evaluating sources
19. Reading closely, thinking deeply: Motivation behind the author's purpose
20. Analyzing craft: Studying how nonfiction authors use facts, details, and explanations to develop their ideas or support their reasoning
21. Notice and Note Signpost: Extreme or Absolute Language
22. Notice and Note Signpost: Word Gaps

Word Study:
1. VALE Units 7-9
2. VALE Review Unit 1
   a. Adverbs
   b. Word Meaning: Nuances in word meanings (VALE Unit 7)

Integrate test prep into instruction: Incorporate standardized test formats into chapter and unit tests

1. Require students to show their work and use test-taking skills during everyday activities
2. Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying
3. Highlight test taking skills
4. Review test taking vocabulary

classroom by Burkins & Yates
Teaching for Deeper Learning: Tools to engage students in meaning making by McTighe & Silver
Disrupting Thinking by Kylene Beers and Robert E. Probst
What Really Matters For Struggling Readers by Richard Allington
The Book Whisperer by Donalyn Miller
VALE Units

Mentor Texts (Instructional Read Aloud):
Cactus Hotel by Brenda Guiberson
Everything Weather by Kathy Furgang
Extreme Weather by Ann o. Squire
Tsunamis by Chana Stiefel
Hurricanes Have Eyes But Can't See by Melvin and Gilda Berger
Extraordinary Wild Weather by Scholastic
Youtube video clip: "Phoenix Zoo: The Phoenix Zoo Saves the Arabian Oryx.
Various excerpts from Nonfiction Notice and Note Appendix B pages 259-272. Magazines and Websites Often Used Appendix C of Notice and Note page 274-275
Teacher selected texts

Technology:
Google Classroom
Document camera
Google Docs
Online texts

Assessments:
Formative:
Student/teacher conferences
Teacher observation
Reader's notebook responses
Student discussions
Learning Progressions

Summative:
Rubrics

Alternative:
Weather presentation

Interdisciplinary Connections

Science: 4-ESS2-2 Analyze and interpret data from maps to describe patterns of Earth's features. Activity: Students will research different weather-related hazards that include earthquakes, floods, tsunamis, or volcano eruptions using multiple sources. Students will then be able to write a short report about them that includes multiple solutions to reduce the impacts of natural Earth processes on humans.

Math: 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. 4.OA.A.3   Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.. Activity: Students will solve mathematical word problems. During this activity, students will have to use the vocabulary in the problems to determine what operation and unit to use.

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices: Use technology to enhance productivity, increase collaboration and communicate effectively. 9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1). 9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a). 9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a). Activity: Students will research different weather-related hazards that include earthquakes, floods, tsunamis, or volcanic eruptions using multiple sources.

9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. Activity: Students will learn about different weather-related hazards that include earthquakes, floods, tsunamis or volcano eruptions using multiple sources. As they are researching this topic they will learn how different scientists classify each weather event, how they can predict when one is about to happen, and other responsibilities of this chosen career.

Computer Science & Design Thinking

8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data. Activity: Students will research different weather-related hazards that include earthquakes, floods, tsunamis, or volcanic eruptions using multiple sources. Students will then be able to present what they have learned in a digital format. Students will be able to select their own digital presentation format.

Reading Unit 4:
Social Issues Book Clubs:
Applying Analytical Lenses Across Literature and Informational Texts

Enduring Understandings

Social issues are a unique problem that applies to many people.
Characters encounter social issues that shape their choices and actions.
Justice and injustice in text have significance to everyday life.

Goals

L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.

L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

    A.   Read grade-level text with purpose and understanding.

    B.   Read grade-level text orally with accuracy, appropriate rate, and expression.

    C.   Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.

    A.   Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.

    B.   Write affixed words that involve a sound or spelling change in the base word.

    C.   Spell grade-appropriate words correctly, consulting references as needed.

    D.   Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

    A.   Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

    B.   Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

    A.   Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

    B.   Determine the meaning of words and phrases that allude to significant characters found in literature.

RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

RL.CI.4.2. Summarize a literary text and interpret the author's theme citing key details from the text.

RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.

RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

RL.PP.4.5. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RL.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.

SL.PE.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.

A.   Explicitly draw on previously read text or material 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.

SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.ES.4.3. Identify the reasons and evidence a speaker provides to support particular points.

SL.PI.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.

SL.UM.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL.AS.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Teaching Points:

Bend 1: Reading Between the Lines to Interpret Issues in Texts

1. Reading for social issues will help students better understand and empathize with characters in books, movies, and the world. Review past mentor texts and create a list of possible social issues found in books
2. Any one book has multiple issues and ideas to be considered
3. Students read with various lenses to determine theme
4. Determine the meaning of unknown words or phrases, especially those that connect to key characters
5. Pay attention to scenes that elicit strong reactions
6. Review and model expectations for book clubs
7. Notice when characters struggle
8. Pay attention to crucial scenes
9. Critical readers look outside their fiction reading to nonfiction resources to deepen understanding of social issues
10. Research nonfiction texts to build background knowledge about society and setting of current book
11. Review and model book club roles
12. Summarize the facts learned about events of the time period and setting from nonfiction reading using more than one source
13. Identify inferences that can be made about character's thoughts and feelings based on events of the time period and setting
14. Identify inferences that can be made about characters's words and actions based on events of the time period and setting
15. Consider that characters are members of many groups and use this information to consider various perspectives
16. Review and model productive book club conversation
17. Use mentor texts to identify and define point of view first- and third-person narrations
18. Use mentor texts and individual choice books to compare and contrast the point of view first- and third-person narrations
19. Locate figurative language in texts and clarify meanings of simple similes and adages

Core Materials:

Units of Study for Reading
Social Issues Book Clubs from the
If...Then...Curriculum published by Heinemann

Supporting Materials & Teacher Resources:

Leveled Bookroom
Classroom Libraries
When Kids Can't Read: What Teachers Can Do by Kylene Beers
The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann
Daily Café by Gail Boushey and Joan Moser
Conferring with Readers by Jennifer Serravallo
Reading with Meaning Teaching Comprehension in the Primary Grades by Debbie Miller
Word Journeys: Assessment Guided Phonics, Spelling, and Vocabulary Instruction by Kathy Ganske
Strategies That Work by Anne Goudvis and Stephanie Harvey
Reading Strategies Book by Jennifer Serravallo
A Teacher's Guide to Mentor Texts by Carl Anderson
Reading Above the Fray: Reliable, Research-Based Routines for Developing Decoding Skills by Julia Lindsey
The Megabook of Fluency by Rasinski & Smith
Micro Mentor Texts by Penny Kittle
Comprehension Connections: *Bridges to Strategic Reading* by Tammy McGregor
The Artful Read-Aloud by Rebecca Bellingham
Teaching Interpretation UsingText-Based Evidence to Construct Meaning by Cherry-Paul & Johansen
A Teacher's Guide to Reading Conferences by Jennifer Serravallo
Teaching Reading in Small Groups by Jennifer Serravallo
Phonics & Word Study: Activities for intermediate grades by Wiley Blevins
Shifting the Balance (Grades 3-5): 6 ways to bring the science of reading into the upper elementary classroom by Burkins & Yates

Bend 2: Analyze the Way Different Authors Address and Craft Similar Social Issues in Both Literature and Current Events

20. Study past mentor texts: Consider how different authors address the same or similar issues in different books
21. Compare and contrast one social issue across several different texts
22. Recognize that issues hide in texts and readers need to ask tough questions
23. Readers ask questions to follow up on or clarify information
24. Examine social issues in fiction to examine the social issues in their own lives
25. Continue nonfiction research: Return to nonfiction texts and learn more using multiple sources before finding connections between events of the time period and events in the fiction book.
26. Readers analyze the craft and structure of text to understand the deeper meaning of life
27. Pay attention to and explain the meaning of tone and word choice and how they impact the readers understanding of a social issue
28. Pay attention to and explain the meaning of metaphors found in texts
29. Good book club conversations include building on the ideas of our peers

Bend 3: Bringing Our Reading Lenses to the World-And Making Our Thinking More Complex

30. Readers write to stretch their thinking
31. Readers write responses to book club conversations
32. Readers express their own ideas and disagree in a respectful way
33. During book club conversations speakers identify reasons and evidence supporting their points. At times, this requires paraphrasing text and an organized delivery
34. Review jots about books from reader's notebook and selected the strongest idea for comparing and contrasting the same social issue across two books
35. Draft a one paragraph readers' response comparing one social issue across two books

Word Study:

1. VALE Review Units 2-5
2. Homophones and Homographs

Teaching for Deeper Learning: Tools to engage students in meaning making by McTighe & Silver
Disrupting Thinking by Kylene Beers and Robert E. Probst
What Really Matters For Struggling Readers by Richard Allington
The Book Whisperer by Donalyn Miller
VALE Units

Mentor Texts (Instructional Read Aloud)
Wonder by R.J. Palacio
The Other Side by Jacqueline Woodson
Fly Away Home by Eve Bunting
The Marble Champ by Gary Soto
Don't Laugh At Me by Steve Seski
Crenshaw by Katherine Applegate
The Higher Power of Lucky by Susan Patron
Front Desk by Kelly Lang
Fish in a Tree by Lynda Hunt
Teacher selected texts

Technology:
Google Classroom
Document camera
Google Docs
Online texts

Assessments:
Formative:
Reader's notebook responses
Student/teacher conferences
Student discussions
Teacher observation
Learning Progressions

Summative:
Rubrics

Benchmark:
Running Record

Alternative:
Precept project

Integrate test prep into instruction:

1. Incorporate standardized test formats into chapter and unit tests
2. Require students to show their work and use test-taking skills during everyday activities
3. Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying
4. Highlight test taking skills
5. Review test taking vocabulary

Interdisciplinary Connections

Social Studies: 6.1.5.Civic.DP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good). Activity: In small groups, discuss how the social issues found in the novel have influenced new laws and policies over time at the local and national levels of the U.S. government.

Visual and Performing Arts: 1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical). Activity: In small groups, students will discuss ways in which examples of dance, music, theatre, and visual arts are a reflection of societal values and beliefs in the novel.

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices: Utilize critical thinking to make sense of problems and persevere in solving them. 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2). 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3). 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols. Activity: Identify conflicts in the book and brainstorm possible plans the character(s) can use to solve them. Students will create a digital display showing their ideas.

9.2.5.CAP.2: Identify how you might like to earn an income. Activity: In the book *Wonder,* students learn about how different people in a community interact during many different school and home activities. Students will be able to discuss with partners how each character handles a situation differently based on their character traits and their life role.

Computer Science & Design Thinking

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users. Activity: Students will discuss the part of the book *Wonder* where the characters

are emailing, texting, and posting on social media. The discussion will include digital citizenship and how to use technology to communicate effectively and morally.

Reading Unit 5:
Historical Fiction Clubs

Enduring Understandings
Good readers build collective interpretations and learn how to carry ideas across time and across more than one text. Good readers keep track of multiple plotlines, unfamiliar characters, and shifts in time and place.

Goals

L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.
L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
    A. Read grade-level text with purpose and understanding.
    B. Read grade-level text orally with accuracy, appropriate rate, and expression.
    C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.
    A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
    B. Write affixed words that involve a sound or spelling change in the base word.
    C. Spell grade-appropriate words correctly, consulting references as needed.
    D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
    A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
    B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
RL.CI.4.2. Summarize a literary text and interpret the author's theme citing key details from the text.
RI.CI.4.2. Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
RL.PP.4.5. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
RL.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
RI.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.

RL.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.

SL.PE.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.
  A. Explicitly draw on previously read text or material 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.

SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.ES.4.3. Identify the reasons and evidence a speaker provides to support particular points.

SL.PI.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.

SL.UM.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL.AS.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Teaching Points:	Core Materials:
Bend 1: Tackling Complex Texts	Units of Study for Reading
1. Pay attention to the beginning to analyze setting	*Historical Fiction Book Clubs* published by Heinemann
2. Monitoring for sense	
2a. CG: Tackling challenging words: Use context clues or reference materials then use a word map to list synonyms and antonyms to solidify understanding	**Supporting Materials & Teacher Resources:**
2b. Mid-workshop teaching: Preparing for clubs by rereading and attending to the things that pay off	Leveled Bookroom
3. Track the ways in which characters timelines fit with historical timelines	Classroom Libraries
4. Recognize that character's thoughts and decisions are shaped by their role in the time period	*When Kids Can't Read: What Teachers Can Do* by Kylene Beers
4a. Support discussions with textual evidence	*The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching Written* by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann
4b. Paraphrase sections of information within a text during discussions	*Daily Café* by Gail Boushey and Joan Moser
4c. Review norms and roles for book club discussions	*Conferring with Readers* by Jennifer Serravallo
	Reading with Meaning Teaching Comprehension in the Primary Grades by Debbie Miller
Bend 2: Interpreting Complex Texts	*Word Journeys: Assessment Guided Phonics, Spelling, and Vocabulary Instruction* by Kathy Ganske
5. Recognize significant passages and connect them to other parts of the text	*Strategies That Work* by Anne Goudvis and Stephanie Harvey
6. Support thinking and writing with small moments, small details, and small objects from the text	*Reading Strategies Book* by Jennifer Serravallo
6a. Mid-workshop teaching: Self-assessing your interpretation work: Are you doing your strongest thinking?	*A Teacher's Guide to Mentor Texts* by Carl Anderson
7. Determining themes, Day 1	*Reading Above the Fray: Reliable, Research-Based Routines for Developing Decoding Skills* by Julia Lindsey
7a. Determining themes, Day 2	*The Megabook of Fluency* by Rasinski & Smith
7b. Mid-workshop teaching: Readers enlarge their interpretations about texts	*Micro Mentor Texts* by Penny Kittle
- Before book clubs: Lesson 8: Recognize the importance of being open to new ideas and	Comprehension Connections: *Bridges to Strategic*

conversation with other readers, which can make their own interpretations more powerful
9. Broaden interpretations by attending to perspectives of minor characters
9a. Mid-workshop teaching: Readers add to and revise their thinking using post-its to help track new thoughts
10. Draft and revise interpretations to make them stronger

Bend 3: The Intersection of Historical Fiction and History
11. Turning to primary sources to better understand history: Deepen sense of unfamiliar eras by studying images from the time period
11a. Mid-workshop teaching: Synthesizing image into stories
12. Add background information: Learn facts and information from historical narratives
12a. Mid-workshop teaching: Synthesizing across texts and units
13. Omit
14. Understand perspectives and be careful not to make assumptions and generalizations
15. Seeing power in its many forms
15a. Mid-workshop teaching:Thinking about endings as a way to think part:whole
15b. CG: Compare and contrast points of view
15c. CG: Understand the difference between first and third person narrations
16. Finding thematic connections across texts
16a. Mid-workshop teaching: Common themes across books may be developed in different ways

Word Study:
1. VALE Review Units 6-9
   a. Portmanteau Words
   b. Idioms

Integrate test prep into instruction:
1. Incorporate standardized test formats into chapter and unit tests
2. Require students to show their work and use test-taking skills during everyday activities
3. Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying
4. Highlight test taking skills
5. Review test taking vocabulary

Reading by Tammy McGregor
The Artful Read-Aloud by Rebecca Bellingham
Teaching Interpretation UsingText-Based Evidence to Construct Meaning by Cherry-Paul & Johansen
A Teacher's Guide to Reading Conferences by Jennifer Serravallo
Teaching Reading in Small Groups by Jennifer Serravallo
Phonics & Word Study: Activities for intermediate grades by Wiley Blevins
Shifting the Balance (Grades 3-5): 6 ways to bring the science of reading into the upper elementary classroom by Burkins & Yates
Teaching for Deeper Learning: Tools to engage students in meaning making by McTighe & Silver
Disrupting Thinking by Kylene Beers and Robert E. Probst
What Really Matters For Struggling Readers by Richard Allington
The Book Whisperer by Donalyn Miller
VALE Units

Mentor Texts (Instructional Read Aloud):
Number the Stars by Lois Lowry
Baseball Saved Us by Ken Mochizuki
Rose Blanche by Christophe Gallaz
The Other Side by Jacqueline Woodson
Henry's Freedom Box by Ellen Levine
The Yellow Star by Carmen Agra Deedy
Terrible Things by Eve Bunting
Teacher selected texts

Technology:
Google Classroom
Document camera
Google Docs
Online texts

Assessments:
Formative:
Reader's notebook responses
Student/teacher conferences
Student discussions
Teacher observation
Learning Progressions

Summative:
Rubrics
Alternative:
Interview a family about a time in history

Interdisciplinary Connections

Social Studies: 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). **Activity**: Complete a Venn Diagram comparing and contrasting responses of individuals and groups in the novel to violations of fundamental rights.

Visual and Performing Arts: 1.5.5.Re7b: Analyze visual arts including cultural associations. Activity: Write a response to a piece of art based on a historical point of view.

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices: Act as a responsible and contributing community member and employee. 9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1). 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5). 9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a). **Activity**: In small groups, discuss the obligations and responsibilities of being a member of a community. Students will think about the near-term and long-term consequences of actions and identify ways in which citizens can contribute to the betterment of their teams, families, community, and workplace.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements. 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8). Activity: Students will use the mentor text *Number The Stars* to understand that many people achieve personal goals through their work. An example of this in the book is when Uncle Henrik helps to bring many people over to Sweden during the Holocaust. After students have discussed this, they will then refer to the historical fiction book they are reading and present to the class how one of their characters is achieving a personal goal through work. Students will also describe what specific training the individual needed for their job or task.

Computer Science & Design Thinking

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim. Activity: Students will be able to discuss the different points of view of their historical fiction book topic. Students will fill out a Venn Diagram comparing and contrasting the different points of view.

Reading Unit 6:
Little Things Are Big:
Making Meaning from Poems and Poetic Craft in Literature

Enduring Understandings

Good readers look at poems deeply to create meaning and images.
Images and themes from poetry connect to other texts.

Goals

L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.
L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
   A. Read grade-level text with purpose and understanding.
   B. Read grade-level text orally with accuracy, appropriate rate, and expression.
   C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.
   A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
   B. Write affixed words that involve a sound or spelling change in the base word.
   C. Spell grade-appropriate words correctly, consulting references as needed.
   D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.
   A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
   D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
   A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
   B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
RL.CI.4.2. Summarize a literary text and interpret the author's theme citing key details from the text.
RL.TS.4.4. 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.
RL.PP.4.5. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
RL.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
RL.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.
SL.PE.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.
   A. Explicitly draw on previously read text or material 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.
SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
SL.ES.4.3. Identify the reasons and evidence a speaker provides to support particular points.
SL.PI.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.
SL.UM.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
SL.AS.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Teaching Points:	Core Materials:
Bend 1: Discovering Poetry in Poems and Prose Immerse students in poems of all kinds, allowing exploration of the breath of the genre 1. Create an understanding that poems come in many shapes and sizes 2. Prompt students to notice types of poems and structure of poems (couplets and stanzas) 3. Enhance knowledge of structure by teaching mood, with attention to word choice and sound 4. Introduce poetry's playful, inventive, or archaic use of language 5. Choose flexibly from a range of strategies to clarify the meanings of unfamiliar words or phrases **Bend 2: Reading for Deeper Comprehension** 6. Highlight figurative language, use of objects, setting, symbolism, rhyme, and alliteration 7. Pay attention to a poem's meaning by pointing out breaks and fractured lines in that parts of the poem make a whole 8. Encourage readers to connect parts of poems and consider how they fit together 9. Teach readers to create mental movies and images about poems 10. Encourage readers to think in bigger ways about a poem's meaning and connecting it to everyday life 11. Encourage students to look out for new points of view or new ideas about familiar issues 12. Teach students that the same questions they ask of poems should apply to the same questions they ask of their individual choice books 13. Focus on the ending of a poem to understand the big message or meaning **Bend 3: Looking at Life and Literature Through the Lens of Poetry** 14. Create connections between themes in poems to themes in texts: Poetry influences the way we live and contains valuable life messages 15. Think across poems, prose, and drama to compare and contrast major structural elements and content	Units of Study for Reading *Little Things Are Big* published by Heinemann **Supporting Materials & Teacher Resources:** Leveled Bookroom Classroom Libraries *When Kids Can't Read: What Teachers Can Do* by Kylene Beers *The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching Written* by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann *Daily Café* by Gail Boushey and Joan Moser *Conferring with Readers* by Jennifer Serravallo *Reading with Meaning Teaching Comprehension in the Primary Grades* by Debbie Miller *Word Journeys: Assessment Guided Phonics, Spelling, and Vocabulary Instruction* by Kathy Ganske *Strategies That Work* by Anne Goudvis and Stephanie Harvey *Reading Strategies Book* by Jennifer Serravallo *A Teacher's Guide to Mentor Texts* by Carl Anderson *Reading Above the Fray: Reliable, Research-Based Routines for Developing Decoding Skills* by Julia Lindsey *The Megabook of Fluency* by Rasinski & Smith *Micro Mentor Texts* by Penny Kittle Comprehension Connections: *Bridges to Strategic Reading* by Tammy McGregor *The Artful Read-Aloud* by Rebecca Bellingham *Teaching Interpretation Using Text-Based Evidence to Construct Meaning* by Cherry-Paul & Johansen *A Teacher's Guide to Reading Conferences* by Jennifer Serravallo *Teaching Reading in Small Groups* by Jennifer Serravallo *Phonics & Word Study: Activities for intermediate grades* by Wiley Blevins *Shifting the Balance (Grades 3-5): 6 ways to bring the science of reading into the upper elementary classroom* by Burkins & Yates *Teaching for Deeper Learning: Tools to engage students in meaning making* by McTighe & Silver *Disrupting Thinking* by Kylene Beers and Robert E. Probst *What Really Matters For Struggling Readers* by Richard Allington *The Book Whisperer* by Donalyn Miller

VALE Units

Mentor Texts (Instructional Read Aloud):
- Create packets, poems, and text sets. 8-12 poems for each group.
- Poets to consider:
  - Ogden Nash
  - Shel Silverstein
  - Kenn Nesbitt
  - Jack Prelutsky
  - Langston Hughes
  - Robert Frost
  - Naomi Shihab
  - William Wordsworth
  - Walt Whitman
  - Roald Dahl
  - Sharon Creech
- "The Hippopotamus" by Ogden Nash
- "Dust of Snow" by Robert Frost
- "The Traveling Onion" by Naomi Shihab
- "Valentine for Ernest" Mann by Naomi Shihab
- "All the Places to Love" by Patricia MacLachlan
- "The Other Side" by Jacqueline Woodson
- "Paddle to the Sea" by Holling C. Holling
- "Jabberwocky" by Lewis Carrol
- "Eletelephony" by Laura Richards
- "Tiger Rising" by Kate DiCamillo
- "Magnificent Homespun Brown" by Samara Doyon

Teacher selected texts

Technology:
Google Classroom
Document camera
Google Docs
Online texts

Assessments:
Formative:

Reader's notebook responses
Student/teacher conferences
Student discussions
Teacher observation
Learning Progressions

Summative:
Rubrics

	Alternative:
	Poetry anthology that includes favorite poems with personal connections

Interdisciplinary Connections

Visual and Performing Arts: 1.4.5.Pr5a: Describe and apply dramatic elements of dialogue, action, character emotion, and theme in the performance and/or creation of a drama/theatre work. Activity: In small groups, discuss how the artist's use of the elements of art and principles of design help to communicate a message and compare those to the literary elements a poet uses to write poetry.

Social Studies: 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world. Activity: Read and discuss poetry expressing perspectives of other cultures.

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices: Use technology to enhance productivity, increase collaboration and communicate effectively. 9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences. 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3). 9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a). Activity: When putting together the anthology of poetry, discuss how to be flexible and adaptive in using new technology.

9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. Activity: Students will be able to interview a poet. They will be able to ask her many questions about her career and learn how they can be a writer.

Computer Science & Design Thinking

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim. Activity: Students will make an anthology that includes many poems of their choosing. Each poem will cite the author. Students will learn why it is important to properly cite poems and other information found online.

4th GRADE WRITING
Writing Unit 1:
Up the Ladder: Information

Enduring Understandings
Writing consistently and with volume allows students to practice foundational skills that are required to produce informational texts that have organization and detail.
Goals
L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.

A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
B. Write affixed words that involve a sound or spelling change in the base word.
C. Spell grade-appropriate words correctly, consulting references as needed.
D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).

L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
B. Choose words and phrases to convey ideas precisely.
C. Choose punctuation for effect.
D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

W. IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.
B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
E. Provide a conclusion related to the information or explanation presented.

W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
A. Identify audience, purpose, and intended length of composition before writing.
B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
C. Consider writing as a process, including self-evaluation, revision and editing.
D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

W.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.

W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.

W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

Teaching Points:	Core Materials:
Mid-Lesson Teaching Points:	Units of Study for Writing
- Parts of speech	*Up the Ladder: Accessing Grades 3-6 Units of*
- Parts of a sentence	*Study-Information* Published by Heinemann
- Punctuation	
Writing Piece One:	**Supporting Materials & Teacher Resources:**
Bend 1: Writing lots of books that teach	4th Grade Sample Conventions Lessons
1. Writers write to teach	Leveled Bookroom
2. Elaboration	Classroom Libraries
3. Writing with detail	*Patterns of Power: Inviting Young Writers into the*
3a. Mid-workshop teaching: Writers comb their new	*Conventions of Language* by Jeff Anderson

lessons into old texts
4. Reading your writing through the eyes of a stranger: Revision
5. Beginnings matter
5a. Mid-workshop teaching: On endings: Good-bye is as important as hello
6. How do I write this kind of writing well?
7. Editing for run-on sentences/celebrating your work
7a. Mid-workshop teaching: Varying punctuation
8. Omit

Writing Piece Two:
Bend 2: Writing chapter books that teach with organization and detail
9. Organizing into chapters
9a. CG: Investigating capitalization: Capitalizing important words (e.g., chapter names, section headings, titles, names)
10. Rehearsing for writing by teaching
  - Lesson 11: Writers are the bosses of their writing
12. Designing your pages
- Mid-workshop teaching: Using captions and diagrams
13. Editing for paragraphs
13a. CG: Review adjectives and adverbs
13b. CG: Revise to use comparative and superlative adjectives and adverbs in writing
14. Celebrating growth by giving feedback
  - self-reflect, using the learning progressions/rubrics to self-assess

Revision of Pieces One and Two:
Bend 3: Taking your writing from good to great
15. Goal-driven deliberate practice matters/Studying mentor texts to revise in big ways
16. Information writers are investigators
17. Balancing facts with thinking
18. Studying mentor texts to create a revision plan
19. Deliberate punctuation: commas
19a. CG: Investigate independent clauses
19b. CG: Investigate independent clauses and coordinating conjunctions.
19c. CG: Revise using independent clauses and coordinating conjunctions.

Integrate test prep into instruction:
1. Incorporate standardized test formats into unit tests
2. Require students to show their work and use test-taking skills during everyday activities
3. Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying

The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching Writing by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann
The Writing Strategies Book by Jennifer Serravallo
Teaching Writing in Small Groups by Jennifer Serravallo
Micro Mentor Texts by Penny Kittle
Grammar Inquiry Lesson Framework

Mentor Texts (Instructional Read Aloud):
All About Fireworks
Kid Injuries
Your Guide to Electricity and Magnetism by Gill Arbuthnott
Skunks by Sandra Markle
Teacher selected texts

Technology:
Google Classroom
Document camera
Google Docs
Online texts

Assessments:
Formative:
Student/teacher conferences
Writing samples and student writing portfolios
Student presentations
Writing notebooks
Student Performance Checklists for Writing Learning Progressions

Summative:
Standards Based Writing Rubrics

Benchmark:
Informational Essay

Alternative:
Informational oral presentation

| 4. Highlight test taking skills
5. Review test taking vocabulary	

Interdisciplinary Connections

Science: 4-ESS2-1 Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. **Activity**: Flash draft an informational piece about the effects of weathering or the rate of erosion by water, ice, wind, or vegetation using observations and/or measurements collected.

Social Studies: 6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them. Activity: Flash draft an informational piece to explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices: Demonstrate creativity and innovation. 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media. 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources). 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each. **Activity**: Practice research strategies for evaluating the validity of sources.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements. **Activity**: Discuss how effective research strategies can help in future academic and career success.

Computer Science & Design Thinking

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes. **Activity**: Discuss strategies for using digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to compose informational writing.

Writing Unit 2:
The Arc of Story Writing Realistic Fiction

Enduring Understandings

Writers see ideas for fiction stories everywhere.
Narrative stories start from ordinary moments and are polished through the revision process.

Goals

L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.
  A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
  B. Write affixed words that involve a sound or spelling change in the base word.
  C. Spell grade-appropriate words correctly, consulting references as needed.
  D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
  A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
  G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech;

L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
  B. Choose words and phrases to convey ideas precisely.
  C. Choose punctuation for effect.
  D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

W.NW.4.3. Write narratives to develop real or imagined experiences or events using narrative 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, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.
  E. Provide a conclusion that follows from the narrated experiences or events.

W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
  A. Identify audience, purpose, and intended length of composition before writing.
  B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
  C. Consider writing as a process, including self-evaluation, revision and editing.
  D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
  E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

Teaching Points:	Core Materials:
Mid-Lesson Teaching Points: - Revising for grammar and conventions - Utilizing figurative language - Finding opportunities to utilize VALE words or enhanced vocabulary in writing Writing Piece One: **Bend 1: Creating and Developing Stories and Characters that Feel Real** 1. Imagining stories from ordinary moments 2. Imagining stories we wish existed in the world 3. Developing believable characters 4. Giving characters struggles and motivations 5. Plotting a story with a story arc	Units of Study for Writing Unit 1: The Arc of Story: Writing Realistic Fiction published by Heinemann **Supporting Materials & Teacher Resources:** 4th Grade Sample Conventions Lessons Leveled Bookroom Classroom Libraries *Patterns of Power: Inviting Young Writers into the Conventions of Language* by Jeff Anderson *The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching Writing* by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann *The Writing Strategies Book* by Jennifer Serravallo Teaching Writing in Small Groups by Jennifer

Bend 2: Drafting and Revising with an Eye toward Believability
6. Show, don't tell: Planning and writing scenes
7. Feeling and drafting the heart of your story
8. Studying published texts to write leads
9. Orienting readers with setting
9a. CG: Investigating dialogue: purpose, how to punctuate, and proper paragraphing
9b. Mid-workshop teaching: Using Dialogue deliberately
10. Writing powerful endings

Bend 3: Preparing for Publication with an Audience in Mind
11. Revision: Rereading with a lens
11a. CG: Using transition to manage a sequence of events
12. Omit
13. Using mentor texts to flesh out characters
14. Editing with various lenses
15. Omit

Writing Piece Two:
Bend 4: Embarking on Independent Fiction Projects
Projects started in this Bend may not become fully published and may outlast the unit
16. Launching independent projects
17. Planning and drafting stories with agency
18. Mining the connections between reading and writing fiction
19. Focusing the reader's gaze
20. Choosing punctuation for effect
20a. Mid-workshop teaching: Fixing run-on sentences

Integrate test prep into instruction:
1. Incorporate standardized test formats into chapter and unit tests
2. Require students to show their work and use test-taking skills during everyday activities
3. Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying
4. Highlight test taking skills
5. Review test taking vocabulary

Serravallo
Micro Mentor Texts by Penny Kittle
Grammar Inquiry Lesson Framework

Mentor Texts (Instructional Read Aloud):
Pippy Goes on Board by Astrid Lindgren
Poppy by Avi
Sarah, Plain and Tall by Patricia MacLachlan
Charlotte's Web by E.B. White
Every Living Thing by Cynthia Rylant
The Paperboy by Dav Pilkey
Stellaluna by Janell Canon
Verdi by Janell Canon
Fireflies by Julie Brinckloe
Pecan Pie Baby by Jacqueline Woodson
Teacher selected texts

Technology:
Google Classroom
Document camera
Google Docs
Online texts

Assessments:
Formative:
Student/teacher conferences
Writing samples and student writing portfolios
Student presentations
Writing notebooks
Student Performance Checklists for Writing
Learning Progressions

Summative:
Standards Based Writing Rubrics

Benchmark:
Narrative Essay

Alternative:
Students will create a bumper sticker that promotes writing small moment stories.

Interdisciplinary Connections

Science: 4-ESS3-1: Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. **Activity:** Flash draft a story where the conflict is related to an environmental problem (loss of habitat, air pollution, etc.).

Social Studies: 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives. **Activity**: Flash draft a story about a character who creates change at the local, state, or national level.

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices: Consider the environmental, social and economic impacts of decisions. 9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1). 9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a). 9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a). **Activity**: In small groups, discuss how individuals make decisions that positively impact and/or mitigate negative impact on other people, organizations, and the environment and use what is shared as possible ideas for writing stories.

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. **Activity**: Make a list of various life roles and civic and work-related activities in the school, home, and community and think about how they might be used as part of a realistic fiction story.

Computer Science & Design Thinking

8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task. **Activity**: Students will be able to write and publish their writing pieces using a word publishing application. Students will be given certain criteria to follow and will troubleshoot any issues that arise.

Writing Unit 3:
Boxes and Bullets: Personal and Persuasive Essays

Enduring Understandings

To write a whole essay, good writers gather ideas, studying mentor texts, and developing thesis statements.
Good writers explain and organize their evidence to support the reasons for their opinion.
Evidence, reason, and a well developed thesis turns a personal opinion into a persuasive opinion.

Goals

L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.
  A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
  B. Write affixed words that involve a sound or spelling change in the base word.
  C. Spell grade-appropriate words correctly, consulting references as needed.
  D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
  A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
  D. Form irregular verbs; form and use progressive tenses.
L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

B. Choose words and phrases to convey ideas precisely.

C. Choose punctuation for effect.

D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

W.AW.4.1. 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 from texts and/or other sources.

C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

D. Provide a conclusion related to the opinion presented.

W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

A. Identify audience, purpose, and intended length of composition before writing.

B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.

C. Consider writing as a process, including self-evaluation, revision and editing.

D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.

E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

W.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.

W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.

W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

Teaching Points: **Mid-Lesson Teaching Points:** - Editing for spelling and conventions - Editing for run-on sentences - Paragraphing **Writing Piece One:** **Bend 1: Writing to Learn** 1. Essay structure boot camp 2. Collecting ideas as essayists 3. Writing to learn 3a. Mid-workshop teaching: Learning from writers 4. Using elaboration prompts to grow ideas 5. Mining our writing 6. Boxes and bullets: Framing essays 6a. Mid-workshop teaching: Finding alternative ways to support a thesis 7. Return to Boot Camp: Reviewing how to frame an essay and boxes and bullet plan **Bend 2: Raising the Level of Essay Writing** 8. Composing and sorting mini stories 8a. Mid-workshop teaching: Angling stories to support thesis statement 9. Creating parallelism in lists 10. Organizing for drafting 10a. Mid-workshop teaching: Organizing writing for varied information	**Core Materials:** Units of Study for Writing *Boxes and Bullets, Unit 2* published by Heinemann **Supporting Materials & Teacher Resources:** 4th Grade Sample Conventions Lessons Leveled Bookroom Classroom Libraries *Patterns of Power: Inviting Young Writers into the Conventions of Language* by Jeff Anderson *The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching Writing* by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann *The Writing Strategies Book* by Jennifer Serravallo Teaching Writing in Small Groups by Jennifer Serravallo *Micro Mentor Texts* by Penny Kittle Grammar Inquiry Lesson Framework **Mentor Texts (Instructional Read Aloud):** *No Uniforms!* *My Father is My Most Important Teacher* Sample student essays Teacher selected texts **Technology:**

11.   Building a cohesive draft
12.   Omit
12a. Mid-workshop teaching: Ordering reasons as well as evidence
13.   Writing introductions and conclusions
13a. Mid-workshop teaching: Revising introductions
14.   Revising our work with goals in mind
15.   Correcting run-on sentences and sentence fragments
15a. CG: Investigate irregular verbs and their spelling, revise with irregular verbs in mind
15b. CG: Investigate progressive tenses
15c. CG: Revise with progressive tenses in mind

Writing Piece 2:
Bend 3: Personal to Persuasive
16.   Moving from personal to persuasive
17.   Persuasive inquiry into essay
18.   Broader evidence
19.   Collecting evidence, reason, and thesis
19a. Mid-workshop teaching: Every part must connect: Thinking backward between the piece and the introduction
20.   Getting ready to put our opinions into the world
20a. Mid-workshop teaching: Evaluate essays against the opinion writing checklist
   -   Lesson 21: Celebration: Sharing our opinions loudly and proudly

Integrate test prep into instruction:
1.   Incorporate standardized test formats into chapter and unit tests
2.   Require students to show their work and use test-taking skills during everyday activities
3.   Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying
4.   Highlight test taking skills
5.   Review test taking vocabulary

Google Classroom
Document camera
Google Docs
Online texts

Assessments:
Formative:
Student/teacher conferences
Writing samples and student writing portfolios
Student presentations
Writing notebooks
Student Performance Checklists for Writing
Learning Progressions

Summative:
Standards Based Writing Rubrics

Alternative:
Write a persuasive letter to someone about something they would like changed

Interdisciplinary Connections

Social Studies: 6.1.5.HistoryCA.1: Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era. **Activity**: Flash draft a persuasive essay related to an economic issue impacting children and persuade the audience to implement a group initiative to address it. Use historical contexts as a springboard for identifying ideas.

Science: 4-ESS3-2: Generate and compare multiple solutions to reduce the impacts of natural Earth processes and climate change on humans. **Activity**: Flash draft a persuasive essay related to an environmental issue (e.g. floods) and persuade the audience to implement the group action plan.

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices: Use technology to enhance productivity, increase collaboration and communicate effectively. 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2). 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3). 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d). **Activity**: Make a list of skills an individual needs in order to communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods.

9.2.5.CAP.3:Identify qualifications needed to pursue traditional and non-traditional careers and occupations. **Activity**: Discuss traditional and nontraditional careers related to those who make decisions related to economics, environment, and law.

Computer Science & Design Thinking

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim. **Activity**: Use a digital graphic organizer to map out ideas for a persuasive writing draft.

Writing Unit 4 ~
The Literary Essay: Writing About Fiction

Enduring Understandings

Good writers generate ideas about a text and cite evidence to prove a thesis.
Good writers compare and contrast texts by looking at similar themes across texts and elaborating on those ideas.

Goals:

L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.
  A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
  B. Write affixed words that involve a sound or spelling change in the base word.
  C. Spell grade-appropriate words correctly, consulting references as needed.
  D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
  A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
  E. Form and use possessive nouns and pronouns.
  F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
  G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
B. Choose words and phrases to convey ideas precisely.
C. Choose punctuation for effect.
D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

W.AW.4.1. 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 from texts and/or other sources.
C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
D. Provide a conclusion related to the opinion presented.

W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
A. Identify audience, purpose, and intended length of composition before writing.
B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
C. Consider writing as a process, including self-evaluation, revision and editing.
D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.

W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

Teaching Points:	Core Materials:
Mid-Lesson Teaching Points:	Units of Study for Writing
- Selecting the strongest evidence	*The Literary Essay: Writing About Fiction* published
- Citation rules	by Heinemann
- Working with irregular verbs	
	Supporting Materials & Teacher Resources:
Writing Piece One:	4th Grade Sample Conventions Lessons
Bend 1: Writing about Reading: Literary Essays	Leveled Bookroom
1. Close reading to generate ideas about a text	Classroom Libraries
2. Gathering writing by studying characters	*Patterns of Power: Inviting Young Writers into the*
2a. Mid-workshop teaching: Revising theories about	*Conventions of Language* by Jeff Anderson
characters	*The Continuum of Literacy Learning Grades PreK-8 A*
3. Elaborating on written ideas using prompts	*Guide to Teaching Writing* by Gay Su Pinnell and Irene
4. Finding and testing a thesis	C. Fountas and Published by Heinemann
4a. Mid-workshop teaching: Deciding on your boxes and	*The Writing Strategies Book* by Jennifer Serravallo
bullets for an essay	Teaching Writing in Small Groups by Jennifer
5. Using stories as evidence	Serravallo
5a. Mid-workshop teaching: Use precise words	*Micro Mentor Texts* by Penny Kittle
6. Citing textual evidence	Grammar Inquiry Lesson Framework
7. Using lists as evidence	
7a. Mid-workshop teaching: Deciding on the weak spots	
in an argument and collecting to strengthen those	**Mentor Texts (Instructional Read Aloud):**
weak spots	*Fox* by Margaret Wise Brown
8. Putting it all together: Constructing Literary Essays	"Marble Champ" by Gary Soto
8a. Mid-workshop teaching: Piecing together evidence	"Eleven" by Sandra Cisneros
	Fireflies by Julie Brinkloe
Writing Piece Two:	*The Other Side* by Jacqueline Woodson
Bend 2: Raising the Quality of Literary Essays	
9. Writing to discover what a story is really about	

9a. Mid-workshop teaching: Remembering to move up and down the ladder of abstraction
10. Adding complexity to our ideas
11. Flash-drafting literary essays
12. Beginnings and endings
12a. Mid-workshop teaching: Using the language of literary scholars
13. Using descriptions of an author's craft as evidence
13a. Mid-workshop teaching: Recognizing symbols
14. Editing: review tenses and tense agreement
14a. Editing: Investigate and revise using possessive nouns and pronouns

Writing Piece Three:
Bend 3: Writing Compare-and-Contrast Essays
15. Building the muscles to compare and contrast
15a. Mid-workshop teaching: Finding patterns and ideas in our observations
16. Comparing and contrasting familiar texts
16a. Mid-workshop teaching: Using templates to craft comparative essays
17. Using yesterday's learning, today and always
17a. Mid-workshop teaching: Pushing initial ideas and thoughts about texts further
18. Developing distinct lines of thought
19. Exploring commas: use a comma before a coordinating conjunction in a compound sentence
19a. CG: Investigating capitalization and quotations: Capitalize the first word in quotations as appropriate

Integrate test prep into instruction:
1. Incorporate standardized test formats into chapter and unit tests
2. Require students to show their work and use test-taking skills during everyday activities
3. Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying
4. Highlight test taking skills
5. Review test taking vocabulary

"Gloria Who Might Be My Best Friend" and other stories from *The Stories Julian Tells* by Ann Cameron
"Spaghetti" by Cynthia Rylant
Journey by Patricia MacLachlan
Teacher selected texts

Technology:
Google Classroom
Document camera
Google Docs
Online texts

Assessments:
Formative:
Student/teacher conferences
Writing samples and student writing portfolios
Student presentations
Writing notebooks
Student Performance Checklists for Writing
Learning Progressions

Summative:
Standards Based Writing Rubrics
Benchmark:
Opinion Writing Benchmark

Alternative:
Students will create a pamphlet on how to write a quality literary essay

Interdisciplinary Connections

Social Studies: 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. **Activity**: Discuss how stereotyping and prejudice creates conflict in the novel or reading passage and cite examples.

Visual and Performing Arts: 1.2.5.Cr1c: Connect media artwork to personal experiences and the work of others. Activity: Analyze a piece of art and discuss how it reflects societal values and beliefs.

Career Readiness, Life Literacies, and Key Skills
Career Readiness, Life Literacies, and Key Skills Practices: Work productively in teams while using cultural/global competence. 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2). 9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a). 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each. Activity: In small groups, discuss how excellent writers master conventions, word choice, and organization. Use effective tone and presentation skills to articulate ideas. Students will create a digital display of one idea and how to use it in their work.

9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. Activity: Discuss why it is important to practice writing skills (conventions, word choice, organization, etc.) for future academic and career success. |

Computer Science & Design Thinking
8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim. Activity: Use a graphic organizer to outline ideas for the literary analysis essay.

Writing Unit 5:
Informational Writing: Writing about Topics of Personal Expertise

Enduring Understandings
A key component of informational writing is structure.
Good writers harness what they know about narrative, opinion, and procedural writing and apply it to their informational pieces.

Goals
L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.
A.   Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
B.   Write affixed words that involve a sound or spelling change in the base word.
C.   Spell grade-appropriate words correctly, consulting references as needed.
D.   Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
A.   Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
F.   Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
G.   Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.

H. Use apostrophes for possession.

L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
  B. Choose words and phrases to convey ideas precisely.
  C. Choose punctuation for effect.
  D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

W. IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.
  B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
  C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
  D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  E. Provide a conclusion related to the information or explanation presented.

W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
  A. Identify audience, purpose, and intended length of composition before writing.
  B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
  C. Consider writing as a process, including self-evaluation, revision and editing.
  D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
  E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

W.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.

W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.

W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

Teaching Points:	Core Materials:
Mid-Lesson Teaching Points: - Paraphrasing - Citation - Plurals and apostrophes Writing Piece One: **Bend 1: Structure Information Writing** 1. Decide on a topic of personal interest 2. Study mentor texts, try out a variety of tables of contents, and plan out the content of each chapter. 3. Rehearse the topic while focusing on being organized and using an expert tone 4. Learn different organizational structures and decide which best works for their writing 5. Provide a conclusion linked to the information presented	Units of Study for Writing *Information Writing If...Then...Curriculum* published by Heinemann **Supporting Materials & Teacher Resources:** 4th Grade Sample Conventions Lessons Leveled Bookroom Classroom Libraries *Patterns of Power: Inviting Young Writers into the Conventions of Language* by Jeff Anderson *The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching Writing* by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann *The Writing Strategies Book* by Jennifer Serravallo Teaching Writing in Small Groups by Jennifer Serravallo

Bend 2: Make Big, Strong Revisions

6. Revise drafts by deciding how to divide and subdivide topics
7. Identify gaps in the content provided and write new chapters to address them
8. Elaborate and play with craft and tone during the revision process
9. Investigating apostrophes: Using apostrophes for possession
10. Study mentor texts for revision ideas
11. Use domain specific language
12. Use technology to enhance the text
13. Editing: Strategy groups for summarizing and paraphrasing text

Writing Piece Two:

Bend 3: Write a Feature Article

14. Informational writing requires organized research, Day 1
15. Informational writing requires organized research, Day 2
16. Good writers apply multiple strategies to recall relevant information from a variety of texts
17. Feature articles are a smaller text and include the features of subsections and paragraphs
18. Editing as you go: Capitalizing important words
19. Using tools to increase independence
20. Investigating Titles: Underlined, quotation marks, or italics?
21. Editing: Strategy groups for spelling conventions

Writing Piece Three:

Bend 4: Begin Again with Independence

22. Repeat the writing process for a new feature article flash drafting the first version in about a day
23. Focus the majority of student time and teacher conferencing on the revision process using student-led individual conferences and strategy groups
24. Peer revision of drafts
25. Editing: Strategy groups for spelling conventions
26. Editing: Strategy groups for proper use of quotation marks

Integrate test prep into instruction:

1. Incorporate standardized test formats into chapter and unit tests
2. Require students to show their work and use test-taking skills during everyday activities
3. Teach critical thinking skills. Create class discussion and assessment questions that develop students'

Micro Mentor Texts by Penny Kittle
Grammar Inquiry Lesson Framework

Mentor Texts (Instructional Read Aloud):

Liberty! How the Revolutionary War Began by Lucille Recht Penner
The Eve of the Revolution by Barbara Burt
What's the Big Idea, Ben Franklin? By Jean Fritz
Can't You Make Them Behave, King George by Jean Fritz
The Revolutionary War by Josh Gregory
Disasters The Biggest Disasters in History from Salt in the Indus Valley to Hurricane Sandy by K. Connolly-Level
My Dog is a Hero Published by Scholastic
Teacher selected texts

Technology:

Google Classroom
Document camera
Google Docs
Online texts

Assessments:
Formative:

Student/teacher conferences
Writing samples and student writing portfolios
Student presentations
Writing notebooks
Student Performance Checklists for Writing Learning Progressions

Summative:

Standards Based Writing Rubrics

Alternative:

Create a concept map showing how they will organize their information writing sections

higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying 4. Highlight test taking skills 5. Review test taking vocabulary	

Interdisciplinary Connections
Science: 4-ESS2-1 Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. Activity: Flash draft an informational piece about the effects of weathering or the rate of erosion by water, ice, wind, or vegetation using observations and/or measurements collected. Social Studies: 6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them. Activity: Flash draft an informational piece to explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.

Career Readiness, Life Literacies, and Key Skills
Career Readiness, Life Literacies, and Key Skills Practices: Demonstrate creativity and innovation. 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2). 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources). 9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings. Activity: Practice research strategies for evaluating the validity of sources. 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements. Activity: Discuss how effective research strategies can help in future academic and career success.

Computer Science & Design Thinking
8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes. Activity: Discuss strategies for using digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to compose informational writing.

Writing Unit 6:
Poetry Anthology: Writing, Thinking, and Seeing More

Enduring Understandings
Poetry offers the opportunity to write more, think more deeply, and explore various points of view. Good writers use their response to the topics and themes that surround them to write poetry.

Goals

L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.
- A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
- B. Write affixed words that involve a sound or spelling change in the base word.
- C. Spell grade-appropriate words correctly, consulting references as needed.
- D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Choose words and phrases to convey ideas precisely.
- C. Choose punctuation for effect.
- D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- A. Identify audience, purpose, and intended length of composition before writing.
- B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- C. Consider writing as a process, including self-evaluation, revision and editing.
- D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
- E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

Teaching Points: **Mid-Lesson Teaching Points:** - Using precise words - Shades of meaning - Using figurative language in writing **Bend 1: Create a class anthology** 1. Writers will read and write poem using different perspectives on a common theme 2. Use mentor texts to analyze themes and perspectives 3. Understand the structure of poetry such as line breaks, stanzas, punctuation in order to read the poem with intended effect 4. Observe how poets use dialogue, internal thinking, descriptive details, and other crafts of writing to form a poem **Bend 2: Generate ideas for individual anthologies and collect poems** 5. Writers will generate their own ideas and gather poems that they can relate to 6. Use notebooks to gather ideas and free write about them, including emotions and feelings about theme 7. Use mentor texts to analyze the structure and elements to guide students in their own writing and thinking 8. Add details and descriptive thinking to show what feeling in writing	**Core Materials:** Units of Study for Writing *If... Then... Poetry Anthology,* pg.57 published by Heinemann **Supporting Materials & Teacher Resources:** 4th Grade Sample Conventions Lessons Leveled Bookroom Classroom Libraries *Patterns of Power: Inviting Young Writers into the Conventions of Language* by Jeff Anderson *The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching Writing* by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann *The Writing Strategies Book* by Jennifer Serravallo Teaching Writing in Small Groups by Jennifer Serravallo *Micro Mentor Texts* by Penny Kittle Grammar Inquiry Lesson Framework **Mentor Texts:** *This Is Just to Say; Poems of Apology and Forgiveness* by Joyce Sidman *This Place I Know; Poems of Comfort* edited by Georgia Heard

Bend 3: Drafting and Revising
   9. Use ideas and notebook entries to draft poems using proper poetry elements (rhythm, structure, imagery, figurative language)
  10. Revise for sound, tone, word choice, and endings for a powerful poem
 	
Bend 4: Edit Poems
  11. Read and edit purposefully with regard to grammar, spelling, punctuation, and flow of their poem
  12. Assemble poetry anthologies by making choices regarding what to publish and include in the collection
  13. Celebrate poetry anthologies
	Extra Inning; Baseball Poems by Lee Bennett Hopkins
	If You're Not Here, Please Raise Your Hands; Poems about school by Kalli Dakos
	Fine Feathered Friends by Jane Yolen
	Roots and Blues; A Celebration by Arnold Adolff
	Gathering the Sun by Alma Flor Ada
	Laughing Tomatoes and Other Spring Poems by Fransisco X. Alarcon
	Teacher selected texts
	
	Technology:
	Google Classroom
	Document camera
	Google Docs
	Online texts
	
	Assessments:
	Formative:
	Student/teacher conferences
	Writing samples and student writing portfolios
	Student presentations
	Writing notebooks
	Student Performance Checklists for Writing Learning Progressions
	
	Summative:
	Standards Based Writing Rubrics
	
	Alternative:
	Poetry anthology that includes favorite poems as well as poems that the students composed

Interdisciplinary Connections

Social Studies: 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS). Activity: Flash draft a poem about a major city in New Jersey, in the U.S., and the world highlighting its geographic or demographic characteristics.

Visual and Performing Arts: 1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style). Activity: Discuss how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions. Then, compare this to the way in which poets use literary elements in poetry.

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices: Plan education and career paths aligned to personal goals. 9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative

consequences. 9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole. Activity: Discuss how setting goals and making plans to achieve those goals can help get work done in a timely manner. Discuss how to support peers in helping them reach goals.

9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. Activity: Discuss how to develop a plan for creating a long-term project (poetry anthology) and how to pace work in order to finish by a deadline.

Computer Science & Design Thinking

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. Activity: Using poetry as a foundation, create a 3D model of a poem.